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**SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN  
PROCEDURES AND CRITERIA FOR  
REAPPOINTMENT, PROMOTION AND TENURE**

Agreed by Faculty  
May 10, 1995

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1. PREAMBLE

1.1

The reappointment, promotion and tenure (RPT) procedures and criteria are critical to a flourishing, responsible, intellectually active and creative faculty in our Academic Unit, the School of Architecture and Interior Design. The process should be a "productive period of opportunity for individuals to excel in their professional pursuits"\* of teaching, creative work, research and service.

1.2

The mission of the School is to provide excellent undergraduate and graduate education in architecture, interior design and related fields, and to provide an environment where excellence in teaching, scholarship, research and creative work in those fields is encouraged. The School is also a setting to support its faculty in their work to further knowledge in architecture and interior design, and related fields. It should "foster an atmosphere of support and encouragement for tenure track faculty, providing information and guidance about developing a scholastic career and creating opportunities to excel."\*

1.3

The School offers a comprehensive education affording opportunity for learning which is both theoretical and practical, aesthetic and technical. It includes educating persons who can design spaces and buildings in terms of technical and professional knowledge and in culturally responsible ways.

1.4

The RPT procedures and criteria reflect the goals and mission of the Academic Unit. The AAUP/University Agreement specifically calls for each Academic Unit to define its own criteria and procedure to achieve these goals, and the Provostal Guidelines reinforce this. The School RPT procedures and criteria should be read in conjunction with the AAUP/University Agreement, especially Article 6-Appointment, Article 7-Reappointment, Promotion and Tenure, and Article 8-Grievance Procedures. The School procedures and criteria are also commensurate with the DAAP College Workload Policy. They also support the proposed School guidelines for encouraging and providing opportunities for mentor-protégé relationships among faculty to develop.

\*From Bob Greenstreet and Marvin Malecha 1994 Junior Faculty Handbook on Promotion and Tenure, ACSA.

## 2 PROCEDURES

### 2.1 The RPT Committee

#### 2.1.1

In outline, the roles of the RPT Committee are to:

1. inform candidates on RPT procedures and the organization of their dossiers;
2. interpret the quality and sufficiency of the evidence in the dossier and the qualifications of assessors;
3. represent the majority of the faculty in their interpretation of the RPT criteria and the mission of the School; and
4. write a recommendation to the College RPT Committee, forward this to the School Director and report this to the candidate.

#### 2.1.2

The RPT Committee of the School of Architecture and Interior Design is a standing committee of three members made from a pool of four democratically elected full-time faculty members, two elected from Architecture and two from Interior Design. The three-person RPT Committee for candidates in Interior Design will have two members from Interior Design. The three-person RPT Committee for candidates in Architecture will have two members from Architecture. The third committee member in each case will normally be the one in their second year of service.

#### 2.1.3

A candidate with a joint appointment (50/50) in both programs may choose to be considered as a candidate from either Architecture or Interior Design.

#### 2.1.4

Each discipline shall democratically elect one tenured and one non-tenured faculty member (if available). Elections shall occur during the Spring quarter of every year. The School Director and Associate Director shall not be members of the committee. The members of the committee shall elect their own chairperson.

#### 2.1.5

Members shall serve a term of two years on a rotating basis. Two faculty shall be elected each year to serve on the committee pool (one from Architecture and one from Interior Design) to ensure overlapping representations. Faculty receiving the second highest votes in their program in these elections will serve as alternate RPT Committee members, for one year, when necessary.

#### 2.1.6

Each RPT Committee member has one vote on committee recommendations. All members must be present at a meeting when voting is held. A member may abstain from voting. A majority of those voting is required to carry a recommendation.

## 2.2 Dossier

### 2.21

It is recognized that RPT recommendations are made on the basis of the evidence within the dossier which documents a faculty member's achievements. It is the responsibility of the candidate to prepare this dossier for submission to the School RPT Committee.

### 2.22

The dossier should be a concise reflection of the candidate's comprehensive contributions with emphasis on the period since the last promotion or appointment. The candidate is strongly encouraged to be appropriately selective in the documentation of achievements.

## 2.3 Responsibilities

### 2.31

Candidates being reviewed shall be informed of the RPT procedures, criteria and dossier requirement by the RPT Committee at least six weeks prior to the deadline for submission of the application to the School RPT Committee (see AAUP/University Agreement Article 7.4.12 Review Deadlines). The RPT Committee shall meet and carefully consider and evaluate the candidate's material in relation to the RPT criteria and on the basis of the evidence and assessments in the dossier. The Committee's written recommendation, including the reasoning to support it, and the dossier are forwarded to the College RPT Committee after review and independent recommendation by the School Director. A minority opinion may be included with the Committee's recommendation, at the discretion of the dissenter.

### 2.32

"All information received and considered in making recommendations regarding reappointment, promotion, or tenure, at any level becomes part of the candidate's dossier." New material pertinent to candidacy may be added to the dossier at any time until the Provost renders a recommendation. A copy of this material shall be provided to the candidate. The candidate may review and respond in writing to the material within 14 days of receipt of the copy (AAUP/UC 7.4.3 and 4).

### 2.33

Following the School RPT Committee's recommendation, it is expected "that no committee or administrator will make a different recommendation except for substantial reasons as stated in writing." Notification of any contrary recommendation and reasons shall be given to the academic unit within 14 days (AAUP/UC 7.4.6). Any negative recommendations must be accompanied with written statements of reasons and the candidate has a right to reconsideration at the level of that negative recommendation (see AAUP/UC 7.4.8).

## 2.4 Annual Review

### 2.41

Each faculty member is expected to have provided the School Director with an annual written report (the Annual Report) of activities. Each faculty

member will consult with the School Director at least once each year. This consultation, the Annual Faculty Review, should focus on the Annual Report and on the nature and level of involvement in the areas of activity of the School. There will also be written statements, agreed by each faculty member and the School Director, included in the record as documentation of the results of these consultation meetings.

#### 2.42

Each faculty member is encouraged to participate in mentoring other faculty members in their intellectual development and in moving toward their career objectives.

### 3. AREAS OF ACTIVITY

#### 3.1

Expected areas of a faculty member's activity are outlined in the job description and at initial appointment. Subsequent career development and changes in emphasis are discussed and documented in the annual Faculty Review.

#### 3.2

The School of Architecture and Interior Design recognizes that faculty members make contributions to the School in different ways. The richness of contributions from faculty exploring different areas of the field and using different intellectual methods can only mean a stronger school.

#### 3.3 Description of Areas

Faculty contributions are described under the headings of four areas of activity. They are:

##### 3.31 Education and Teaching

These activities revolve around the knowledge, intellectual processes, approaches and preparations that produce instruction and associated services for undergraduate and graduate students in the School. They also involve curriculum development, scholarship and research, creative work, and service achievements that inform and extend teaching and pedagogy. These activities include: delivering group or individual instruction; preparing for group or individual instruction; evaluating and advising students; and studying and advancing the pedagogy of areas of our field.

##### 3.32 Creative Work

Creative work is that work which expands the areas of our field through the creation of projects and built works and artifacts. Creative work should demonstrate exploration of special procedural, constructional, theoretical or aesthetic ideas. It also involves connection of this exploration with curriculum development, scholarship and research, service activities, and education and pedagogy.

### 3.33 Scholarship and Research

These activities may involve: the study of architecture, interior design, related areas and their influences and contexts; studying and advancing the pedagogy in our field; applying and facilitating design activities in exhibitions and publications. They also will be linked to appropriate teaching, curriculum development and service contributions to the School.

### 3.34 Administration and Service

These activities involve intellectual, creative, administrative, and leadership expertise to support and advance: (1) the academic institution; (2) professional organizations in architecture, interior design and their related fields; and (3) public, civic and community organizations. Activities may include: assisting the institution by serving in administrative positions or on academic committees; advancing the discipline beyond the institution by serving on professional or research boards; and contributing to groups in the community, especially in special or 'pro bono' ways.

## 3.5 Faculty Member's Choice of Focus

### 3.51

These criteria acknowledge that an individual's achievements might represent an integrated, balanced contribution to the School and University in all areas of activity (education and teaching, creative work, scholarship and research, administration and service) or a more specialized contribution with one or more areas of emphasis.

### 3.52

These criteria also acknowledge the value of different areas of knowledge with different professional and disciplinary emphases within the field. Typically, the School's area of endeavor consists of fields such as architecture, interior design, urban design, landscape architecture, engineering, construction and computer applications, but it also overlaps with other disciplines.

### 3.53

The School of Architecture and Interior Design faculty as a whole should display active involvement and expertise in both the performance and dissemination of work in all four areas of activity. The degree of integrated participation of each faculty member in the four areas of activity as well as the specific focus within each area is to be determined by the faculty member in consultation with the School Director during the annual Faculty Review and at times of appointment, re-appointment or change of academic status.

## 4. CRITERIA

### 4.1

Evaluation of faculty performance shall be based on the evidence of work undertaken and explicit assessments of work activities and products by appropriate reviewers. The objective is a wide range of considered judgments that are pertinent to the work.

#### 4.2

It is expected that over the career of a faculty member, assessments will increasingly come from sources external to the University and local community. For faculty members who elect a balanced, integrated academic contribution across the areas of activity, documentation and assessments shall be correspondingly broad in range and shall address integration of activities. For faculty members who emphasize a more focused academic contribution, documentation and assessments shall be primarily directed to the intellectual and creative depth of work in one or more areas of activity.

#### 4.3

All faculty members are expected to demonstrate competence in teaching and make contributions to the intellectual and creative life of the School and University commensurate with the responsibilities of all faculty as described in the AAUP/University Agreement (Article 3 - Academic Safeguards and Responsibilities).

#### 4.4

Consideration for reappointment, promotion, tenure, emeritus appointment and merit awards will be based on the following expectations and means of assessment. The documentation and assessments listed in each category are typical examples; it is understood that faculty are not required to demonstrate accomplishments of each type listed. The basic criterion is that the dossier include sufficient documentation and assessments to demonstrate fulfillment of the general expectations for the appropriate RPT level.

#### 4.5 Reappointment and Promotion

##### 4.51 Reappointment as assistant professor

###### *General expectations:*

- Effective performance of academic work in one or more areas of activity.
- Active participation in the intellectual, creative, and service life of the School, commensurate with the terms of appointment.
- Evidence of potential for contributions to the field.

##### 4.52 Promotion to associate professor and/or granting of indefinite tenure

###### *General expectations:*

- Continued active participation in the intellectual, creative, and service life of the School.
- An emerging pattern of cumulative accomplishments that substantiate growing expertise in one or more areas of activity.
- Initial achievements in disseminating academic work as contributions to the field.

4.53 Promotion to professor or granting of tenure to a professor

*General expectations:*

- Continued active participation in the intellectual, creative, and service life of the School.
- Consolidation of a mature level of expertise and achievement of a substantial body of work in one or more areas of activity.
- Recognition of significant contributions to the field by peers and authorities at regional and national levels.
- Sustained record of active participation as a faculty member that indicates a commitment to lifelong academic growth.

4.6 Emeritus Appointment

- 4.61 Each faculty member who is approaching retirement and who wishes to be appointed to Emeritus status upon retirement shall submit a written self-evaluation and a supporting dossier.

The self-evaluation should refer to School RPT criteria at the appropriate academic rank.

- 4.62 All full-time School faculty shall be eligible to review the self-evaluation and the dossier and, after this review, to comment on the awarding of emeritus status. In addition to using the School RPT criteria, the faculty should give additional weight to long-term (at least five years) service to the School.

- 4.63 The School RPT Committee makes a written recommendation to the School Director, based upon the self-evaluation, dossier and faculty reviews. The School Director makes a written recommendation to the Dean for appointment to Emeritus status based upon the self-evaluation, the candidate's dossier, the faculty review, and the RPT Committee recommendation.

4.7 Recommendation for Merit Awards

- 4.71 Each faculty member who wishes to be considered for merit awards, when they are possible under the AAUP/UC agreement, shall submit a written self-evaluation statement and a dossier to the School director indicating achievements over the merit period in the four areas of activity.

- 4.72 All full-time faculty in the School will be given an opportunity to review and rank the individual self-evaluation statements and the prepared dossiers of their peers. The procedure for ranking will be a "D" (no merit) to "S" (most meritorious) order based on each faculty member's evaluation of the individual self-evaluation statements and with specific reference to the School RPT criteria for the appropriate academic rank and the College Merit Policy.

- 4.73 The School Director, in consultation with the Program Coordinators, and after examining the review of the candidate's activities, self



evaluations, and Annual Reports, prepares a prioritized list of candidates from the School. This set of recommendations is forwarded to the Dean and is considered according to College Merit Policy. If a merit award is made, the years under that review will not be considered in subsequent merit reviews.

- 474 The Dean makes merit awards when they are possible under the AAUP/UC Agreement on the basis of the Director's recommendations and the published School RPT criteria. The Dean may change or deny recommendations from the Director. Awards must be notified to the Director and AAUP (currently covered by AAUP/UC Article 15 - Additional Compensation).

5. **EXAMPLES OF DOCUMENTATION AND MEANS OF ASSESSMENT**

These are offered as guides to the kinds of documentation considered appropriate in progressing through an academic career.

	Education & Teaching	Creative Work
Reappointment to Assistant Professor	<ul style="list-style-type: none"> <li>● Summaries of course evaluations</li> <li>● Letters from colleagues, teachers, employers and clients</li> <li>● Course syllabi, project descriptions, examples of student work</li> <li>● Nominations or receipt of awards and other forms of recognition</li> <li>● Invitations to lecture or be a guest critic at UC or other schools</li> <li>● Grant proposals (funded or unfunded)</li> <li>● Exhibition of work, design competitions entered and placed</li> <li>● Papers and articles written (published and unpublished), presentations and invited participation in academic, professional, and public meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● Publication of work in professional journals.</li> <li>● Communication of creative work through newspapers, magazines, radio and television</li> <li>● Nominations or receipt of awards and other forms of recognition</li> <li>● Placement in design competitions</li> <li>● Exhibition of work, design competitions entered and placed</li> <li>● Invitation to present creative work to academic, public, or professional organizations</li> <li>● Evaluations by clients, patrons, users</li> </ul>
Promotion to Associate Professor and/or granting of indefinite tenure	<ul style="list-style-type: none"> <li>● All of above with increased emphasis on assessment by sources external to U.C.</li> <li>● Letters from former students</li> <li>● Student work published, exhibited, given awards</li> <li>● Adoption of curricular ideas or methods by faculty in other schools</li> <li>● Recognition letters from peers and authorities in the field</li> <li>● Leadership roles in academic, professional and public organizations</li> <li>● Substantial contributions to curriculum development</li> <li>● Visiting teaching appointments or fellowships</li> <li>● Member of accreditation team</li> </ul>	<ul style="list-style-type: none"> <li>● All of the above plus an emerging pattern of cumulative accomplishments that substantiate a growing expertise in an area of creative work</li> <li>● Evaluations by recognized authorities in the field</li> <li>● Receipt of awards and other forms of recognition</li> <li>● Placement in design competitions</li> <li>● Selection as juror for major projects or competitions</li> <li>● Exhibition of work, design competitions entered and placed</li> <li>● Selection to design or technical boards of review</li> <li>● Invitation to present creative work to academic, public, or professional organizations</li> <li>● Evaluations by clients, patrons, users</li> </ul>
Promotion to Professor or granting of indefinite tenure	<ul style="list-style-type: none"> <li>● All of the above with a consolidation of a mature level of expertise and achievement in education and teaching</li> <li>● Recognition by peers and authorities at regional and national levels</li> <li>● Primary consideration shall be given to assessment by external reviewers</li> <li>● Visiting teaching appointments or fellowships</li> <li>● Member of accreditation team</li> </ul>	<ul style="list-style-type: none"> <li>● All of the above with a consolidation of a mature level of expertise and achievement of a substantial body of creative work</li> <li>● Evaluations by recognized authorities in the field</li> <li>● Publication of work in professional journals</li> <li>● Receipt of awards and other forms of recognition regionally and nationally</li> <li>● Selection as juror for major projects or competitions</li> <li>● Exhibition of work, design competitions entered and placed</li> <li>● Selection to design or technical boards of review</li> <li>● Invitation to present creative work to academic, public, professional organizations</li> <li>● Evaluations by clients, patrons, users</li> </ul>

	Scholarship & Research	Service & Administration
Reappointment to Assistant Professor	<ul style="list-style-type: none"> <li>● Publications in scholarly or professional journals</li> <li>● Scholarly presentations at refereed conferences</li> <li>● Communication of work through newspapers, magazines, radio, television</li> <li>● Fellowships or other academic awards</li> <li>● Demonstrated participation in substantial research projects</li> <li>● Grant applications (funded or unfunded) for research or scholarship</li> <li>● Invitations to present work at universities and other institutions</li> </ul>	<ul style="list-style-type: none"> <li>● Elected officer, board member of academic, public, or professional organizations</li> <li>● Leadership or membership of major academic committees</li> <li>● Nomination for service awards and/or honors</li> <li>● Evaluations and testimonials by leaders of service organizations</li> <li>● Evaluations by leaders and colleagues in professional and academic organizations</li> <li>● Publications on issues, ideas, experiences in service activities related to architecture and interior design</li> </ul>
Promotion to Associate Professor and/or granting of indefinite tenure	<ul style="list-style-type: none"> <li>● All of the above with an emerging pattern of cumulative accomplishments that substantiate a growing expertise in an area of research</li> <li>● Evaluations by recognized experts in the field</li> <li>● Publication of books, monographs, etc.</li> <li>● Publications in scholarly or professional journals</li> <li>● Scholarly presentations at refereed conferences</li> <li>● Fellowships or other academic awards</li> <li>● Demonstrated participation in substantial research projects</li> <li>● Grants for research or scholarship</li> <li>● Editorship or editorial board membership of scholarly/research journals</li> <li>● Invitations to present work at universities and other institutions</li> </ul>	<ul style="list-style-type: none"> <li>● All of the above with an emerging pattern of cumulative accomplishments that substantiate a growing expertise and involvement with service and administration</li> <li>● Administrative leadership positions in architectural and interior design education</li> <li>● Elected officer, board member of academic, public, or professional organizations</li> <li>● Leadership or membership of major academic committees</li> <li>● Service awards and/or honors</li> <li>● Invitations to present service experiences and reflections to academic, public, professional organizations</li> <li>● Publications on issues, ideas, experiences in service activities related to architecture and interior design</li> </ul>
Promotion to Professor or granting of indefinite tenure	<ul style="list-style-type: none"> <li>● All of the above plus a consolidation of a mature level of expertise and achievement of a substantial body of work</li> <li>● Evaluations by recognized experts in the field nationally or internationally</li> <li>● Publication of books, monographs, etc.</li> <li>● Publications in scholarly or professional journals</li> <li>● Scholarly presentations at refereed conferences</li> <li>● Fellowship or other academic awards</li> <li>● Demonstrated participation in substantial research projects</li> <li>● Grants for research or scholarship</li> <li>● Editorship or editorial board membership of scholarly/research journals</li> <li>● Invitations to present work at universities and other institutions</li> </ul>	<ul style="list-style-type: none"> <li>● All of the above with an emerging pattern of cumulative accomplishments that substantiate a growing expertise and involvement with service and administration</li> <li>● Administration leadership positions in architectural and interior design education</li> <li>● Elected officer, board member of academic, public, or professional organizations</li> <li>● Leadership or membership of major academic committees</li> <li>● Service awards and/or honors</li> <li>● Invitations to present service experiences and reflections to academic, public, professional organizations nationally</li> <li>● Publications on issues, ideas, experience in service activities related to architecture and interior design</li> </ul>