New Faculty Orientation

College of Design
NC State University
Welcome to the College of Design! Each year all new faculty in the College of Design (CoD) are invited to participate in a College Senate led orientation during their first semester. This orientation, which typically takes place in a single weekday meeting, comprises a review of appropriate documents, presentations by faculty and administrators, ample time for Q & A, and a tour of the college.

The College Senate is a faculty governance body comprising representatives from each academic unit in the College of Design. Its roles include oversight of faculty development, curriculum, reappointment tenure and promotion (RPT), and college committees. It also serves as a representative for faculty interests to the College Dean and administration. For further information see: http://design.ncsu.edu/organizations/faculty-senate

This document provides an outline of topics that are covered in the College of Design’s New Faculty Orientation, and associated resources and documents, and includes:

**Faculty Development**

**Scholarship**

**Extension**

**Recognition**

**Teaching**

**Service**

**Additional Resources**

**Faculty Development**

• **Statement of Mutual Expectations (SME) and Faculty Workload Policy**

According to the CoD Reappointment, Promotion and Tenure (RPT) Rule:

“The Statement of Mutual Expectations (REG 05.20.27) is an essential element of the process for review, reappointment, promotion, and tenure, and should conform to university standards. It is the responsibility of the individual faculty member to formulate the Statement of Mutual Expectations and articulate his or her career goals within the framework of university, college, school and departmental purposes. The candidate’s mentor should participate in the development of the SME.”

The College of Design has a Workload Policy that outlines faculty scholarship, teaching and service obligations and alternatives.

See Appendix for CoD SME template and Faculty Workload Policy.
• **Mentoring**

According to the College of Design Reappointment, Tenure and Promotion Rule:

“Each School or Department Head is responsible for appointing a tenured professor at the next higher rank **as a mentor** to each non-tenured faculty member when hired, and the tenure period begins. The mentor is to give guidance, advice, and support to the junior faculty member in the process toward promotion and tenure. (See REG 05-67-106)

See Appendix for CoD Mentoring policy.

• **Reappointment, Promotion and Tenure**

Reappointment, Promotion and Tenure are the most important milestones in a faculty member’s career, and the most significant decisions faculty and administrators make. University, College, School and Department rules outline the process, requirements and standards that govern RPT.

See Appendix for the CoD RPT Rule *(need to add)*

See the Provost’s website for additional RPT information including school and departmental rules. [http://www.provost.ncsu.edu/promotion-tenure/](http://www.provost.ncsu.edu/promotion-tenure/)

**Scholarship**

• **Strategic Plan, Research Areas, and Affinity Groups**

The CoD Strategic Plan describes the research culture of the college, including research areas and affinity groups.

See the College Senate page on the CoD website for the Strategic Plan. *(need to upload)*

• **Scholarship, dissemination and measures of success**

There are established models, examples, resources and means to begin and advance a scholarly agenda, and clear parameters and metrics regarding how success is measured in the College of Design and the University.

• **Funded Research**

The College has a range of models and expectations regarding funded research in the context of the college’s Realms of Teaching and Scholarship. College and university faculty development funds serve to encourage and support faculty scholarship.
• **Conferences, workshops and building a scholarly network**

There are established methods for identifying scholarly venues and developing a national scholarly network. The school and departments have policies regarding support for conference attendance.

**Extension**

As a land grant university NC State has a long and distinguished history of research and extension. The College of Design has a variety of models regarding engaging communities and establishing influence in the public realm. There are resources in support of these activities provided by the College of Design’s Office of Research and Extension.

See College webpage??

See the NC State Office of Engagement, Extension and Economic Development:
http://www.ncsu.edu/extension/

**Recognition**

There are a number of University and college research, extension and teaching awards that recognize faculty achievements.

See the Office of Faculty Development: http://ofd.ncsu.edu/teaching-awards/

**Teaching**

Teaching is a core element of the College of Design’s mission. The orientation will introduce new faculty to the following:

• Syllabus tools and templates
  see: http://oucc.ncsu.edu/course-syllabus

• Experimental and new course development
  see: http://oucc.ncsu.edu/forms-courses-and-curricula

• Supporting students and accommodating students with disabilities
  see the Disability Services Office: http://dso.dasa.ncsu.edu
  and the Student Support Services TRIO program: http://trio.dasa.ncsu.edu/student-support-services
• The college’s office of Student Affairs provides support and resources regarding student attendance, health and accommodation issues, and associated college resources.
see: http://design.ncsu.edu/people/student-affairs

• Course and instructor evaluations
Each semester the university Office of Institutional Research and Planning conducts online course and instructor evaluations, which comprise part of an faculty member’s performance record.
see: http://oirp.ncsu.edu/eval/clev/course-eval

• University resources for teaching, diversity, etc.

Service

Faculty Governance
Faculty are expected to perform service on University, College and School of Department committees.

See the appendix for the faculty governance structure and College Committee Operations.
(need committee operations)

Advising
Faculty are expected to serve as student advisors. Each school or department has its own structure and processes for doing so.

resources?

College Orientation
The New Faculty Orientation also includes the following:

• Tour of the College and introductions to key people
• College Organizational Chart
• Room bookings and reservations
• Parking and ID card
Additional Resources

See appendix for a plan of the College of Design. (need)

See the Office of Faculty Development for university faculty resources and programs.

http://ofd.ncsu.edu
New Faculty Orientation Resources

Appendix
College of Design

Statement of Mutual Expectations

(Department)
(Faculty name and rank)

Realms of Faculty Responsibility
• (Name and describe appointment type)
• Teaching and Mentoring of Undergraduate and Graduate Students – %
• Discovery of Knowledge through Discipline-Guided Inquiry – %
• Creative Artistry and Literature (critical practice) – %
• Technological and Managerial Innovation – %
• Extension and Engagement with Constituencies Outside the University %
• Service in Professional Societies and Within the University Itself %

• Teaching and Mentoring of Undergraduate and Graduate Students – %
Teach on average 21 ch per academic year including:
(List current courses taught, service on graduate and Ph.D, committees, independent studies, and number of advisees.)

• Discovery of Knowledge through Discipline-Guided Inquiry – %
(List primary scholarly areas, activities and means of dissemination.)

• Creative Artistry and Literature (critical practice) – %
(List primary scholarly areas, activities and means of dissemination.)

Technological and Managerial Innovation -- %
(List primary scholarly areas, activities and means of dissemination.)

• Extension and Engagement with Constituencies Outside the University – %
(List initiatives led, engagement activities, and means of dissemination.)

• Service in Professional Societies and Within the University Itself – %
(List Dept./School, College and University committees and task forces.)
(List administrative appointments.)
(Tenured faculty list tenure-track faculty you mentor.)
(List service on external boards, committees and peer review.)

Performance Standards
(Provide statement that you will meet or exceed the performance standards of the department/school) Reappointment, Promotion and Tenure Standards and Procedures Rule.)

Faculty Mentor
(Tenure-track faculty provide name of faculty mentor.)

• Date of hire
• Faculty mentor
• Date if anticipated reappointment or tenure
• This document last updated:

(name)    Date    (Name/Department Chair/Head of School)    Date
Adopted January 28, 2010 College of Design Faculty Workload Guidelines

All tenured and tenure track faculty have responsibilities in the areas of teaching, research, and service. The nature of the appointment and the statement of mutual expectations developed between the department head and the faculty member determine the relative distribution of effort among these three realms. The following is proposed as a baseline for these discussions.

Base full-time tenure track or tenured faculty teaching load: 21 crs

This assumes that the faculty member will also serve on committees, and be actively involved in scholarship.

REDUCING A TEACHING LOAD THROUGH OTHER SERVICE: If a faculty member takes on a significant administrative responsibility, such as a graduate or undergraduate program director/COORDINATOR, the average teaching load reduction would be 3 credit hours/semester, depending on the size of the program and contingent upon the approval of the Department Head. A course with an enrollment greater than 100 students may, at the discretion of the department head, be counted as double teaching credit hours (i.e. 3 credits counted as 6 credits).

REDUCING A TEACHING LOAD THROUGH FUNDED RESEARCH ACTIVITY: If a faculty member is submitting, as the primary principal investigator, externally funded research/extension grant proposals totaling at least $15,000 (this amount equals what is needed to provide a minimum stipend (CSSP based), health insurance and in-state tuition for one graduate student), AND a 3 unit buyout as indicated below then it is appropriate to reduce the faculty member’s base teaching load by 3 credit hours per year. (No more than 1 per year; no more than 3 over 5 years.) It is expected that this effort will be elaborated upon in the faculty member’s annual report.

If a faculty member is the primary PI on existing externally funded research/extension projects totaling at least $15,000, then it is appropriate to reduce the base teaching load by 3 credit hours per year for the duration of the grant.

REDUCING A TEACHING LOAD THROUGH BUYOUT OR POSITION REDUCTION:
A faculty member can reduce their teaching load by buying out their time at the following per credit hour rates.

Assistant Professor level $55,000/21 = $2620

Associate Professor level $70,000/21 = $3333

Full Professor level $90,000/21 = $4285

or

A faculty member can reduce their teaching load by reducing their appointment to less than 100%. For example, a 75% appointment would be responsible for teaching 15 credit hours per year.

All teaching buyouts and appointment reductions must be negotiated with and approved by a faculty member’s department head.

BASIC RESPONSIBILITIES NOT COVERED BY THIS POLICY
Even if a faculty member is totally released from teaching through appointment reductions, base reductions and buyout the faculty member is still responsible for taking on a normal number of graduate committee, and service responsibilities.
GUIDELINES FOR FACULTY MENTORING

Webster’s defines a mentor as “a close, trusted, and experienced counselor or guide.” Faculty mentors are an essential resource to tenure track faculty. At their best, they are a font of knowledge, a promoter, a prodder, and a safe harbor in a storm.

Mentors encourage their colleagues when things are going well, and inspire them when things get difficult.

They help guide junior faculty through the maze of early academia, and dispassionately advise them about important issues or decisions.

Mentors advocate for their colleagues in school, department, college or university settings, and help them to network in the academic and professional community.

Mentors can identify opportunities for career development, such as: courses to teach or develop; committees to serve on; publishing and grant opportunities; conferences and competitions; and teaching and design awards.

Mentors can provide examples and information on how to develop their promotion and tenure documentation. In this context a mentor should be knowledgeable about the most up-to-date school, college and university policies and procedures (or at least know where to find them).

Mentoring in the College of Design is a one-on-one relationship between a junior and senior faculty member. However, junior faculty are encouraged to connect with other faculty members, including their peers. The mentoring relationship is a formal one. The College RPT documents require that a tenured professor at the next highest rank be appointed as a mentor to a junior (non-tenured) faculty member when they are hired. While the mentor and mentee should establish their own protocols, they are to meet at least once a semester. Furthermore, the mentor should be available to provide advice and support on an as-needed basis.