

# College of Art and Design

## Graduate Director | Role and Responsibilities

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Below is a description of responsibilities, qualifications and terms of service for the College of Art and Design Graduate Directors. Each school may have amendments, additions, or omissions from this description based on the school's unique needs. These would be addressed in the Graduate Director's plans of work. Graduate Directors are expected to be available during summer semester to carry out limited duties and responsibilities.

### **PREFERRED QUALIFICATIONS:**

- Full time permanent (Tenured, Sr. or Principal Lecturer) faculty member within the school
- Terminal degree (PhD, MFA)
- 5-7 years teaching experience
- Curriculum development and management experience
- Demonstrated commitment to cultural diversity, pluralism, and individual differences

### **APPOINTMENT OF THE GRADUATE DIRECTOR:**

- Full time faculty member within the school may self-nominate or be nominated
- Generally, a Graduate Director is determined by a consensus of faculty in their primary discipline
- In the event a consensus is not obtainable the School Director recommends a faculty member as Graduate Director
- In the event a consensus is not obtainable or no faculty member is willing to serve, the School Director of the school recommends a faculty member as Graduate Director
- The School Director presents the recommendation for Graduate Director to the Dean of the college for approval

### **COMPENSATION:**

- Stipend per semester and summer add pay if appropriate
- Course release as appropriate
- Level of compensation and approval of course release will be based on enrollments and/or determined by the School Director in consultation with the Dean

### **DUTIES AND RESPONSIBILITIES: ADVISEMENT**

- Advise students on their perspective career path
- Advise students on their research, thesis topic, student teaching (MST degree)
- Counsel students in choices in major courses and electives
- Advise students academically and direct to college and university resources where appropriate
- Work with the college's Student Services office in delineation of transfer credits, full time equivalency, etc.
- Oversight of the review and approval of graduate proposals and thesis projects/papers
- Oversight for returning students applying for an extension to the 7-year graduation rule

### **DUTIES AND RESPONSIBILITIES: TEACHING**

- Teaching load within the school and/or program will be typically 4-6 courses per year. Considerations that may affect this load include faculty leave, course release, enrollment, special assignments, etc.

### **DUTIES AND RESPONSIBILITIES: RECRUITMENT**

- Meet with prospective students and families
- Review prospective students' portfolios (if required for admission)
- Contact all applicants who have not submitted portfolios (if required for admission)
- Attend and lead any Graduate Open House events. While a Graduate Director may not be available to attend every event, they are responsible for event coverage and success.
- Participate in other college recruitment events (graduate level)
- Participate in Alumni events and receptions
- Provide input for the program website and social media
- Determine program recruitment plan and review with School Director

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### **DUTIES AND RESPONSIBILITIES: ADMISSION**

- Reviews admission folders and works with graduate faculty on admission decisions
- Oversight for awarding financial (e.g. scholarship, stipend, graduate assistantships) support to admitted students in consultation with the School Director
- Contacts accepted students to welcome them to the program and to provide an overview of expectations

### **DUTIES AND RESPONSIBILITIES: SCHEDULING**

- Collaborate with School Director and school or program faculty in defining teaching assignments
- Work with the School Director in the scheduling faculty in the graduate program
- Collaborate with faculty in the writing of new courses and submission of courses to the school and college curriculum committees
- Help to identify new and adjunct faculty in the development of new curricular needs, sabbatical replacement or retirement
- Determine needs of the program with regards to the scheduling of courses in program and the number of sections required
- Identify appropriate teaching space(s) for specific courses and ensure these teaching spaces, within the graduate program, maintain equipment necessary for teaching the curriculum

### **DUTIES AND RESPONSIBILITIES: LEADERSHIP**

- Participate in school leadership meetings and present concerns and topics for discussion
- Attend regular College Graduate Director meetings (or send a representative)
- Organize and lead program meetings on a regular, (monthly), basis
- Facilitate discussion among the program faculty concerning future curriculum needs in the program
- Update program's curricular tables
- Complete Annual Progress Reports for student learning outcomes assessment in the program
- Participate in annual academic program assessment and review process (APAR)
- Collaborate with other directors to identify opportunities of interdisciplinary benefit, e.g. curriculum, team teaching
- Connect with programs across RIT campus to look for synergies and to promote awareness of program
- Work with the school's career services and co-op advisor to assist with co-op placement and review co-op evaluations
- Mentor faculty, current and new, in curriculum development and teaching effectiveness
- Demonstrate and encourage collegiality

### **TERMS OF SERVICE:**

- Graduate Directors can serve for a three-year term. Service is renewable for successive three-year terms with consensus from school or program faculty, School Director and Dean
- With appropriate cause, an existing Graduate Director can be removed with a majority vote from school or program faculty. In this instance, a discussion ensues with the School Director about retention of the existing Graduate Director with revised conditions or the election of a new Graduate Director
- A succession plan should be discussed openly with the Graduate Director and faculty so that 1) there can be a smooth transition between leadership, 2) school or program faculty are aware that they may be asked to serve in the position, and 3) the school is prepared to replace the position when it is necessary