

Revised by School of Design

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**School of Design**

**Tenure and Promotion Guidelines**

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**School of Design Tenure and Promotion Guidelines**

**Purpose**

The School of Design Tenure and Promotion Guidelines have been developed to document the consensus of the School of Design faculty. The guidelines establish the definitions and expectations for Teaching, Research/Creative Activity and Service for both tenure and promotion.

## Introduction

The goal of faculty performance evaluations is to assure the institution the continued services of faculty with excellent achievements.

A candidate is promoted, granted tenure, or retained on the basis of meeting minimum requirements and achieving excellence with the promise of continued excellence as judged by the following criteria:

- Teaching effectiveness.
- Quality of research and publication or other creative endeavors.
- Quality of service to the University to the profession and to the community (at the local, state, national, or international level).
- The interest of higher education in Arizona.

This document in conjunction with the ASU Academic Affairs Policy and Procedures Manual/ACD and the Policies and Procedures Handbook, College of Architecture and Environmental Design establish the guidelines for achieving tenure and/or promotion and assembling materials that demonstrate fulfillment of the above criteria.

## Pertinent Publications

1. ASU Academic Affairs Policy and Procedures Manual/ACD at <http://www.asu.edu/aad/manuals/acd>
2. Policies and Procedures Handbook, College of Architecture and Environmental Design
3. School of Design Constitution and Bylaws
4. School of Design Guidelines, Policies, and Practices

## School of Design Tenure and Promotion Guidelines

### Teaching Introduction

The faculty of the School of Design shares the conviction that Teaching is an important component in the trinity of Teaching, Research/Creative Activity, and Service. Teaching is a primary responsibility of the faculty in a professional education. A teacher imparts knowledge while being responsive to individual needs and concerns of students. A teacher demonstrates impartiality, non-political and ethical conduct during the teaching process, which provides a model for prospective graduates and future professionals. Undergraduate teaching is a fundamental function of the University. Teaching at the graduate level is also important as the graduate program complements the undergraduate program. Refer to Appendix A – The Teaching Mission of a Research University for further clarification.

**Criteria for teaching and measurement shall include:**

| Teaching Criteria   | Performance Measurement                 |
|---|---|
| Knows the subject matter  | Student evaluations or peer evaluations |
| Demonstrates ability to develop course content, appropriate assignments, and methods to evaluate student material | Course syllabus                         |

|  |  |
|--|--|
| comprehension  |  |
| Demonstrates ability to communicate and impart knowledge effectively   | Student work   |
| Demonstrates ability to individually and creatively interpret course objectives established by faculty consensus | Course syllabus and student work                                     |
| Demonstrates ability to cultivate intellectual and creative abilities of students                                | Student work   |
| Shows concern for student participation and progress   | Midterm report   |
| Develops teaching and curriculum innovations   | Varies coursework and teaches using different methods of instruction |
| Utilizes fair and impartial student evaluation   |  |
| Maintains high academic and ethical standards  | Annual performance evaluation by Director                            |

The candidate must demonstrate a high degree of effectiveness as a teacher.

The following items are examples of ways to provide evidence of teaching effectiveness.

The list is not ranked and is not exclusive.

1. Documentation of teaching effectiveness from current or former students.
2. Documentation of teaching effectiveness demonstrated by consistent student evaluations between a “superior performance” and a “good performance” as defined by the School of Design Director’s Guidelines, Policies, and Practices. (See Appendix G) On the evaluation scale of 1 to 5, the expectation is that the candidate would place between 1.0 and 2.5 on the rating scores for courses. (Variation in student evaluations is expected based on type of class, number of classes taught and frequency. It is important to recognize improvement in student evaluations.)
3. Evaluations by the Director and/or other faculty based on direct observation of teaching activity and review of course materials, syllabus, etc.
4. Quality of student work as evidence by projects, theses, and research.
5. Evidence of use of innovative instructional methods.
6. Evidence of revision and improvement of course materials.
  - c. Evidence of creating and teaching new courses.
8. Evidence of participation in curriculum development.
9. Supervising graduates projects or theses.
10. Evidence of maintaining state-of-the-art knowledge in their area of expertise.
11. Teaching awards or nomination.
12. Evidenced through student awards for projects.
13. Evidenced through student-teacher publications.

The average course load for each faculty in the School of Design is 16-18 credits per academic year. Faculty teaching large classes may teach less than the average credit hours per semester/year. Consideration will be extended to faculty teaching more than the average course load and/or to those who develop more than 8 new courses within a five-year period.

## **School of Design Tenure and Promotion Guidelines**

### **Research/Creative Activity**

#### **Introduction**

The faculty of the School of Design shares the conviction that Research/Creative Activity is an important component in the trinity of Teaching, Research/Creative Activity, and Service. Research/Creative Activities serve to position the School in both academia and the professional world. It is imperative that faculty members vigorously engage in research and creative activities. Two factors will validate research and creative activities: the creation of design knowledge and the public dissemination of this knowledge. Review of submitted material must indicate a promise of continued excellence in Research/Creative Activities.

#### **Excellence in Research/Creative Activity Defined**

A candidate's Research/Creative Activities must show logical progression and increasing competence in a field of expertise or scholarship. This activity may include funded or non-funded research of a scholarly, theoretical, philosophical, or pedagogical nature, as well as exemplary professional practice.

The candidate shall demonstrate national recognition for academic research, professional work, and/or creative endeavors. National recognition is exemplified by Research/Creative Activities that clearly demonstrate competitive peer-reviewed outcomes or professional awards. The body of Research/Creative Activity must show peer-review recognition at the national level in a sustained and high-quality manner.

The following is a list of examples of achieving excellence in Research/Creative Activities. The list is not ranked and is not exclusive.

1. Juried or retrospective exhibitions.
2. Competitive awards.
3. Professional awards.
4. Invited lectures.
5. Articles or reviews by others about specific work.
6. Books.
7. Textbooks.
8. Chapters in a book.
9. Journal articles accepted or published.
10. Monographs.
11. Papers in published conference proceedings.
12. Papers presented at professional meetings.
13. Research proposals written, approved, funded, non-funded.
14. Reports resulting from sponsored grants.
15. Articles in recognized professional periodicals.

#### **Compensated Consulting**

Consulting activities performed for and compensated by public or private parties outside of the College at their request may or may not be considered as Research/Creative Activities. Compensated consulting work is of personal benefit to the faculty member. The candidate's materials should make clear how compensated consulting activities go beyond normal professional practice. Evidence of such may include publication of work, articles written by others about the work or awards.

#### **Delta Knowledge**

The School of Design considers the creation and dissemination of knowledge to be the primary goal of research and creative activities. We also accept that there are a variety of types of knowledge that can result from research and creative activities in design. These can be described as *Delta* knowledge. *Delta* knowledge is defined by Jacques Giard,

Ph.D., IDSA and Wim Gilles, D.Eng., FKIO/BNO, FACID in their paper “Delta Knowledge: Its Place and Significance in Industrial Design Education” and in a paper by Wim Gilles and Gilles Paquet in their paper entitled “Edging Toward the Year 2000: Management Research and Education in Canada.” The following is quoted from the paper by Giard and Gilles.

Design knowledge attempts to demystify how and why designers do what they are doing. Whereas the artist may find the demystification process anathema, the same process provides satisfaction to the [industrial] designer’s innate and constant curiosity. Gilles and Paquet described the presence and importance of knowledge very well in the paper, *On Delta Knowledge*. They referred to knowledge as something with a dual personality, “...an elusive notion...” on one hand and “...the fount of the wealth of society...” on the other hand.

The question of knowledge in [industrial] design education and, more specifically, that of *Delta* knowledge, need to be addressed for two significant reasons. First, [industrial] design education in the United States and in Canada is now situated mostly at the university level, that is, at institutions that are centers of creation, acquisition, discussion, and application of knowledge. Unfortunately, [industrial] design has mostly focused on applying existing conventional knowledge all the while ignoring the creation, acquisition, and discussion of its own knowledge. The second reason: neither [industrial] design educators nor colleagues in other disciplines are familiar with the concept of *Delta* knowledge. This is because *Delta* knowledge is different from the well-established knowledge counterparts in the humanities, sciences, and social sciences, respectively *Alpha*, *Beta*, and *Gamma* knowledge. Moreover, the paradigm and evaluation tools of *Delta* knowledge are more applicable to our modern design disciplines than those of *Alpha*, *Beta*, and *Gamma* knowledge. The force fitting of the design disciplines into the established areas of *Alpha*, *Beta*, and *Gamma* knowledge has so far only resulted in failures. Clearly, design [and industrial design] activities should not be evaluated on the basis of paradigms other than those of *Delta* knowledge.

Knowledge has long been a part of the intellectual evolution and history of society. So, too, has the study of the development of knowledge and its classification. A simple classification of academic disciplines, as it is widely used in Europe, recognizes three types of disciplines. They are *Alpha*, *Beta*, and *Gamma*. The *Alpha* disciplines, commonly referred to as the humanities, are the oldest of the three; *Beta* disciplines those of the exact sciences, developed later. The recognition of *Gamma* disciplines only occurred in the last century, after the development of the social sciences. Each of the three types of discipline uses its own characteristic language. *Alpha* disciplines use the language of words, *Beta* disciplines use that of numbers, and *Gamma* disciplines use a combination of word language and numbers, often that of statistics and analyses.

By the end of the 20<sup>th</sup> century, a number of scholars discovered that certain kinds of disciplines did not fit the existing *Alpha*, *Beta*, and *Gamma* classes. Gilles and Paquet, while studying the idiosyncrasies of typical “do”-disciplines such as management and design, coined the term *Delta*. The name was appropriate because the new class was distinct; that is, the characteristic language did not use words or numbers, or a combination of both. In fact, the language was entirely different, namely “model” or “modeling.” Not only were modeling and planning typical actions, they also formed the core of the disciplines’ typical thinking process, now known as “design thinking.”

*Delta* knowledge is part of the knowledge of design but design as a verb. It is not the knowledge about design as a noun, the result of designing, which also exists, but is something quite different. Confusingly, the knowledge necessary for designing also includes knowledge normally appropriated from other disciplines such as history (*Alpha* knowledge), physics (*Beta* knowledge), and psychology (*Gamma* knowledge). The source of designation is where the knowledge resides and not where it is applied.

Because of its use in the act of doing, designing knowledge is not as easily identified with *Alpha* knowledge, which focuses on the collection and analysis of information and is qualitative in nature, or *Beta* knowledge, which is the knowledge which results from investigation and experimentation and is quantitative in nature, or *Gamma* knowledge, which is a combination of *Alpha* and *Beta* and focuses on the measurement of qualitative experience.

[Industrial] design may borrow from all three conventional knowledge areas and their disciplines but the activity called design is not situated in any one of them. Design knowledge *per se* is the knowledge associated with the act of designing, or the knowledge of doing.

Applied to the [industrial] design discipline and to [industrial] design education the *Delta* component of design knowledge includes theories about ends and goals, methodologies and methods of designing, product qualities, product-user relationships, product-environment relationships, product-resource relationships, product planning, and theories of design communication. A great deal of *Delta* knowledge in [industrial] design is *knowing how*, that is, the knowledge of techniques and procedures that apply to collecting, evaluating and interpreting data, creating, proposing, evaluating and selecting ideas, making design decisions, defining and specifying the product, and communicating its design to technical and commercial interests.

Giard and Gilles propose five operational devices and pedagogical vehicles commensurate with *Delta* knowledge. The five operational devices are studio design project, the case study, the learner's report, entrepreneurship, and corporate sponsorship.

#### Studio Design Project

Studio design projects can be an excellent testing ground for methods and procedures. The use of the studio project as a pedagogical device establishes its value as a major source of *Delta* knowledge.

#### Case Study

The case study is the documentation of any doing experience. A relevant experience is documented, analyzed, and articulated. A well-documented case study, that is one that not only contains detailed records of what was done, but also how and why it was done, can serve as a testing ground for methods and procedures applied to the studio project.

#### Learner's Report

The learner's report focuses on the student's experience, particularly with a doing-course, class, or design project. The purpose of this personal document is to provide feedback to the instructor about issues vital to the student's understanding of their work. The reflective process imbedded in writing the learner's report both enhances and reinforces the design experience.

#### Entrepreneurship

The value of the entrepreneurship exercise stems from the challenges posed by doing something in the context of reality. To be beneficial the total design experience needs to go beyond the mere act of creating (studio design project).

#### Corporate Partnership

Some corporations have demonstrated a desire to better understand and support the knowledge of doing. They are willing to do so because doing is the major concern of these companies. In this model the corporation commits to undertake and support a design *research* project (not merely a design project) that involves design students and faculty as

well as corporate designers. The goals for the design research project are clearly articulated, the deliverables are explicit, and the time frame is adhered to.

By focussing on knowledge as well as skills and by moving beyond the artifact to the design process itself industrial design educators can begin to provide a deeper understanding of what design and designing is truly about.

## **School of Design Tenure and Promotion Guidelines**

### **Service**

#### **Introduction**

The faculty of the School of Design shares the conviction that service to the University and the state of Arizona is an important component in the trinity of Teaching, Research and Creative Activity, and Service. Service advances the objectives of the curricula and the outreach of the School. Shared governance within the School, the College, and the University is critically dependent on the faculty. The recognition of the School as an important resource to the University and the urban community are reflected by the faculty's willingness to support those efforts. The advancement of the professions represented by the School is a result of the contributions of the faculty to their respective regional and national agenda. It is through Service that daily management of the School is realized.

#### **Service Defined**

The faculty of the School of Design shares the conviction that Service is an important component in the trinity of Teaching, Research/Creative Activity and Service. The candidate is expected to provide Service to the University, the profession and the community. Although not as significant as Teaching and Research/Creative Activities, Service contributes an element of cohesion and citizenship. Service is defined as performing duties for the University, other educational institutions, the community, or professional organizations. Such service is performed on School, College and University levels, and externally as professional service to the local and state communities or through professional design societies. The faculty recognizes Service as an important element for the development of a productive faculty member within the School of Design.

The candidate must provide evidence of involvement in the dissemination of knowledge within their field of expertise to the public. Membership on many committees is not synonymous with effectiveness, quality performance, or significance of the service activity.

The following are methods of public service. The list is not ranked and is not exclusive.

1. Appointments to local, state, national, and international boards that serve the public interest.
2. Appointments to committees or task forces that serve the public interest.
3. Appearing as expert witness to legislative bodies.

The following are methods of service to the institution. The list is not ranked and is not exclusive.

1. Effective academic advising to student organizations.
2. Membership and chairing of School committees or task forces.
3. Membership and chairing committees or conferences of state and national professional or academic organizations, or acting as representative to these events for professional journals or conferences.
4. Editorial position as reviewer and/or member of an editorial board.
5. Moderator or panel member as professional or academic meetings.
6. Participation on accreditation team

## **School of Design Tenure and Promotion Guidelines**

### **Tenure with Promotion Beyond Assistant Professor**

#### **Introduction**

The criteria outlined in this document are consistent with the policies and procedures found in the Arizona State University Academic Affairs Policies and Procedures Manual/ACD, the College of Architecture and Environmental Design Policies and Procedures Handbook and the School of Design Constitution and Bylaws. A candidate for tenure must demonstrate qualities of teaching effectiveness, research/creative activity, and service. Specific examples of Teaching, Research/Creative Activity, and Service are outlined in Appendices E and F and throughout this Tenure and Promotion document. See also the Promotion section of this Tenure and Promotion Guidelines document.

#### **Promotion from Assistant Professor to Associate Professor with tenure**

Promotion to Associate Professor is based upon:

1. The candidate must be judged “satisfactory” in experience and in appropriate credentials as specified in the terms of hire.
2. The candidate must demonstrate quality of teaching and be evaluated as “very good.”
3. The candidate must be rated “very good” (or the candidate may have one “excellent” and one “satisfactory”) in all the areas listed below:
  - a. Demonstrated effectiveness as a teacher
  - b. Ongoing growth in research and creative activity as demonstrated by national recognition.
  - c. Service to the university, college, school, and/or the broader community.

For Promotion to Associate Professor the application documents should include:

1. A list of 3-6 referees to serve as outside reviewers from outside Arizona State University. This list must be given to the School of Design Director at the close of spring semester prior to application for tenure and/or promotion.
2. The candidate’s statement of no more than 2 pages documenting the candidate’s teaching, research/creative activity and service.
3. The candidate’s complete curriculum vitae.
4. Support materials summarizing work accomplished since the last promotion at this university or since their arrival at Arizona State University.

See also Appendix C of this Tenure and Promotion Guidelines document.

#### **Promotion from Associate Professor to Professor with tenure**

Promotion to Professor shall be reserved for those who have gained national and international recognition from their peers for their professional achievements in Teaching, Research/Creative Activity or Service. The candidate must document achievements in all three of these areas.

Promotion to Professor is based upon:

1. The candidate declares to the reviewing body in which area of expertise they wish to be evaluated (i.e. Teaching, Research/Creative Activity or Service). The declared strength must be evaluated as “excellent” by peers at the national and international level.
2. The candidate must achieve a minimal rating of "satisfactory" in teaching. If the candidate declares that teaching is their most excellent achievement for which they are nationally and internationally recognized, their teaching must be “excellent.”
3. All candidates must demonstrate a “high degree” of teaching effectiveness based on the teaching criteria and performance measurements stated in the Teaching section of the School of Design’s Tenure and Promotion Guidelines.

4. The candidate must contribute “consistently or frequently at a high level of influence” for service to the University, College, School, or the broader community.

See also Appendix C of this Tenure and Promotion Guidelines document.

## **School of Design Tenure and Promotion Guidelines**

### **Promotion**

#### **School of Design criteria:**

The criteria outlined in this document are consistent with the policies and procedures found in the Arizona State University Academic Affairs Policies and Procedures Manual/ACD, the College of Architecture and Environmental Design, and the School of Design Constitution and Bylaws. A candidate for promotion must demonstrate ongoing qualities of teaching effectiveness, research/creative activity, and service. Specific examples of Teaching, Research/Creative Activity, and Service are outlined in Appendices E and F.

The Personnel Committee is the School of Design faculty review body for promotion. The Personnel Committee based on the guidelines and rules of the university and college determines the review processes and procedures.

1. **Continuing teaching performance:**

Teaching performance is measured by the criteria shown in the teaching section of this Tenure and Promotion Guidelines document. Assessment is to be made by school peers and external reviewers.

2. **Continuing Research/Creative Activity:**

To be promoted one must document a professional commitment and contribution that reflects high standards of competence. The evidence presented should document an ongoing contribution to design education or the profession of graphic design, industrial design, or interior design and the potential for continued research/creative activity. Documentation may cover progressive achievements on the departmental, regional, or national levels. Assessment is to be made by school peers and external reviewers.

Research/Creative Activity is demonstrated by the type of work and progress outlined in Appendix F in “Evidence of the Research of Discovery, Application, Integration and Education” and “Ongoing Research/Creative Activity.”

3. **Continuing service to the University, College, School, profession, and/or the broader community:**

Service is shown by the work outlined in the Tenure and Promotion Guidelines for Service and Appendix F “Academic and professional examples of service.”

4. **Promotion requirements:**

Promotion requirements are identical to those stated in the Tenure and Promotion Guidelines for Tenure. Disregard the word “tenure” under Promotion from Assistant Professor to Associate Professor with Tenure” and “Promotion from Associate Professor to Professor with tenure.”

5. **National recognition in graphic design, industrial design, or interior design for promotion:**

The Personnel Committee shall consider the importance of the national activity relative to graphic design, industrial design, or interior design, the recognition awarded to the educator, the contribution made to scholarship in graphic design, industrial design, or interior design, and the overall quality of the

candidate's service to the University, or other educational institutions or the profession.

6. **Research/Creative Activity:**  
Research/Creative Activity is defined and clarified in the Research/Creative Activity section of this Tenure and Promotion Guidelines document. Examples of Research/Creative Activities are found in Appendix F.
7. **External review:**  
External review is required for all promotion and tenure-seeking candidates. The candidate must provide a list of 3-6 outside referees to the School of Design Director approximately 4 months before the candidate submits review materials to the School of Design. See also *References* in Appendix C of this Tenure and Promotion Guidelines document.
8. **Preparation of promotion documents:**  
A portfolio and vitae must demonstrate the work to be considered for promotion. These are to contain work and information accomplished since the date of appointment at Arizona State University or from the candidate's last promotion at Arizona State University. It is essential that all material is dated to determine when, in the candidate's career path, each event occurred.

## **School of Design Tenure and Promotion Guidelines**

### **Appendix A – Teaching Mission of a Research University**

The School of Design has adopted the report from Instructional Evaluation, at ASU (August 1994), Section II—The Teaching Mission of a Research University, as the explanation of the balance between research and teaching.

“The modern research university is a company of scholars engaged in discovering and sharing knowledge, with a responsibility to see that such knowledge is used to improve the human condition” (Keohane, 103)

In a recent article Duke University President, Nannerl Keohane, cited Perkins (1966) in characterizing the American Research University as a blend of two European traditions, the German Research University and the English Under-graduate Collegiate Teaching University, but with its own additional and unique, American emphasis. The unique emphasis was provided by the Jeffersonian view that our universities should be founded to see and disseminate knowledge “in the nation's service.” This is an especially important defining aspect of the mission of the American University because it justifies broad public support as it emphasizes the importance of sharing knowledge in the public interest, and as it suggests that “ivory tower” be accessible and responsive to the citizenry.

Keohane's analysis provides a context of understanding to the obligations and perspectives of the American Research University by describing a continuum of educational and researches activities and institutions as they relate to teaching. One end of the continuum may be represented by the research institute and the other by the undergraduate liberal arts college. Research institutes tend to be devoted to acquiring new knowledge and to creative problem solving in a specific domain such as communications, heart disease, or mass transit; this, on a broad scale, across many areas of interest, is part of the mission of the research university.

Correspondingly, undergraduate liberal arts colleges, similar to community colleges and vocational schools in their emphasis on teaching *per se*, have an undergraduate teaching

mission but without a strong mandate for creative scholarship. The American University bridges and blends these extremes.

### **The Fusion of Creative Scholarship and Teaching**

Arizona State University is an American research university. As explained above, this means that it occupies a special niche in the American educational system insofar as a strong teaching mission is inextricably bound to a creative scholarship mission. Fusion of these two fundamental missions occurs among all three of the defining and interrelated tasks that characterize the activities of such a University the discovery, the dissemination and the application of knowledge.

The idea of fusion of creative scholarship and teaching is represented by Figure 1. In this figure, the limited mission of the community college and the vocational school – classroom teaching, training, advisement – would be seen as represented toward the top of the figure, and the mission of research institute toward the bottom. The overlap of these two realms represents the unique mission of the American Research University. Towards the top of the shaded area might be represented cutting edge courses at the upper division graduate levels that focus on specialized subject matter, and which are taught by someone who creatively contributes to the discipline; towards the bottom is represented collaborative scholarship with advanced students.

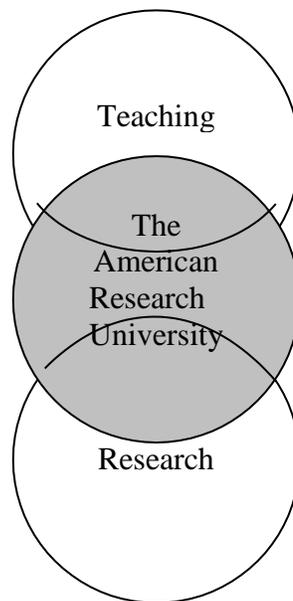


Figure 1. Research, Teaching, and the American Research University

What sets ASU apart from all of the other educational and training institutions in the Phoenix area is the expectation that its teaching is informed by ongoing work at the frontier of knowledge. What we expect the ASU teacher to bring to the classroom is not primarily more or newer “facts.” Rather, what he or she brings is a way of approaching problems, a skill at the highest level of critically evaluating incoming evidence, a willingness to push beyond and overcome the prejudices in the literature, and above all a sense of excitement about all of this that simply cannot be matched by teaching that is based on second hand knowledge.

As suggested above, an additional important feature of the university is that it must be self-replicating, that is, the basic factual knowledge acquired by previous generations must be passed along with the skills and methodologies that lead to discovery and application. In the words of Nannerl Koehane, this is accomplished through a “close symbiosis between master and journeyman scholar.” At ASU more than 20% of the students who are graduate students will be tomorrow’s knowledge experts in a wide variety of areas; almost two-thirds of the ASU students are in the professional schools receiving advanced and cutting-edge training in such as law, engineering, nursing, music, art, design, architecture, business, and public programs.

We have discussed how collaborative scholarly activities between faculty and students are an important defining characteristic of an American research university. Their peers for scholarly contributions acknowledge faculty with students as their apprentices. The emergent contributions of the synergy of teacher and student to create productivity are thus encouraged in our system. Scholarship and teaching are totally intertwined, in this view, with scholarship activities serving important teaching functions including the provision of first-hand teaching *about* scholarship.

Looking at the other side of the coin, teaching contributes directly to scholarship in the following circumstances. The first occurs when a teaching enterprise or innovation results in an archival contribution or is presented at a national or regional scholarly conference. In these the cases the *product* of the teaching exercise becomes a testimonial to scholarly activity as well as to successful teaching activity. A second circumstance is when *research about teaching or course design*, becomes archival or may be otherwise disseminated as an applied or basic research finding. A third instance occurs when textbooks, lab manuals, or other materials are produced in the pursuit of enhancing teaching. Among the key defining features of scholarship of any kind are creativity and communication. All scholarly activity may be regarded as teaching to the degree that it is archival, may be translated into changed practices in a discipline and includes student apprentices. Research and other scholarly activity are thus doubly justified in the university setting.

In conclusion, it is apparent that highly specialized demands are associated with the advanced-training dimensions of our teaching mission as they have been identified above. These demands occur *in addition* to the necessity for solid and inspirational entry-level and advanced undergraduate classroom teaching in the liberal arts, sciences, fine arts, humanities, and other professions; they are often overlooked in assessments of the “teaching” contributions of scholars at a research university such as ASU. In view of the considerations, discussed above, the next task of the instructional evaluation committee was to identify more specifically the kinds of teaching contributions that define the activities of the faculty at ASU.

### **The Scope of Teaching**

The ASU system includes many different manifestations of undergraduate, graduate, postgraduate and public education, which together define the teaching mission of this public, urban university. While parts of the advanced educational needs of the citizenry may be fulfilled by more narrowly defined branch campuses, by community colleges with a mandate to teach at the lower division level, and by local private schools which serve community needs for focused professional training (e.g. international business), only ASU is expected to simultaneously fill all of these conceptual niches while at the same time actively contributing to the knowledge base. Any description of the scope of teaching at ASU must be framed by these general considerations.

The Commission of the Place of Teaching offered the following general definition of teaching in the University:

Teaching is scholarship’s natural manifestation. Scholarship is known and

judged by the teaching that reveals it. This is true whether teaching takes the form of publishing original research results, synthesizing results that derive from different methodologies, bringing the results of discovery to bear on the natural and social worlds, or fostering mastery of subject matter and methodology in learning environments (ASU...Place of Teaching, 8).

This broad definition elegantly encompasses what we generally seek to do as teachers, and it provides a foundation for our purposes there which requires that we break out and detail the specific activities that may be evaluated and otherwise considered in determining and evaluating teaching contributions.

Appendix E lists various categories of teaching and teaching-related activities that are performed by ASU faculty. Many of the listed activities, such as graduate mentoring and supervision, are unique to a research university. Because ASU is the only major university within a large metropolitan area, the functions that are unique become especially important to develop and maintain as resource for the community. Different constellations of the activities listed in Appendix E define the work of different individuals and departments at ASU. Some departments are more oriented to undergraduate training, while others may have a stronger focus on graduate training. These different orientations can produce considerable variation in the activities, which define the instructional contributions of different departments. Obviously, not all of the activities are expected to characterize any one department or individual.

Because creative activities of all sorts provide foundation of knowledge that may be disseminated in the classroom, a university such as ours has the meta-objective of teaching people how to acquire and evaluate new knowledge in addition to teaching them how to understand and critique what is already on the table. This is a *system* of education that we have subscribed to at ASU for at least the past two decades. It is this system that continues to be encouraged by the leadership of ASU. There is no disagreement on this point.

Disagreement arises only when attempts are made to categorize mandated faculty activities into “scholarship”, “teaching”, or “service” domains as though they are somehow independent. This was the orientation of a recent workload study at ASU and represents a fundamental flaw in that report. Many - perhaps most - faculty activities simultaneously address at least two of these domains. Supervision of independent study projects or honor theses, for example, is a teaching activity that emphasizes research and scholarship. Inventing new ways of looking at the world in the service of the aesthetic or scientific values of humankind is a “research” obligation that serves teaching when it occurs with an audience of students or in collaboration with students.

There is some public misunderstanding regarding our teaching mission. Many would agree that the primary activity of faculty at a major university should be classroom teaching, but they believe the university gives faculty half time off to independently pursue personal research and creative activities. These “extra-curricular” activities often are viewed, by the public, as relatively orthogonal to our major obligations to the undergraduate classroom. This is, of course, an erroneous perspective: these activities represent the heart of our unique teaching and training obligation; they provide educational opportunities for students that do not exist in four-year colleges, community colleges, or vocational schools. It is these features of the American research university that make it internationally admired and highly competitively and, nationally, in such high demand. As Columbia University’s Jonathan Cole has noted,

...many shrewd, knowledgeable veterans of higher education point out that the American research university continued to be the jewel in the

higher education crown, that it remains the envy of the world, the set of universities with the highest prestige and distinction in the nation, the institutions that hold the most sought after positions for talented faculty and students, the continuing producer of more Nobel Prize quality science than any other type of educational or research institution in the world, and one of the few remaining American “industries” with a favorable balance of trade (Cole, 1-36).

However, we faculty ourselves encourage the inappropriate public view of our activities by debating the issue of “teaching vs. research” when perhaps instead we should be educating our public regarding the importance of the unique American model of education that we offer. In addition, to the degree that we pay only perfunctory attention to making visible, evaluating, and advertising our educational contributions, we may leave the impression that we are interested only in documenting our creative scholarly endeavors.

#### Work Cited

ASU, *Report of the Commission on the Place of Teaching*.

Jonathan R. Cole, “Balancing Acts: Dilemmas of Choice Facing Research Universities,” *Daedalus*, fall, 1993.

Nannerl O. Keohane, “The Mission of a Research University”, *Daedalus*, fall, 1993.

James A. Perkins, *The University in Transition*, Princeton University Press, Princeton, N.J., 1996.

## **School of Design Tenure and Promotion Guidelines**

### **Appendix B – Review Process: Probationary Reviews and Tenure Application**

The Personnel Committee of the School of Design and the School of Design Director are responsible for the review and recommendation of all probationary reviews and promotion and tenure applications: 2<sup>nd</sup> and 4<sup>th</sup> year reviews and promotion and tenure applications.

#### **Probationary Review Process**

The Personnel Committee is the School of Design faculty review body for probationary reviews. The Personnel Committee based on the guidelines and rules of the University and College determines the review process and procedures. The committee must conduct a substantive review and evaluation of the candidate's performance based on the record of Teaching, Research/Creative Activity and Service. The committee may solicit external reviews and other support documentation as part of the review process. The committee must adhere to the University, College, and School review procedures, voting guidelines, and methods of reporting committee recommendations.

The Personnel Committee is structured in the Bylaws of the School of Design. However, a committee member may disqualify himself/herself for good reason in a particular candidate's case before the probationary review process begins. They must notify the Chair of the Personnel Committee in writing about disqualification within five working days after being appointed.

The Office of the Associate Dean informs the committee of the names of the faculty eligible for 2<sup>nd</sup> and 4<sup>th</sup> year reviews. The Associate Dean distributes the appropriate University, College, and School tenure guidelines to the School of Design Personnel Committee. The Associate Dean communicates the chronology of events for the review to the candidate and to the committee.

Probationary reviews on the 2<sup>nd</sup> and 4<sup>th</sup> years are correlated to establish progress or lack of progress in all areas of the candidate's teaching, research/creative activity and service. The Associate Dean notifies the candidate of his/her probationary review dates -- early in the 2<sup>nd</sup> and 4<sup>th</sup> academic year. The candidate is responsible for preparing all necessary documentation. See Appendix C for documentation content and format requirements.

Candidate's materials must be given to the School of Design Business Manager on or before the date specified by the Associate Dean. The Business Manager will notify the chairperson of the School of Design Personnel Committee that the material is available for review by the committee. The School of Design Personnel Committee reviews the documentation material and writes a letter of recommendation. The School Director receives the committee's recommendation and candidate's materials from the Personnel Committee. The Director evaluates the material. The Director may then return the materials to the committee for any reworking in order to accommodate University, College and School guidelines. The written recommendation from the Personnel Committee, the School Director's independent recommendation and the candidate's review materials are forwarded to the College Faculty Personnel Committee. The College committee reviews the letters and materials and writes a letter of recommendation. All of the above letters and materials are forwarded by the College Faculty Personnel Committee to the Dean for consideration. The Dean reviews all materials and writes an independent recommendation.

The Dean will call a conference with the candidate and the School of Design Director and will discuss the comments provided by the School of Design Personnel Committee, the School of Design Director, the College Faculty Personnel Committee and the Dean. This conference will take place late in the fall semester. These comments are given to facilitate the academic and scholarly growth of the candidate.

### **Tenure Review Process**

The Associate Dean notifies the candidate of his/her tenure review dates. Refer to the diagram titled Personnel Process for CAED Promotion/Tenure Recommendation. The candidate shall inform the Director in writing of his/her wish to be tenured or promoted during the spring semester of the year he/she intends to apply. The Director will then acknowledge his/her letter of intent. Candidates have the option to apply for early tenure.

The Personnel Committee is the School of Design faculty review body for tenure. The Personnel Committee based on the guidelines and rules of the University and College determines the review process and procedures. The committee must conduct a substantive review and evaluation of the candidate's performance based on the record of Teaching, Research/Creative Activity, and Service. The committee may solicit external reviews and other support documentation as part of the review process. The committee must adhere to the University, College, and School review procedures, voting guidelines, and methods of reporting committee recommendations.

The process of tenure review goes from the School, to the College, to the University, to the Provost. The Academic Affairs Policies and Procedures Manual/ACD Manual is constantly being revised. When discrepancies occur in this document, the ACD Manual takes precedence over the School of Design Tenure and Promotion Guidelines document.

The Personnel Committee is structured in the Bylaws of the School of Design. However, a committee member may disqualify himself/herself for good reason in a particular candidate's case before the promotion and/or tenure process begins. They must notify the Chair of the Personnel Committee in writing about disqualification within five working days after being appointed.

The Office of the Associate Dean informs the committee of the names of the faculty seeking tenure. The Associate Dean distributes the appropriate University, College and School tenure guidelines with the candidate's materials to the School of Design Personnel Committee. The Associate Dean communicates the chronology of events for the review to the candidate and to the committee.

It is the candidate's responsibility to prepare all tenure documentation. The candidate must provide the Director with a list of 3-6 potential external referees for the external review of their tenure application materials. The candidate must prepare 3 identical notebooks of documentation material contained in no more than one 1" notebook to be sent out to external reviewers. These notebooks are to be given to the School of Design Business Manager on or before the assigned date.

The candidate must also prepare one notebook of documentation material to be given to the School of Design Personnel Committee for review. This material must be given to the School of Design Business Manager on or before the date specified by the Associate Dean. The Business Manager will notify the chairperson of the School of Design Personnel Committee that the material is available for review by the committee.

The School of Design Personnel Committee reviews the documentation material and writes a letter of recommendation. The School Director receives the committee's recommendation and candidate's materials from the Personnel Committee. The Director evaluates the material. The Director may then return the materials to the committee for any reworking in order to accommodate University, College and School guidelines. The summary report from the Personnel Committee, the School Director's independent recommendation and the candidate's review materials are forwarded to the College Faculty Personnel Committee. The College committee reviews the letters and materials and writes a letter of recommendation to the Dean. All of the above letters and materials are forwarded by the College Faculty Personnel Committee to the Dean for consideration.

When the Dean has completed his written evaluation, documentation materials along with letters of recommendation from the School and College Personnel Committees, Director, Dean and outside referees are forwarded to the Provost and then to the University Personnel Committee. The candidate is notified of the decision on April 1.

## **School of Design Tenure and Promotion Guidelines**

### **Appendix C – How to Prepare Probationary Review and Tenure Documents**

#### **Required documents for probationary reviews (2<sup>nd</sup> and 4<sup>th</sup> year reviews)**

##### General information

1. Curriculum vitae

##### Teaching information

1. A one-page statement on the candidate's teaching agenda and focus.
2. For each course taught (multiple sections of the same course are treated as one)
  - a. The course syllabus
  - b. 20 images of student work representative of a range of quality, from acceptable to very good; or
  - d. Three other student assignments representative of a range of quality, from acceptable to very good.
3. A summary of all teaching evaluations.

##### Research information

1. A one-page statement on the candidate's focus and research agenda.
2. A one-page summary of each paper presented at a refereed conference or published in a refereed journal. The summary should include the title of the paper, the conference or journal in question, date and place, and an abstract of the paper.
3. A one-page summary for each grant application. The summary should include the title and a one-paragraph description of the research activity, the granting agency, date submitted, and the status of the application.
4. A one-page summary for each funded project. The summary should include the title and a one-paragraph description of the funded project, the funding agency, date submitted, and the status of the project.
5. Letters of acceptance or invitation to give a paper or make a presentation that has not yet occurred are optional.
6. An example of one paper published during this period.

##### Creative activities information

1. A one-page statement on the candidate's focus and agenda in creative activities.
2. A two-part summary of each project or creative activity. The first part of the summary (one page) should include the title and description of the project, the client, and date and place. The second part (one page) should include visual images of the creative activity such as slides or other visual aids.
3. Letters of acceptance or invitation to begin a project or other creative activity that has not yet occurred may be included.

##### Other optional information

1. Letters of invitation to present at conferences or other public or professional events, e.g., keynote speaker, corporate invitation.
2. Public recognition such as award(s), citation(s) of research, etc.

##### Service information

1. A summary of all service activity for the School of Design, College, and/or University, and service activity outside of ASU. The summary should include the service activity (e.g., name of the committee), the candidate's role, and the duration of the service function.

Documents not required for 2<sup>nd</sup> and 4<sup>th</sup> year review

1. Documents and information related to activities prior to the candidate's appointment to the School of Design.
2. Copies or originals of diplomas;
3. Letters of acceptance from conferences and journals to which a paper has been submitted and presented and/or published.
4. Thank-you letters from conferences and journals to which a paper has been submitted and presented or published.
5. Other letters of acceptance if the pertinent information appears in the candidate's curriculum vitae.
6. Other thank-you letters if the pertinent information appears in the candidate's curriculum vitae.
7. All correspondence or other documentation that merely duplicates existing information
8. Copies of conference programs and other material that merely duplicates existing information.

#### **Required Documents for Tenure Reviews**

1. **Curriculum vitae:**

The candidate is responsible for preparing a comprehensive curriculum vitae using the School's guidelines and format. The most important material for the School of Design review process is the candidate's record since the candidate has been at Arizona State University or since the candidate's last review, all of which must be explained and documented completely. All prior accomplishments must be summarized. The format for this document should be 8-1/2" by 11" and bound in such a way materials can be removed for duplication and selected materials can be forwarded to the appropriate University review committee. All supportive materials are to be **keyed** to the curriculum vitae.

- a. All information in the vitae must be presented with the appropriate category according to university Tenure guidelines, with the most recent information listed at the beginning of each section.
- b. The candidate's educational history must include the name of each institution, institution location, dates/duration of attendance, degree awarded, major, and thesis/dissertation titles. Continuing education work should reflect the same information (as appropriate), including credit hour designation and, (if applicable reference numbers used by professional organization.
- c. All academic appointments and significant work experience must be described including the candidate's role, type of activity with description, and duration. All professional design work must include project name, client name, project location, candidate's role, description of the project, and dates and duration of the project.
- d. Information on grants must include the granting agency, date of the award, project title, description of project, duration of grant, and amount of award and role, i.e., principle investigator or co-principal investigator, etc. All applications not granted are also to be listed.

- e. The following outline for the **vitae** should be used:
- 1.) Personal information—name, work address, telephone numbers, fax, Internet, etc. What are not required are age, race, religion, etc.
  - 2.) Formal education—college, degrees, dates, research topic.
  - 3.) Continuing education—name, date, location, CEU numbering, etc.
  - 4.) Academic experience—list all academic appointments, titles, ranks, location, dates, etc.
  - 5.) Professional credentials—(if appropriate, list by state, initial year of licensing, certification, etc.).
  - 6.) Membership in professional organizations—dates, offices, etc.
  - 7.) Professional experience—list significant professional experience that supports the candidate's particular teaching or research/creative activity focus or area of emphasis.
  - 8.) List of awards or honors, both academic and professional.
  - 9.) Evidence of **teaching effectiveness:**
    - a. List of courses taught, level and enrollment. Note new courses and new teaching assignments.
    - b. Syllabi of courses taught. Summarize your role in course development in the vitae-provide copies of syllabi in the support file.
    - c. Teaching evaluations of courses taught. Summarize in vitae—include originals or computer print-out in support file.
    - d. Other evidence of teaching performance including peer visitations, citations, awards, honors. See also teaching section of this document.
  - 10.) Evidence of a **continuing research/creative activity:**
    - a. List of published work grouped by peer reviewed or other national publication.
    - b. Separate list of forthcoming work including acceptance letter for forthcoming publications.
    - c. List of research and project proposals which clearly identifies which were funded and which were not funded.
    - d. List of awards, lectures, exhibitions, peer recognition, interviews, works mentioned in, etc.
  - 11.) Evidence of **service:**
    - a. List of community service—include names, dates, and major accomplishments. Mention chair positions held and other leadership roles.
    - b. List of institutional service—includes program, unit, college, university, etc.—include description, role, names, dates, and major accomplishments. Mention chair positions held and other leadership roles.

2. **Candidate materials:**

The candidate must prepare a portfolio that may summarize work accomplished prior to beginning employment at ASU, and key documents of comprehensive work accomplished since beginning employment at ASU. This work should include Teaching, Research/Creative Activity and Service materials. All materials should be professionally presented with appropriate labeling and description.

- a. Candidates statement of no more that 2 pages that summarizes the candidate's accomplishments related to Teaching, Research/Creative Activities and Service.
- b. Teaching materials should include course syllabi, objectives, outlines, policies, examples of handouts or teaching aids, tests, bibliographies, and a selection of student work. The committee may solicit additional materials as needed.
- c. Research/creative activity materials should document all design

projects (slides, color photography and/or prints from journals), publications, drafts, papers, articles published about the candidate's work, copies of juried show announcements, and any other relevant support documentation. The committee may solicit additional materials as needed.

- d. Service inside and outside the university may be documented by **outside review material and referees:** committee may solicit additional materials as needed.
  - e. EO/AA documentation, which illustrates the candidate's support to the university's interest in equal opportunity and diversity, should be noted.
3. **Contact persons:**  
Selected material that reflects work accomplished since employment at ASU should be identified on the vitae with the name of a contact person who was associated with the activity. Include on a separate page the name of the contact person, address, expertise per use as a reference, and telephone number.
  4. **Outside referees:**  
A list of referees should be furnished to the committee that includes diverse selection of people representing practitioners, educators in the same discipline or at peer institutions, and scholars working in the same fields. For each reference provide name, address, and telephone number and knowledge of the referent's background, experience and accomplishments. In addition, provide an explanation of the candidate's relationship to the reference person, such as co-worker, thesis chairperson, fellow graduate student, co-researcher on a grant, personal friend, expert in the field, etc.
  5. **Review of materials:**  
Upon completion of the review process by the School Personnel Committee, the Director, the College Faculty Personnel Committee, and the Dean of the College of Architecture and Environmental Design and the candidate will have the opportunity to identify portfolio materials that will be forwarded to the University Committee per their directives. Generally this includes two examples of Research/Creative Activity plus the curriculum vitae. The Office of the Associate Dean will also forward letters from outside reviewers, School and College Personnel Committees, the Director and the Dean.
  6. **Final notification of Tenure:**  
April 1 as stated in the ACD Manual.

## **School of Design Tenure and Promotion Guidelines**

### **Appendix D – Who Reviews Promotion Documents**

#### **Introduction**

Within the School of Design, the Personnel Committee of the School of Design and the School of Design Director are responsible for the review and recommendation of all promotion applications. These recommendations and the candidate's materials are then given to the College Faculty Personnel Committee. The College committee reviews all materials, writes a recommendation, and passes all materials to the Dean. The Dean reviews all documentation and writes a recommendation. All materials are then given to the Provost and the Provost gives the materials to the University Personnel committee.

#### **Candidacy for promotion:**

The candidate shall inform the Director in writing of his/her wish to be promoted during the spring semester of the year he/she intends to apply. The Director will then acknowledge his/her letter of intent.

#### **Responsibilities of the Personnel Committee**

The committee must conduct a substantive review and evaluation of the candidate's application based on their policies and procedures.

#### **Personnel Committee procedures:**

The procedures for promotion are identical to those described for tenure in Appendix B - Review Process: Probationary Reviews and Tenure Application. Substitute the word promotion whenever tenure is referenced.

## **School of Design Tenure and Promotion Guidelines**

### **Appendix E – Examples of Teaching**

The School of Design does not expect a candidate to be exemplary in all categories. From the Instructional Evaluation at ASU report prepared by the Committee on the Evaluation of Instruction in August, 1994, the following are examples of teaching.

**Classroom instruction:** Teaching is most commonly recognized as instruction in courses, laboratories, studios, etc. that occur in scheduled class settings. Classroom instruction varies by a number of factors, including size of the class, the level of the course, and the methods and materials used for instruction.

**Practicum supervision:** Direct supervision in fieldwork, studios, and laboratories.

**Thesis and dissertation supervision:** Theses and dissertations are major scholarly projects for Honors, Master's, and Ph.D. candidates that typically require from faculty considerable advisement, research supervision, editing, and organizing and conducting an oral defense.

**Graduate evaluation:** Comprehensive exams and other forms of graduate student evaluation require faculty to create and grade the performance on those activities.

**Independent study supervision:** Independent study permits individual instruction with a student on an academic project designed specifically to accommodate the student's interests and abilities, as matched with the faculty member's corresponding interests and expertise.

**Internship supervision:** Practical experiences for students in applied settings relevant to ones' discipline and studies. Typically, the internship goes beyond mere job experience, because faculty takes the time to structure and direct the internships an academic experience.

**Teaching assistant supervision and training:** A significant component of a graduate education is learning to become a professional, and an important component of learning to do this is instruction, supervision, and training by faculty.

**Community instruction:** ASU offers instruction at a number of sites throughout the Valley. Such teaching offers a special service to the community in increasing access to higher education to individuals who might not otherwise be able to come to campus.

**Correspondence study:** This kind of training is designed for students who wish to fulfill a degree objective to increase occupational, professional, or intellectual skills but are bound by location, work or home.

**Telecourse Instruction:** An increasingly significant component of ASU's distance education options are credit courses via satellite, computer, public and cable television. Such courses require preparation and oversight that is different from traditional classroom instruction on campus, while providing an important educational service to students whom otherwise might be denied access to University classes.

**Mentoring:** Career advisement and mentoring are important functions that help students to learn about professional opportunities and how one becomes a professional. At a more immediate level, faculties also help students adjust to university life, a particularly important instructional service for students otherwise at-risk in not succeeding at the university.

**Supplemental instructional:** Many faculty provide additional opportunities for students to study or work with the instructor outside the normal class time. Office hours provide a time for individual or small group interactions. However, some faculty also conduct special study groups, labs, offer tutoring and coaching, and provide other instructional opportunities to supplement that which is normally scheduled.

**Course development:** Developing a course involves not only translating one's area of expertise into a form and manner suitable for learning by students, it requires understanding the conditions and creating an environment in which learning can occur. Creating a course that develops the topic in a logically coherent manner appropriate to a set of fundamental learning objectives for the students, along with the selection of materials and activities designed to insure the achievement of those objectives, is a significant aspect of one's teaching.

**Curriculum development:** As the needs and concerns of society change, so too do academic disciplines. Faculty must spend time developing offerings and courses of study that reflect the knowledge of the discipline and the needs of students and the communities they will serve.

**Development of teaching materials:** Just as much as faculty are expected to extend the frontiers of knowledge and creative productions, so, too, is it important that faculty produce materials that facilitate learning. Books, textbooks, workbooks, manuals, software, multimedia, and other materials that support teaching and enhance learning are important media by which we move knowledge from the frontier to the general community.

**Teaching scholarship:** A rich body of knowledge about learning, teaching assessment, and other aspects of instructional activity exists. To the extent that faculty pursue this scholarship in an effort to improve their own teaching and the learning of their students, they are engaged in yet another aspect of teaching. Such scholarship consists of becoming familiar with the literature; attending workshops, conferences, symposia, and other scholarly activities; applying that research in one's own development; and assessing the value of those innovations.

**Outreach efforts:** There are faculty who carry their teaching and instructional activities beyond the university community, into other communities. We often label such activities as service, but we should also consider the educational nature of the act. Workshops, symposia, projects, and other formats that use one's expertise to educate others outside of ASU are activities that involve both service and teaching.

## School of Design Tenure and Promotion Guidelines

### Appendix F – Examples of Research/Creative Activity and Service

#### **Evidence of the Research of Discovery, Application, Integration, and Education**

The School of Design does not expect a candidate to be exemplary in all categories of Research/Creative Activity. The research of discovery, application and integration can be demonstrated through publication, design work, funded and non-funded projects, practice, exhibition, recognition, grants, awards, verbal and visual presentation. The research of education can be demonstrated through publication, exhibition, recognition, grants, awards, funded and non-funded projects and verbal and visual presentation.

The research of education may also draw information developed from the following teaching activities: thesis and dissertation supervision, development of teaching material and teaching scholarship. These terms are defined in Appendix E- Examples of Teaching.

Juried or peer-reviewed exhibitions, media, presentations or performances are viewed as publications. Research publication in non-peer reviewed design, education or interdisciplinary journals are acceptable and must be individually evaluated for merit.

These are examples of acceptable national publications:

#### Peer Reviewed

Design Issues  
Design Quarterly  
Design Studies  
Eye (UK)  
Facilities Design and Management  
Facility Management Journal  
Graphics  
Innovations (IDSA)  
Journal of Design History  
Journal of the Environmental Design  
Research Association (EDRA)  
Journal of Interior Design (JID)  
Journal of the Society of Architectural  
Historians  
Journal of Visual Communication (UK)  
The Journal of Technical Horizons  
in Education  
Trace: AIGA Journal of Design  
Visible Language

#### National Publications

Assemblage  
Architectural Record  
Architecture  
Communication Arts (CA)  
Contract  
How  
IIDA Perspective  
Interior Design  
Interiors  
Interiors and Sources  
International Design  
Print  
Progressive Architecture  
Wired

If other publications are used, the candidate must provide a short description of the referee process and importance to personal research/creative activity focus.

#### **Ongoing Research/Creative Activity**

Some examples of ongoing contribution are participation in or invitations to jury exhibits; invitations to lecture or be a keynote speaker; publication; participation in or invitation to serve on national reviews; participation in or invitation to jury compilations of state-of-the-art electronic media; or work referenced or cited by other authors.

#### **Service:**

##### **Academic and professional examples of service:**

This is only a list which should be edited, expanded, and enhanced by the candidate's own experience. Service can be demonstrated through different types of participation.

Academic Service:

School of Design

College of Architecture and Environmental Design

Arizona State University

Professional Service:

Recognition as a “Fellow” or an appropriate professional society  
Trustee for a professional society  
National officer in a professional society  
Leader of a professional service project or workshop  
Program or conference chairperson  
Appointment to a special board of a professional society  
Appointment to an accreditation or standards board for professional education  
Honorary awards or national awards for service  
National committee work  
Design consultant to a manufacturer, museum, university, or state education board  
Invited curator or juror for regional or national exhibits  
Involvement in the development of national exam criteria, questions, or evaluation  
Educator representative for a national exam board

Reviewer:

External peer reviewer for the evaluation of promotion and tenure materials of an educator  
Review board of a national design journal or a major publisher  
Reviewer of a textbook  
External reviewer of an educational program

**Examples of professional organizations for service:**

American Institute of Graphic Arts (AIGA) - national  
American Society of Interior Designers (ASID)  
Association for Computing Machinery (ACM)  
Special Interest Group – Graphics (SIGGRAPH)  
Special Interest Group Computer-Human Interface (SIGCHI)  
College Art Association (CAA) – national  
Design Management Institute  
Facility Management Roundtable  
Foundation for Interior Design Education Research (FIDER)-international  
Human Factors Society Incorporated  
Industrial Design Society of America (IDSA)  
Interior Design Educators Council (IDEC)  
Interior Designers of Canada (IDC)  
Interior Furnishings and Design Association (IFDA) – international  
International Facility Management Association (IFMA) – international  
International Facility Management Executives (IFME) – international  
International Council of Graphic Design Association (ICOGRADA)  
-international  
International Interior Design Association (IIDA) [formerly known as Institute of Business Designers/IBD, International Society of Interior Designers/ISID, Council of Federal Interior Designers/CFID]—international  
International Institute for Information Design (IIID) - international  
National Association of Schools of Art and Design (NASAD)  
-international  
National Council for Interior Design Qualification (NCIDQ)- international  
Society for Environmental Graphic Design (SEGD) national

## **School of Design Tenure and Promotion Guidelines**

### **Appendix G -Guidelines Established by the School of Design for Teaching, Research/Creative Activity, and Service**

#### **Introduction**

Faculty members of the School of Design are evaluated in the three areas considered critical to academia: Teaching, Research/Creative Activities, and Service. Specific criteria are used within each of the three areas. Evaluation ratings fall into one of five categories:

1. Superior performance (exceptional)
2. Very good performance (exceeds expectation)
3. Good performance (meets expectations)
4. Satisfactory performance (meets minimum standards)
5. Unsatisfactory performance (needs improvement)

#### **Teaching**

Undergraduate teaching is a fundamental function of the University. Consequently, teaching effectiveness is a most important performance criterion. Faculty members must be effective teachers and communicators. They should pursue and embrace effective pedagogy. Teaching at the graduate level is equally important. Recognition is given for active involvement at the graduate level, such as teaching graduate courses, chairing and serving on graduate committees.

The teaching evaluation is the gauge most often used to determine teaching performance by faculty, more specifically Questions 12 and 22.

#### **Ratings for teaching**

- |    |                |   |
|----|----------------|---|
| 1. | Superior       | Course evaluations generally between 1.0 and 1.5<br>Development and/or adoption of more effective pedagogy<br>Very active involvement in graduate teaching and supervision<br>Other recognition, e.g., large classes, teaching awards, etc. |
| 2. | Very Good      | Course evaluations generally between 1.5 and 2.0<br>Active involvement in graduate teaching and supervision<br>Other recognition, etc., large classes, special challenges, etc.   |
| 3. | Good           | Course evaluations generally between 2.0 and 2.5<br>Involvement in graduate teaching and supervision  |
| 4. | Satisfactory   | Course evaluations generally between 2.5 and 3.5<br>Some involvement in graduate teaching and supervision   |
| 5. | Unsatisfactory | Course evaluations generally between 3.5 and 5.0<br>Little or no involvement in graduate teaching and supervision   |

#### **Research/Creative Activities**

Research and creative activities are the lifeblood of the School of Design and the University. It is imperative that faculty members vigorously engage in research and/or creative activities. Research can include contract and funded research, non-funded research, and areas of scholarship such as publications (articles, conference papers, books). Creative activities are equally important and, like research and scholarship, must be publicly recognized and of the highest standards.

#### Ratings for Research/Creative Activities

- |    |                |   |
|----|----------------|---|
| 1. | Superior       | Publication of several papers in refereed journals of design<br>Presentation of papers at conferences<br>Funded and/or contract research<br>Publication of a book<br>Winning a national/international design competition                    |
| 2. | Very good      | Publication of paper in refereed journals of design<br>Presentation of paper at a conference<br>Funded and/or contract research<br>Finalist in a national/international design competition<br>Invited speaking engagement at national event |
| 3. | Good           | Papers under review for publication in refereed journal<br>Presentation at regional event   |
| 4. | Satisfactory   | Work in progress but little evidence of public activity<br>Presentation at a local and/or regional event  |
| 5. | Unsatisfactory | Little or no evidence of research and creative activities<br>No publications or presentations   |

#### **Service**

Faculty members are expected to provide service to the University, the profession and the community. Typically, service to the University includes committee work at various levels within the University; service to the profession will include active involvement in association activities; and service to the community will include design activities in cooperation with local community groups.

#### Rating for Service

- |    |                            |  |
|----|----------------------------|--|
| 1. | Superior                   | Significant and active service to the University, the profession and the community.    |
| 2. | Very good                  | Active service to the University, the profession and the community.                    |
| 3. | Good                       | Active service to the University or the profession or the community.                   |
| 4. | Satisfactory and the       | Participation in service to the University, the profession and the community.          |
| 5. | Unsatisfactory University, | Little or no evidence of participation in service to the profession and the community. |

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Edits approved by the Dean on  
5/8/15

## **Criteria for Appointment, Promotion, and Tenure Herberger Institute for Design and the Arts**

**Arizona State University  
Tempe, Arizona  
Revised, 2014**

This document establishes general criteria and expectations related to appointment, promotion and tenure for faculty in the Herberger Institute for Design and the Arts. The criteria focus specifically on tenured and tenure-track faculty (assistant professor, associate professor, professor) and fixed-term appointment faculty who may be eligible for promotion but who are not on a tenure track (lecturer, senior lecturer, principal lecturer, clinical assistant professor, clinical associate professor, clinical professor, assistant professor of practice, associate professor of practice, professor of practice, research assistant professor, research associate professor, research professor. (See ACD 505-02, Faculty Members, Appointment Categories, Ranks, and Titles) This document outlines general expectations for research and creative activity, teaching, and service, as appropriate to the appointment. The expectations are necessarily general in nature due to the multiple and diverse disciplinary specializations of faculty in the Herberger Institute for Design and the Arts. Individual units in the Herberger Institute have unit-specific criteria for appointment, promotion and, when appropriate, for tenure. The unit documents provide establish more specific and detailed criteria for the broad Institute expectations outlined below.

### **Criteria for Tenure-Eligible and Tenured Faculty**

Tenured and tenure-eligible faculty members include Assistant Professors, Associate Professors, and Professors. (See the policies [ACD 506-03](#), “Faculty Probationary Appointments,” [ACD 506-04](#), “Tenure,” and [ACD 501](#), “Conditions of Faculty Service”).

#### Assistant Professor

Appointment to the rank of Assistant Professor in the Herberger Institute for Design and the Arts requires a terminal degree (MFA, DMA, MPhil, or PhD) or equivalent professional experience in an appropriate discipline coupled with demonstrated ability to conduct significant research and creative work in design or the arts. In addition, a faculty member appointed to the rank of Assistant Professor is expected to demonstrate a commitment to excellent undergraduate and graduate teaching, and a commitment to service to the unit, the Institute, the University, the community and the profession.

If a new faculty member has gained appointment as an Assistant Professor pending completion of a terminal degree and fails to complete the degree by the specified hire

date, the new faculty member may then be appointed as Instructor, ABD for up to one year. Appointment as an Assistant Professor will begin the year after the degree is completed, with the tenure “clock” commencing at that time.

### Associate Professor

Promotion to the rank of Associate Professor in the Herberger Institute must come no later than seven years after appointment as Assistant Professor. Application is made at the end of the fifth year and reviewed in the sixth year. Promotion to the rank of Associate Professor requires a national reputation established through significant research and creative work, a sustained record of effective instructional contribution, and a growing record of service to the unit, the Institute and University, the community, and the profession. The promise of future continuing achievement in all three areas is essential. Promotion to the rank of Associate Professor must be accompanied by the awarding of tenure.

In some cases, new faculty may be hired at the rank of Associate Professor without tenure. Appointment at the rank of Associate Professor without tenure requires a terminal degree (MM, MFA, DMA, MPhil, or PhD) or equivalent professional experience in an appropriate discipline. A record of successful teaching in higher education or other professional venues, and service to the previous employer(s), the community, and the profession must also be evident. Faculty with such appointments must be considered for tenure within four years.

### Professor

Promotion to the rank of Professor in the Institute occurs after promotion to the rank of Associate Professor with tenure. Promotion to Professor requires an international reputation achieved through a sustained record of outstanding research and creative work that significantly advances the discipline. Promotion also requires a sustained record of excellence in teaching and instructional contributions to the unit and the Institute, and a superior record of service to the unit, the Institute and University, and the community, and to the profession at national and international levels. While promotion to Professor should be encouraged and supported as an aspiration for Associate Professors, faculty may remain at the Associate Professor level for many years.

The Institute does not appoint new faculty to the rank of Professor without tenure. A case of appointment as Professor with tenure requires approval at the university level.

## **Criteria for Fixed-Term Faculty**

Fixed-term faculty eligible for promotion in the Herberger Institute include lecturers, clinical faculty, professors of practice, and research professors, as described below. These faculty are not eligible for tenure. (ACD 505-02)

### Lecturer, Senior Lecturer, Principal Lecturer

Appointment as Lecturer in the Herberger Institute requires a graduate degree or equivalent professional experience in the appropriate discipline. Those appointed as lecturers are expected to demonstrate a commitment to excellence in teaching and in service and/or administrative responsibilities related to teaching. Lecturer appointments do not carry research or creative activity expectations, although contributions to the research, scholarly, and creative mission of the Institute are valued.

Promotion to Senior Lecturer requires a terminal degree (M.F.A., DM, MPhil, or Ph.D) or equivalent professional experience in an appropriate discipline. Senior lecturers must have demonstrated evidence of at least five years of excellent teaching in the unit and evidence of providing instructional innovation to the unit. Excellence in service and/or administrative responsibilities related to teaching is also expected. Senior lecturer appointments do not carry research or creative activity expectations, although contributions to the research, scholarly, and creative mission of the Institute are valued.

Promotion to Principal Lecturer requires a terminal degree (M.M., M.F.A., DM, MPhil, or Ph.D) or equivalent professional experience in an appropriate discipline. Principal lecturers must have demonstrated evidence of at least seven years of excellent teaching in the unit, evidence of providing instructional innovation to the unit, and evidence of regional or national recognition for teaching or leadership in teaching. Evidence of excellence in service and/or administrative responsibilities related to teaching at the Institute and within the university are also expected. While research or creative activity is not required of Principal Lecturers, contributions to the research, scholarly, and creative mission of the Institute are valued.

### Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor

ASU defines clinical faculty as follows: “Clinical faculty are fixed-term faculty members who are qualified by training, experience, or education to direct or participate in specialized university functions, including teaching, student internships, training, or other practice components of degree programs. Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and may include professional development.” (ACD 505-02).

Appointment as a Clinical Assistant Professor in the Herberger Institute requires evidence of experience and education in the field or the discipline sufficient to direct or participate in the specialized teaching and practice experiences that are part of the mission of the Herberger Institute and its degree programs. Those appointed as Clinical Assistant Professor are expected to demonstrate a commitment to excellence in teaching and practice activities related to the design and arts degree programs of the Institute. Clinical Assistant Professor appointments may include administrative and service responsibilities related to teaching and practice, as determined by the director and dean. While research or creative activity is not required of Clinical Assistant Professors, contributions to the research, scholarly, and creative mission of the Institute are valued and encouraged.

Promotion to Clinical Associate Professor requires evidence of experience and education in the field or the discipline as specified above, a minimum of five years of excellent teaching and practice activities in the unit, and a record of excellence in service to the unit, the Institute, and the profession. Contributions to the research, scholarly, and creative mission of the unit and Institute are valued, however, teaching and service are the primary focus of promotion.

Appointment as a Clinical Associate Professor in the Herberger Institute requires evidence of experience and education as specified above, a record of successful teaching and practice activities in higher education or other professional venues, and a record of service to the previous employer(s), the community, and the profession. Clinical Associate Professor appointments may include administrative and service responsibilities, as determined by the director and dean. Contributions to the research, scholarly, and creative mission of the Institute are valued and encouraged.

Promotion to Clinical Professor requires evidence of experience and education in the field or the discipline. Clinical Professor requires a minimum of five years of excellent teaching and practice activities in the unit after promotion to or appointment as Clinical Associate Professor, evidence of national recognition for excellence in teaching and practice, and a record of excellence in service to the unit, the Institute, the university, and the profession. Contributions to the research, scholarly, and creative mission of the unit and Institute are valued and encouraged.

Appointment as a Clinical Professor in the Herberger Institute requires evidence of experience and education as specified above, a record of successful teaching in higher education or other professional venues for which the faculty member has attained national recognition, and a record of service to the previous employer(s), the community, and the profession. Administrative and service responsibilities will be determined by the

director and dean. Contributions to the research, scholarly, and creative mission of the Institute are valued and encouraged.

Professor of Practice, Associate Professor of Practice, Assistant Professor of Practice

ASU defines Professor of Practice as follows: “Professors of practice are fixed-term faculty members whose expertise, achievements, and reputation developed over a sustained period of time qualify them to be distinguished professionals in an area of practice or discipline, although they may not have academic credentials or experience. The responsibilities of this position are teaching courses, seminars, and independent studies to undergraduate and graduate students or other duties that the dean determines are appropriate.” (ACD 505-02).

Appointment as an Assistant Professor of Practice requires a record of expertise and achievements in the discipline or arts practice sufficient to establish the individual as a distinguished professional at the regional or national level. Individuals at the Assistant Professor of Practice rank are expected to demonstrate a commitment to excellence in teaching consistent with the mission of the Herberger Institute and its degree programs. Assistant Professors of Practice may have other administrative or service expectations related to teaching in the discipline, as determined by the director and dean.

Promotion to Associate Professor of Practice requires a record of expertise and achievements in the discipline or arts practice sufficient to establish the individual as a distinguished professional at a national or international level, a minimum of five years of excellent teaching in the Herberger Institute, and a continuing record of expertise and achievements in the discipline or arts practice. Associate Professors of Practice may have other administrative or service expectations related to teaching in the discipline, as determined by the director and dean.

Appointment as an Associate Professor of Practice requires a record of expertise and achievements in the discipline or arts practice sufficient to establish the individual as a distinguished professional at the national or international level. Individuals newly appointed at the Associate Professor of Practice rank are expected to demonstrate a commitment to excellence in teaching consistent with the mission of the Herberger Institute and its degree programs. Associate Professors of Practice may have other administrative or service expectations related to teaching in the discipline, as determined by the director and dean.

Promotion to Professor of Practice requires a record of expertise and achievements in the discipline or arts practice sufficient to establish the individual as a distinguished professional at an international level, a minimum of five years of excellent teaching in

the Herberger Institute, and a continuing record of expertise and achievements in the discipline or arts practice. Professors of Practice may have other administrative or service expectations related to teaching in the discipline, as determined by the director and dean.

Appointment as Professor of Practice requires a record of expertise and achievements in the discipline or arts practice sufficient to establish the individual as a distinguished professional at the international level. Individuals newly appointed at the Professor of Practice rank are expected to demonstrate excellence in teaching consistent with the mission of the Herberger Institute and its degree programs. Professors of Practice may have other administrative or service expectations related to teaching in the discipline, as determined by the director and dean.

#### Research Professor, Research Associate Professor, Research Assistant Professor, Research Scholar

ASU defines research professors as follows: “Research faculty are fixed-term faculty members who are qualified to engage in, be responsible for, or oversee a significant area of research or scholarship. They may also serve as principal or co-principal investigators on grants or contracts administered by the university or take on other appropriate responsibilities. Research faculty who are hired on or supported by research grants or contracts are not guaranteed space, facilities, or services beyond those approved for currently active grants or contracts.” (ACD 505-02)

Appointment as a research faculty member in the Herberger Institute requires a terminal degree in the discipline, and demonstrated ability to attract funding to support the research mission of the Institute. The rank at time of appointment will be determined by the director and dean, and must be consistent with the research expectations of tenure-track or tenured faculty in the school and the Institute. The research faculty member’s focus is primarily research; other administrative, teaching, and service expectations will be negotiated with the director and dean.

Promotion between ranks for research faculty will be determined primarily on research outcomes, including funding. Research outcomes must be consistent with the research expectations for a tenured or tenure-track faculty member at the same rank in the same school. A well-established national research profile is expected for promotion to Research Associate Professor. A well-established international research profile is expected for promotion to Research Professor.