DEPARTMENT OF DESIGN & MERCHANDISING

Colorado State University
College of Health and Human Sciences
# Department Code
## 2013-2018

Department of Design and Merchandising  
Colorado State University  
College of Health and Human Sciences

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The Department Code shall be consistent with the current code of the College of Health and Human Sciences and provisions of the Colorado State University Academic Faculty and Administrative Professional Staff Manual (AFAPM).

I. **VISION AND MISSION OF THE DEPARTMENT**

Vision

The Design and Merchandising Department is a recognized leader in cultivating innovative and socially responsible solutions to local and global human-centered opportunities and challenges in apparel, interior design, and merchandising.

Mission Statement

An ongoing commitment to cultivating innovative and socially responsible solutions to local and global human-centered opportunities and challenges in apparel, interior design, and merchandising by:


2. Addressing future societal needs by analyzing historic and current needs, as well as considering national and international perspectives.

3. Incorporating a pragmatic and socially responsible approach to teaching, research, and engagement.

4. Applying technology in pursuit of human-centered solutions to societal needs.

5. Designing industry-relevant products and services for diverse populations.


7. Enhancing students’ preparedness through experiential, collaborative, community, and industry-based learning.

8. Fostering students’ intellectual curiosity, objectivity, and independence, as well as their ability to critically evaluate information and to use resources in addressing problems.

9. Advancing interdisciplinary and global perspectives.

10. Maximizing opportunities enhancing and highlighting the principles of design.
II. CODE OF ETHICS AND GROUND RULES OF CONDUCT

A. Design and Merchandising Code of Ethics
We follow the Colorado State University Code of Ethical Behavior (AFAPM, D.9 and Appendix 5).

B. Ground Rules of Conduct
We underscore ethical behavior with our provision of ground rules that direct the expectations regarding general respect and treatment of students, staff, and faculty in the Department of Design and Merchandising. All faculty and staff shall consistently demonstrate a commitment to being good citizens of the Department by upholding high standards of collegiality, by respectfully and directly communicating with others, and by working effectively as team members to advance the greater good of the Department, its vision, and its mission. Good departmental citizenship requires that faculty and staff uphold these ground rules:

1. We create a safe environment by:
   • demonstrating mutual respect;
   • thoughtfully listening to others;
   • seeking to understand the perspectives of others;
   • providing “air time” for everyone to express themselves;
   • valuing all input, including that with which there is disagreement; and,
   • demonstrating kindness and compassion as a standard of communication.

2. We assume personal responsibility by:
   • speaking for oneself;
   • owning and taking responsibility for personal actions;
   • voicing contributions to decision making processes in a timely manner; and
   • differentiating between personal needs, preferences, and goals and those of the Department.

3. We fully engage in faculty and other meetings in a professional manner by:
   • engaged listening and generation of input;
   • agreeing not to bring computers or other diversions to group meetings (unless the work pertains to the meeting activities); and
   • submitting agenda items as requested in advance of meetings; thereafter, all further additions introduced as meeting time warrants.

4. We make decisions by:
   • encouraging, inviting, exploring, and articulating disagreements;
   • regularly polling for understanding and agreement;
   • accepting that it is okay to disagree;
   • using decision-making processes that are transparent and fully collaborative;
   • ensuring that decisions, once made, are explicit;
   • moving forward with decisions once they are made; and

1 Adapted from the Department of Occupational Therapy
• revisiting decisions only when absolutely necessary and not to the point of stasis.

5. **We address conflict by:**
   • speaking directly to the person with whom one has a conflict; and
   • seeking counsel with others that is respectful, confidential, and constructive when needed to promote conflict resolution at the level of the whole group.

6. Resolution of non-compliance to our Ground Rules of Conduct will be addressed by the Department Head.

### III. DEPARTMENT ADMINISTRATION AND MEMBERS

A. **Department Head.** The principal administrator of the Department shall be the Department Head. The University Code stipulates the selection procedure, term of office, and responsibilities of the Department Head.

B. **Additional Administrative Structure.** The Department Head may appoint faculty members to assist with the administration of the Department such as, but not limited to, assistant department head, graduate coordinator, undergraduate coordinator, and program coordinators. Designated titles, responsibilities, and length of service are at the discretion of the Department Head and may be individually negotiated.

For the purposes of clarity and improved Department functioning, annually the Department Head will inform the faculty of the individual(s) selected, appropriate title(s), responsibilities, and length of service. The effectiveness of each individual’s efforts in the designated role will be evaluated annually by the Department Head as a part of the faculty member’s service to the Department.

C. **Voting Faculty.** All regular and special appointment, full- and part-time members of the academic faculty with a rank of lecturer, instructor, assistant professor, associate professor, or professor (including those on transitional appointments) are eligible to serve on Department committees and to vote in elections and at faculty meetings.

D. **Other Faculty** include all temporary faculty, administrative professionals, research associates, visiting faculty, faculty affiliates, and emeritus faculty. They shall have the privilege of using University and Department facilities, will receive notices concerning faculty matters, and are encouraged to attend faculty meetings and participate in discussions. However, they shall not have voting privileges or serve on Department standing committees (except the Social Committee).

E. **Department Support Staff** includes state classified staff, graduate teaching/research assistants, and CSU merit and need-based workstudy students. Duties are to help support activities, record keeping, and academic/financial
endeavors. State classified employees have formal job descriptions and annual evaluations according to state mandate. Graduate assistants are evaluated each semester by supervising faculty and/or students. Workstudy students are evaluated on an informal basis.

F. **Graduate Faculty Members** will be designated by the Department Head based, in general, on the requirements specified in the matrix presented below. Faculty members may elect in any year of their appointment to undergo a review, typically with an expectation of moving to a higher level.

**DM Graduate Faculty Role Eligibility Matrix**

<table>
<thead>
<tr>
<th></th>
<th>Adviser</th>
<th>Co-Adviser</th>
<th>DM Committee Member</th>
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<tbody>
<tr>
<td>Terminal degree</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tenure/tenure track</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Rank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Lecturer/Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A portion of assignment is in DM</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Served on 2 completed degree committees with thesis, project, or dissertation at CSU</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has recent scholarship demonstrated by published articles or juried creative activities</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Emeritus faculty (if previously eligible)</td>
<td></td>
<td>X</td>
<td>X</td>
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</table>

X = criteria that must be met for the role in each column

**IV. DEPARTMENT RESOURCES**

A. **Financial Resources.** The Department Head is charged by the University Code with the preparation and administration of the budget. These duties are prescribed in many ways by University policies and procedures as documented in various manuals and memos. The Department Head will consult with appropriate persons (e.g., Extension specialists and principal investigators of grants) about budget preparation and priorities. The Department Head will periodically report the status of the budget to the faculty.

B. **Facilities and Equipment.** The Department Head is responsible for the administration and maintenance of departmental space and equipment subject to University policies and procedures, including those about the determination of priorities for usage of classrooms, studios, and laboratories. The Department Head will consult with faculty about space utilization needs and changes.
C. **Faculty.** The Department Head is responsible for assisting faculty to develop their human resources for professional and departmental roles, with a mentoring plan developed for assistant professors. The Board of Governors of the Colorado State University System has exclusive power over all personnel decisions, and this authority has been delegated to the University President (including hiring, termination, and tenure). The Department Head shall make recommendations in these matters.

D. **Staff.** The Department Head, acting in accordance with state classified and University regulations, shall employ, supervise, evaluate, and dismiss from employment the Department staff employees of non-academic rank.

E. **Other.** The Department Head is responsible for administration of the faculty who manage the Avenir Museum of Design and Merchandising, the Gustafson Gallery, Design and Merchandising Internships, the Advisory Board, the Design and Merchandising Leadership Team, and student organizations.

V. **DEPARTMENT COMMITTEES**

A. **Types of Committees**

1. **Standing Committees** and their major functions are:

   a. **Curriculum and Program Enhancement Committee:** to review undergraduate courses and curriculum and recommend changes; to consider and recommend courses, programs, and activities which cross departmental program areas; and to project future needs of and directions for the departmental curricula.

   b. **Faculty Governance Committee:** to conduct departmental elections; to consider and make recommendations on faculty matters brought to it either by the Department Head or by faculty; and to review the Code annually and make recommendations for revision as needed.

   c. **Graduate Committee:** to review graduate courses and degree requirements and recommend changes as needed; to initiate policy relating to graduate students and programs; and to review and make recommendations concerning graduate student applications.

   d. **Scholarship and Awards Committee:** to nominate faculty and students for awards; to develop and implement a strategy to attract new awards for faculty and students; to develop a system for recognition of excellence in teaching, research, and service; and to encourage students to apply for existing scholarships and awards and to assist them with the application process.
e. **Social Committee**: to arrange for departmental social functions, special gifts, and condolences as needed.

f. **Tenure, Promotion, and Reappointment Committee**: to make recommendations to the Department Head for faculty tenure, promotions, and reappointments.

2. **Ad Hoc Committees**

Ad hoc committees may be established at the discretion of, and members appointed by, the Department Head or a standing committee chairperson. Such committees shall be formed to serve for prescribed, limited periods of time and all deliberations and suggested actions shall be forwarded to the person who appointed the committee for appropriate action.

B. **General Operating Procedures**

1. **Elections**

Nominations for the elected faculty/staff membership on the Scholarship and Awards Committee and the Faculty Governance Committee shall be conducted by secret ballot in September by the Faculty Governance Committee. The ballot shall be distributed to each eligible faculty member with appropriate instructions for marking and returning the ballot.

An election shall require a simple majority of those voting. The person receiving the second highest number of votes shall serve as alternate for any vacancy occurring on the committee. The secretary of the Faculty Governance Committee shall report the results of the balloting to all Department members.

2. **Terms of Service**

Unless otherwise specified in the Code, terms of service for elected members of the Department’s standing committees shall be three years, with the possibility of a second term. Terms of service for newly elected members, including students, shall begin fall semester. Terms of service shall be staggered unless otherwise specified.

3. **Organization**

Each committee shall have a chairperson and a secretary if deemed necessary by the committee. They shall be elected at the first meeting in the fall, which is to be arranged and presided over by the incumbent chairperson.
4. **Meetings**

   a. All committees shall meet as business warrants. Any faculty member may attend any committee meeting (except Tenure, Promotion, and Reappointment Committee meetings); however, it shall be their responsibility to check with the chairperson of that committee for the time and location of the meeting.

   b. All except ex-officio members shall have voting privileges. A quorum consists of a simple majority.

5. **Replacement for Committee Membership**

   If for some reason a faculty/staff member is absent from the University or cannot attend meetings for a period of one semester, the following guidelines shall be followed for replacement on committees:

   a. **Committee Member:** The faculty member shall select a replacement for membership and shall forward that information to the Department Head and chairperson of the relevant committee. These procedures shall not be followed for membership on the Tenure, Promotion, and Reappointment Committee because of the nature of its membership.

   b. **Committee Chair:** If the absent member was to serve as chair of the committee, the following guideline shall be followed. At the earliest opportunity, the committee members shall elect a replacement chair and forward that information to the Department Head.

C. **Membership and Duties of Standing Committees**

   Unless otherwise specified in the Code, membership on Department standing committees shall be limited to faculty members defined as voting members, Section III, C.

1. **Curriculum and Program Enhancement Committee**

   a. **Membership:** Shall consist of one faculty member from each Department major appointed by the Department Head and the Department representative on the College Curriculum Committee who shall be chair.
b. **Responsibilities:**

To consider and recommend courses, programs, and activities which cross departmental program areas.

To project future needs of and directions for the departmental curricula.

2. **Faculty Governance Committee**

   a. **Membership:** Shall consist of one faculty member from each Department major elected at large.

   b. **Responsibilities:**

      To conduct certain elections in September for Department and College committees.

      To consider faculty matters at the request of the Department Head or of a faculty member and to recommend action.

      To annually review the Department Code considering suggestions from, and making recommendations to, the faculty for revisions as needed.

3. **Graduate Committee**

   a. **Membership:** Shall consist of a chairperson designated by the Department Head and a faculty member from each Department major (selected by faculty from the respective major).

   b. **Responsibilities:**

      To submit graduate program requirements to the Department faculty for approval.

      To submit faculty approved graduate course changes to the Department Head which, if approved, shall continue through appropriate curricular channels.

      To initiate policy relating to graduate students and programs for Department faculty’s review and vote.

      To review applications and make recommendations to the Department Head concerning the acceptance or denial of applicants.
To recommend appointment of individuals to graduate assistantships. Normally, the faculty member who will supervise the graduate assistant shall have input in the selection process.

4. Scholarship and Awards Committee

   a. Membership: Shall consist of three faculty members elected at large.

   b. Responsibilities:

      To select a committee member who will serve on the College Scholarship Committee.

      To nominate individuals for awards at all levels.

      To develop and implement a strategy to attract new awards for faculty and students.

      To encourage students to apply for existing scholarships and awards.

      To develop workshops to encourage/instruct students for application process.

5. Social Committee

   a. Membership: A committee of three shall be appointed by the Department Head representing faculty members (either voting faculty or other faculty as designated in this code, III C and D), and staff.

   b. Responsibilities:

      To obtain funding to meet committee responsibilities and arrange for appropriate social occasions throughout the academic year.

      To acknowledge meaningful occasions when appropriate.

6. Tenure, Promotion, and Reappointment Committee

   [The most recent tenure, promotion, and reappointment documents can be found in the Appendix: Faculty Evaluation Handbook]

   a. Membership: Shall consist of all tenured faculty members of the Department except the Department Head. The chairperson shall be
a full professor appointed by the Faculty Governance Committee for a three-year term who shall represent the Department on the College Tenure and Promotion Advisory Committee. The chair shall appoint a secretary for each academic year based on an alphabetic rotation (with adjustments made for leave from campus). A subgroup of the committee shall be formed for promotion recommendations consisting of tenured faculty of higher rank than the faculty member under consideration.

b. **Responsibilities:**

To review and make appropriate recommendations annually for:

- Non-tenured faculty members moving toward tenure (reappointment and tenure progress).

- Faculty members considered for promotion.

To ensure a mentoring system is available for new and/or requesting faculty members.

To work with the Department Head to ensure understanding by faculty members of the tenure, promotion, and reappointment processes and criteria.

VI. **AVENIR MUSEUM OF DESIGN AND MERCHANDISING STAFF AND FACULTY**

A. **Responsibilities – Evolving as the Museum progresses**

1. **Museum Director** (Administrative Professional). General responsibilities include: provide leadership in fulfilling the Avenir Museum’s roles and mission; provide fiscal oversight, secure funding streams, and prepare budgets; with curator and collections manager, develop and implement short- and long-range visions, strategies, and plans; develop and maintain an Advisory Board and Friends of the Museum group to assist in carrying out the mission, strategic plan, and funding needs; develop and oversee external fundraising activities and partnerships, and connections with multiple communities and stakeholders; direct brand identity and promotion of the Museum, its mission, collections, and programs; develop donor relations as well as grant funding opportunities; and identify and capitalize on new and innovative opportunities for growth and success.

2. **Museum Curator** (Tenure Track Faculty). As a faculty member the curator’s responsibilities include research, teaching, and service. The curator will also
oversee the acquisition, collections research, and cataloging of museum collections; provide guidance for collections management functions (environment, care, cleaning, etc.); establish and administer collection policies and procedures; provide and/or manage conservation care and handling; approve accessions and deaccessions; develop and implement interpretation for the collection through educational programs and exhibitions (including development of themes, selection of objects for exhibitions, research, and writing of exhibition text and related publications); and participate in preparation and installation of exhibitions. The curator will also provide support in outreach, promotion, and fund raising in support of the Avenir Museum exhibitions and programming, provide grantwriting for exhibitions and collections-related needs, and cultivate and maintain relationships with prospective and current collection donors.

3. Collections Manager (Administrative Professional). General responsibilities involve the daily management and care of artifacts and collections activities related to accessioning and preparation of artifacts for storage, incoming and outgoing loans, transfers, inventories, etc; coordinate and supervise the storage and/or transfer of new acquisitions and artifacts for exhibits; set up integrated pest management programs to monitor and control pests in exhibit and storage areas; monitor and maintain proper climatic controls; maintain object records (gift, loan, and transfer documents, inventories, condition reports, etc); package objects for shipment using appropriate methods; direct an active volunteer program; facilitate research with undergraduate and graduate students and visiting scholars; maintain the collections database; assist with the preparation and installation of exhibitions; and assist the curator and director with grantwriting as needed.

B. Annual Evaluations
   a. To be based on position responsibilities.
   b. Will include annual discussion of responsibilities as the Museum evolves.

VII. FACULTY RECRUITMENT

A. The Department Head shall initiate action for the filling of new or vacant faculty positions. The Department Head shall appoint a Search Committee and designate its chairperson after consulting with the faculty in the program area(s) of the search. The Search Committee’s duties shall include: defining qualifications for the position, preparation and advertising of the position announcement, preparation and screening of applicant information files, arranging interview(s) of the top candidate(s), and making recommendations on each candidate to the Department Head. The Search Committee chairperson shall ensure that guidelines of the University Office of Equal Opportunity are followed.
B. Other Department faculty may provide comments on the qualifications needed for the position and review the files of candidates for regular, full-, and part-time positions and for non-temporary lecturers. Faculty should participate in interviews and submit written comments following the interviews. After considering all input, the Department Head will make a recommendation to the Dean of the College.

C. If an appointee does not have an earned doctorate, his/her degree requirement for tenure is to be documented (to the appointee) by the Department Head (subject to the review of the Dean of the College). The appointee will receive documentation of the offer including the amount of a moving allowance. The offer is determined by the Department Head in consultation with the Dean of the College.

D. Circumstances may require the hiring of a faculty member to fill a temporary or unexpected vacancy. The Department Head shall fill such vacancies by initial appointment of the faculty member for one year or less. Such temporary faculty members will be selected from the up-to-date pool of temporary position applicants on file in the Department's office and/or from those responding to local advertisements. The Department Head will consult with the appropriate and available faculty before making such temporary appointments.

VIII. FACULTY EVALUATION PROCEDURES

[The process and criteria for annual evaluation can be found in the Appendix: Faculty Evaluation Handbook]

A. Annual Performance Reviews

The Department Head shall conduct an annual performance evaluation with each faculty member based on the calendar year as specified in the AFAPM, E.14.1 Performance Reviews. Such evaluation shall be based on a written self-evaluation and summary of professional activities and accomplishments provided to the Department Head by the faculty member and the Department Head’s evaluation of the quality and quantity of the faculty member’s performance in meeting professional responsibilities and in making other contributions to the Department, the College, and the University. Evaluation of teaching will include specific faculty-approved questions from the Student Course Survey and additional faculty-approved questions (if desired). The faculty member will find the methods and criteria used in the evaluation in the Faculty Evaluation Handbook. The Department Head will prepare, sign, and give two copies of a written performance evaluation to each faculty member. The faculty member may append written comments to the evaluation. The faculty member will sign and return a copy of the evaluation within ten working days in acknowledgment of its receipt (AFAPM, Section C.2.5). The evaluation report may be discussed in a meeting requested by either party (see the Faculty Evaluation Handbook).
B. **Annual Progress toward Tenure Reviews**

Each year untenured faculty will submit an updated dossier to the chair of the Department Tenure, Promotion, and Reappointment Committee for review by and recommendations from committee members. Faculty use the university format located at [http://provost.colostate.edu/faculty-administrative-professionals/](http://provost.colostate.edu/faculty-administrative-professionals/) In addition, faculty should include a philosophy statement regarding teaching, scholarship, and service/outreach.

C. **Midpoint Reviews of Tenure Track Faculty**

A comprehensive performance review of tenure track faculty will be conducted at the Midpoint of the probationary period at Colorado State University by the tenured faculty of the Department. (See AFAPM, E.14.2 and the Faculty Evaluation Handbook.)

D. **Mentorship**

Dealing successfully with the multiple demands placed on faculty, whether regular or instructors, requires patience and persistence on the part of the faculty member. Faculty members also benefit from accurate, sympathetic, and timely advice. While advising newly-appointed faculty members is a responsibility of the Department Head, faculty mentors can often give pertinent and useful advice that is not complicated by the evaluation process conducted by the Department Head.

The following mentoring plan is followed by the Department:

1. All tenure-track regular faculty members are assigned a mentor drawn from the tenured faculty ranks, whenever possible from among the tenure-track member’s major. First year faculty members will be assigned a temporary mentor. After the first year, a permanent mentor will be designated according to the faculty member’s suggestions and the availability of that mentor.

   Mentors and mentees may, unilaterally or mutually, request that their relationship be ended and another mentor assigned.

   Tenure-track faculty will continue to be mentored until the Midpoint review. At the discretion of all parties the relationship may be formally continued.

2. The mentor role will be undertaken voluntarily and will count toward the fulfilment of that faculty member’s service obligation.

3. Details of the mentor/mentee relationship (such as frequency of meeting and topics for discussion) will be determined by the participants within the framework provided in “4” below.

4. Mentors will assume the following responsibilities:
• Meet regularly with their mentees to talk about scholarship/creative work, grant writing, teaching/advising/mentoring, service obligations and opportunities;
• Advise their mentees about preparing their tenure and promotion dossier files and, together with the Department Head, advise them on annual evaluations conducted by the Tenure, Promotion, and Reappointment Committee and the Department Head;
• Advise their mentees about the importance of the Midpoint review;
• Bring questions or concerns to the Department Head and chairperson of the Tenure, Promotion, and Reappointment Committee at the request of and with the permission of their mentees; and
• Support, encourage, and advise their mentees and maintain trust and confidentiality unless behavior contrary to law or University policy is brought to their attention.

E. Promotion Progress Reviews

A consideration for tenure and promotion review is normally required of all untenured assistant and associate professors at the end of their sixth year. No later than the fifth year after the acquisition of tenure a review is held to assess progress toward promotion. It is the responsibility of the Department Head to convene the Review Committee. The review shall be conducted by selected tenured faculty (whose identities remain confidential) of higher or equal rank than the faculty member being reviewed. After the initial fifth year review, additional progress reviews will be at five-year intervals or less than five years at the request of the faculty member. (See AFAPM, E.14.3 and the Faculty Evaluation Handbook.)

a. Phase I Comprehensive Performance Reviews

See AFAPM, E.14.3.1.

b. Phase II Comprehensive Performance Reviews

A Phase II Comprehensive Performance Review is initiated when the Department Head determines that a tenured faculty member’s performance was unsatisfactory in the Phase I Review. The initiation of a Phase II Review is not grievable by the faculty member.

1. A Phase II Review Committee shall consist of three Design and Merchandising peers at the same or higher rank, representing both majors within the Department and including one from the faculty member’s specialty area.

2. The Phase II Review Committee shall be elected by the Tenure, Promotion, and Reappointment Committee as the need arises. Members from appropriate ranks and program areas will be nominated by the committee during a meeting called for that specific purpose. Each committee member will vote by secret ballot. The committee chairperson
will tally the votes and inform the faculty members who have been selected. The Department Head shall not be a member of this committee.

3. The Phase II Review Committee shall consider the criteria for evaluation of faculty performance found in the *AFAPM*, E.12, and the *Faculty Evaluation Handbook* in its evaluation.

4. The Phase II Review shall be based upon the annual summaries of faculty performance and accompanying materials submitted and the Department Head’s evaluations since the last comprehensive review or the acquisition of tenure, whichever is most recent. The self-analysis should address performance in general and specifically the areas evaluated as “below expectations” and “unsatisfactory” for the period.

5. Additional information requested by the Review Committee or submitted by the faculty member can be considered in the Phase II Review evaluation.

6. See the *AFAPM*, E.14.3.2, describing the Phase II Review process.

7. Procedures for disciplinary action for tenured faculty are described in the *AFAPM*, E.15.

**IX. PROCEDURES**

A. **Department Meetings**

Department meetings will usually be held as needed with a minimum of one per semester during the academic year. An agenda of each meeting will be available prior to the meeting. A record of major actions will be maintained and be available from the Department’s P: drive.

B. **Student Grievances**

1. **Appeals of Grading Decisions**

   Students who express concerns will be given a copy of section I.7. of the *AFAPM* which states clearly the University policy for the appeals process.

2. **Appeals Committee**

   All Department faculty members form a pool of potential members of the Appeals Committee. An Appeals Committee will be formed by the Department Head, or the Department Head’s designee, as the need arises. Students are appointed to the Appeals Committee by the Department Head based on recommendations made by departmental faculty.
The Department Appeals Committee for grade appeals is composed of two Department faculty members, two Department students (one graduate student and one undergraduate student), and one outside faculty member who serves as the voting chair. The outside faculty member/chair is nominated by members of the Appeals Committee and appointed by the Department Head.

Members of the Appeals Committee who are involved in the appeal/issue or who have previously reviewed the situation with the student will disqualify themselves from participation in the appeal proceedings. Students will be disqualified if there is a potential conflict of interest based on friendship or other factors. All hearings and findings are confidential.

C. Faculty Grievances

1. Grievances regarding evaluation of performance or other personnel matters will follow University policy (Section K—AFAPM).

2. Grievances that arise between a faculty member and the Department Head should first be communicated directly between the individuals involved. If the problem is not resolved through discussion, the University Ombudsman will mediate a resolution.

3. Intradepartmental grievances that arise between faculty members should first be communicated directly to the persons involved. If the problem is not resolved through discussion, the Department Head should be consulted for help in resolving the grievance. The University Ombudsman may be used to mediate a resolution.

D. Department Self-Evaluation

Evaluations will be guided by a Self-evaluation Committee appointed by the Dean of the College. The review process shall comply with CCHE Guidelines.

E. Graduate Student Advisory Committees

Each new graduate student shall be appointed a temporary adviser by the Department Head, who will consider the student's interests, Graduate Committee recommendations, and graduate faculty advising loads. Graduate students shall select their permanent adviser and committee members with the advice of their temporary adviser and/or Department Head.

F. Sabbaticals

The Department shall follow University procedures for the selection of faculty to apply for sabbaticals, as spelled out in http://facultycouncil.colostate.edu/files/manual/sectionf.htm#F.3.4.1
G. **Diversity**

The Department shall abide by the Colorado State University Strategic Plan, Area 5: Diversity.

“Colorado State University is committed to enhancing its diversity through the inclusion of individuals reflective of characteristics such as: age, different ideas and perspectives, disability, ethnicity, gender identity, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and socioeconomic and geographic background. The University’s commitment to diversity is a longstanding one that reflects the essential function a diverse community, spanning international boundaries, plays in the furtherance of its role and mission as a land-grant institution.

As we enter the 21st Century it is important to embrace the ways the land-grant mission can be used to provide access to new audiences seeking to gain the opportunities afforded by higher education. The benefits derived from an educational environment that includes individuals reflective of our society cannot be overstated. It is only in such an environment that individuals come together to prepare themselves most effectively for their roles in a global society.”

H. **Amendment of Department Code**

This Code may be amended by the faculty of the Department by a simple majority vote of the members voting at a Department meeting provided the amendment has been presented to the faculty at least one week in advance of the meeting at which a vote will be taken. Section I of this Code (vision and mission of the Department) shall reflect the current vision and mission without a vote to amend. If a written ballot is used, faculty must be allowed one week for response. A simple majority of eligible faculty responding to a written ballot will be sufficient to amend the Code. The Department Code will be reviewed in the year prior to the end of each term of the Department Head.

I. **Department Operating Procedures and Forms**

As a supplement to this Code, the Department will maintain a P: Drive containing operating procedures and forms to facilitate functioning in areas such as student petitions, faculty travel and leave, advising, expenditure requests, and course evaluations.
APPENDIX

FACULTY EVALUATION HANDBOOK

Department of Design and Merchandising
Colorado State University
College of Health and Human Sciences

Revised 2013
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VIII. BENCHMARKS
I. PREFACE

Throughout the Department of Design and Merchandising (DM) Faculty Evaluation Handbook readers are referred to relevant sections in the Academic Faculty and Administrative Professional Manual (AFAPM) and the DM P: Drive. The Table of Contents for the AFAPM is accessed at http://www.facultycouncil.colostate.edu/files/manual/table.html For specific DM documents, go to the P: Drive.

The academic excellence of a University is established and maintained at the departmental level. It is established by the quality of appointments and is maintained through careful consideration of promotion and tenure. The responsibility for establishing and maintaining a high degree of excellence rests with the Department Head and faculty who must recruit individuals of great promise, ensure that faculty are regularly evaluated, make efforts to assist current faculty members in improving their performance, and make decisions about renewal of non-tenured faculty members. The responsibilities of a faculty member are detailed in the AFAPM (http://www.facultycouncil.colostate.edu/files/manual/sectione.htm). This Faculty Evaluation Handbook is designed to assist the Department in carrying out faculty evaluation responsibilities. It addresses the process and evaluation criteria for all faculty evaluations including annual reviews, progress toward tenure and reappointment, comprehensive Midpoint reviews of untenured faculty, tenure reviews, promotion, and comprehensive reviews of tenured faculty.

II. INTRODUCTION

As a land-grant institution, Colorado State University emphasizes practical as well as theoretical education. It has a proud tradition of formal instruction on campus through its resident instruction program and equally important instructional and service roles statewide through Extension. As a comprehensive research university, Colorado State University also has an important responsibility to discover and disseminate new knowledge through teaching, research, and creative activity. As part of the land-grant and research mission, the Department is committed to providing instruction, scholarship, and service/outreach. In carrying out these goals, the Department has an important responsibility to provide direction for the evaluation of faculty.

A. Linking Scholarship to Faculty Evaluation

Colorado State University differentiates three categories for evaluation—teaching and advising (AFAPM, E.12.1), research and other creative activity (E.12.2), and service and outreach (E.12.3). The Department has prepared this document to clarify expectations in these three categories, assist faculty members in assessing their scholarly accomplishments in all three categories, and assist faculty in presenting their efforts for peer review.

1. Excellence in teaching and advising emphasizes the importance of quality teaching and advising at both the undergraduate and graduate levels. While a faculty member’s classroom effectiveness is an important component of the scholarship of teaching, equally as important is the impact that faculty have on an increasingly diverse student body outside of the classroom. Efforts to facilitate student growth and value diverse populations through undergraduate and graduate advising and mentoring are critical components of effective teaching and advising.

2. Scholarly research and other creative activity seeks to uncover significant implications for society. Department faculty advance their findings relating to ever-changing human and technological dimensions of design, distribution, and consumption to on-campus students and to the public. Their research-based problem solving strategies recognize the significance of these dimensions in a multicultural society. A research framework that seeks to identify important advances in design and merchandising is strengthened through interdisciplinary collaboration. The Department emphasizes the significance of applied research as well as the methods that link practical, real-life activity to theory, including major societal issues such as diversity.

3. The University promotes faculty service and outreach to fulfill the land-grant mission to serve the citizens of the state of Colorado. Collaborative service, applied to everyday life, is critical to the maintenance and growth of DM’s academic programs. Faculty and students are accountable to constituents—students,
III. FACULTY EVALUATION PROCESS AND PROCEDURES

This section describes the process and procedures for annual evaluations, comprehensive review of untenured faculty, the granting of tenure, advancement in rank (promotion), and comprehensive review of tenured faculty. Expectations are related to work distribution load. Workload percentages—reflecting administrative responsibilities, external funding arrangements, or other circumstances—may be negotiated with the Department Head on an annual basis based on the goals of the Department and the goals of the faculty member. Changes in workload percentages affect the expectations appropriate in the performance indicators section of this document.

A typical load is:
- 60 percent teaching and advising,
- 25 percent scholarly research and other creative activity, and
- 15 percent service and outreach.

A. Annual Evaluation

Each year faculty members submit a summary of professional activities and accomplishments (DM annual evaluation form) to the Department Head in January. All members of the faculty are evaluated annually in accordance with University policies and Department criteria. Evaluations by the Department Head should be conducted in such a manner as to be useful to the faculty member as well as to the Department, College, and University.

The annual evaluation form shall include a plan of work for the coming academic year that projects activities in teaching and advising, research and other creative activity, and service and outreach that support the goals and strategic plan of the Department. Faculty will supplement the annual evaluation form with: (1) a current curriculum vita, (2) student course evaluations for all courses, including the summary evaluation sheet and student comments, (3) advising evaluations, including the summary evaluation sheet and advisee comments, and (4) other selected materials such as student products; unsolicited letters; awards or other recognition letters; and copies of published, accepted, or submitted articles, book contracts, etc. It is the responsibility of each faculty member to provide ample supporting evidence of the significance of the teaching and advising, research and other creative activity, and service and outreach activities to the Department Head for use in the annual evaluation.

Evaluation criteria can be found in the performance indicators section of this Faculty Evaluation Handbook. The annual evaluation should consider the quality as well as the quantity of activity in all areas of responsibility and detail in their faculty materials. The annual evaluation should assess the faculty member’s activities throughout the year, listing strengths and weaknesses. Additionally, the annual evaluation should identify trends in performance in teaching and advising, research and other creative activity, and service and outreach.

Faculty members at each rank should meet the performance criteria for the rank they hold and make progress toward the next highest rank. Individuals who hold the rank of professor are expected to maintain and enrich their performance. Because faculty on Extension appointments have responsibilities to both Extension and the Department, input from Extension may be requested. A written copy of the annual evaluation will be provided to the faculty member and filed in the Dean’s office.

After completing the review of materials, the Department Head shall meet with each faculty member to discuss the annual evaluation, after which the Department Head shall complete the final assessment, communicating it to the faculty member by letter within 30 days. This letter shall indicate the overall annual performance rating and include comments from the annual evaluation form and a discussion about the ratings. It shall also indicate the effort distribution and goals agreed upon for the next year. Faculty shall have the opportunity to respond to the Department Head’s evaluation in a letter, which shall be filed as part of the annual performance evaluation, and if the faculty member wishes to have this letter forwarded on to the Dean, it must be submitted to the Department Head in time to meet the Dean’s timeline for receiving annual evaluation materials.
B. Tenure

Section E.10.5 of the AFAPM specifies procedures for the granting of tenure. Faculty are to use the University’s tenure and promotion application located at http://provost.colostate.edu/faculty-administrative-professionals under Promotion & Tenure. In addition to the University form, faculty are expected to submit their philosophy of teaching and advising, scholarship and other creative activity, and service and outreach to the Department tenure, promotion, and reappointment committee.

It is suggested that the appendices contain:

1. Examples of referred journal articles (2-3).
2. Examples of creative scholarship (2-3) (use brief descriptions—important design concepts, problems that were solved, educational objectives and results, etc. No more than 1-3 sentences that provide the flavor of the scholarship aspects).
3. Exhibitions created (use brief descriptions—important design concepts, problems that were solved, student learning opportunities, etc. Limit to 1-3 sentences to give others an understanding of the teaching and scholarship accomplished).
4. Examples of invited exhibitions (what was accomplished and why was this scholarly).
5. Other indicators of performance including peer reviews, teaching/advising awards, etc. Department, College, and University faculty may not understand which awards are highly regarded. The faculty member should describe the importance of awards they received.

When assembling materials for a tenure and promotion dossier, faculty members are responsible for describing their strengths and accomplishments. Because of the wide range of disciplines at Colorado State University, it is the faculty member’s job to explain discipline-based values. For example, some disciplines hold conferences where faculty submit full-length papers to be peer reviewed and the resulting proceedings are copyrighted and archived in university libraries. It is up to each faculty member to explain their professional organization’s procedures in the dossier so that tenure and promotion evaluators from the Department through the Provost will understand the importance of the contributions.

When assembling the dossier, faculty members should write a cover letter that describes (1) their teaching and advising, research and other creative activity, and service and outreach philosophies, (2) what they have done to meet the criteria in the Department, and (3) why they should be tenured/promoted. Faculty may find it helpful to ask other faculty to help them write a strong letter of their accomplishments.

For reappointment, the tenure, promotion, and reappointment committee reviews the dossier and prepares a progress-toward-tenure report that is sent to the Department Head and the faculty member. A vote of the tenure, promotion, and reappointment committee specifies progress toward tenure as “satisfactory” or “unsatisfactory.” This statement is based on judgments about levels of overall performance, success in correcting previously identified deficiencies, and the extent and severity of any remaining or new problems. These statements are based on the faculty member’s tenure and promotion dossier and other relevant information. Progress-toward-tenure reports are prepared each year prior to submission for tenure. Faculty are welcome to discuss this report with the chair of the tenure, promotion, and reappointment committee. The Department Head prepares an independent review that is communicated to the faculty member.

New faculty submit their most recent annual report which is used as the basis for recommendation on reappointment to the Department Head during the first year of employment. In the spring following a full year of employment, a faculty member submits a dossier using the university form to the tenure, promotion, and reappointment committee for review.

The AFAPM, E.10.5 states that the normal time for submitting an application for tenure for assistant professors is six years, four years for associate professors, and three years for professors. The total period of tenure track service is limited to seven years including time on sabbatical. Childbirth and care of immediate family members may be considered when determining whether the probationary period should be extended. Faculty may request an extension of the probationary period under the Americans with Disabilities Act.
Additionally, each year untenured faculty members receive specific written statements from the Department Head and the tenure, promotion, and reappointment committee specifying progress toward tenure as “satisfactory” or “unsatisfactory.” At the request of the faculty member or Department Head, the Dean may review the faculty member’s materials and the evaluations by the Department Head and tenure, promotion and reappointment committee. Since the Dean makes recommendations to the Provost relative to tenure, an early review may clarify the situation before the faculty member is actually considered for tenure.

C. Comprehensive Review of Untenured Faculty

In the spring following the first full three years of employment, a faculty member receives a comprehensive Midpoint review by the tenure, promotion, and reappointment committee. The Midpoint review is described in the AFAPM, E.14.2. The resulting report must indicate if the faculty member is making satisfactory progress, has deficiencies that must be satisfactorily corrected, or has not met expectations in which case the committee would recommend against further contract renewals.

D. Promotion

Section E.13 specifies procedures for advancement in rank. According to the AFAPM, the Department Head shall initiate the process of applying for promotion. Faculty members are welcome to discuss promotion with the Department Head and may request that the tenure, promotion, and reappointment committee review and offer suggestions to strengthen their dossiers.

E. Comprehensive Performance Review of Tenured Faculty

A tenured faculty member will be reviewed by the Department Head every five years following the acquisition of tenure. See AFAPM, E.14.3.

IV. FACULTY EVALUATION CRITERIA

The AFAPM, E.12, defines and describes performance expectations for tenure, promotion, and merit salary increases. The Department believes that faculty members must be diligent in pursuing scholarship throughout their careers and recognizes that both Department expectations and individual goals may define which areas of scholarship will be emphasized over a given period of time.

A. Performance Expectations at Each Rank

1. Instructor. This rank is recommended for individuals who have yet to complete the appropriate terminal degree and who do not have other scholarly or professional attainments. Such candidates are at the beginning of their academic careers and thus must be evaluated principally on promise as evidenced by graduate and professional studies. Such evidence should strongly indicate that the individuals will complete the appropriate terminal degree or an equivalent course of scholarly professional work and strongly support the prediction that they will become excellent teachers and researchers.

Instructors in tenure-track positions are evaluated on all areas of faculty responsibility—teaching and advising, research and other creative activity, and service and outreach. Also, individuals must be promoted to the rank of assistant professor before they can be considered for tenure. For promotion to assistant professor, instructors must demonstrate “meets expectations” performance in teaching and advising, research and other creative activity, and service and outreach, and have a terminal degree or the equivalent (including research training) and professional experience through which they have developed the critical competencies.

2. Assistant Professor. Appointment to this rank is granted to individuals who have received the appropriate terminal degree. Candidates for such an appointment should have high promise as teachers and researchers. For those who have had experience as faculty members at Colorado State University or another institution,
there should be positive evidence of teaching ability and completed research beyond that involved in graduate or professional study.

For initial appointment as assistant professor, individuals must have obtained a terminal degree (or the equivalent) and shown promise in teaching and advising, research and other creative activity, and service and outreach or have demonstrated effectiveness in all three areas at another institution.

For promotion to associate professor, individuals are expected to meet the criteria for tenure and have sufficient experience to demonstrate progressive growth in all three areas, and they are expected to demonstrate consistent “superior” or “exceeds expectations” performance in either teaching and advising or research and other creative activity. Before promotion to associate professor, it is recommended that individuals have approximately six years of experience at the rank of assistant professor (at Colorado State University or another institution of higher education).

3. **Associate Professor.** Candidates for this rank must hold the appropriate terminal degree. They should have achievement in teaching and research extending well beyond those involved in the attainment of the doctoral degree or its equivalent. The candidate should have demonstrated continued high levels of performance as a teacher and researcher, commitment to high scholarly standards, and evidence of effective participation in professional, university, and community service.

The quality of the research and other creative activity of such appointees should be unambiguous and unequivocal. The evaluation of the candidates’ work should be supported by substantial evidence of peer review that has been carried out in a manner characteristic of and appropriate to the discipline. The candidate must demonstrate solid professional achievement and the potential to meet requirements for the rank of professor. One area of excellence must be demonstrated as evidenced by consistent “superior” or “exceeds expectations” performance ratings in either teaching and advising or research and other creative activity. Clear and convincing evidence must be submitted to show that the candidate has the credentials to achieve continuing appointment at this rank at a comprehensive research university.

4. **Professor.** For promotion to the rank of professor, two areas of excellence must be demonstrated. Individuals must demonstrate consistent “superior” or “exceeds expectations” performance in either teaching and advising or research and other creative activity, and “meets expectations” performance in service and outreach. A candidate for promotion to professor will be evaluated on their cumulative efforts described in their entire record; however, productivity during rank as associate professor will carry more significant weight than earlier years. Expectations for performance at the professor rank are considerably higher than at lower ranks. In addition, for appointment at this rank, a candidate must be clearly established with a focused research and creative scholarship area, have a national reputation, be highly regarded as a scholar, and have demonstrated the ability to direct research of advanced students. At a comprehensive research university, teaching and advising, and research and other creative activity are more heavily weighted than service and outreach; thus, a favorable evaluation is more likely if the candidate documents substantial performance in both teaching and advising and research and other creative activity. Before promotion to professor, it is recommended that individuals have a minimum of five years of experience at the rank of associate professor (at Colorado State University or another institution of higher education).

**B. Administrative Professionals**

Various positions support the mission of the Department. Individuals fulfilling these roles are to be evaluated annually based on their job descriptions. They are not evaluated on the same categories of performance as tenure-track and tenured faculty.

**V. EVALUATION PROCESS**

All faculty members are expected to describe their annual performance in teaching and advising, research and other creative activity, and service and outreach (AFAPM, E.9). Their performance will be evaluated according to quality of effort and workload distribution. Performance indicators serve as the basis for the evaluation.
A. Rating Scale

A numerical rating for each area of teaching and advising, research and other creative activity, and service and outreach will be used with the following rating scale.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>9-10</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>7-8</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>5-6</td>
</tr>
<tr>
<td>Below Expectations</td>
<td>3-4</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0-2</td>
</tr>
</tbody>
</table>

Once this initial assessment has been completed, the ratings in each area shall be combined into a Summative Salary Exercise Rating (SSER) utilizing the following formula:

\[
SSER = (\text{Teaching Score} \times \text{Percentage of Workload*}) + (\text{Scholarship Score} \times \text{Percentage of Workload*}) + (\text{Service Score} \times \text{Percentage of Workload*})
\]

*Percentage of workload shall be considered as teaching and advising (60%), research and other scholarly activity (25%), and service and outreach (15%) unless a different workload effort has been approved by the Department Head.

The SSER rating shall be determined using the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>SSER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>8.0 - 10.0</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>6.0 - 7.9</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>4.0 - 5.9</td>
</tr>
<tr>
<td>Below Expectations</td>
<td>2.0 - 3.9</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>1.0 - 1.9</td>
</tr>
</tbody>
</table>

B. Merit Pay Determination

Merit pay increases shall be based on the SSER rating and shall be determined as follows:

- All faculty whose overall rating is in the “meets expectations” category shall receive a percentage of their salary as a merit increase. This percentage, determined by the Department Head, shall be the same for all individuals in the “meets expectations” category.
- Those faculty whose overall rating is above “meets expectations” shall receive a percentage amount for each point or fraction thereof above the “meets expectations” level. The exact dollar amount for each rating point shall be determined by the Department Head.
- Faculty whose overall rating falls below “meets expectations” shall receive a smaller percentage of salary as a merit increase. The Department Head shall have the discretion to determine what percentage, if any, is earned.
- Faculty who fall into the “unsatisfactory” category will not receive a merit pay increase.

C. University Annual Performance Rating Report

The university requires the reporting of each faculty member’s annual performance rating on a university-generated standard form. The Department Head shall have the responsibility of relating DM’s rating scale to the university form and reporting the performance rating for each faculty member.
VI. PERFORMANCE INDICATORS

Faculty members are evaluated annually based on their load assignment for the three areas of teaching and advising, research and creative scholarship, and service and outreach. Definitions of the three areas and examples of indicators are provided in Section E.12 of the AFAPM.

The following benchmarks reflect a typical faculty load of 60% teaching and advising, 25% research and other creative activity, and 15% service and outreach. Benchmarks will be adjusted to reflect other percentages as assigned. These benchmarks are not to be considered all-inclusive. Instead, they indicate the kinds of activities and behaviors anticipated to achieve a specific rating. In addition, faculty members may include additional indicators to support their performance. Given the unique contributions of activities that represent a faculty member’s performance, the Department Head may use reasonable discretion in matching performance to benchmarks.

In preparation for the annual review discussion, the faculty member should rate their performance given the evidence presented. In addition to these quantity benchmarks, it is important that the faculty member describe and make judgments concerning the quality of their work as it contributes to the faculty member’s discipline.

Teaching and Advising

Teaching and advising includes the three major categories of Teaching, Curriculum Development and Instructional Innovation, and Undergraduate and Graduate Advising. All faculty members are expected to provide evidence of activity (e.g., development of new teaching approaches such as service learning or new class activities) for Teaching and for Curriculum Development and Instructional Innovation. Additional indicators include Avenir Programming and Exhibitions, Student Mentoring, and winning a Teaching Award.

For the University student course surveys, the below items will be included in calculating teaching percentages. In addition, both signed and unsigned comments will be considered. The percent of students answering 5 (excellent) or 4 (above average) on these items from the student course survey will be calculated:

- How well did class sessions increase your understanding of the subject?
- How well did other course assignments increase your understanding of the subject?
- How do you rate the instructor’s knowledge of the subject?
- How do you rate the instructor’s enthusiasm for teaching the subject?
- How well did the instructor organize the course?
- How prepared was the instructor for class sessions?
- How do you rate the instructor’s effectiveness at managing class sessions?
- How well did the instructor create an atmosphere that was respectful of student opinions, ideas, and differences?
- How effectively did the instructor communicate?
- How do you rate this instructor?

In addition, non-tenured teaching faculty will undergo a peer review of one course each year by two faculty members in the relevant major. Tenured teaching faculty may be asked to go through peer review if results from the University student course surveys are less than positive. Peer review will include an evaluation of course materials and teaching performance. For advising, there exist no performance indicators at the present time.

Teaching and advising load will be considered by the Department Head in assessing a faculty member’s teaching and advising. Class size and format will be taken into consideration in interpreting teaching evaluations. Faculty may include additional evaluation items indicating student and/or participant assessment of teaching.

Research and Creative Scholarship

As evidence of an on-going program of research and/or creative scholarship, faculty members are to prepare a brief narrative account of the major scholarly topics(s) being addressed and describe their activity completed during the past year, current activity, and plans for the future. This narrative will be updated and reviewed on an annual basis.
There are a number of indicators for research and creative scholarship. These include peer refereed publications, juried exhibitions, and professional practice. Professional practice involves outcomes of the scholarship that are juried for projects, installations, competitions, and exhibitions of work.

Some measures for quality of scholarship include prestige of the journals, impact factors of the journals, acceptance rates of the journal or exhibition, reputation of the exhibition juror(s), citations by other scholars, reviews of publications or exhibitions in the critical literature, prizes and awards for professional accomplishment, and prominence of design firm. To be deemed scholarly, research and creative scholarship must meet departmental criteria of: 1) peer juried or reviewed, 2) disseminated and retrievable, and 3) contributes to the scholarship in the field. Retrievability may take the form of an ISBN number, doi number, journal publication, exhibition catalog, or website posting (external organization or Department website).

All faculty members are expected to provide evidence of activity for refereed publications, juried designs, and/or exhibitions. Additional indicators for research and creative scholarship in the form of presentations or proceedings papers do not replace expectations for the two primary research and creative scholarship categories. A publication may be counted once, either during a year when the publication is in press or a year when it is published.

An additional expectation for research and creative scholarship is for faculty to be actively engaged in grant activities. This includes writing grant proposals and managing funded projects. Internal grants are encouraged during the first couple of years while an assistant professor learns the grant writing process and to receive funding that can serve as the basis for writing an external grant. At more senior levels it is typically expected that the majority of funding will derive from external grants. External grants are rated higher than internal grants.

When scholarship is a collaborative effort, faculty members are to describe and assess the value of their contributions in their annual materials. Likewise, faculty members are responsible for describing their contributions in joint grant activities, including principle or joint investigators (PI or Co-PI) or as an active research group member. Implementation of a grant implies the year(s) in which the research is carried out as identified in the funded grant proposal.

**Service and Outreach**

Service and outreach is a responsibility that contributes to the academic mission of the University and advances the professions. At the departmental level, service involves participation in ongoing activities and in committee or special assignments. Participation in ongoing Department activities offers support to fellow faculty members and students and contributes to a departmental culture of collaboration. Examples include graduate student seminars, candidate presentations, special lectures (such as Executive in Residence), senior design show, fashion show, Ram Welcome, student organizations, and other departmental events. It is also important for faculty to participate in public relations on behalf of the Department. This includes contributing to the Department web page, sharing successes in the Department newsletter, assisting in student recruitment, and promoting the Department’s reputation.

Beyond the Department, faculty members are to contribute service in at least one category of College/University, Professional Association, Curriculum Development, Editorial, or Development activities. For these categories of service and outreach, faculty members are to describe the nature of their contributions as officers, board members, committee chairs, and committee members. Additional indicators for service of journal, grant, and dossier reviewing do not replace expectations in the two major categories.

**VII. FACULTY EVALUATION DEFINITIONS**

**Blind review:** Review/referee of scholarly work when the reviewers do not know the identity of the author/creator.

**Consulting:** Provision of professional advice or service to external constituents with or without remuneration.

**Double blind review:** Review/referee of scholarly work when the reviewers do not know the identity of the authors/creators and the authors/creators do not know the identity of the reviewers.
International recognition/reputation: An individual’s works and/or expertise are recognized and known/used by peers/colleagues in other countries. The individual has provided service to and/or participated in international organizations/conferences, published in journals in other countries, provided consultation in other countries, etc., over time. Travel outside of the U.S. does not equate to international recognition and service without one or more of the above activities. Similarly ‘international’ in the title of a U.S. based organization in which one is a member and participant does not automatically ascribe international recognition.

Mentor: Colleagues, within or outside the Department, that provide guidance related to part or all of one’s faculty role.

Mentoring plan: A documented plan of action indicating areas for which mentoring will be provided (e.g., teaching large classes or writing grants), by whom, the intended outcomes (e.g., revised evaluation methods for a class or a jointly authored article), and a timeline. Plans are dynamic and annual revisions/addendum are appropriate as goals, personnel, and assignments change.

Outside reviewers: Reviewers selected by the Department Head and tenure, promotion, and reappointment committee to evaluate the scholarship of faculty being considered for tenure and/or promotion. These outside reviewers typically are selected from peer institutions and are of higher academic rank than the tenure and/or promotion candidate.

Primary or original publication: Scholarly works that have not been previously published in whole or substantial part elsewhere. Abstracts or works published in limited circulation documents (proceedings only available to participants or a publication with no public sales) are not usually considered primary.

Programming for the Avenir: Programming meant to strengthen the educational and interpretive roles of the Avenir Museum and its collections. There are two key components, one related to teaching and one that is outreach to and engagement with the public. Teaching-related programming: teaching and training of undergraduates and graduate students and the public through activities linked directly to course offerings, student or faculty scholarship, hands-on object-based projects and internships; exhibitions ranging from small course-support displays to multi-year projects involving scholarly research and/or the dissemination of collections-based research; and public lectures, master classes, and hands-on workshops with the Avenir’s curator. Outreach and service-related programming: symposia and colloquia presenting exhibitions- and collections-based research and scholarship; visiting scholars-in-residence; visiting lecturers; scholarly publications including collection catalogs, exhibition catalogs, and popular journal articles; public lectures and master classes with visiting scholars; interdisciplinary forums; and public programs and hands-on workshops by exhibition curators and/or guest curators.

Retrievability (archival): Readily found for future reference by others. Document/publication resulting from scholarly activity is indexed.

Seminal work: A scholarly piece of such consequence that evidence is available that the work initiated innovative theorizing, conceptualizing, or implementing in the field.

Sustained record: This describes a record of performance that shows output in terms of quality and quantity that is consistent and/or improving. It is not identified by spurts of activity that coincide with crucial dates (most publications within the year prior to tenure consideration with few the previous four years). Thus, one cannot equate average output with sustained as in the case where 15 articles were published in years 5 and 6—an average of $2\frac{1}{2}$ per year. This may fulfill a criterion of an average of two per year but it is not indicative of sustained output, where there are four years of zero output. It is not expected that all years have equal productivity; similarly it is not expected to have years of no productivity.

Work in progress: A vague term open to a variety of interpretations. It should be avoided and more specific terminology used (e.g., in press, grant pending decision, submitted for review, or instrument pilot tested) to indicate the stage/status of one’s work.
VIII. Benchmarks

Teaching and Advising

Teaching and advising includes the three major categories of Teaching, Curriculum Development and Instructional Innovation, and Undergraduate and Graduate Advising. All faculty members are expected to provide evidence of activity for Teaching and for Curriculum Development and Instructional Innovation. Additional indicators include Avenir Programming and Exhibitions, Student Mentoring, and winning a Teaching Award. For the University student course surveys, selected items will be included in calculating teaching percentages (see page 28). In addition, both signed and unsigned comments will be considered. Non-tenured teaching faculty will undergo a peer review of one course each year by two faculty members in the relevant major. Tenured teaching faculty may be asked to go through peer review if results from the University student course surveys are less than positive. Peer review will include an evaluation of course materials and teaching performance. There currently are no performance indicators for advising. Teaching and advising load will be considered by the Department Head in assessing a faculty member’s teaching and advising. Class size and format will be taken into consideration in interpreting teaching evaluations. Faculty may include additional evaluation items indicating student and/or participant assessment of teaching.

A. TEACHING AND ADVISING

In addition to quantifiable benchmarks, it is important that the faculty member describe and make judgments concerning the quality of their work as it contributes to the faculty member’s discipline. Numbers attached to the levels of evaluation are parameters that warrant supporting evidence of impact.

**Teaching**

<table>
<thead>
<tr>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% or above of “excellent” or “above average” on instructor evaluation items from the student course survey (selected questions) for all courses taught</td>
<td>80-89% of “excellent” or “above average” on instructor evaluation items from the student course survey (selected questions) for all courses taught</td>
<td>70-79% of “excellent” or “above average” on instructor evaluation items from the student course survey (selected questions) for all courses taught</td>
<td>60-69% of “excellent” or “above average” on instructor evaluation items from the student course survey (selected questions) for all courses taught</td>
<td>Below 60% of “excellent” or “above average” on instructor evaluation items from the student course survey (selected questions) for all courses taught</td>
</tr>
</tbody>
</table>

And

**Curriculum Development, Instructional Innovation & Avenir Programming and Exhibitions**

<table>
<thead>
<tr>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching materials are shared beyond CSU through juried presentations or publications (i.e., journal articles or textbooks); OR develops more than two new Avenir programs or exhibits</td>
<td>Courses and syllabi are current and reflect trends and research in the field; responds to student evaluations; adopts at least two course innovations from below; OR develops and teaches new course OR develops two new programs or exhibits for the Avenir</td>
<td>Courses and syllabi are current and reflect trends and research in the field; responds to student evaluations; adopts at least one course innovation from below; OR develops one new program or exhibit for the Avenir</td>
<td>Courses and syllabi are not current nor do they reflect trends and research in the field; no response to student evaluations; no course innovation; OR no new program nor exhibits developed for the Avenir</td>
<td>Courses, syllabi, or programs have not been revised in response to previous year's annual review</td>
</tr>
</tbody>
</table>

**Potential innovations**: Includes new lectures, class activities, or assignments; development of teaching approaches such as service learning, internationalization, or technology; involvement in Avenir activities; and professional development related to teaching and learning.
And if Assigned

Advising

<table>
<thead>
<tr>
<th>Superior</th>
<th>Graduate Advising</th>
<th>Undergraduate Advising</th>
<th>Other Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Below Expectations</td>
</tr>
<tr>
<td>Superior</td>
<td>Major advisor to 3 or more graduate students</td>
<td>Major advisor to 2 graduate students</td>
<td>Major advisor to 1 graduate student</td>
</tr>
<tr>
<td>Superior</td>
<td>Serve on 3 or more graduate committees</td>
<td>Serve on 2 graduate committees</td>
<td>Serve on 1 graduate committee</td>
</tr>
</tbody>
</table>

Undergraduate Advising
To be determined in Fall 2014

Other Activity

Student Mentoring

<table>
<thead>
<tr>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Mentors students whose designs, projects, or research are accepted in refereed/juried publications/competitions or who win awards</td>
<td>Mentors students who are preparing designs, projects, or research for publication/juried competitions</td>
<td>Mentors students on portfolio development, undergraduate research, honors projects, or independent study</td>
<td></td>
</tr>
</tbody>
</table>

Peer Review

<table>
<thead>
<tr>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Excellent comments from two peer reviewers</td>
<td>Primarily positive comments</td>
<td>Mixed comments</td>
<td>Primarily negative comments</td>
</tr>
</tbody>
</table>

Teaching Award

<table>
<thead>
<tr>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Wins a teaching award</td>
<td>Nominated for a teaching award</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research and Creative Scholarship

As evidence of an on-going program of research and/or creative scholarship, faculty members are to prepare a brief narrative account of the major scholarly topic(s) being addressed and describe their activity completed during the past year, current activity, and plans for the future. This narrative will be updated and reviewed on an annual basis. There are a number of indicators for research and creative scholarship. These include peer refereed publications, juried exhibitions, and professional practice. Some measures for quality of scholarship include prestige of the journals, impact factors of the journals, acceptance rates of the journal or exhibition, reputation of the exhibition juror(s), citations by other scholars, reviews of publications or exhibitions in the critical literature, prizes and awards for professional accomplishment, and prominence of design firm. To be deemed scholarly, research and creative scholarship must meet departmental criteria of: 1) peer juried or reviewed, 2) disseminated and retrievable, and 3) contributes to the scholarship in the field. Retrievability may take the form of an ISBN number, doi number, journal publication, exhibition catalog, or website posting (external organization or Department website). All faculty members are expected to provide evidence of activity for refereed publications, juried designs, and/or exhibitions. Additional indicators for research and creative scholarship in the form of presentations or proceedings papers do not replace expectations for the two primary research and creative scholarship categories. A publication may be counted once, either during a year when the publication is in press or a year when it is published. An additional expectation for research and creative scholarship is for faculty to be actively engaged in grant activities. This includes writing grant proposals and managing funded projects. Internal grants are encouraged during the first couple of years while an assistant professor learns the grant writing process and to receive funding that can serve as the basis for writing


an external grant. At more senior levels it is typically expected that the majority of funding will derive from external grants. External grants are typically rated higher than internal grants. When scholarship is a collaborative effort, faculty members are to describe and assess the value of their contributions in their annual materials. Likewise, faculty members are responsible for describing their contributions in joint grant activities, including principle or joint investigators (PI or Co-PI) or as an active research group member. Implementation of a grant implies the year(s) in which the research is carried out as identified in the funded grant proposal.

B. RESEARCH AND CREATIVE SCHOLARSHIP

In addition to quantifiable benchmarks, it is important that the faculty member describe and make judgments concerning the quality of their work as it contributes to the faculty member’s discipline. Numbers attached to the levels of evaluation are parameters that warrant supporting evidence of impact.

<table>
<thead>
<tr>
<th>Refereed Publications, Juried Designs, and Exhibitions</th>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any combination of three refereed journal articles, book chapters, juried designs, or juried exhibitions</td>
<td>Any combination of two refereed journal articles, book chapters, juried designs, or juried exhibitions</td>
<td>One refereed journal article, book chapter, juried design, or juried exhibition</td>
<td>Minimal activity; work in progress</td>
<td>No activity</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Juried exhibition of a body of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author of one research or creative scholarship focused book with a nationally recognized publisher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

And

<table>
<thead>
<tr>
<th>Grants</th>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>External or Internal Grant(s) over $50,000 - Funded OR - Implementation of grant(s) over $50,000</td>
<td>External or Internal Grant(s) between $20,000-$50,000 - Funded OR - Implementation of grant(s) between $20,000-$50,000 OR - Submission of several grant proposals or one large, complex proposal</td>
<td>External or Internal Grant(s) below $20,000 - Funded OR - Implementation of grant(s) below $20,000 OR - Submission of grant proposal</td>
<td>Minimal activity; conceptualization or development of grant proposal, but no formal proposal submitted</td>
<td>No activity</td>
<td></td>
</tr>
</tbody>
</table>
Other Activity

Presentations

<table>
<thead>
<tr>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three or more refereed presentations at national/international conferences OR Invited or keynote presentation or exhibit at national/international conference</td>
<td>Two refereed presentations at national/international conferences OR Invited or keynote presentation or exhibit at regional/state conference</td>
<td>One refereed presentation at national/international conference</td>
<td>Non-refereed presentations</td>
<td>No activity</td>
</tr>
</tbody>
</table>

Scholarship Award

<table>
<thead>
<tr>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receives international or national award for scholarship/artistry</td>
<td>Nominated for international or national award for scholarship/artistry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Service and Outreach

Service and outreach is a responsibility that contributes to the academic mission of the University and advances the professions. At the departmental level, service involves participation in ongoing activities and in committee or special assignments. Participation in ongoing Department activities offers support to fellow faculty members and students and contributes to a departmental culture of collaboration. Examples include graduate student seminars, candidate presentations, special lectures (such as Executive in Residence), senior design show, fashion show, Ram Welcome, student organizations, and other departmental events. It is also important for faculty to participate in public relations on behalf of the Department. This includes contributing to the Department newsletter, assisting in student recruitment, and promoting the Department’s reputation. Beyond the Department, faculty members are to contribute service in at least one category of College/University, Professional Association, Curriculum Development, Editorial, or Development activities. For these categories of service and outreach, faculty members are to describe the nature of their contributions as officers, board members, committee chairs, and committee members. Additional indicators for service are journal, grant, and dossier reviewing.

C. SERVICE

In addition to quantifiable benchmarks, it is important that the faculty member describe and make judgments concerning the quality of their work as it contributes to the faculty member’s discipline. Numbers attached to the levels of evaluation are parameters that warrant supporting evidence of impact.

Department Service

<table>
<thead>
<tr>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership on one Department committee or special assignment</td>
<td>Service on two Department committees or special assignments</td>
<td>Participates in and contributes to Department activities AND Service on one Department committee or special assignment</td>
<td>No activity</td>
<td></td>
</tr>
</tbody>
</table>
And

**Engagement**
- Actively involved in engagement with community, industry, alumni, and/or professional partners
- Developed relationships with community, industry, alumni, and/or professional partners
- Developed relationships through Avenir activities with the public
- Exhibition of a body of work
- Initiating relationships with community, industry, alumni, and/or professional partners
- Initiating relationships through Avenir activities that engage the public
- No activity

**Plus service in at least ONE of the following categories**

<table>
<thead>
<tr>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College/University Service</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Leadership on a College or University committee, council, or board</td>
<td>Service on two College or University committees, councils, or boards</td>
<td>Service on one College or University committee, council, or board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receives award for service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Service</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President of international or national association OR Annual conference program chair for international or national association OR Selected Fellow of international or national association</td>
<td>Leadership of international, national, regional, or state-level committee OR Board member or officer of international or national association</td>
<td>Service on international, national, regional, or state committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receives award for Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum or Museum Programing Development</strong></td>
<td>Service on a national curriculum development project</td>
<td>Service on a state curriculum development project</td>
<td>Service on a national curriculum development project</td>
<td></td>
</tr>
<tr>
<td>Leadership on state or national curriculum or museum program</td>
<td>Service on a national curriculum development or museum program project</td>
<td>Service on a state curriculum development or museum program project</td>
<td>Service on a state curriculum development or museum program project</td>
<td></td>
</tr>
<tr>
<td><strong>Editorial Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serves as Editor of an international/national refereed journal</td>
<td>Serves as Associate Editor of an international/national refereed journal</td>
<td>Serves on the editorial board of an international/national refereed journal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Development Activity

<table>
<thead>
<tr>
<th>Category</th>
<th>$25,000</th>
<th>$5,000-$25,000</th>
<th>Below $5,000</th>
<th>No Activity</th>
<th>No Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brings in donations over</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brings in donations between</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brings in donations below</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Activity

<table>
<thead>
<tr>
<th>Superior</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal Reviewing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviews three or more articles for a refereed journal OR Serves as a juror for three or more juried exhibitions</td>
<td>Reviews two or more articles for a refereed journal OR Serves as a juror for two or more juried exhibitions</td>
<td>Reviews one article for a refereed journal OR Serves as a juror for one juried exhibition</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grant Reviewing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviews grant proposals for a national agency or foundation</td>
<td>Reviews grant proposals for a regional or state agency or foundation</td>
<td>Reviews grant proposals for a local agency or foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dossier Reviewing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviews three or more external T&amp;P dossiers</td>
<td>Reviews two external T&amp;P dossiers</td>
<td>Reviews one external T&amp;P dossier</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accreditation/External Program or Internal Department Review</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in national accreditation activity OR Internal department review</td>
<td>Serves as a team member on accreditation or review teams</td>
<td>Supports the accreditation or review process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>