Professional Development & Scholarship Policies
Criteria to Enable Retention, Promotion, and Tenure
Graphic Communication Department

The Department of Graphic Communications hiring and evaluation criteria and procedures shall be identical to those of the College of Liberal Arts, with the following clarifications.

**General Principles** – Articles 14 & 15 of the CSU/CFA contract are applicable and worth noting regarding faculty promotion and evaluations (http://www.calstate.edu/LaborRel/Contracts.HTML/CFA_CONTRACT/2012-2014/article14.pdf & http://www.calstate.edu/LaborRel/Contracts.HTML/CFA_CONTRACT/2012-2014/article15.pdf)

An important purpose of professional development and scholarship activity is the intellectual growth of the faculty and the students with whom the faculty engage. Such activity in the graphic communication field may take many forms, ranging from traditional academic pursuits to projects conducted within industrial organizations. Some professional development activities do not earn income, others do; however, this distinction is irrelevant when it comes to judging the merits of these activities.

The Graphic Communication Department is an advocate of the Teacher-Scholar model and demonstrates this, in part, through extensive integration of lab activities to accompany and enhance lecture material. The application of scholarship in the classroom is critical to our continued ability to prepare students for industry. The Teacher-Scholar model recognizes and rewards integration of concepts, along with their application and synthesis, in the classroom and industry-related activities. Of Boyer’s four Teacher-Scholar domains, Graphic Communication professional development activities fit particularly well in three: original discovery, integration across disciplines, and application. However, all Teacher-Scholar activities are encouraged.

An essential principle of professional development is that as our faculty achievements grow, our students benefit. Professional development should return to the university by integrating contemporary scholarship in the classroom.

Faculty seeking promotion and tenure are required to develop a plan for their success. A Professional Development Plan should be as detailed as possible with short and long-term goals outlined. Progress against the plan should be identified and commented on each year of the retention-promotion cycle when formal reviews occur. Faculty should clearly identify support required to enable their success.

**Scholarly Achievements**

**College Requirement for Two Peer-reviewed Manuscripts** – The industry focus of the graphic communication field is somewhat unique in contrast to other disciplines. Specifically, limited peer-reviewed journals exist dedicated to graphic communication scholarship. Scholarship in graphic communication may take the form of traditional journals but also other forms. Notable scholarship will always include rigorous review by academic or industry professionals or substantial recognition from the profession. Many significant professional growth activities actually provide greater scholarship than two peer-reviewed manuscripts. Subsequently, other significant scholarly activities may satisfy the CLA requirements of at least two published articles for promotion to Associate and/or full Professor.

It is incumbent upon the candidate to clearly define how their accomplishments demonstrate the equivalency when submitting the materials supporting their tenure and/or promotion. The following delineates equivalency options to fully meet the requirement of two peer-reviewed manuscripts.
Two Peer-reviewed Journal Articles – The department chair will maintain a recommended listing of applicable scholarly journals faculty can publish in. Examples currently include Visual Communications Journal, International Circular of Graphic Education and Research, Technical Association of Graphic Arts, and Journal of Print and Media Technology Research. Additionally, publication in a related discipline’s journal such as the Academy of Management would also be encouraged. Faculty applying for promotion or tenure are advised that two publications are a minimum requirement and faculty are encouraged to exceed all minimum requirements.

Books – Sole-authored books, published by well-known publishers in the discipline, exceeds the requirement of two peer-reviewed manuscripts. Self-published books may also meet this requirement when the candidate demonstrates significant adoption, usage, or citation of the text by professionals, industry associations, industry participants, researchers, or students.

Co-authored books may meet the equivalency, depending on the level of scholarship and the level of involvement by the candidate. If the candidate desires to build a compelling case for the equivalency of a co-authored book, he or she must document their substantial role in writing the book and the quality of the work.

Consulting – Candidates who develop novel procedures or innovative solutions and publish their findings resultant from consulting activities meet a scholarly achievement threshold. The published work should result in a monograph, book, or peer-reviewed manuscript published in a scholarly journal.

Technical and/or Industry Reports – These are a highly detailed and thoroughly documented papers written about a limited area of a subject or field of inquiry. A rigorous technical or industry report would account for one peer-reviewed manuscript if it is sufficiently scholarly and provides new knowledge to the profession. For example, a report that synthesizes how one or more new technologies affect markets may represent an equivalency to a peer-reviewed paper when it can be demonstrated that it is among the first publications to do so.

Patents - The award of intellectual property protection is a necessary and normal validation of certain types of professional development work. Patents require review and validation of uniqueness by a patent examiner. A significant patent is equivalent to two peer-reviewed manuscripts.

Research – Peer, or professionally reviewed projects funded by external or internal sources are scholarly activities. The candidate must demonstrate the equivalency to peer-reviewed manuscripts based on the rigor of their deliverable and the level of professional review. Research frequently results in a written deliverable which can be published through established peer-reviewed journals.

Professional Activity and Development Guidelines

In addition to scholarly achievements, other forms of professional development, frequently measured as an accumulation of significant development activities, are also important in enabling every faculty member to maintain professional currency and strength in the classroom. Candidates for promotion and tenure are encouraged to substantiate all the activities which have helped enhance their performance. Professional development is expected of all faculty, but it is not a substitute for scholarly achievement.

The activities listed below are intended as examples of professional development work encouraged for Graphic Communication faculty. The list is not intended to be exhaustive, nor is it intended to suggest activities that are in conflict with CAP and other regulations. Although all of the activities listed below can contribute to maintaining currency in the discipline, only those listed in the previous section are counted as scholarly achievements.
**Academic Study** - Includes formal courses of study, pursuit of additional degrees or other academic awards, licensing examinations, attendance at workshops, seminars, and institutes, professional qualifying examinations, certifications, and similar undertakings.

**Book Reviews** - Reviews for journals, magazines and publishers.

**Conferences** - Presenting papers, tutorials, and poster displays; chairing sessions or panels; participation in question and discussion sessions; and attendance at formal sessions and other conference activities, are all examples of appropriate conference-related professional development work.

**Consulting** - A wide variety of activities may be covered by this heading - specifically: plant audits, product evaluations, expert witness services, problem solving, business evaluation, training or training evaluation, Kaizen events, and technology updates. The work may take place on the client's site or elsewhere.

**Digital Media** - Development of instructional digital media for use in programs in universities and industry. Scholarly work may also be distributed in digital form. The medium does not define the rigor of the activity.

**Industry Publications** - Articles, editorships, letters and columns are examples of work that may be done for industry magazines, newsletters, newspapers, and other publications.

**Innovation in Teaching** - Innovative approaches to teaching and scholarship or emphasizing experimental technologies. Candidates for retention and promotion are encouraged to highlight their activities that support these principles.

**Outside Employment** - Employment in a professionally-related field and similar part time sabbatical employment may provide significant development opportunities such as graduate teaching, applied research, association or government agency work, industrial positions, expert legal work, and academic work of various kinds. Outside employment is pursuant to Article 35 of the CSU/CFA CBA.

**Scholarship of Teaching and Learning** - Graphic Communication Department recognizes and encourages interdisciplinary activities, diversity, and inclusivity along with internationalization and increasing cultural competency. Candidates for promotion are encouraged to detail and highlight activities they have achieved which support these principles. Interdisciplinary activities include collaboration between other academic departments, and other universities that expand research opportunities, student competitions and projects as examples.

**Seminars and Workshops** - Such activities cover a variety of instructional programs that may be offered at Cal Poly, in a specific client's plant, at a trade exhibition, or at other sites.

**Standards Development** - Service on national committees and participation in standards writing work. (ISO, CGATS, FIRST, etc.)

**Teaching Performance** – Faculty are expected to work to enhance student learning. Innovative learning strategies are encouraged. Activities focused on improved pedagogy are encouraged to enhance the learning process. Evidence of performance can include formal student evaluations, qualitative commentary from students as part of the class evaluation process, classroom observation by department faculty, surveys and other feedback instruments, mails and other communications specifically addressing performance as a teacher.
**Undergraduate Research** - Co-authored papers and articles, as well as industry related projects with students are valued. Professional industry conference attendance by students is worthwhile and builds and develops their understanding of the industry. Projects through the Graphic Communication Institute can provide student opportunities for basic and applied research.

**Work-for-Hire** - The creation of design work, software, product tests, instruction manuals, promotional copy, photographs, video, audio-visual programs, quality control images, training manuals, and other products or services relevant to the industry are all examples of professional development work that may be done on a contractual basis. Outside employment is pursuant to Article 35 of the CSU/CFA CBA.

Further, items such as international conferences and travel, study abroad opportunities, visiting professorships, extended field trips, international consulting and/or workshops, hosting foreign visiting professors, developing academic/curriculum relationships with foreign universities as possible examples while recognizing many others exist as well for fulfilling diversity, inclusivity, and internationalization and cultural competency expectations.

**Explanatory and Additional Notes**

The following notes provide elaboration on the evaluation of professional activities and general discussion on the contribution that income-producing activities make towards professional development. **Leaves with Pay (sabbatical and difference-in-pay)** - The primary purpose of professional leave is to provide a respite from one’s conventional workload for the purpose of the intellectual development of the faculty. Such leaves are often awarded at one-half regular pay (Refer to the Academic Personnel Faculty Handbook for information on sabbatical and difference-in-pay leave options), and may involve the expenditure of personal funds for travel, supplies, and services. In many cases it may be essential to pursue intellectually challenging projects that have, as a companion effect, some financial return. These returns should be considered positively as they often make it possible to pursue more ambitious and significant projects.

**Supplementary Income** - Faculty have the right to earn supplementary income during non-contractual periods, weekends, and holidays. These income producing activities may also contribute to an individual's professional development but do not necessarily have to. Refer to appropriate policies in CAP for additional reference.

**Required Scholarly Achievements and Professional Development** – Judgments concerning the quality and quantity of scholarly achievements and professional development work expected for personnel actions or other purposes shall be made by faculty or other authorities who are conversant with the field in question. A higher level of scholarly achievements and professional development activities is required for promotion to Professor than that required for promotion to Associate Professor.

**Collegiality** – Treating peers with respect and dignity while maintaining and behaving in a professional manner is a priority.

**Reviews and Evaluations of Full-time and Part-time Temporary Faculty**

The department follows the CLA policies for review and evaluation of its lecturers.
MEMO

DATE: August 14, 2014

TO: Dr. Douglas Epperson
    Dean, College of Liberal Arts

FROM: Dr. Ken Macro
      Chair, Graphic Communication Department

RE: Professional Development and Scholarship Policies Criteria to Enable Retention, Promotion, and Tenure for Graphic Communication Department

Dr. Epperson,

On behalf of the faculty in the Department of Graphic Communication, we hereby submit the following document to be recognized as the official criteria for determining professional development and scholarship for tenure-track faculty engaged in future RPT processes.

The faculty voted to use this document on June 3, 2014 and would like to request its immediate adoption for use in the 2014-2015 academic year.

Thank you for your assistance,

[Signature]

Ken Macro
The subject document, approved by the Graphic Communication Department faculty June 3, 2014, is approved for immediate implementation. Please provide the Graphic Communication Department faculty access to the document as soon as possible.
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