Promotion and Tenure standards for the Digital Art & Design Program[1] (DAAD)[2]

I. Preamble

The Digital Art & Design [DAAD] Department is committed to personal and professional growth of its members through a collegial environment and positive mentorship of new faculty. The standards below are intended to support a culture of excellence within the department. The department aims to create an environment where a well prepared faculty member committed to excellence in their teaching, service, and scholarship (when applicable) should succeed in obtaining tenure and promotion.

A. General Principles

1. The DAAD program has adopted the CAUT conception of a teaching dossier or portfolio[3] as a key element in assessing instructional effectiveness for tenure and promotion. (Note: "teaching dossier" will be used throughout this document to refer to evidence of instructional effectiveness and to distinguish this from the "design portfolio" which contains evidence of professional level design practice and is also required of DAAD faculty for purposes of appointment, tenure and promotion)

2. Outstanding performance in one category may result in heavier weighting being given to that category.

3. The Digital Art & Design program is multi-disciplinary in nature and draws on elements, theory and practices from such disciplines as: graphic design, commercial art, fine art, web site development, information architecture, project management and marketing. As such, these standards are intended to be inclusionary in nature and aspects such as relevancy and equivalence are to be broadly interpreted and with reference to the particularities of an applicant's duties and background.

---

[1] The Department approved these Guidelines on September 26, 2008.

[2] This document is based on similar promotion and tenure standards documents developed by Thompson Rivers University's Department of Computing Science, Computer Information Systems Technology Department, Engineering Design and Drafting Technology Department, Mathematics and Statistics Department and Faculty of Science (Computer Information Systems Technology (CIST) Department, 2007; Department of Computing Science (TRU), 2007; Department of Mathematics and Statistics, 2007; Engineering Design and Drafting Department, 2007; Faculty of Science, 2007). The Thompson Rivers University Department of Computing Science in turn acknowledges the use of a similar document from the University of Saskatchewan as the basis for the development of the Department of Computing Science Promotion and Tenure Standards(Department of Computing Science (U of S), 2007). These and other references used in the development of the Digital Art and Design Promotion and Tenure Standards are listed in the references section of this document.

[3] The DAAD program has used the CAUT's (Shore & Teachers, 1991) suggested forms of evidence of effective teaching, and our own additions, as a base for developing our promotion and tenure standards.

4. Much of what informs teaching and practice in the Digital Art & Design program has its roots more deeply in application- and integration-based scholarship rather than discovery-based scholarship[4], and indeed the discipline has evolved underpinned by "technical and historical investigations within the limits of traditional design practice." [5] In fact, doctoral level programs and scholarly journals are only just beginning to appear in the field. For tripartite faculty members, this means that these standards embrace a broad description of scholarly activity that includes "appropriate forms of research and professional development in design-related fields."[6]

5. The DAAD program is committed to key promotion and tenure principles such as dissemination and peer review of evidence of activities submitted for purposes of tenure and promotion applications. The DAAD program is also committed to the notion of equal rigor between bipartite and tripartite faculty for the purposes of tenure and promotion. However, the DAAD program also recognizes that these two streams of faculty endeavor may be prepared for by differing levels of credentials and experience. A credential that represents suitable study to underpin instruction may not have involved the epistemological and methodological study necessary to underpin scholarly activity. This is reflected below.

II. Weighting

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by their Faculty, School or Division. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committees must recognize that the balance between teaching/professional role and service for bipartite applicants, and the balance among teaching/professional role, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Because disciplines may have special requirements, members should engage in collegial decision-making with their departmental colleagues before deciding on the specific weighting of evidence.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching/professional role and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching/professional role as well as research/scholarship/creative activity — with approximately the same weight given to both areas —, and to a lesser degree on service.

---

[4] Discovery, integration, application and teaching are the four cornerstones of scholarship outlined in Boyer's model of scholarship. (Boyer, 1990)

[5] (American Institute of Graphic Art and National Association of Schools of Art and Design, 1997)

[6] ibid

However, extraordinary contributions in research/scholarship/creative activity, teaching/professional role or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

For bipartite faculty the minimum weightings for teaching, and service, are:

- Teaching: minimum of 70%

- Service: minimum of 10%

- Scholarship minimum of 0%*

  ***Note**: While there is <u>no obligation</u> upon bipartite faculty to be engaged in scholarship, it is recommended that evidence of scholarship, if present, be included in their portfolio.

For tripartite faculty the minimum weightings for teaching, scholarship, and service, are:

Teaching: minimum of 35%

Scholarship: minimum of 35%

Service: minimum of 10%

III. Appointment Criteria

A. Tripartite Faculty

For tripartite appointments the faculty member will:

- hold a relevant Masters degree or equivalent. Other qualifications may also be considered on an individual basis;

- submit a professional design portfolio of seven to ten elements suitable to the department appointments committee;

- have no less than 5 years practical experience in a design-related field.

A Bachelor's degree with 3 pieces of evidence identified under III.B.2. below or with an additional 10 years of combined professional practice and instruction will be considered equivalent to a Master's degree.

B. Bipartite Faculty

For bipartite appointments the faculty member will:

- hold a relevant Bachelors degree or equivalent. Other qualifications may also be considered on an individual basis;

- submit a professional design portfolio of seven to ten elements suitable to the department appointments committee;

- have no less than 5 years practical experience in a design-related field.

A diploma with a teaching dossier acceptable to the department or with an additional 10 years of combined professional practice and instruction will be considered equivalent to a Bachelor's degree.

IV. Guidelines and Criteria for Tenure and Promotion

A. Basis of Evaluation

1. Teaching

Teaching activities, teaching dossier and assessment are outlined in Article 6 -- Appendix 1 of the collective agreement.

In assessing teaching dossier's for the purpose of promotion and tenure, the DAAD program recognizes the value of the categories of dossier materials and evidence identified by the CAUT:(Shore & Teachers, 1991)

- Teaching responsibilities and practices
- Products of good teaching
- Evaluating and improving one's teaching
- Contributions outside the classroom
- Information from students
- Information from colleagues
- Information from others.

In addition to required and recommended elements for teaching dossiers as outlined in the collective agreement, applicants for promotion and tenure are encouraged to review the CAUT document and include elements from across the CAUT categories as appropriate. (1991)

Teaching in the DAAD department consists primarily of courses with a strong practical as well as theoretical basis.

These specialized courses require significant preparation in that Graphic Design, Print Design and Web Development are rapidly changing disciplines and topics change and have to be added or modified frequently.

2. Research and Scholarship (Tripartite Faculty)[7]

Research and scholarly activity are defined in TRU policy BRD 15-1 Definition of Scholarly Activity and in the collective agreement article 6.10.5.3.

Consistent with the broad definitions of scholarship identified within the Collective Agreement and university policy and regulations, the Digital Art & Design program also considers the following types of activity and measures of performance as appropriate for consideration in reviewing its faculty. This list is neither complete nor exclusive; it simply provides some common measures by category to guide applicants and department, school, and university reviews. While the department has specified minimum quantities of evidence for each of the promotion tenure ranks, these quantities are a guideline based on

---

[7] These standards are based on standards developed and recently reviewed at North Carolina State University. (Department of Graphic Design, 2006) They are consistent with other institutions offering similar programs in North America.

the nature of the Activity. Some activities may be more extensive than others, and others don't lend themselves as easily to numeric quantification . It is the responsibility of the applicant to build a promotion or tenure application of substance and of the department and institutional review committees to assess the submission.

Note: as there are currently very few established forms of peer review in the design-related systems, the development of such forms of peer review constitute a valuable contribution to the field. As with the forms of research and scholarship in the field, the forms of peer review established may take unique and non-traditional forms.

The department finds the following types of performance of value for Graphic Design faculty to consider in their scholarly activity.

1. **Creative production** – Faculty concentrating their efforts in this form of scholarship would be expected to work in areas consistent with their academic preparation and teaching assignments. Examples of work should be documented in electronic form and typical measures of performance by peers/dissemination include:

    a. **Public exhibition of work** – Performance quality relates to the number of proposals for inclusion in exhibitions; local/regional/national/international stature of exhibition; invitational/juried format (juror reputation); one person/group show; venue/sponsor; and documented critical reviews.

    b. **Reproduction of work in publications or online** – Performance quality relates to stature of publication (refereed/non-refereed, local/regional/national/international distribution, area of scholarship); coverage (feature article, documentation of exhibition); and documented critical reviews.

    c. **Commissioned/collected works** – Performance quality relates to stature of sponsor or collection and scope of work.

    d. **Competitions** - Performance quality relates to the level of competition (local/regional/national/international); number of works selected/number of entrants; scope of work; and reputation of sponsor.

    e. **Panel/juries** - Performance quality relates to invitation of the candidate to serve on professional design panels and juries for competitions and publications in his/her area of expertise; stature of panel/jury and entrants (fellow jurors' reputations, local/regional/national/international, undergraduate or graduate student/professional); and stature of sponsor (university, association, publication.)

    f. **Lectures/invitations to present** – Performance quality relates to stature of sponsor and audience (university, association, publication); scope of presentation participation (delivering a paper prepared in addition to visual work, portfolio presentation); and critical reviews.

    g. **Peer review of portfolio** – either by colleagues at arm's length and external to the institution, or as part of application to the Society of Graphic Designers of Canada (GDC) or similar organization.

2. **Professional graphic design practice** – Faculty concentrating their efforts in this form of scholarship would be expected to work in areas consistent with their academic preparation and teaching assignments. It is assumed that output would exceed mere freelance practice in design and would represent a *creative and intellectual stretch beyond client service.* Example of work should be documented in slide or electronic form; publications should be photocopied. Typical measures of performance by peers/dissemination include:

   a. **Professional competitions/exhibitions** – Performance quality relates to stature of sponsor (local/regional/national/international); number selected/number entered; jurors; reputation; and critical reviews.

   b. **Reproduction of work in publications and online** – Performance quality relates to stature of publication (refereed/non-refereed, local/regional/national/international distribution, area of scholarship); context of coverage (feature article, documentation of exhibition); and critical reviews.

   c. **Publication of writing on design** – Performance quality relates to stature of publications in which candidate's writing appears (local/regional/national/international, area of scholarship) and nature of writing (book review, feature article, critical review). It is likely, given the current state of design writing, that these publications will not be refereed, however, there may be judgments made regarding the level of scholarship represented by various publications within the popular design press.

   d. **Client testimony** – Performance quality relates to the stature of client; scope of project; and level of critical review of the work by the client (these should not be general letters of recommendation but serious critiques by clients about the candidate's work in relation to other designers in the field and the real value of the work to the company.) While such testimony may be part of the dossier of the candidate whose scholarship is in professional practice, it cannot serve as the only evidence. Clients should not be contacted without the candidate's permission.

   e. **Panels/juries/editorial boards** – Performance quality relates to invitations to the candidate to serve on professional design panels and juries for competitions and publications in his/her area of expertise; stature of panel/jury (local/regional/national/international, undergraduate or graduate/professional, fellow jurors' reputations); and stature of sponsor (university, association, publication.)

   f. **Lectures/invitations to present** – Performance quality relates to stature of sponsor and audience (community, university, association); scope of presentation participation (delivering a paper, portfolio presentation); and critical reviews.

   g. **Peer review of portfolio** – either by colleagues at arm's length and external to the institution, or as part of application to the Society of Graphic Designers of Canada (GDC) or similar organization.

6

3. **Research** – Faculty concentrating their efforts in this form of scholarship would be expected to work in areas consistent with their academic preparation and teaching assignments. It is assumed that the candidate's output would make an original contribution to the body of knowledge about design or design education (this category could include teaching innovation when done in ways that take a research perspective and yield generalizable results for the field). Typical measures of performance by peers and forms of dissemination include:

   a. **Grants and sponsored projects** - Performance quality relates to development of research proposals; securing of funding; ability to engage graduate students; project execution; and critical evaluation.

   b. **Unfunded research** - While some research efforts do not require external funding or are in early stages, they may achieve results worthy of evaluation. In such cases, the department must rely on external reviewers for peer assessment of the quality of the research; relevance of the project to the field; and potential to garner future funding/dissemination opportunities. It is expected that candidates would include a development plan for such work that indicates future funding sources and possible publication venues.

   c. **Published work** - Performance quality relates to stature of publication, national distribution, area of scholarship, and scope of work (abstract/article.)

   d. **Citations** - Performance quality relates to frequency with which the candidate's research work is cited or serves as a platform for another researcher.

   e. **Reviews of proposals/editorial boards** - Performance quality relates to invitations to the candidate to serve on professional panels that review proposals for funding or editorial boards for publications in his/her area of expertise/ scope of work; stature of the funding organization or publication/ status of the authors being reviewed (graduate student/professional); and fellow reviewers' reputations.

   f. **Lectures/invitations to present** - Performance quality relates to stature of sponsor and audience (university, association, researchers); scope of presentation participation (delivering a paper at a professional conference, delivering keynote); area of scholarship represented by the venue; and critical reviews.

3. Service

Service is defined in the article 6.10.5.4 of the collective agreement. Contributions towards the goals and objectives of the department, university, the discipline and the community are expected; however, service shall not play a dominant role in the awarding of tenure or promotion. Before receiving tenure, a member is expected to make a contribution in terms of service as outlined in B.1.b below.

B. Specific Promotion Criteria for Bipartite Faculty

1. Tenure as Lecturer

Candidates for tenure are expected to display competence in the classroom and a potential for effective teaching by meeting the minimum standards in each of the two categories below.

a. Teaching

Minimum evidence of potential for effective teaching normally would include:

(i)   Course evaluations (student and peer visitation) meeting departmental norms
(ii) Currency in the discipline
(iii) Teaching portfolio that meets the departmental norms

Additional evidence may include, but is not limited to, the following:

(i)   Supervising students
(ii) Directed studies teaching
(iii) Curriculum development
(iv) Participation in articulation or educational conferences

b. Service

Commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large.

Minimum evidence of service normally would include:

- Participation in committees at the department or university level.

Additional evidence may include, but is not limited to, the following:

(i)   Participation in the discipline.
(ii) Outreach activities such as school visits or organizing skills competitions.
(iii) Service to the community at large.

2. Promotion to Senior Lecturer

Senior Lecturers are expected to demonstrate additional career growth and teaching excellence beyond those required for lecturer. Career growth demonstrated by provincial recognition is expected. Outstanding contributions at a regional level may also be considered.

a. Teaching

Evidence of exceeding the required performance standard in teaching would normally include:

(i)   Meeting the teaching standards above
(ii) Participation in curriculum development (locally or externally to TRU)

Additional evidence may include, but is not limited to, the following:

(i) Meeting department norms for evaluation in a wide range of courses.
(ii) Coordination of multi-section courses.
(iii) Directed studies.

b. Service

Evidence of consistent contribution to the University, Discipline and/or Profession and where applicable the community-at-large would include:

- Consistent participation in committees at the department or university level.

At least one of the following:

(i) Participation in the discipline.
(ii) Outreach activities such as school visits or organizing skills contests.
(iii) Service to the community at large.

3. Promotion to Principal Lecturer

Principal Lecturers are expected to clearly demonstrate outstanding performance in both teaching and service. In addition, career growth demonstrated by national or international recognition is expected. Outstanding contributions at a provincial level may also be considered. .

a. Teaching

Evidence for outstanding performance in teaching would normally include:

(i) Exceeding the teaching standards above
(ii) Leadership in curriculum development (locally or externally to TRU).
(iii) External recognition such as certifications, participation on accreditation teams or honors and awards.

Additional evidence may include, but is not limited to, the following:

(i) Meeting department norms for evaluation in a wide range of courses.
(ii) Coordination of multi-section courses.
(iii) Leadership roles in curriculum development.
(iv) Faculty mentorship.

b. Service

Evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large normally would include:
(i) Leadership in committees at the department and/or university level.
(ii) Participation in the discipline externally to the university.

Additional evidence may include, but is not limited to, the following:

(i) Outreach activities.

(ii)   Membership on external curriculum committees, articulation committees, or board professional societies.

(iii)   Playing a key role in community and service organizations.

C. Specific Promotion Criteria for Tripartite Faculty

The expectation for promotion to Associate Professor /Professor is that either the faculty member's teaching or scholarship performance is at the national or international level.

1. Tenure to Assistant Professor

a. Teaching

Minimum evidence of potential for effective teaching normally would include:

- Course evaluations (student and peer visitation) meeting departmental norms
- Currency in the discipline
- Teaching portfolio that meets the departmental norms

Additional evidence may include, but is not limited to, the following:

- Supervising students
- Directed studies teaching
- Curriculum development
- Participation in articulation or educational conferences

b. Service

Commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large.

Minimum evidence of service normally would include:

- Participation in committees at the department or university level.

Additional evidence may include, but is not limited to, the following:

- Participation in the discipline.
- Outreach activities such as school visits or organizing skills competitions.
- Service to the community at large.

c. Research

Satisfactory record of successful engagement in scholarship as measured against standards approved by the TRU Senate which normally would involve at least one of the following:

- 2 or more instances of evidence as described in the Basis of Evaluation section of this document.
- 2 published journal articles per 4 years.

- A published text book.
- Integration and/or application of graphic design and/or teaching methodologies.

Additional evidence may include, but is not limited to, the following:

- Invited lectures
- External consulting

2. Promotion to Associate Professor

Associate Professors are expected to meet the minimum requirements in each of the three categories above. In addition, additional career growth beyond the minimum requirements in two of the three categories is expected. Recognition of one's work at the national level is required.

a. Teaching

Evidence of exceeding the required performance standard in teaching would normally include:

- Meeting the teaching standards above
- Participation in curriculum development (locally or externally to TRU)

Additional evidence may include, but is not limited to, the following:

- Meeting department norms for evaluation in a wide range of courses.
- Coordination of multi-section courses.
- Directed studies or project-based courses.

b. Service

Evidence of consistent contribution to the University, Discipline and/or Profession and where applicable the community-at-large which normally would include:

- Consistent participation in committees at the department or university level.

At least one of the following:

- Participation in the discipline.
- Outreach activities such as school visits or organizing skills competitions.
- Service to the community at large.

c. Research

Evidence of consistent accomplishment in the discipline, to be demonstrated by Scholarly Activity which is supported by internal and external recognition of the member's work which would normally include:

- A minimum of 4 instances of evidence (in addition to those which may have been used in support of a tenure application) as described in the Basis of Evaluation section of this document.

Additional evidence may include, but is not limited to, the following:

- Supervision of student scholarship (undergraduate or graduate).
- External funding.

3. Promotion to Professor

Professors are expected to clearly exceed the minimum requirements in each of the three categories above. Excellence in two of the three categories is expected. In addition, career growth demonstrated by national or international recognition in scholarship, which could include the scholarship of teaching, is expected. A faculty member is normally eligible to be considered for this rank after 5 years as an Associate Professor.

a. Teaching

Evidence of outstanding performance in teaching which would normally include:

- Exceeding the teaching standards above
- Leadership in curriculum development (locally or externally to TRU).
- As noted above, participation in design education activities external to the university.

Additional evidence may include, but is not limited to, the following:

- Meeting department norms for evaluation in a wide range of courses.
- Coordination of multi-section courses.
- Leadership roles in curriculum development.
- Faculty mentorship.

b. Service

Evidence of outstanding contribution to the University, Discipline and/or Profession and where applicable the community-at-large which would normally include:

- Leadership in committees at the department and/or university level.
- Participation in the discipline external to the university.

Additional evidence may include, but is not limited to, the following:

- Outreach activities.
- Membership on external curriculum committees, articulation committees, or board professional societies.

c. Research

Evidence of sustained success in the dissemination of Scholarly Activity which is supported by internal and external recognition of the member's work which would normally include:

- A minimum of 4 instances of evidence (in addition to those which may have been used in previous tenure and promotion applications) as described in the Basis of Evaluation section of this document.

Additional evidence may include, but is not limited to, the following:

- Plenary speaker.
- Sustained external funding.
- Publication in recognized leading journals.

V. Appendices

A. Collective Agreement Articles Relevant to Tenure and Promotion

Article 5 — Appointment of Members	
5.1.1	Ranks — Tripartite appointments
5.1.2	Ranks — Bipartite appointments
5.2.1	Tenure-Track Appointment
5.2.3.1	Tenured Appointment
Article 6 — Tenure and Promotion of Members	
6.1	Preamble
6.2	Progression to Promotion
6.3	Progression to Tenure
6.4	Procedures of the Division, Faculty or School Promotion and Tenure Committee
6.5	Procedures of the University Council Promotion and Tenure Committee
6.6	Action Subsequent to Voting

B. Definitions

Boyer's definitions of scholarship:

The **scholarship of discovery** is the scholarship that most resembles traditional research and is often the most visible scholarship on a campus. It is the creation of new knowledge directly related to all disciplines encompassed within the Faculty of Science.

The **scholarship of integration** makes connections across disciplines and places individual disciplines or specialities into a larger context. It may also include the interpretation of research for non-specialists.

The **scholarship of application** applies information obtained from one of the other scholarship realms to real world problems. Service and practice activities may be

14

considered scholarship if they are directly tied to one's special field of knowledge (Boyer 1990)

The **scholarship of teaching** includes not just transmitting knowledge but also includes the creation of new knowledge about teaching and learning.

Peer-reviewed: A community of your professional peers external to the university community validates your contribution.

Scholarly teaching: Scholarly teachers reflect upon their teaching, consult scholarly references (i.e., peer-reviewed articles/experts), and incorporate appropriate teaching strategies into their teaching practice.

Evidence-based education: Evidence-based education signifies the idea that educational policy and practice should be guided by the best evidence about what works. This means that specific teaching strategies and policies should be rigorously evaluated before they are advocated or required. Where this is not possible they should be adopted experimentally, in such a way that their impact can be properly evaluated.

C. References

American Institute of Graphic Art and National Association of Schools of Art and Design (1997). Selecting and Supporting Graphic Design Faculty: American Institute of Graphic Arts.

Boyer, E. L. (1990). *Scholarship reconsidered : priorities of the professoriate*. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching.

Computer Information Systems Technology (CIST) Department (2007). Promotion and Tenure Standards for the Computer Information Systems Technology (C.I.S.T.) Department. Kamloops: Thompson Rivers University.

Department of Computing Science (TRU) (2007). Department Standards for Promotion and Tenure. Kamloops: Thompson Rivers University.

Department of Computing Science (U of S) (2007). Department Standards for Promotion and Tenure. Saskatoon: University of Saskatchewan.

Department of Graphic Design (2006). Department of Graphic Design Reappointment, Promotion and Tenure Standards and Procedures. North Carolina: North Carolina State University.

Department of Mathematics and Statistics (2007). Promotion and Tenure Standards for the Department of Mathematics and Statistics. Kamloops: Thompson Rivers University.

Engineering Design and Drafting Department (2007). Promotion and Tenure Standards for the Engineering Design and Drafting Department. Kamloops: Thompson Rivers University.

Faculty of Science (2007). Academic Standards for Promotion and Tenure Standards in the Faculty of Science. Kamloops: Thompson Rivers University.

Shore, B. M., & Teachers, C. A. o. U. (1991). *The CAUT Guide to the Teaching Dossier: Its Preparation and Use*: Canadian Association of University Teachers.