CODE FOR THE DEPARTMENT OF DESIGN AND MERCHANDISING

COLLEGE OF HEALTH AND HUMAN SCIENCES

COLORADO STATE UNIVERSITY

SEPTEMBER 2021

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)*.

Section 1:   Mission, Vision, and Values

A. Mission Statement

The Design and Merchandising Department's mission is to achieve excellence in education and scholarship through community engagement, industry collaboration, creative exploration, and scientific inquiry. As a department, we are committed to advancing and fostering understanding of socially responsible conceptualization, design, adoption, and evaluation of processes, products, and environments that responsively enhance the human experience.

B. Vision Statement

The Department of Design and Merchandising aims to cultivate leaders among today's students to drive tomorrow's innovative advancements in economic, environmental, and social sustainability across the apparel and merchandising and the interior architecture and design disciplines.

C. Commitment to Principles of Diversity

Members of the Department of Design and Merchandising are expected to adhere to Colorado State University's Code of Ethical Behavior (*AFAPM*, D.9 and Appendix 5) and Colorado State University's Principles of Community. Each member of the CSU community has a responsibility to uphold the following principles when engaging with one another and acting on behalf of the University (https://oeo.colostate.edu/colorado-state-university-principles-of-community/).

Colorado State University Principles of Community

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

D. Values

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 for all members of the department by:
   • demonstrating mutual respect,
   • thoughtfully listening to others,
   • seeking to understand the perspectives of others,
   • providing opportunity for all members to express their views and opinions,
   • valuing all input, including when it represents a diverse view or opinion, and
   • demonstrating kindness and compassion as a standard of communication.

2. We assume personal responsibility by:
   • sharing individual views and opinions,
   • speaking up for oneself,
   • owning and taking responsibility for personal actions,
   • voicing contributions to decision making processes in a timely manner, and
   • differentiating between department and personal needs, preferences, and goals.

3. We fully engage in faculty and other meetings in a professional manner by:
   • participating through engaged listening and contributions to discussion,
   • not engaging in tasks that are not related to agenda items and discussion, 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 diverse perspectives,
   • establishing understanding and agreement,
   • accepting that it is okay to disagree,
   • engaging in that are transparent and collaborative decision-making processes,
   • ensuring that decisions, once made, are explicit,
   • moving forward/enacting decisions once they are made, and
   • revisiting decisions only when 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. <u>Resolution of non-compliance to our Ground Rules of Conduct will be addressed by the Department Head.</u>

Section 2:   Unit Administration, Operations, and Organization

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. Unit Leadership
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 program coordinator, undergraduate program coordinators. Designated titles, responsibilities, and length of service are at the discretion of the Department Head and may be negotiated on an individual basis.

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 is evaluated annually by the Department Head as a part of the faculty member's service to the Department.

<u>Program Coordinators,</u> Apparel and Merchandising, Interior and Architectural Design (AM, IAD)
- Program coordinators are full-time faculty, who are qualified by education and experience to guide the advancement of the academic program area.
- Program coordinators are appointed by the department head, with majority vote of the faculty.
- Program coordinators receive one course release per academic year to ensure adequate time to perform the responsibilities outlined below.
- Program coordinators serve a term of two/three years, unless otherwise negotiated with department head.
- Program coordinators model professionalism and demonstrate civility and respect toward all DM personnel.
- Program coordinators' responsibilities and release time are consistent with other department practices in the College of Health and Human Sciences.

Coordinators work in partnership with faculty and department head to fulfill the following responsibilities:

Program Area Meetings

- Coordinator regularly convenes program area meetings, develops meeting agendas, and facilitates meeting discussion with engagement/input from faculty and other DM personnel.
- Coordinator manages the taking, clarification/editing, and approval of meeting minutes (which are stored on P-drive).
- Coordinator facilitates program-specific discussion and decision-making related to program needs and resources, curriculum development, course and room scheduling, program accreditation and evaluation, and other management issues; and communicates decisions and action plans to department head and other department/university personnel as needed.

Program Resources & Activities
- Coordinator collaborates with program faculty and department head to ensure program quality and growth by addressing needs for instructional and monetary resources (personnel, class size, student/faculty ratios, classrooms/computer laboratories/design studios, software, equipment, etc.), requests for course fees and/or differential tuition, and requirements for program accreditation - Council for Interior Design Accreditation (CIDA), Textile and Apparel Program Accreditation Commission (TAPAC), and special programming.
- Coordinator facilitates program faculty engagement in and communication about department events and program activities. Examples may include Ram Welcome, Spotlight on Design & Merchandising, professional/industry guest visits, DM Advisory Council, program admission review, committee service, advisors for student organizations, and/or faculty leaders for student field trips and study tours.

Curriculum Development & Management
- Coordinator collaborates with program faculty to address curriculum needs and changes.
- Coordinator represents the program at college curriculum meetings as required/requested.
- Coordinator communicates/facilitates discussion with program faculty to establish semester/annual course assignments and teaching schedules.
- Coordinator works with DM personnel to enter/submit course schedule into the University system and to communicate with campus entities regarding course needs/room reservations.
- Coordinator partners with DM personnel to update and approve program-specific information and materials designed for varied stakeholder groups, including program of study as it appears in the Curriculum Information Management (CIM) system, program check-sheets, DM brochures, CSU general catalog text, and DM website content.

Program Accreditation & Evaluation

- Coordinator manages administrative functions required for external program accreditation (CIDA, TAPAC), including identifying needs/scheduling dates for campus visits, managing individual faculty responsibilities, collaborating with DM personnel (financial officer and others) to arrange for travel, accommodations, etc., and communicating visit schedule/activities with all DM personnel.
- Coordinator manages the collection and maintenance of program data and documents/reports required for internal review (CSU six-year) and external accreditation (CIDA, TAPAC). Example data may include outcomes related to Student Learning Objectives (SLOs), High Impact Practices (HIPs), internship/job placement, study abroad participation, student coursework, student awards, and/or achievement of program-specific goals.

C. Unit Personnel

<u>Academic Faculty</u>
- The faculty includes all personnel who carry academic rank (professor, associate professor, assistant professor, master instructor, senior instructor, instructor, and faculty affiliate), *AFAPM,* section E.1. For a full description of each faculty appointment type (i.e., track and rank) see *AFAPM,* sections E.2.1. through E.2.5.
- All full-time tenure-track or tenured (TTF) members of the academic faculty with a rank of 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.
- Contract, Continuing and Adjunct Faculty (CCAF) with full-time, multi-year appointment status are eligible to vote program/curriculum procedures and policies, faculty committee elections, changes to the DM Faculty Code, the exception of items relating to Tenure-Track faculty evaluation criteria. Contract, Continuing and Adjunct Faculty (CCAF) with half-time (.5 FTE) or greater appointment status are eligible to serve on selected Department committees.
- Contract, Continuing and Adjunct Instructor-Track faculty, who have equivalent rank or higher than the rank of the person seeking promotion, can vote on the promotion of CCAF Instructor-Track faculty.
- Contract, Continuing and Adjunct Professor-Track faculty, who have equivalent rank or higher that the rank of the person seeking promotion, can vote on the promotion of CCAF Instructor-Track and Professor-Track faculty.
- Tenured faculty, who have equivalent rank or higher than the rank of the CCAF and/or TTF seeking promotion are eligible to vote on promotion.
- Only tenured faculty vote on tenure decisions.

<u>Administrative Professionals</u>

Include a variety of positions in support of the operation and mission of the department. They shall have the privilege of using University and Department facilities, will receive notices concerning faculty matters. They are required to attend department and other committee meetings as appropriate, but do not vote on program/curriculum procedures and policies, faculty committee elections, changes to the DM Faculty Code, or faculty promotion and tenure. They may serve on selected committees. Annual evaluations are conducted by Department Head based on position responsibilities.

Director of Academic and Administrative Operations. The Director of Academic and Administrative Operations provides academic support the department by working with Program Coordinators to arrange/complete course schedules each semester, working with the Curriculum Committee Chair to manage curriculum approval process, support the DM advising team with efforts to enhance the 'student experience' as needed, advising/assisting students with requirements, enrollment, and paperwork for Honors program, international study, Supervised College Teaching, and internship, supervising Academic Success Coordinator and Academic Advisors, and hiring and managing work-study students. This individual also assists/supports the department head with departmentwide initiatives and responsibilities, including the coordination of communications and other efforts designed to advance the goals and reputation of the department and to ensure frequent and quality internal and external communications and programming.

Academic Success Coordinators. Academic Success Coordinators play an integral role in the department by providing an innovative and holistic approach to enhancing the student experience and fostering academic success among students in the Apparel and Merchandising and Interior Architecture and Design programs. The primary roles of the Academic Success Coordinator are to: (1) provide quality academic advising and support to DM students; (2) partner with DM advisors, faculty, and staff to develop and implement student recruitment and retention activities/programs; (3) serve as advisors for the Design and Merchandising Leadership Team; and (4) teach DM 192 – Design and Merchandising First Year Seminar.

Avenir Museum of Design and Merchandising

> Museum Director of Operations and Engagement (Administrative Professional). General responsibilities of the museum director include providing leadership in fulfilling the Avenir Museum's roles and mission. This includes providing fiscal oversight, securing funding and preparing budgets; working with museum personnel to develop and implement short- and long-range visions, strategies, and plans; and developing and maintaining an Advisory Board and Friends of the Museum group to assist in carrying out the mission, strategic plan, and funding needs. Responsibilities also include developing external fundraising activities and partnerships, establishing connections with multiple communities and stakeholders; directing work related to the brand identity and promotion of the Museum, its mission, collections, and programs; developing donor relations as

well as grant funding opportunities; and identifying new and innovative opportunities for growth and success.

Museum Curator (Tenure Track Faculty). As a faculty position, the curator's responsibilities include research, teaching, and service. The curator oversees the acquisition, research, and cataloging of museum collections; provides guidance for collections management functions (environment, care, cleaning, etc.); establishes and administers collection policies and procedures; provides and/or manages conservation care and handling; and approves accessions and deaccessions. The curator also develops and implements 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 participates in preparation and installation of exhibitions. The curator assists with outreach, promotion, and fund raising in support of the Avenir Museum exhibitions and programming; provides grant writing for exhibitions and collections-related needs; and cultivates and maintains relationships with prospective and current collection donors.

Assistant Curator/Collections Manager (Administrative Professional). General responsibilities of the assistant curator/collection manager 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. Responsibilities also include maintaining object records (gift, loan, and transfer documents, inventories, condition reports, etc.) and packaging objects for shipment using appropriate methods. The assistant curator/collection manager is responsible for directing an active volunteer program; facilitating research with undergraduate and graduate students and visiting scholars; maintaining the collections database; assisting with the preparation and installation of exhibitions; and assisting the curator and director with grant writing as needed. The assistant curator/ collection manager oversees integrated pest management programs to monitor and control pests in exhibit and storage areas and monitors and maintains proper climatic controls for the preservation of the collection.

Visitor Engagement Coordinator (Administrative Professional). Primary responsibility is to support and enhance student and community visitor experiences, and to expand access to the Avenir Museum of Design and Merchandising, both in the physical museum setting and through related online platforms. Responsible for multi-faceted visitor services activities and experiences from pre-visit (i.e., social media, marketing, promotions, web content) to in-person visit (e.g., tour scheduling, general assistance), to post-visit (e.g., exhibition evaluation, tracking visitor traffic numbers, social media, etc.). On the venue coordination side, direct responsibilities involve assisting with the development and implementation of a facility use policy, serving as the on-site venue coordinator for programming and events, ongoing coordination of periodic

on-site print and digital visitor information, tracking community volunteer hours, and serving as the Avenir Museum on-site staff member on Saturdays during regular public hours.

Other Personnel
Includes research associates, temporary faculty, visiting faculty, faculty affiliates, and emeritus faculty. They shall have the privilege of using University and Department facilities, will receive notices concerning faculty matters. They do not vote on program/curriculum procedures and policies, faculty committee elections, changes to the DM Faculty Code, or faculty promotion and tenure. They may serve on selected committees.

Department Support Staff
Includes state classified staff, graduate teaching/research assistants, and CSU merit and need-based work-study 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 by supervisor. Graduate assistants are evaluated each semester by supervising faculty and/or students. Work-study students are evaluated on an informal basis.

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., Business Officer, Program Coordinators, Principal Investigators of grants) about budget preparation and priorities. The Department Head will periodically report the status of the budget to the faculty.

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.

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.

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.

<u>Other</u>. 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.

<u>Voting Eligibility</u>

All DM personnel who hold faculty status, who are employed at .5 FTE or greater, and who hold multi-year contract or continuing appointments are eligible to vote on amendments to the Department of Design and Merchandising's Faculty Code. Tenured and tenure-track faculty may vote on all departmental matters. Faculty on contract and continuing appointments may vote on all departmental matters except those related to personnel matters involving tenured and tenure-track faculty. Administrative professionals and state classified personnel are eligible to vote on items that do not directly pertain to faculty matters, such as curriculum and P&T.

D. Committees

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

<u>Standing Committees</u> and their major functions are:

1. <u>Accreditation Committees</u>: to meet the requirements for annual reports, 5- or 6-year reviews, and on-site visits by national academic/professional bodies, i.e., CIDA, National Association of Schools of Art and Design (NASAD), TAPAC, in order to establish/maintain program accreditation. The chairpersons for these committees are appointed by the Department Head in consultation with Program Coordinators (AM and IAD).

   <u>Membership</u>: Shall consist of faculty members from each Department major, the Department Head, and Program Coordinators (AM and IAD). An experienced faculty member my serve as the chairs of these committees.

2. <u>Curriculum and Program Enhancement Committee</u>: 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. Program Coordinators (AM and IAD) serve as the chairs of these committees.

   <u>Membership</u>: Shall consist of faculty members from each Department major, the Department Head, and the Department representative on the College Curriculum Committee.

   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.

3. <u>Diversity, Equity, and Inclusion Committee</u>: to advance the department's commitment to diversity, equity, and inclusion practices for all members of the DM community through adherence to University practices and policies, implementation of departmental programming, and student/personnel recruitment and retention efforts. The chair of this committee is appointed by the Department Head and serves as the representative to the CHHS committee.

   <u>Membership</u>: Shall consist of any faculty members, administrative professionals, state classified personnel, and/or students in the Department who are interested in serving on the committee.

   Responsibilities:
   - To advance the goals stated in the Colorado State University Strategic Plan, Area 5: Diversity, specifically the University's commitment 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."

4. <u>Faculty Governance Committee</u>: 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. Chair (or Co-Chairs) is elected by faculty vote.

   <u>Membership</u>: Shall consist of one faculty member from each Department major elected at large.

   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.

5. 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. The chair of this committee is appointed by the Department Head.

   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).

   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.

6. Reappointment, Promotion, and Tenure Committee (P&T Committee): to make annual recommendations to the Department Head for faculty reappointments, promotions, and tenure. The committee chair holds the rank of Professor and is appointed by the Department Head.

   Membership: Shall consist of all tenured faculty members of the Department except the Department Head and qualified CCAF (see section 3.C for full explanation). 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 Promotion and Tenure Advisory Committee. At the consensus of the committee, a secretary may be appointed.

   Responsibilities:
   - To review and make appropriate recommendations, annually, for untenured faculty members moving toward tenure (reappointment and tenure progress) and 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 among faculty members of the tenure, promotion, and reappointment processes and criteria.

7. 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). Faculty and other department personnel who work directly with students (e.g., Academic Directors, Academic Success Coordinators) may serve on this committee. The committee chair is appointed by the Department Head.

    Membership: Shall consist of three-four department members elected at large.

    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.

8. Social Committee: to arrange for departmental social functions, special gifts, and condolences as needed. All department personnel may serve as members on this committee; the members may elect a committee chair.

    Membership: A committee of three shall be appointed by the Department Head representing faculty, administrative professionals, and staff.

    Responsibilities:
    - To request contributions from department personnel and to arrange for appropriate social occasions throughout the academic year.
    - To acknowledge meaningful occasions when appropriate.

        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.

        General Operating Procedures

    Elections. Nominations for the Faculty Governance Committee shall be conducted by secret ballot in May by the Faculty Governance Committee. The ballot shall be distributed (in-person or electronically) to each eligible faculty member with appropriate instructions for submitting their vote.

An election shall require a simple majority of voting faculty. 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.

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.

Organization. The appointment or election of a committee chairperson and the committee organization is addressed under each type of committee.

Meetings. All committees shall meet as business warrants. Any faculty member may attend any committee meeting (except Reappointment, Promotion, and Tenure Committee meetings). It is the individual faculty member's responsibility to check with the committee chairperson for the time and location of the meeting. All committee members, except ex-officio members, shall have voting privileges. A quorum consists of a simple majority.

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:

Committee Member: The faculty member shall recommend a replacement for membership and shall forward that information to the Department Head and chairperson of the relevant committee, except in the case of the Reappointment, Promotion, and Tenure Committee.

Committee Chair: If the appointed/elected chair of a committee is unable to serve for an extended period of time, the committee members shall identify/elect an interim or replacement chair in consultation with the Department Head. In the case of the Governance Committee a full faculty vote is required.

E. Department Meetings

Department meetings are held as needed with a minimum of one per month during each academic semester. 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.

F. Organizational Chart

Department of Design and Merchandising Organizational Chart (effective August 1, 2021)

Dean, College of Health and Human Sciences, Lise Youngblade
- **Director of Nancy Richardson Design Center and Associate Professor**, Laura Malinin
- **Department Head and Professor**, Karen Hyllegard
    - **Director of Academic and Administrative Operations**, Kendra Allen
        - **Admin Assistant II**, Crystal Adams
        - **Academic Success Coordinator**, Brittany Engert
        - **Academic Success Coordinator**, Erin Meier
    - **Apparel and Merchandising Program**
        - **Instructor**, Sandra Chisholm
        - **Associate Professor**, Sonali Diddi
        - **Assistant Professor,** Kevin Kissell
        - **Associate Professor,** Vivian Yan Li
        - **Professor,** Nancy Miller
        - **Assistant Professor,** Kristen Morris
        - **Professor,** Jennifer Ogle
        - **Internship Coordinator,** Jennifer Worrell
        - **Professor and Program Coordinator,** Terry Rouh-Nan Yan
        - **Open TTF line** (Apparel and Merchandising - Avenir Curator)
        - **Open TTF line** (Apparel Design and Production)
        - **Open TTF line** (Product Development)
    - **Graduate Programs**
        - **Graduate Program Committee**
        - **Associate Professor,** Vivian Yan Li
        - **Associate Professor**, Laura Malinin
        - **Program Coordinator and Professor,** Jennifer Ogle
    - **Interior Architecture and Design Program**
        - **Associate Professor,** Ryadi Adityavarman
        - **Assistant Professor,** Maria Delgado Deleon
        - **Assistant Professor,** Jain Kwon
        - **Assistant Professor,** Maria Delgado Deleon
        - **Associate Professor**, Laura Malinin
        - **Instructor,** Ashley Rathmann
        - **Program Coordinator and Assistant Professor,** Leah Scolere
    - **Business Officer** (Open position)
    - **Communications and Event Coordinator (half-time)**, Sara Dudek
    - **Fashion FUNdamentals Program Coordinator (half-time),** Sara Dudek
    - **Director of Avenir Museum Operations and Engagement,** Doreen Beard
        - **Curator** (Open line)
        - **Collections Manager and Assistant Curator,** Megan Osborne
        - **Visitor Engagement Coordinator** (Open position)

Section 3: Faculty Administrative Policies and Procedures

    A. Faculty Appointments and Ranks

Tenure Track Faculty: Doctorate degree
Assistant Professor
Associate Professor
Full Professor

Continuing and Contract, and Adjunct Faculty
        Professor Track: Master's degree
Assistant Professor
Associate Professor
Full Professor

        Instructor Track: Master's degree
            Instructor
            Senior Instructor
            Master Instructor

        Adjunct Instructor: Bachelor's degree and 3 or more years of professional experience in an appropriate field.

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.

Other Department faculty may provide comments on the qualifications needed for a position and review the files of candidates for regular, full-, and part-time positions, as time allows. 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.

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.

B. Workload Policy

Workload percentages allocation of time to teaching, research and service based upon appointment and rank. 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 (aligning with CHHS norms) for Tenure-Track faculty is:
50 percent teaching and advising,
35 percent scholarly research and other creative activity, and
15 percent service and engagement.

* Program Coordinators typically have a lower teaching load and a higher service load.

A typical load for Contract, Continuing, and Adjunct faculty (professor track) is:
70-75 percent teaching and advising,
10-15 percent scholarly research and other creative activity, and
15 percent service and engagement.

A typical load for Contract, Continuing, and Adjunct faculty (instructor track) is:
80-90 percent teaching and advising,
10-20 percent service and engagement.

Summer assignments are voluntary obligations and separate from academic year responsibilities. Faculty are compensated for teaching summer courses based upon course enrollment.

C. Formation of Reappointment, Promotion and Tenure Committee

The Reappointment, Promotion, and Tenure Committee (P&T Committee) shall consist of all tenured faculty members of the Department (except the Department Head) as well as qualified CCA faculty. The review shall be conducted by the Reappointment, Promotion, and Tenure Committee, and shall include the participation and votes of all TT and CCA faculty who hold an equivalent or higher rank as the rank of the promotion. 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 Promotion and Tenure Advisory Committee. At the consensus of the committee, a secretary may be appointed.

D. Procedures for Tenure

The Department's Reappointment, Promotion and Tenure (P&T) Committee reviews faculty to provide a recommendation for granting of 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 the [Faculty and Administrative Professionals website](#) under Promotion & Tenure. In addition to the University form, faculty are expected to submit their philosophy of teaching and advising, research and creative scholarship, and service and outreach to the Department tenure, promotion, and reappointment committee.

E. Procedures for Promotion Tenure-Track and Tenured Faculty

Each year untenured faculty will submit an updated dossier to the chair of the Department Reappointment, Promotion and Tenure (P&T) Committee for review by and recommendations from committee members. In the year seeking promotion to Associate or Full Professor, faculty will submit a comprehensive dossier to the chair of the Department P&T Committee for review by and recommendations from committee members that will be forwarded to the CHHS P&T Committee for consideration. Faculty use the university format located at the [Faculty and Administrative Professionals website](#). In addition, faculty should include philosophy statements addressing teaching, research/creative scholarship, and service/outreach (one page max. for each). Statements should address individual commitment to principles of diversity, equity, and inclusion (DEI); engaged scholarship: [Continuum of Engaged Scholarship](#); and high impact practice (HIPs) across teaching, research/creative scholarship, and service/outreach.

F. Procedures for Promotion of Contract and Continuing Faculty

Every other year CCA faculty at the Assistant Professor rank will submit an updated dossier to the chair of the Department Reappointment, Promotion, and Tenure Committee for review by and recommendations from committee members. After 10 consecutive semesters, CCA faculty with full-time appointments are eligible to request a review for promotion. The review shall be conducted by the Reappointment, Promotion, and Tenure Committee, and shall include the participation and votes of all TT and CCA faculty who hold an equivalent or higher rank as the rank of the promotion. For instructor track appointments, promotion is based on demonstrated evidence of teaching effectiveness and service. For professor track appointments, promotion is based on evidence of effectiveness in teaching, research/creative scholarship, and service. For a full description of teaching effectiveness see *AFAPM* E.12.1.

In the year seeking promotion CCA faculty will submit a comprehensive dossier to the chair of the Department P&T Committee for review by and recommendations from committee members that will be forwarded to the CHHS P&T Committee for consideration. Faculty use the university format located at the [Faculty and Administrative Professionals website](). In addition, if consistent with assigned workload distribution, faculty should include a philosophy statements addressing teaching, research/creative scholarship, and service/outreach (1 page max. for each). Statements should address individual commitment to principles of diversity, equity, and inclusion (DEI); engaged scholarship: [Continuum of Engaged Scholarship](); and high impact practice (HIPs) across teaching, research/creative scholarship, and service/outreach.

G. Faculty Appointments to Graduate Student Committees

Graduate Committee members serve as temporary advisors to new graduate students. Graduate students shall select their permanent adviser and committee members with the advice of their temporary adviser and/or Department Head.

Graduate Faculty eligibility is established based on degree, rank, and experience.

DM Graduate Faculty Role Eligibility Matrix
X = criteria that must be met for the role in each column

Criteria	Adviser	Co-Adviser	DM Committee Member
Terminal degree	X	X	
Professor	X	X	X
Associate Professor	X	X	X
Assistant Professor	X	X	X
Instructor			X
A portion of assignment is in DM	X	X	X
Served on 2 completed degree committees with thesis, project, or dissertation at CSU or at a peer institution	X		
Has recent scholarship demonstrated by published articles or juried creative activities	X	X	
Emeritus faculty (if previously eligible)		X	X

H. Faculty Sabbatical and Professional Development Leave

The Department follows University procedures for the submission of a Request for Sabbatical Leave as outlined in [section F.3.4 of the Faculty Manual](#). Complete the [Request for Sabbatical Leave form](#). The annual timeframe for the submission of Requests for Sabbatical Leave is early to mid-September for fall and spring semesters and for the full academic year. The annual timeframe for the submission of Sabbatical Leave Reports is early to mid-October (of the following academic year) for spring semesters and full academic year and early to mid-March (of the same academic year) for fall sabbaticals. The Department Head reviews applications for sabbatical leave and recommends approval to the Dean. In instances where more than one application for sabbatical leave is submitted, and the department does not have the resources to support multiple sabbaticals, the Department Head will consider the following criteria: Time since last sabbatical; stage of career; quality of sabbatical proposal in terms of clearly articulated goals; and work-load balance in the department.

Professional development leave for contract and continuing faculty follows University procedures for granting such leave.

I. Mentorship

Mentoring of newly appointed faculty members is the responsibility of the Department Head and senior faculty based upon experience and areas of expertise.

Department of Design and Merchandising Mentoring Plan:

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 tenure and/or promotion dossier is submitted. 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 Reappointment, Promotion, and Tenure 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 the mentor's attention.

Section 4: Faculty Evaluation, Tenure & Promotion Standards, and Disciplinary Action

A. Annual Performance Evaluation

Each year all faculty members who are employed at least .5 FTE 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 Department Head conducts an annual performance evaluation with each faculty member based on the calendar year as specified in the *AFAPM*, section E.14.1 Performance Reviews. Annual evaluation is informed by the Faculty Activity Report (FAR) and a written self-evaluation of professional activities and accomplishments provided to the Department Head by the faculty member. The annual Faculty Activity Report (FAR) follows a specified format established by the Department that addresses the faculty member's professional commitments and specific accomplishments in the areas of research, education, service, and outreach. The report also allows the faculty member to describe her/his goals for the coming year. The FAR report and self-evaluation inform the Department Head's evaluation of the faculty member's performance in meeting professional responsibilities and in making other contributions to the Department, the College, and the 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 the appendices. 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.

Criteria for evaluating teaching performance is informed by the AFPAM, section E.12.1 of the faculty manual as noted: "Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching shall involve multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; appropriate course surveys of teaching; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Importantly, student perceptions of the learning environment are, by definition, not evaluations of teaching effectiveness and cannot be taken as such; they are simply the student perspectives on their experience in a learning environment."

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.

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 and provide a written (or electronic) performance evaluation to each faculty member within 30 days. The evaluation shall indicate the effort distribution, the annual performance ratings and comments related to performance and goals agreed upon for the next year. Faculty shall have the opportunity to respond to the Department Head's evaluation in writing, which shall be filed as part of the annual performance evaluation and will be forwarded on to the Dean. 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*). A copy of the annual evaluation, signed by the Dean, will be provided to the faculty member and filed in the Dean's office.

B. Comprehensive Midpoint Probationary Period Review of pre-Tenured/Tenure-Track Faculty

A comprehensive performance review of all faculty at the rank of Assistant Professor (TTF and CCAF) will be conducted at the Midpoint of the probationary period (in the spring following the first full three years of employment) at Colorado State University by the tenured faculty of the Department. (See *AFAPM*, section E.14.2 and the *Faculty Evaluation Handbook*.) 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.

C. Comprehensive Performance Reviews (Post Promotion/Tenure, 5-year Review)

Periodic comprehensive reviews of tenured faculty are conducted to support the advancement of faculty development and to improve the quality of teaching, research, and service and outreach/engagement.

Every fifth year following a candidate's the acquisition of promotion, or promotion and tenure, a comprehensive review is held to assess progress toward further promotion the rank (see section F, Comprehensive Review). It is the responsibility of the Department Head to convene the Review Committee for post promotion/tenure reviews. The review shall be conducted by selected TT and/or CCA faculty who hold an equivalent or higher rank than that of individual being reviewed, as appropriate. After the initial fifth year review, additional progress reviews will be conducted at five-year intervals or less than five years at the request of the faculty member. (See *AFAPM*, section E.14.3)

Phase I Comprehensive Performance Reviews

See *AFAPM*, section E.14.3.1.

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. See *AFAPM*, section E.14.3.2. The initiation of a Phase II Review is not grievable by the faculty member.

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.

The Phase II Review Committee shall be elected by the Reappointment, Promotion, and Tenure 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.

The Phase II Review Committee shall consider the criteria for evaluation of faculty performance found in the *AFAPM,* section E.12

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 promotion and/or tenure, whichever is most recent. The individual faculty member should provide a self-analysis that addresses performance in general and specifically the areas evaluated as "below expectations" and "unsatisfactory" for the period.

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

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

D. Annual Probationary Period Review of pre-Tenured/Tenure-Track Faculty

The *AFAPM*, section E.10.5 states that the normal time for submitting an application for tenure (upon date of hire) is 6 years for assistant professors, four years for associate professors, and three years for professors. Special situations, including prior years of service at another institution or an unforeseen circumstance (e.g., pandemic) may contribute to a shortened or extended probationary period. Childbirth or care of immediate family members also 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 reappointment, promotion and tenure 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 the Reappointment, Promotion and Tenure Committee. Since the Dean makes recommendations to the Provost relative to tenure, an early review may clarify the situation before the faculty member is formally considered for tenure.

E. Promotion Standards for Tenure-Track and Tenured Faculty

Appointment to Assistant Professor

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.

Promotion to the Rank of Associate Professor

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).

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.

Promotion to the Rank of 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).

F. Promotion Standards for Contract and Continuing Faculty on Professor Ranks

Promotion to the Rank of Associate Professor

Contract and Continuing assistant professors in the professor ranks are evaluated on all areas of faculty responsibility—teaching and advising, research and other creative activity, and service and outreach. For promotion to associate professor one must demonstrate "superior" or "exceeds expectations" performance in teaching and advising, research and other creative activity, and service and outreach.

Promotion to the Rank of Professor

G. Promotion Standards for Contract and Continuing Faculty on Instructor Ranks

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.

Promotion to the Rank of Senior Instructor

Instructors may seek promotion to senior instructor after 10 semesters of continuous of employment in the department. For promotion to senior instructor, one must demonstrate "superior" or "exceeds expectations" performance in teaching and advising, and service and engagement. Performance in research and creative scholarship is not an assigned responsibility or expectation for instructor positions, however, output in this area can be used in evaluating overall performance and readiness for promotion.

Promotion to the Rank of Master Instructor

H. Disciplinary Action for Faculty

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

I. Faculty Grievances

1.   Grievances regarding evaluation of performance or other personnel matters will follow University policy (*AFAPM,* section K).

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.

Section 5: Administrative Professionals and State Classified Staff Administrative Policies & Procedures

A. Annual Performance Evaluation

In accordance with the *AFAPM*, all administrative professionals and state classified staff and participate in an annual evaluation of performance relative to the individual roles and responsibilities of the position, and the goals, which have been previously established for the individual for the current year. A departmental form is used to assess the performance of Administrative Professionals. University deadlines and procedures are followed to assess the annual performance of state classified staff (*AFAPM*, section D.10).

The immediate supervisor holds a formal annual conference with each individual as part of the evaluation, during which the supervisor and employee discuss performance. The completed evaluation is provided in writing and signed by the immediate supervisor and the employee, who thereby indicates receipt of the evaluation. A signed copy shall be provided to the Dean and the employee.

B. Procedures for Promotion of Administrative Professionals

Design and Merchandising provides opportunity for the promotion of administrative professionals, specifically Academic Success Coordinators, in accordance with newly established University policies and procedures. Opportunity for the promotion of other, more unique administrative professional positions are provided at the discretion of the department head.

C. Procedures for Promotion of State Classified Staff

Design and Merchandising provides opportunity for the promotion of state classified staff in accordance with University policies and procedures.

D. Disciplinary Action for Administrative Professionals and State Classified Staff

Procedures for disciplinary action for employees are described in the *AFAPM,* section E.15.

E. Grievance Processes for Administrative Professionals and State Classified Staff

1.   Grievances regarding evaluation of performance or other personnel matters will follow University policy (*AFAPM,* section K).

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.

Section 6: Student Policies and Procedures

A. Student Employees

    Department policies regarding student employees, including hourly work study, align
    with Colorado State University practices and policies. Students employed in hourly
    work study position are supervised by the department's Director of Academic and
    Administrative Operations. Specific policies pertaining to student employees are
    available from the following offices:

    Office of Financial Aid
    Career Center
    Human Resources
    Graduate School

B. Graduate Student Evaluation

    Graduate teaching and research assistants in the Department of Design and
    Merchandising are evaluated each semester by the faculty member (i.e., supervisor)
    to whom they are assigned to assist with teaching or research. The supervisor is
    asked to address the individual student's areas of strength in his/her performance as a
    GTA/GRA as well as to identify opportunities for growth in his/her performance as a
    GTA/GRA.

C. Undergraduate Teaching Assistants (Supervised College Teaching)

    The Design & Merchandising's policy regarding student participation in a Supervised College
    Teaching (SCT) experience is as follows:

    It is a privilege for both the faculty member and for the student to have the opportunity to do a
    supervised college teaching (SCT) experience. While there are many ways to organize an SCT
    experience, which is left to the discretion of the faculty member, the primary expectation is for
    each faculty member to provide *direct supervision* of student engagement/work. In addition, the
    intent is for the student to engage in learning and/or skill development during the SCT
    experience.

    The following requirements should guide SCT arrangements/approvals:
    *   The student must have a minimum GPA of 3.0. The faculty member is responsible for
        checking GPA prior to filling out the paperwork.
    *   The student must have earned a letter grade of 'A' or 'B' in the course prior to the (SCT)
        experience. Student is required to fill out the department form for the SCT experiences.
        The faculty member is responsible for checking grade earned in the course as part of
        filling out the department form.
    *   The student is allowed/encouraged to provide lectures, presentations, demonstrates, etc.
        in the class if the faculty member is present. SCT do not serve as substitute teachers for
        the faculty member.
    *   The student can work with the faculty member to evaluate student work, provided that
        the evaluation is *supervised and is part of a guided learning process.* Grading rubrics
        provided by the faculty member are required.

- A student is limited to two (SCT) experiences for upper division elective credit toward an undergraduate degree.

Diversity is valued in Design and Merchandising, and as such, there are many variations in subject matter and method of delivery of courses in the department. All (SCT) activities require supervision. Some of the ways an (SCT) experience might be structured are:
- Lead lab or discussion sections.
- Facilitate study sessions or tutorials.
- Help develop course materials.
- Develop and/or maintain course websites.
- Facilitate writing workshops or other hands-on or applied learning activities. during or outside the class session.
- Manage Canvas discussion work.
- Participate in active learning sessions in CAD studio courses during class.
- Coach student on projects during or outside the class session.

There are a variety of recommended 'best practices' inherent in how faculty structure work with the (SCT) student. These include:
- Clearly communicate the expectations and responsibilities of the SCT both verbally and with a written learning contract before the beginning of the semester.
- Regularly scheduled team meetings with the instructor and SCTs help provide a strong and supported environment for SCTs, and serve as a space to develop mentorship, guidance, and critical thinking.
- Discuss professionalism, ethical behavior, academic integrity.
- Inform the SCT that the ultimate responsibility for assigning grades belongs to the faculty instructor.
- Ask the SCTs for feedback throughout the semester so that adjustments can be made in the course.
- Articulate the average number of hours per week expected to work on this course.
- Excuse the SCT from grading a student's assignment/exam if (s)he currently is friends with or has had a relationship with that student.

D. Graduate Teaching and Research Assistants

Department policies regarding graduate teaching and research assistants align with Colorado State University practices and policies. Graduate teaching assistants (GTAs) and graduate research assistants (GRAs) are supervised by the faculty member to whom they are assigned to assist with teaching or research. Specific policies pertaining to GTAs and GRAs are available from the following offices:

Graduate School
Human Resources

E. Student Grade Appeals

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

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.

Section 7: Procedures for Changing Department Code

Amendments to the Department of Design and Merchandising's Faculty Code are determined by majority vote of eligible faculty and acknowledged as approved with signatures of the members of the Governance Committee (one full-time faculty representative from Apparel and Merchandising and one full-time faculty representative from Interior Architecture and Design) and the department head.

A. Signatures Approving of the Unit Code:

This Code for the Department of Design and Merchandising was approved by majority of the Department faculty eligible to vote at a regularly scheduled meeting held on the following date: September X, 2021.

B. Relationships to the Academic Faculty and Administrative Professional Manual

The Department of Design and Merchandising Code aligns with Colorado State University's *Academic Faculty and Administrative Professional Manual.* Faculty, Administrative Professionals, and State Classified Staff should refer to that document for clarification on items/topics not addressed in this code.

If provisions of this department code conflict with provisions of the University Code, the University Code shall supersede (Manual, Section C.2.4.3).

<center>**Appendices**</center>

Appendix A: Examples of Promotion Standards for Tenure-Track and Tenured Faculty

Colorado State University differentiates three categories for evaluation—**teaching and advising** (*AFAPM*, section 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. **Research and creative scholarship** aim to provide significant contributions/implications to enhance societal well-being. 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, citizens, institutions, agencies, business, and industry—keeping in mind the specific needs of certain population groups.

<u>Research and/or Creative Scholarship</u>

Faculty in the tenure-track may support evidence of sustained practice in research and/or creative scholarship from the following:

1. Peer-reviewed/retrievable journal publication
2. Peer-reviewed/juried/published and retrievable design(s) in a catalogue of design exhibition
3. Professional design practice that is published and retrievable
4. Award for professional practice, research, best paper at a conference, or juried design
5. Grant funding for research/design scholarship
6. Solo exhibition of design work/artistry that is published and retrievable

7. Book publication and/or chapter(s) published in books
8. Peer-reviewed research/design scholarship/artistry presentation at a national conference

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. Faculty can provide evidence of effective teaching with selections from the following:

1. Peer evaluations of teaching
2. Student course survey evaluations
3. Implementation of knowledge from professional development into course(s)
4. Examples of course improvements
5. Peer review of quality of student final projects
6. Student work accepted for exhibition, publication, and/or receives an award
7. Development of new courses
8. Peer-reviewed/published teaching presentation at a professional conference
9. Integration of service learning, community organizations, and/or industry partners into course content with evaluation of student work
10. Integration of High Impact Practices (HIPs) into courses
11. Integration of DEI principles into teaching materials and assignments
12. Grant funding for teaching
13. Exhibition of student work in one of the Avenir, Gustafson, or RDC galleries
14. Evidence of course improvements based on student performance or feedback
15. Teaching Award

* It is recognized that faculty workload distributions may vary by percentage with respect to teaching, research, and service, and therefore the evidence of an individual's effective teaching, research, and service may differ in type and quantity.

Appendix B: Examples of Promotion Standards for Contract and Continuing Faculty at Professor Rank

Research and/or Creative Scholarship

Contract faculty in the Professor Track may support evidence of sustained practice in research and/or creative scholarship from the following:

1. Peer-reviewed/retrievable journal publication
2. Peer-reviewed/juried/published and retrievable design(s) in a catalogue of design exhibition
3. Professional design practice that is published and retrievable
4. Award for professional practice, research, best paper at a conference, or juried design
5. Grant funding for research/design scholarship
6. Solo exhibition of design work/artistry that is published and retrievable
7. Book publication and/or chapter(s) published in books
8. Peer-reviewed research/design scholarship/artistry presentation at a national conference.

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. Faculty can provide evidence of effective teaching with selections from the following:

1. Peer evaluations of teaching
2. Student course survey evaluations
3. Implementation of knowledge from professional development into course(s)
4. Examples of course improvements
5. Peer review of quality of student final projects
6. Student work accepted for exhibition, publication, and/or receives an award
7. Development of new courses
8. Peer-reviewed/published teaching presentation at a professional conference
9. Integration of service learning, community organizations, and/or industry partners into course content with evaluation of student work
10. Integration of High Impact Practices (HIPs) into courses
11. Integration of DEI principles into teaching materials and assignments
12. Grant funding for teaching
13. Exhibition of student work in one of the Avenir, Gustafson, or RDC galleries
14. Evidence of course improvements based on student performance or feedback
15. Teaching Award

It is recognized that faculty workload distributions may vary by percentage with respect to teaching, research, and service, and therefore the evidence of an individual's effective teaching, research, and service may differ in type and quantity.

Appendix C: Examples of Promotion Standards for Contract and Continuing Faculty at Instructor Rank

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. Faculty can provide evidence of effective teaching with selections from the following:

1. Peer evaluations of teaching
2. Student course survey evaluations
3. Implementation of knowledge from professional development into course(s)
4. Examples of course improvements
5. Peer review of quality of student final projects
6. Student work accepted for exhibition, publication, and/or receives an award
7. Development of new courses
8. Peer-reviewed/published teaching presentation at a professional conference
9. Integration of service learning, community organizations, and/or industry partners into course content with evaluation of student work
10. Integration of High Impact Practices (HIPs) into courses
11. Integration of DEI principles into teaching materials and assignments
12. Grant funding for teaching
13. Exhibition of student work in one of the Avenir, Gustafson, or RDC galleries
14. Evidence of course improvements based on student performance or feedback
15. Teaching Award

* It is recognized that faculty workload distributions may vary by percentage with respect to teaching, research, and service, and therefore the evidence of an individual's effective teaching, research, and service may differ in type and quantity.

Appendix D: Annual Performance Standards

Faculty members are evaluated annually based upon individual workload assignment for the three areas of teaching and advising, research and creative scholarship, and service and engagement. 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 workload that includes teaching and advising, research and creative scholarship, and service and engagement. 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.

Faculty can provide evidence of effective teaching with selections from the following:

1. Peer evaluations of teaching
2. Student course survey evaluations
3. Implementation of knowledge from professional development into course(s)
4. Examples of course improvements
5. Peer review of quality of student final projects
6. Student work accepted for exhibition, publication, and/or receives an award
7. Development of new courses
8. Peer-reviewed/published teaching presentation at a professional conference
9. Integration of service learning, community organizations, and/or industry partners into course content with evaluation of student work
10. Integration of High Impact Practices (HIPs) into courses
11. Integration of DEI principles into teaching materials and assignments
12. Grant funding for teaching
13. Exhibition of student work in one of the Avenir, Gustafson, or RDC galleries
14. Evidence of course improvements based on student performance or feedback

15. Teaching Award

Research and Creative Scholarship

As evidence of a successful *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.

To be valued toward promotion, research/design scholarship in the Department of Design and Merchandising must meet three criteria: research/design scholarship must be peer-reviewed or juried for publication or exhibition; the publication or exhibition catalogue must be retrievable; and the work must contribute new knowledge to what is currently in the literature on the topic. For a full description of research and creative scholarship, see *AFAPM,* section E.12.2.

Faculty in the tenure-track may support evidence of sustained practice in research and/or creative scholarship from the following:

1. Peer-reviewed/retrievable journal publication
2. Peer-reviewed/juried/published and retrievable design(s) in a catalogue of design exhibition
3. Professional design practice that is published and retrievable
4. Award for professional practice, research, best paper at a conference, or for a juried design
5. Grant funding for research/design scholarship
6. Solo exhibition of design work/artistry that is published and retrievable
7. Book publication and/or chapter(s) published in books
8. Peer-reviewed research/design scholarship/artistry presentation at a national conference

Service and Outreach

Service and engagement are responsibilities that contributes to the academic mission of the University and advances the professions. At the departmental level, service involves participation in established committees, department activities, and/or special assignments. Participation in 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, senior design show, fashion show, Ram Welcome, student organizations, and other departmental events. It also is 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 expected 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 engagement, 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.

Appendix E: Departmental Benchmarks for Teaching, Research, and Service

A. 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. 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.

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

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
90% or above of "excellent" or "above average" on instructor evaluation items from the student course survey (selected questions) for all courses taught	80-89% of "excellent" or "above average" on instructor evaluation items from the student course survey (selected questions) for all courses taught	70-79% of "excellent" or "above average" on instructor evaluation items from the student course survey (selected questions) for all courses taught	60-69% of "excellent" or "above average" on instructor evaluation items from the student course survey (selected questions) for all courses taught	Below 60% of "excellent" or "above average" on instructor evaluation items from the student course survey (selected questions) for all courses taught

And

Curriculum Development, Instructional Innovation & Avenir Programming and Exhibitions

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
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	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	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	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	Courses, syllabi, or programs have not been revised in response to previous year's annual review

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

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Graduate Advising Major advisor to 3 or more graduate students	Major advisor to 2 graduate students	Major advisor to 1 graduate student	Not an advisor	
Serve on 3 or more graduate committees	Serve on 2 graduate committees	Serve on 1 graduate committee	No service on graduate committees	
Undergraduate Advising To be determined in Fall 2014				

Other Activity

Student Mentoring

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

Peer Review

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Excellent comments from two peer reviewers	Primarily positive comments	Mixed comments	Primarily negative comments	

Teaching Award

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Wins a teaching award	Nominated for a teaching award			

B. 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. 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.

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.

Refereed Publications, Juried Designs, and Exhibitions

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Any combination of three refereed journal articles, book chapters, juried designs, or juried exhibitions	Any combination of two refereed journal articles, book chapters, juried designs, or juried exhibitions	One refereed journal article, book chapter, juried design, or juried exhibition	Minimal activity; work in progress	No activity
OR	Juried exhibition of a body of work			
Author of one research or creative scholarship focused book with a nationally recognized publisher				

AND

Grants

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
External or Internal Grant(s) over $50,000-Funded OR -Implementation of grant(s) over $50,000	External or Internal Grant(s) between $20,000-$50,000 -Funded OR - Implementation of grant(s) between $20,000-$50,000 OR - Submittal of several grant proposals or one large, complex proposal	External or Internal Grant(s) below $20,000-Funded OR - Implementation of grant(s) below $20,000 OR - Submittal of grant proposal	Minimal activity; conceptualization or development of grant proposal, but no formal proposal submitted	No activity

Other Activity
Presentations

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Three or more refereed presentations at national/international conferencesOR Invited or keynote presentation or exhibit at national/international conference	Two refereed presentations at national/international conferencesOR Invited or keynote presentation or exhibit at regional/state conference	One refereed presentation at national/international conference	Non-refereed presentations	No activity

Scholarship Award

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Receives international or national award for scholarship/artistry	Nominated for international or national award for scholarship/artistry			

C. SERVICE, ENGAGEMENT, AND OUTREACH

Service, engagement, and outreach are responsibilities 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 are journal, grant, and dossier reviewing.

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

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Leadership on one Department committee or special assignment	Service on two Department committees or special assignments	Participates in and contributes to Department activities AND Service on one Department committee or special assignment	No activity	

AND

Engagement

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Actively involved in engagement with community, industry, alumni, and/or professional partners Active involvement of Avenir activities with the public	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

College/University Service

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Leadership on a College or University committee, council, or board Service award	Service on two College or University committees, councils, or boards	Service on one College or University committee, council, or board		

Professional Service

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
President of international or national association OR Annual conference program chair for international or national association OR Selected Fellow of international or national association Receives award for Service	Leadership of international, national, regional, or state-level committee OR Board member or officer of international or national association	Service on international, national, regional, or state committee		

Curriculum or Museum Programming Development

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Leadership on state or national curriculum or museum programing development project	Service on a national curriculum development or museum programing project	Service on a state curriculum development or museum programing project		

Editorial Activity

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Serves as Editor of an international/national refereed journal	Serves as Associate Editor of an international/national refereed journal	Serves on the editorial board of an international/national refereed journal		

Development Activity

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Brings in donations over $25,000	Brings in donations between $5,000-$25,000	Brings in donations below $5,000	No activity	No activity

Other Activity

Journal Reviewing

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Reviews three or more articles for a refereed journal OR Serves as a juror for three or more juried exhibitions	Reviews two or more articles for a refereed journal OR Serves as a juror for two or more juried exhibitions	Reviews one article for a refereed journal OR Serves as a juror for one juried exhibition		

Grant Reviewing

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Reviews grant proposals for a national agency or foundation	Reviews grant proposals for a regional or state agency or foundation	Reviews grant proposals for a local agency or foundation		

Dossier Reviewing

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Reviews three or more external T&P dossiers	Reviews two external T&P dossiers	Reviews one external T&P dossier		

Accreditation/External Program or Internal Department Review

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Leadership in national accreditation activity OR Internal department review	Serves as a team member on accreditation or review teams	Supports the accreditation or review process		

D. AVENIR MUSEUM CURATORIAL SERVICE

The following section pertains to annual duties required by the position of the Avenir Museum Curator.

Exhibitions

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Curates 4 or more exhibitions AND Leads installation or de-installation of 4 or more Avenir Museum exhibition preparations Provides oversight of staff, student, and/or museum volunteer curation of exhibitions	Curates 3 exhibitions AND Leads installation or de-installation of 3 and assists with all other Avenir Museum exhibition preparations Provides oversight of staff, student, and/or museum volunteer curation of exhibitions	Curates 2 exhibitions AND Leads installation or de-installation of 2 and assists with all other Avenir Museum exhibition preparations Provides oversight of staff, student, and/or museum volunteer curation of exhibitions	Curates 1 exhibitions AND Assists with installation or de-installation of 1 Avenir Museum exhibition preparations Provides no oversight of staff, student, and/or museum volunteer curation of exhibitions	Curates 0 exhibitions AND Does not engage in installation or de-installation of any Avenir Museum exhibition preparations Provides no oversight of staff, student, and/or museum volunteer curation of exhibitions

Collections

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Oversees and participates in implementation and/or completion of major accessioning, deaccessioning, or cataloging projects to enhance the standards of the museum collection AND Conducts scholarly research of objects in the museum collection resulting in enhancement of internal and/or online collection records		Maintains active accessioning and oversight of cataloging of objects in the museum collection in accordance with the collection plan AND Conducts object research in the museum collection resulting in enhancement of internal and/or online collection records		Ceases accessioning and/or accessions objects beyond the scope of the collection plan AND Does not conduct research of objects in the museum collection

Outreach

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Promotes museum through academic and/or public programming in or beyond Fort Collins	Promotes museum through academic and/or public programming at CSU-wide events	Promotes museum through academic and/or public programming at Avenir Museum events	Minimal activity in the area of academic and/or public programming	No activity in the area of academic and/or public programming
Lecture and provide collections tour/access to various internal or external stakeholders 6 or more times/year	Lecture and provide collections tour/access to various internal or external stakeholders 4-5 times/year	Lecture and provide collections tour/access to various internal or external stakeholders 2-3 times/year	Lecture and provide collections tour/access to various internal or external stakeholders 1 time/year	Does not lecture or provide collections tours/access to various internal or external stakeholders
Secures major in-kind and/or monetary donations to the museum through existing or new donor relationship		Secures in-kind and/or monetary donations to the museum through existing or new donor relationship		No donor relations activity

Definitions

Object research: Categorizing, classifying, documenting, establishing or expanding taxonomic systems for artifacts to create current, accurate, and consistent research and documentation of objects. May or may not form an intellectual argument or thesis.

Scholarly research: The study and investigation that contributes to the sum of knowledge and is oftentimes hypothesis oriented. Object research, content or contextual research, and the contribution to the advancement of museology and the curatorial practice.

Curated exhibition: Installation and display of a purposefully selected group of items centered on a common theme or topic accompanied by original written interpretive content that is based on academic research and presented in a manner accessible to a public audience.