

**RPT Criteria**approved July 1, 1992 / amended June 3, 1993

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**Preamble**

The Criteria for Reappointment, Promotion and Tenure (RPT) are critical to the academic life, the future, and the morale of the School of Design.

An area as complex and sensitive as a reappointment, promotion and tenure consideration cannot be specified so thoroughly that it includes every potential criteria variation. These guidelines therefore present a general definition of criteria which should be interpreted on an individual basis. (Appendix A identifies various examples of recognized criteria which have been previously utilized.)

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**Areas of Activity****Item A**

The faculty of the School of Design recognizes performance in five distinct areas of activity. Teaching effectiveness is the primary focus of each faculty member.

The remaining areas are:

- Scholarship and Research
- Creative Work
- Professional
- Service

*The last four areas are to be ranked in order of importance by the individual faculty member.*

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**Levels of Activity****Item B**

Over the duration of a faculty appointment individual patterns of development and contribution to the academic life and profession will emerge and can be recognized. These patterns are a critical and substantial element in the evaluation for reappointment, promotion and tenure. The faculty recognizes three distinct patterns of activity which would reflect the profile of a faculty member during various stages. These patterns are:

**1. Patterns of Growth**

Patterns of growth constitute a commitment to and an involvement in the performance of work and exploration within a discipline. Activities could constitute initial inquiries, surveys, experimentation or exploration in new areas. These new areas may be comprised of topics previously outside the experience of a faculty member, or they may be the continued development and/or expansion of work already in progress, either one's own or that initiated by another person. Topics may be traditional in nature or derive from non-traditional sources. Activities in these areas may lead to professional development or to contributions to the knowledge base of a discipline.

**2. Patterns of Achievement**

Patterns of achievement can be defined as focused activities which lead to the development of expertise in a discipline. This implies results brought about through resolved persistence or endeavors which necessarily require a concentration of one's efforts to more fully explore the facets of a topic. Patterns of achievement imply an emphasis on quality rather than quantity of work.

**3. Patterns of Excellence**

Patterns of excellence can be characterized as the meaningful extension and/or contribution to the knowledge base of a field. It can be defined as going beyond limits as established by authority, custom or by prior achievement. Excellence is the development of knowledge which has utility and is of clearly superior value to a discipline and its communication to the profession.

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## General Criteria

### item C

1. Reappointment to Assistant Professor:
    - demonstrated evidence of satisfactory teaching, as well as growth in one or more of the other 4 areas of activity.
  2. Promotion to Associate Professor and/or the granting of tenure to an Associate Professor:
    - demonstrated accomplishments in teaching with significant achievements in two or more areas.
  3. Promotion to Professor:
    - demonstration of excellence in teaching
    - significant achievement in two or more areas of activity
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## Procedures

### item D

The procedures outlined herein supplement the provisions in the AAUP/University Agreement Article 6 & 7, all provisions of which remain in effect.

1. The School of Design will have published criteria for reappointment, promotion and tenure. These criteria will be forwarded to the candidates in a timely manner by the Director of the School of Design.
  2. RPT Committee
    - 2.1 The School of Design RPT committee will be comprised of five members elected from the School of Design at large.
    - 2.2 Committee members must be full-time, tenured faculty, with at least one untenured faculty, if possible.
    - 2.3 Each committee member will represent a different discipline, and the committee constituency will reflect those candidates under review.
    - 2.4 The committee member representing the candidates discipline will act as chairperson of the RPT committee for the segment that the committee reviews that candidate.
  3. Committee Responsibility
    - 3.1 The RPT committee will meet with all the candidates during the year prior to reappointment or promotion for counseling and mentoring. The candidates have the right to decline this meeting, though are strongly encouraged not to.
    - 3.2 The RPT committee will set deadlines for submission of the dossier that will allow sufficient time for review and recommendation prior to the deadline at the next level.
    - 3.3 The RPT chair will request letters and outside reviews on behalf of the candidate.
    - 3.4 The RPT committee will tally the candidate's teaching evaluations.
  4. RPT Procedures
    - 4.1 The School of Design RPT committee will follow the procedures as set down by the University of Cincinnati and the American Association of University Professors, University of Cincinnati chapter. Refer to *Article 6, Appointments, and Article 7, Reappointment, Promotion and Tenure*.
  5. Candidate Responsibilities
    - 5.1 The candidate is responsible for reading the AAUP contract as described in 4.1 and for complying with the obligations described therein.
    - 5.2 Primary responsibility for development of the dossier lies with the candidate.
    - 5.3 The candidate will be responsible for submitting a list of references for assessments and letters of support.
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## Individual's Definitions and Terms of Emphasis

### item E

Teaching is the primary responsibility of a faculty member. Beyond that, it is expected that each faculty member will exhibit varying involvements within the remaining areas. The degree of participation in those areas, as well as the specific focus within each area is to be determined by the faculty member and should be a point of discussion in the annual review for non-tenured faculty. Terms such as *Scholarship, Creative and Professional* will understandably vary in interpretation and combination. A definition of these terms and their application to areas of activity should be included at an appropriate place in the dossier.

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## Specific Criteria

### item F

#### 1. Teaching Effectiveness

##### Definition:

Teaching effectiveness is the ability to transfer concepts, to develop skills and to cultivate critical thinking and judgement. Teaching effectiveness is demonstrated by improvement in a student's knowledge, skill and understanding. The assessment of teaching effectiveness is provided by a combination of student and course evaluation, peer evaluations, and letters of recommendation by teaching colleagues, letters from previous students, and a review of student performance by the Chairperson and/or the School Director. Advising and consulting with students is a required part of teaching effectiveness.

#### 2. Scholarship and Research

##### Definition:

Scholarship and Research revolve around the pursuit of knowledge and understanding relevant to the fields of Art and Design. Investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or concepts in the light of new facts, or practical application of such new or revised theories or concepts.

#### 3. Creative Work/Professional

##### Definition:

Creative work is that work which defines, encloses or expands the field through the creation of artifacts and should be an extension of principle concern. Faculty members may choose from among a variety of possibilities of professional involvement or practice as a means of consolidating a particular set of ideas.

#### 4. Service

The School of Design recognizes 6 potential areas of service:

- University
- College
- School
- Program
- Professional
- Community

Service to these 6 areas should involve not only the commitment of time and energy to the maintenance of existing or new programs, but also should entail a unique contribution which is related to a faculty member's knowledge, skills and experience.

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## RPT Document

### item G

It is recognized that RPT decisions are made on the basis of the record contained within the file or dossier which documents a faculty member's achievements. It is the responsibility of each faculty member to prepare that record, with the assistance and mentoring of the Program Chair, the School Director, and/or other senior faculty members. The file should be clearly and concisely organized in such a way that it becomes a reflection of the faculty member's comprehensive intellectual and creative capabilities. In the preparation of this document it is recommended that emphasis be placed on quality of the contents rather than the quantity of submission, including only that which is absolutely necessary to adequately describe one's activities.

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The RPT Dossier should include the following:

1. Curriculum Vitae
  2. Documentation of Annual Reviews
  3. Self Evaluation including individual's definition of terms
  4. Course Syllabi
  5. Summary of Teaching Evaluations
  6. Documentation of Research/Scholarly/Creative Involvements
  7. Summary of Service by candidate
  8. Two letters of reference from within the University
  9. Two letters of reference from outside the University
  10. Provostal file Checklist (See Appendix B)
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## **Annual Review**

### **Item H**

In accordance with AAUP guidelines, each untenured faculty member will consult with the Chairperson and School Director at least once each year. This consultation period should focus on the nature and level of involvement in the four areas. Each untenured or 65 percent adjunct faculty member is expected to have provided the Chairperson and School Director with an annual written plan of activities. There will also be written statements, composed by SOD faculty members and signed by the School Director, and faculty member included in their record as documentation of agreements reached as a result of these consultation meetings.

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## **The Two-Thirds Adjunct - The 65 Percent or More Adjunct**

### **Item I**

The 65 percent adjunct faculty members have been recognized by the University and the faculty as bargaining unit members, eligible to vote and to receive benefits (Article 1.1.6). Consequently, these faculty will be reviewed and reappointed according to the provisions of Articles 6 & 7, and the criteria outlined in this document. In addition to teaching and other activities, the 65 percent adjunct faculty members will be expected to participate in the area of service. The extent and quality of participation activities is an element of discussion and

**Appendix A** must be included in the documentation of the annual review.

### **Examples of Recognized Criteria for Reappointment, Promotion, and Tenure**

#### **Teaching**

Lecture/Studio teaching performance  
New or improved syllabi/courses  
Exceptional student evaluations  
Student advising/orientation  
Peer Evaluations  
Teaching awards (fellowships, recognition, grants)  
Creative or innovative teaching techniques  
Collaborative projects with industry  
Visiting lectureships  
Service on accreditation teams  
Publications that address the teaching of the discipline  
Integration and interdisciplinary activities

#### **Research/Scholarship/Creative Activity**

Development and achievement  
(internal/external resources research projects, contracts and fellowships)  
One person show (class of institution, public/private, local, regional, national, international)  
Independent creative productivity (self-financed work)  
Group show participation (class of institution, public/private, local, regional, national, international)  
Individual professional development (public/private, local, regional, national)  
Critical evaluation in professional journals  
Publication record (books, refereed journals, professional periodicals)  
Lectures (papers for professional organizations and societies)  
Awards for excellence (class of institution, public/private, local regional, national, international)  
Editorial coverage (newspaper, popular periodicals, TV, local, regional, national)  
Invitations to present work

#### **Program, School, College, University Services**

Self-help programs  
Committee chairmanships  
Committee memberships  
Ad Hoc Committees/task force assignments  
Other  
Advising Students, Orientation

#### **Professional and Community Service** (local, regional, national)

Chairing or serving on committees, panels, boards  
(length of service, level of work performed).

#### **Professional Association Participation** (juror, referee, evaluator).