

School of Design

Criteria for Reappointment, Promotion, and Tenure

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Section I

Preamble

The procedures and criteria for reappointment, promotion, and tenure in the School of Design reflect the mission of the School and intend to serve the best interests of the College and the University. The School's RPT document is intended to be the central career-planning instrument of the Faculty. The candidate and the School Director share responsibility for periodic review, with support from the University, the College, and especially senior colleagues.

The purpose of this document is to provide a clear description and application of the specific criteria for reappointment, promotion, and tenure, as approved by the Faculty of the School of Design. A process as complex as reappointment, promotion, and tenure consideration cannot be specified so thoroughly that it includes every potential criterion variation. These guidelines therefore present a general definition of criteria which should be commensurate with the candidate's discipline or area of emphasis.

For the benefit of the candidate, RPT Committees, Dean, and Provost, this document applies to faculty represented in the AAUP Contract (Article 1, Recognition and Description of Bargaining Unit), including unqualified appointments (Professor, Associate Professor, Assistant Professor), full-time faculty with qualified titles and part-time appointments or adjuncts whose position is 65% or more of a full-time faculty member. This document does not apply to those holding assistant dean rank or above (even if they hold regular academic titles or ranks), visiting faculty, volunteer faculty or affiliated faculty.

The School of Design criteria work in tandem with the College of DAAP RPT Procedural Guidelines document (approved 4.28.05) which address essential information concerning the Timeline for Dossier Submission, Preparation of the Dossier, Content and Format of the Dossier, and Evaluation of the Dossier.

These criteria are in conformity with University rules and policies, and they are intended to assist candidates in applying these rules and policies in making the case for reappointment, promotion and/or tenure and to assist those who must evaluate the candidates and make reappointment, promotion and tenure recommendations and decisions.

Section II

SOD Mission

The School of Design is dedicated to educating students to be responsible design professionals and citizens in an increasingly complex world of evolving technology.

Faculty and students of the School of Design are committed to:

- Rigorous academic endeavors with sound general core;
- Promoting diverse opinions and activities;
- Supporting efforts to provide students with viable design, aesthetic and problem-solving skills in the design disciplines;
- Integration of design education and professional practice as supported by the co-op program;
- Promoting a great understanding and appreciation of design for the university community;
- Initiating sound and mutually beneficial relationships with the professional design and business community on a regional, state, national, and international scale;
- Research in design to promote intellectual growth and advance of the disciplines;
- National and international involvement in the broadest spectrum of the implications of design by producing solutions that are technically viable and socially responsible and sensitive to their potential impact on the larger environment.

Vision

The School of Design is committed to educating students for life-long practice, learning, and service. The School is educating students today to work in local and global markets that respect diversity in the human community and in the environmental communities that sustain the world of design. The School of Design also recognizes new areas of design practice related to recent developments in computer technology. The School provides opportunities for those who wish to integrate new technology as a means of advancing design.

Section III

Criteria and Evidence for Assessment

Reappointment, promotion, and tenure are based on evidence and recognition of appropriate levels of performance in three specialized areas of activity: teaching; creative/research/scholarly activities; and service. RPT expectations presume continued growth and evolution in productivity over a faculty member's career. It is also expected that over the career of a faculty member, assessments will increasingly come from sources external to the University.

For purposes of this analysis, quality is defined in terms of the importance of the contribution to the discipline. (see Emphasis of Criteria section for details concerning: overall emphasis of criteria over the course of an individual's career, the reappointment and promotion of Qualified Faculty and Adjunct Faculty, and the appointment of retired faculty to Emeritus status).

Recommendation letters from the School RPT Committee and the Director, for the benefit of reviewers above the School level, may provide interpretation of the relative significance of the evidence in the dossier (such as the importance of particular journals or competitions) and the credentials of the external reviewers. These interpretations do not preclude independent assessment by subsequent levels of review.

A. Teaching

Teaching 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.

The hallmarks of these criteria are effective classroom instruction, student learning, and student mentoring. We require that faculty meet their classes at the scheduled times, hold appropriate and advertised office hours (see Article 3, Academic Safeguards and Responsibilities, of the AAUP Contract), and deliver current knowledge relevant to the subject matter.

Teaching effectiveness is the ability to transfer concepts, to develop skills and to cultivate critical thinking and judgment. Teaching effectiveness is demonstrated by improvement in a student's knowledge, skill, understanding, and critical inquiry.

There are general expectations of all faculty teaching in School of Design which include developing courses and preparing syllabi, readings, projects, and examinations; lecturing and/or leading seminar discussions; and providing guidance and criticism of student work and/or graduate research; supporting and directing undergraduate or graduate student efforts that lead to exhibitions, grants, honors, or public presentations; evaluating student performance; making effective use of course enrichment possibilities such as visiting speakers and critics, field trips, and innovative instructional technology.

Valuable pedagogical activities include original and creative instructional methods in the classroom, non-departmental teaching, and activities outside the classroom, such as advising, field trips, symposia, etc..

Teaching responsibilities might also include serving on graduate thesis committees, independent studies with students, participation and leadership in course and curriculum development, and mentoring teaching assistants.

Specific expectations for individual faculty members are to be determined in consultation with the School Director at the annual review.

Evidence for Assessment of Teaching

Activities related to teaching must be documented in each dossier that is presented for reappointment, promotion, or consideration for tenure, and means of assessing these activities are evaluated as follows.

Dossiers will include:

- Self-evaluation of teaching
- Student course evaluations from the period of review, in summary form as per the College RPT Procedural Guidelines
- Representative syllabi, examinations (if used), and instructional course materials
- Peer reviews, observations, and/or letters from colleagues from the period of review

Dossiers should also include evidence of the following, as appropriate:

- Letters from former students
- Nominations or receipt of awards and other forms of recognition
- Invitations to lecture or be a guest critic or faculty at UC or other schools
- Acceptance of student work in juried exhibitions, publications, conferences, awards received
- Activities that are related to the assessment of student learning, such as portfolio review, pedagogy workshops, or peer review
- Distinction of student production and performance
- Invited presentations and participation in academic, professional, and public meetings
- Documentation and dissemination of new courses or innovative approaches to existing courses (such as papers and articles published in peer reviewed journals, invited presentations and participation in academic, professional, and public meetings)
- Grants for course development
- Recruitment of students to the discipline
- Offering courses with honors and or courses offered for credit in other disciplines
- Thesis direction

B. Creative/Research/Scholarly Activity

The norm in academia is to consider "Research" as encompassing "research" and "scholarly work." For a College such as DAAP, the creation of projects, artwork, plans, and built artifacts constitutes a clearly defined and valued mode of investigation. For that reason, "Creative Work" is listed as well as "Research and Scholarly Activity," but it is understood that faculty may engage in any of the three to varying degrees, and that the three together constitute "Creative/Research/Scholarly Activity."

With ALL creative/research/scholarly endeavors, review by qualified peers in the candidate's field is essential to assess the quality and significance of the work. For promotion and tenure, greater emphasis is placed on peer review from disinterested experts than on internal peer review or external peer review from collaborators and mentors.

1. Creative Work

Creative work entails research that expands the appreciation and understanding of the disciplines through the creation of physical and digital form. Creative work explores processes and ideas—theoretical, aesthetic, practical, technological, methodological—and produces exemplary representations of those ideas.

Academic benefits accrue when faculty members integrate creative work with teaching or scholarship and research, and when such work is disseminated to larger audiences through guest lectures, exhibitions, and publications.

Quality is paramount; quantity is to be considered within this context. In other words, quantity alone is not sufficient.

The candidate should show evidence of continuing productivity that will benefit the learning of others.

Evidence for Assessment of Creative Work

The assessment of creative work for "quality" is through a published record of critical reception and/or published written works, and/or evidence of peer regard through juried or invited venues.

The School will assess creative work by examining this evidence, along with the direct products of creative activity as well as work and publications authored by the candidate and publications about the candidate's work.

The work will be evaluated by peers, both internal and external (external only for tenure and promotion to Associate Professor and Professor), for originality, significance, and intellectual contribution to the discipline.

Activities related to creative work will be documented in each dossier that is presented for reappointment, promotion, or consideration for tenure.

Dossiers will include:

- Self-Evaluation of Creative/Research/Scholarly Work
- Peer review letters from colleagues (including from outside the institution for tenure and promotion to Associate Professor and Professor)

Dossiers should also include evidence of the following, as appropriate:

- Creative work (slides, CD's, visuals of creative work)
- Publication and dissemination of creative work in various formats
- Exhibition of design/professional work (one-person, collaborative or group exhibitions in galleries, museums, other exhibition venues)

- Record of juried exhibitions of professional/design work
- Publication of original articles, chapters, books concerning the candidate's own research and creative work or other mention of the candidate's work
- Residencies or invited lectures
- Reviews or publications about work in catalogs, journals, or newspapers
- Commissions
- Competitions (entered and placed)
- Reviews of projects in catalogs, journals, or newspapers
- Inclusion in public, corporate, or private collections
- Curation of exhibitions
- Obtaining competitive awards given to pursue research
- Grants, awards, sponsored projects, fellowships, and other funding
- Professional service in the form of Invitations to jury exhibitions; grants, awards, and fellowship, serving on panels and/or other professional activities that enhance one's standing and make a contribution to the discipline.

2. Research/Scholarly Activities

Research/Scholarly Activities define, develop, and apply knowledge of the discipline through intellectual and empirical investigation and interpretation. By means of dialogue and published scholarship, the body of knowledge is expanded, interrelated, connected with other disciplines, and made useful. These activities can significantly influence instruction, curriculum development, educational theory and application, and creative work.

Quality is paramount; quantity is to be considered within this context.

The candidate should show evidence of continuing productivity that will benefit the learning of others.

Research/scholarly activities should carry a sense of overall direction, reflect important issues in the faculty member's fields, and make a contribution to the discipline.

Evidence for Assessment of Research/Scholarly Activities

Research/scholarly activities should be documented in each dossier that is presented for reappointment, promotion, or consideration for tenure.

The assessment of research/scholarly activities for "quality" is through a published record of critical reception and/or self-reflective written works, and/or evidence of peer regard through juried or invited venues.

The work will be evaluated by peers, both internal and external (external only for tenure and promotion to Associate Professor and Professor), for originality, significance, and intellectual contribution to the discipline.

Dossiers will include:

- Self-Evaluation of Creative/Research/Scholarly Work
- Peer review letters from colleagues (including from outside the institution for tenure and promotion to Associate Professor and Professor)

Dossiers should also include evidence of the following, as appropriate:

- Publication of research (in various formats) and of extended reviews in peer refereed journals of acknowledged stature, so that the results become a part of the archival literature
- Books and chapters in books (single-author books are not required, but a commensurate body of work should be considered)
- Exhibition catalogues, essays, and related contributions
- Articles, essays, documentation of creative work, or other published works in peer-reviewed and academic journals
- Published reviews of and references to the candidate's research, citations
- Book reviews by the candidate
- Presentations at conferences, with subsequent publication in proceedings
- Invited presentations, workshops and seminars at other universities or research institutes
- Technical communications, communications on ongoing research, book reviews
- Invited professional speaking engagements
- Publication in journals and/or conference proceedings with students
- Participation in joint research publications, such as Festschriften, corpora, encyclopedia, dictionaries, reference guides, and other compendia and anthologies
- Translations for scholarly work
- Popular press publications and media appearances
- Invited presentations, workshops and seminars at other universities or research institutes, museums, schools, civic institutions
- Editorships or editorial board memberships for research/scholarly works
- Serving as professional peer reviewer
- Publication in journals and/or conference proceedings with students
- Conducting workshops or chairing panels, conferences
- Obtaining competitive awards given to pursue research
- Ability to attract funds to support research efforts of the candidate (including support of graduate students), particularly from sources external to the University
- Grants, fellowships, sponsored projects, and other funding
- Solicited reviews of books, manuscripts, essays, and research proposals

C. Service

Service activities involve intellectual, creative, administrative, and leadership expertise to support and advance: the academic institution, professional organizations in design and related fields; and 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 contribution to groups in the community, especially in special or “pro bono” ways.

Since committees are a vital part of the University’s governance system, it is expected that each faculty member will serve on committees and in other leadership positions at the School, College, and/or University levels. Consistent attention to duty and/or leadership in the administrative and governance functions is a valuable asset. However, for Junior Faculty, prior to the receipt of tenure, participation in School, College and University committees should be carefully assessed and determined in consultation with the School Director so that the candidate can focus his/her energies on the development of their Teaching and Creative / Research / Scholarly Activity credentials. Participation in appropriate professional, technical and educational activities is important for the development of faculty members.

Evidence for Assessment of Service

Activities related to service should be documented in each dossier that is presented for reappointment, promotion, or consideration for tenure.

Dossiers will include:

- Self-Evaluation of Service

Dossiers may also include these items or evidence of these items, as appropriate:

- Peer review letters from colleagues
- Organizing and/or participating in professional conferences and meetings
- Service to state, national and international organizations
- Reviewing grant or other competitive proposals
- Serving as referee or editor for national or international journals
- Service in academic, public, or professional associations as elected officer or board member
- Collaboration with members of other institutions
- Service to organizations
- Professional service in the form of Invitations to jury exhibitions; grants, awards, and fellowship, serving on panels and/or other professional activities that reflect the candidate’s professional standing and make a contribution to the discipline.
- Service to school, college, and/or university through committee work or other activities
- Administrative responsibilities
- Service to the community through membership and leadership in local organizations and committees
- Leadership and mentorship of student service activities in academic and community settings

Section IV

Application of Criteria for Reappointment, Promotion, and Tenure

A. Emphasis

The emphasis, or weighting, of specific criteria will vary depending on the type of faculty appointment, as follows:

Tenure-Track Appointments

Of the three principal areas of activity (teaching; creative, research and scholarly activities; and service), there is clear recognition at the University and national level of the primary importance of research in constituting a strong Research Level I institution such as the University of Cincinnati.

We further recognize that in constituting a strong School, individual faculty members will contribute in unique and different ways.

In light of this crucial fact, each faculty member may retain a certain discretion to choose how contributions within each of the aforementioned areas are to be weighted or emphasized, understanding that this is to be done carefully over time, in consideration of the overall needs and values of the School, and with the collaboration and concurrence of the School Director (as reflected in the Annual Reviews). It is also understood that a faculty member should demonstrate a consistent and meaningful level of contribution in service at all times.

It is also understood that a faculty member should demonstrate a balanced, consistent, and adequate level of contribution in all these areas at all times. It is the responsibility of the faculty member to describe her/his area of emphasis in the Self Evaluation portion of the RPT dossier.

Qualified Faculty Appointments

A Qualified Faculty member's letter of appointment details his/her responsibilities, areas of emphasis, and workload expectations for reappointment and promotion in relation to the criteria outlined in this document (See Section V), and as such shall be given to the relevant RPT Committees for use in their evaluation.

Future reappointments are contingent upon the faculty member having met the criteria described in these RPT guidelines and the need within the School and Program. The Faculty Member's Annual Review letter will further augment these conditions and future expectations. Each Qualified Faculty member is expected to demonstrate how development and transmission of professional expertise has been distributed over and achieved in the three principal areas of activity.

Represented Adjunct Appointments

Since a Represented Adjunct Faculty member's (65% FTE) main responsibility is teaching, more emphasis will be placed on it and less on Creative/Research/Scholarly Activities and Service categories. Represented adjuncts are expected to attain the same Levels of Quality for reappointment and promotion.

B. Levels of Quality

Definitions of levels of quality:

Competent:

A respectable level of endeavor, fulfilling the expectations of the faculty member as outlined in the Criteria document, in annual reviews conducted with the School Director, and as outlined in Article 3 in the AAUP Contract.

Effective:

Reflects contributions which are sustained and of consistently good quality, resulting in the dissemination of work or recognition of it at a local, regional, or broader level.

Significant:

A high level of sustained commitment; contributions consistently excellent and meaningful to the field or discipline; new and creative endeavors or experiments which help to define or redefine positions within the field; contributions acknowledged as being of a high order on multiple levels (including local, regional, national, international).

Performance of lower quality is not considered satisfactory for reappointment, promotion or tenure.

C. Application of Criteria and Levels of Quality with Respect to Rank

1. Tenure Track Appointments

a. First Reappointment at Assistant Professor Level

The candidate must show:

effectiveness in

- *teaching, with demonstrated effort toward improvement of teaching skills and student learning.*

and

competence in both

- *creative/research/scholarly activities, with evidence of a research agenda that is endorsed by the School Director and shows a clear path toward appropriate attainment in creative work, research, and/or scholarly engagement on a local, state or regional scale, and with activity that is likely to result in the dissemination of that work in publications or exhibitions.*

and

- *service*

b. Subsequent Reappointment at Assistant Professor Level

The candidate must show:

effectiveness in both

- *teaching, with demonstrated effort toward improvement of teaching skills and student learning.*

and

- *creative/research/scholarly activities, with active creative/research/scholarly engagement on a local, state or regional scale and with activity that is likely to result in the dissemination of that work in publications or exhibitions.*

as well as

competence in

- *service*

c. Promotion from Assistant Professor to Associate Professor

The candidate must show:

effectiveness in one and significance in the other

- *teaching, with demonstrated excellence of teaching skills and student learning.*
- *creative/research/scholarly activities, with active creative/research/scholarly engagement on a regional or national scale and with activity that has resulted in the dissemination of that work in peer-reviewed publications, competitions, or exhibitions.*

as well as

effectiveness in

- *service*

d. Promotion from Associate Professor to Professor

The candidate must show:

Significant performance in both

- *teaching, with demonstrated excellence of teaching skills and student learning.*

and

- *creative/research/scholarly activities, with active creative/research/scholarly engagement on a national or international scale and with activity that has resulted in the dissemination of that work in peer-reviewed publications, competitions, or exhibitions.*

as well as

effectiveness in

- *service*

e. Tenure

The awarding of tenure is an important decision. It has a lasting impact on the future of the School and on the career of the faculty member seeking tenure.

In addition to meeting the requirements for Promotion to Associate Professor, the granting of tenure recognizes interests and abilities in the individual which are consistent with the long range well-being of the institution at all levels, and evidence of continuing growth and productivity.

The award of tenure is based on substantial accomplishment of high quality, and requires evidence of consistent and/or substantial creative/scholarly/research effort, expertise, and increasing recognition of this effort and expertise on a regional and/or national scale via dissemination of research in peer-reviewed, or editor-reviewed publications, or through refereed venues such as peer-reviewed competitions or exhibitions.

Expectations presume continued growth and evolution in productivity over a faculty member's career. Quality is defined in terms of the importance of the contribution to the discipline.

2. Qualified Faculty Appointments

a. Reappointment at Qualified Assistant Professor Level

The candidate must show:

effectiveness in

- *two areas specified in the appointment letter or in the most recent reappointment letter*

and

competence in

- *the third area specified in the appointment letter or in the most recent reappointment letter*

The appropriateness of the focus on these areas should be determined by the initial appointment letter and subsequent annual reviews with the School Director

There is an expectation of continued and strengthened connection to the profession

b. Reappointment at Qualified Assistant Professor Level

The candidate must show:

significance in

- *one area specified in the appointment letter or in the most recent reappointment letter*

and

effectiveness in

- *two other areas.*

c. Promotion from Qualified Assistant Professor to Qualified Associate Professor

The candidate must show:

significance in

- *one area specified in the appointment letter or in the most recent reappointment letter*

and

effectiveness in

- *two other areas.*

The appropriateness of the focus on these areas should be determined by the initial appointment letter and subsequent annual reviews with the School Director

There is an expectation of continued and strengthened connection to the profession

d. Reappointments at the Qualified Associate Professor Level

The candidate must show:

significance in

- *one area specified in the appointment letter or in the most recent reappointment letter*

and

effectiveness in

- *two other areas.*

The appropriateness of the focus on these areas should be determined by the initial appointment letter and subsequent annual reviews with the School Director

There is an expectation of continued and strengthened connection to the profession.

e. Promotion from Qualified Associate Professor to Qualified Professor

The candidate must show:

significance in

- *two areas specified in the appointment letter or in the most recent reappointment letter*

and

effectiveness in

- *one other area.*

The appropriateness of the focus on these areas should be determined by the initial appointment letter and subsequent annual reviews with the School Director

There is an expectation of continued and strengthened connection to the profession

f. Reappointments at the Qualified Professor level

The candidate must show:

significance in

- *two areas specified in the appointment letter or in the most recent reappointment letter*

and

effectiveness in

- *one other area.*

The appropriateness of the focus on these areas should be determined by the initial appointment letter and subsequent annual reviews with the School Director

There is an expectation of continued and strengthened connection to the profession.

3. Represented Adjunct Appointments

Represented Adjuncts follow the same reappointment and promotion procedures as Tenure Track and Qualified Faculty. The following applications of criteria and weighting with respect to rank are to be followed in all cases with Represented Adjuncts.

a. Reappointment at Adjunct Assistant Professor Level

The candidate must show:

effectiveness in

- *teaching, with demonstrated effort toward improvement of teaching skills and student learning. The faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met.*

b. Promotion from Adjunct Assistant Professor to Adjunct Associate Professor

The candidate must show:

significance in

- *teaching, with demonstrated high level of sustained commitment to teaching; contributions consistently excellent and meaningful to the field or discipline; new and creative contributions; evidence of teaching acknowledged as being of a high order. The faculty member must demonstrate that the requirements, as set out in the contract letter of appointment or most recent letter of reappointment, are being met at a high level.*

It is expected that the candidate will also show evidence of sustained service at a competent level.

c. Reappointment at Adjunct Associate Professor Level

The candidate must show:

significance in

- *teaching, with demonstrated high level of sustained commitment to teaching; contributions consistently excellent and meaningful to the field or discipline; new and creative contributions; evidence of teaching acknowledged as being of a high order. The faculty member must demonstrate that the requirements, as set out in the contract letter of appointment or most recent letter of reappointment, are being met at a high level.*

It is expected that the candidate will also show evidence of sustained service at a competent level.

d. Promotion from Adjunct Associate Professor to Adjunct Professor

The candidate must show:

significance in

- *teaching, with demonstrated high level of sustained commitment to teaching; contributions consistently excellent and meaningful to the field or discipline; new and creative contributions; evidence of teaching acknowledged as being of a high order on multiple levels (including local, regional, national, international). The faculty member must demonstrate that the requirements, as set out in the contract letter of appointment or most recent letter of reappointment, are being met at a high level.*

It is expected that the candidate will also show evidence of sustained service at an effective level.

e. Reappointment at Adjunct Professor Level

The candidate must show:

significance in

- *teaching, with demonstrated high level of sustained commitment to teaching; contributions consistently excellent and meaningful to the field or discipline; new and creative contributions; evidence of teaching acknowledged as being of a high order on multiple levels (including local, regional, national, international). The faculty member must demonstrate that the requirements, as set out in the contract letter of appointment or most recent letter of reappointment, are being met at a high level.*

It is expected that the candidate will also show evidence of sustained service at an effective level.

4. Term and Annualized Adjunct Promotions

Term and Annualized Adjunct promotion procedures are defined by the College

The following applications of criteria and weighting with respect to rank are to be followed in all cases with Term and Annualized Adjuncts.

a. Promotion from Adjunct Instructor to Adjunct Assistant Professor

The candidate must show:

competence in

- *teaching, with demonstrated effort toward improvement of teaching skills and student learning. The faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met.*

b. Promotion from Adjunct Assistant Professor to Adjunct Associate Professor

The candidate must show:

effectiveness in

- *teaching, with evidence of sustained contributions of consistently good quality, and demonstrated effort toward improvement of teaching skills and student learning. The faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met.*

c. Promotion from Adjunct Associate Professor to Adjunct Professor

The candidate must show:

significance in

- *teaching, with evidence of a high level of sustained commitment over time, contributions that are consistently excellent, demonstrated excellence in teaching and evidence of student learning and achievement. The faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met.*

Section V

Qualified Faculty

Full-time faculty with qualified titles are represented by the AAUP, follow the same RPT articles, and adhere to RPT Criteria developed at the academic unit level. Titles of rank in the Qualified Faculty Track parallel those in the Tenure-Track, with categories of Qualified Assistant Professor, Associate Professor, and Professor.

The School of Design considers that faculty members in the Qualified Faculty track are professionals who have demonstrated depth of knowledge and/or extensive experience in one or more particular aspects of the design professions.

In design programs at peer institutions, comparable appointments carry titles such as "(Assistant/Associate) Professor of Practice," "Instructor," or "Lecturer."

These individuals are qualified to contribute significantly to the excellence of specific disciplines and are invited to join a program so that their area of specialization can augment or complement the expertise of the existing faculty.

Qualified Faculty members are expected to maintain a strong connection with the discipline or activities for which they were brought into the School and to bridge teaching and research/creative/scholarly activity (either their own or others') with the profession, contributing to the development of the profession.

Tenure may not be granted to faculty in this track; however they may be reappointed for subsequent terms. Individuals who fulfill the appropriate criteria may apply for a separate open tenure-track appointment in the program, if one exists.

The individual's particular strengths that led to the hire, his/her specific responsibilities, areas of emphasis, and the workload expectations for reappointment and promotion in relation to the criteria are to be considered in RPT decisions. Formal annual review reports developed in consultation and agreement with the School Director will further establish or change the nature, scope, and workload distribution.

The School of Design considers development and transmission of professional expertise to be the primary consideration in making Qualified Faculty appointments. It is also understood that a faculty member should demonstrate a consistent and equivalent level of contribution in service as tenure-track faculty, though the nature of service assignments may differ.

A Qualified Faculty member may choose to engage in creative/research/scholarly work as defined in the appointment letter, and may be a very valuable contributor to the research mission of the School and College; however, it is recognized that this contribution is not the primary basis for reappointment decisions, as it is not the primary basis for appointment to Qualified Faculty positions. The primary basis for appointment and reappointment shall be development and transmission of professional expertise. It is the responsibility of the faculty member to clearly describe the particular focus, relative importance, and interrelationships of teaching, creative/research/scholarly, and service and their relationship to the development and transmission of professional expertise in the Self Evaluation portion of the RPT dossier.

Evaluation for Reappointment and Promotion of Qualified Faculty shall be based on the same criteria definitions used for tenure-track and tenured faculty, with weighting of the criteria appropriate to the established expectations for that faculty member, as described above.

Section VI

Emeritus Faculty

The University defines Emeritus faculty “as a non-salaried, non-official position and academic title of honor, usually corresponding to that held in the last period of active academic service.” Each faculty member, who is approaching retirement, and who wishes to be appointed to Emeritus status upon retirement shall submit a self-evaluation and CV. The self-evaluation should refer to the School RPT criteria at the appropriate rank and demonstrate a level deserving of the honor of Emeritus status.

All full-time School faculty members are eligible to review the self-evaluation and CV and provide written comments to the School Director 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.

The School Director makes a written recommendation to the Dean for appointment to Emeritus status based upon the self-evaluation, CV, and the faculty review.