

School of Architecture
College of Design
Standards for Promotion and Tenure Required by Section 7.12 of
Regulations Concerning Faculty Tenure
(Adopted by vote of the regular faculty on March 25, 2008)
(Approved by the Senior Vice President for Academic Affairs and Provost
June 27, 2008)

I. Introductory Statement

This document describes with greater specificity the indices and standards that will be used to evaluate whether candidates meet the criteria of subsections 7.11 and 9.2 of the Regents Policy on Faculty Tenure. In addition, the School of Architecture addresses the procedures for promotion of adjunct faculty in a separate document. A copy of the school's Guidelines for Promotion and Tenure Dossiers is included as an appendix to this document.

For the purposes of this document, architecture is at once a multidisciplinary and interdisciplinary field. It is best understood as an art, a science, a profession, and a humanistic discipline. Therefore, the faculty of the school as a whole contributes to these diverse disciplines, although no single individual embodies all of architecture's concerns. By definition the research, teaching, and service of a faculty member vary according to the specific discipline to which he/she contributes. Thus the documentation for a tenure decision relates specifically to the faculty member's activities in his/her declared approach to the discipline.

II. Mission Statement

The architecture school addresses its mission through (1) the education of students at all levels through effective and innovative teaching; (2) the pursuit of new knowledge through the production and publication of research; (3) the creative design, planning, and construction of buildings and environments; (4) advancement of this mission through service to the school, the University, the individual's discipline, and the greater community. It is the long-term goal of the school for its faculty to be promoted to the rank of full professor.

III. Annual Appraisal of Probationary Faculty

In accordance with sections 7.2, 7.11, and 7.12 of the Regents Policy on Faculty Tenure and the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track or Tenured Faculty, the tenured faculty of the school conduct an annual review of probationary faculty. The purpose of this appraisal is to evaluate the progress of each probationary faculty member towards indefinite tenure as measured by his or her research, teaching, and discipline-related service. Exceptions to annual review requirement (“stopping the tenure clock”) for a new parent or caregiver, or for personal medical reasons, are outlined in section 5.5 of the Faculty Tenure document.

The school also conducts a more detailed (or “milestone”) review of each probationary candidate. Typically this occurs in the fourth year of his or her progress towards tenure; its date will vary for those candidates hired with time accumulated in previous tenure-track appointment(s). The purpose of the review is to offer the candidate a detailed evaluation of his or her progress toward a tenure decision. In addition to a review of the dossier, it may include (but not be limited to) a written statement by the candidate evaluating his or her achievements, an interview with members of the tenured faculty, and assessments by external reviewer(s).

IV. Criteria for Conferral of Indefinite Tenure

In addition to the general criteria in Section 7.11 of the Regents Policy on Faculty Tenure and the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track or Tenured Faculty, the School of Architecture follows the current College of Design Statement on the Guidelines for Promotion and Tenure.

To be awarded indefinite tenure, a faculty member must have demonstrated effectiveness in teaching; professional distinction in scholarship and research, artistic creation, or professional achievement; and outstanding discipline-related contributions in service. Research and teaching are the primary criteria; service in itself is not a basis for awarding indefinite tenure.

A. Research/Creative Work/Professional Achievement

The school seeks evidence from all appropriate sources that demonstrate a faculty member's work as scholarly, creative, and of high quality and significance. Because architecture faculty can be considered as either artists, social or physical scientists, professional practitioners, and scholars in humanistic disciplines, no single benchmark or standard can be applied to all candidates for tenure. Although no specific number of published books, articles, scholarly presentations, or exhibitions of creative work is mandated, the clear expectation is that faculty members show distinction in scholarship and evidence of continuous and active contributions to their discipline. Evaluation of research, creative work, and/or professional achievement will be based upon, but not limited to:

1. Publication of research, scholarship, and creative work. In general, the school seeks to evaluate all of a candidate's publications that are pertinent to his/her declared academic or professional focus. Unpublished manuscripts for books and articles may be considered in exceptional circumstances, with but greater weight will always be given to those accepted for publication. Solicited contributions to scholarly anthologies, the authorship of textbooks, and contributions to prestigious but non-peer reviewed journals and reviews will also be taken into consideration whenever appropriate to the candidate's discipline. Book reviews are considered to be important if their evaluation presents new scholarly material or defines scholarly issues in the candidate's field of study. In all instances, the quality and reputation of publication venues (whether peer-reviewed or edited) will be evaluated.

2. Exhibition and publication of creative work. For faculty engaged in creative work and architectural practice, publications in journals and exhibitions are the main measures of evaluation. As a basic principle, a faculty member's credibility is enhanced by the publication of creative work in prestigious professional journals addressing a national or international audience. This may be accomplished by publications addressing the work of a single individual, groups of individuals, or architectural firms. Publications of creative work by invitation of an editor are generally considered more prestigious than open submissions.

Individual or group exhibitions are another means of evaluating creative work and professional achievement. Exhibitions held in reputable galleries and museums are

considered most important. A faculty member's credibility is further advanced by the reputation of the curators, jurors, or panelists involved in the selection of creative work for exhibition.

3. Independence of research accomplishments. In multi-authored articles and complex architectural projects, the contribution of the individual under review must be clearly defined.

4. External evaluation. The school will seek no fewer than five external evaluations from well-known scholars at other universities, architects, and other individuals in disciplines appropriate to the research, creative work, or professional achievement of the faculty member under review. In addition to the candidate's own work, material for evaluation may include book, project, or exhibition reviews.

5. Contributions to pedagogy. Pedagogical research is generally expected of those faculty investing time and energy into developing original and innovative means of teaching architecture students. Evidence of this may include papers; articles or books on pedagogical approach; the dissemination of syllabi, student work, or other instructional materials is to be evaluated as example's of an individual's teaching.

6. Presentation of scholarly papers and creative work. Presentation of scholarly research or creative work at conferences or in invited lectures may be considered a useful index of a faculty member's reputation. In making such an evaluation, the relative prestige of the conference or institution is to be considered. It is assumed that such presentations are juried or invited. All presentations fulfilling these criteria will be taken into consideration, but cannot be the primary means of making a decision

7. External funding from sources outside the University, particularly those awarded by competition at a national or international level.

8. Election to, and awards given by, national organizations that recognize excellence in scholarship, creative work, or professional achievements

B. Teaching

The school seeks the widest range of evidence of a candidate's skill as an effective teacher. The evidence may range from teaching in the classroom or studio to formal and informal advising and mentoring, both at the University and other institutions.

Documentation of effective teaching will be based upon, but not limited to:

1. Student evaluation of courses taught at all levels. The evidence for this will be drawn from evaluations prepared for and solicited by the school or the University. Unsolicited testimonials, or those solicited by the candidate, will not be considered.
2. Evaluations of teaching by faculty who have observed the colleague in classroom or studio contexts, and from reviews of student work produced for those courses.
3. Evaluation by colleagues and external reviewers of syllabi, the selection of texts, material covered, assignments, and exam questions.
4. Evaluation by colleagues and external reviewers of new courses and revision of ongoing ones.
5. Awards. Grants, awards or formal recognition for distinguished teaching contributions, curriculum development, and the like.
6. Presentation and/or publication of a candidate's teaching methodology, instructional textbooks and other material for classroom use.
7. Invitations to participate on architectural juries and reviews, and/or to lecture for educational or scholarly purposes, both at the University and at other institutions.
8. Advising of students, both in a formal capacity as an academic advisor and informally as a mentor offering career guidance. This may include service as an advisor to master's or doctoral students in other departments.

C. Service

The school expects its members to contribute to the University, their field or profession, learned and professional societies, or local and national agencies in a manner that is within the scope of their academic and/or professional expertise. Evaluation of service will be based upon, but not limited to:

1. Active and continuing participation in academic governance or other service at the departmental, collegiate and university levels.
2. Service in an editorial capacity for scholarly and professional journals.
3. Contributions as an officer, or advisor to, state, national or international academic or professional societies or agencies.
4. Membership on state, national, or international committees related to the candidate's academic or professional expertise.
5. Organizing sessions, conferences, or symposia related to the candidate's academic or professional expertise.
6. Serving as a reviewer of manuscripts for academic and professional journals and presses, or as a juror for competitions or award programs.
7. Serving as a reviewer of proposals for funding from private and governmental sources.

V. Promotion

The School of Architecture policies on promotion follow the relevant sections of Faculty Tenure.

A. To Assistant Professor

For regular faculty, the conferral of the rank of Assistant Professor comes with the initial appointment after the completion of a candidate's terminal degree (professional degree, advanced degree, or Ph.D. depending on his or her discipline).

B. To Associate Professor

The School of Architecture policies on promotion to Associate Professor follow sections 7.11 and 7.12 of Faculty Tenure. Normally such a promotion comes with the granting of tenure and must meet the criteria for tenure outlined above: effectiveness in teaching; professional distinction in scholarship and research, artistic creation, or professional achievement; and outstanding discipline-related contributions in service. It is assumed that a candidate's pattern of activity in these areas promises to continue into the future. Research and teaching are the primary criteria; service in itself is not a basis for any promotion decision.

C. To Professor

The School of Architecture policies on promotion to Professor follow section 9.2 of Faculty Tenure. For regular faculty, such a promotion normally comes after a period when a candidate has demonstrated continuous and significant contributions to his/her field of study. The decision is based on continued distinction and productivity in the three main criteria for promotion: distinction in research, creative work, or professional achievement; effectiveness of teaching; significant service contributions to the discipline, university, college, and/or school. Promotion to the rank of professor assumes qualitative and quantitative achievements in addition to those justifying the promotion to associate professor. It also assumes that a candidate has earned a national or international reputation appropriate to his/her declared approach to the discipline. It is further understood that a candidate's pattern of activity in these areas promises to continue well into the future.

D. Procedures

This document complies with the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track or Tenured Faculty, as provided by Sections 7.4, 7.61, and 16.3, of the Regents Policy on Faculty Tenure.

E.: Key Sections of Faculty Tenure

5.5 Exception For New Parent Or Caregiver, Or for Personal Medical Reasons. The maximum period of probationary service will be extended by one year at the request of a probationary faculty member:

1. On the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or
2. When the faculty member is a major caregiver for a family member[2] who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than two times; or
3. When the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

7.11 General Criteria. What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [3]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [4]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [5]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology

transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

[3] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

[4] The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"Scholarly research" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"Other creative work" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"Teaching" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"Service" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

[5] Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if

the appointee is not making satisfactory progress within that period toward meeting the criteria.

7.12 Departmental Statement. [6] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 (“General Criteria” for the awarding of indefinite tenure) and (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 (“Criteria for Promotion to Professor”). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the Senior Vice President for Academic Affairs and Provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service.

9.2 Criteria for Promotion to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [8]. This determination is reached through a qualitative evaluation of the candidate’s record of scholarly research or other creative work, teaching, and service [9]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on

demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

[8] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

[9] The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

Appendix I
School of Architecture
GUIDELINES FOR P&T DOSSIERS

KEY MATERIAL

Five copies of Key material should be prepared by the school in collaboration with the candidate. It may be placed in ring binders with tabs separating each major division or bound with dividers. After review by the senior faculty of the school, it is forwarded to the College of Design Dean for distribution to all College of Design P&T Committee members; copies are also read by the College of Design Dean, College of Design Associate Dean for Academic Affairs, and the Senior Vice President for Academic Affairs and Provost. Thus, at least one set of materials should be ready for copying--i.e., single-sided, on white paper not stapled, in clear type that will duplicate well.

A. Cover Page

The cover page is the top page of each dossier. There are two different cover pages: (a) one for associate professors considered for promotion to Professor, and (b) another for all other cases. This will be provided by the College of Design Dean's office.

B. Table of Contents--it is strongly recommended that EVERY PAGE of the key material must be numbered according to section (p. C1, p. D5, etc.). The table of contents should be sufficiently detailed so that the reader can easily find, for example, a letter from a particular external reviewer.

C. Curriculum Vitae

1. Biographical data

Name, education (include all degrees with date and institution), previous academic appointments (with job titles, dates and institutions), and all other professional employment.

2. Research/Creative activity/Professional Achievement

Indicate whether or not publications of scholarly work have been refereed or invited, or whether presentations of creative work have been juried or refereed. Also, provide specific information about the status of material completed but not yet published. If an item is co-authored, clearly indicate the part (s) prepared by the candidate. Include dissertation title and director, if applicable. Give full citation of page numbers of articles.

List reviews of books by the candidate, if applicable.

3. Teaching

List courses and levels taught, including dates. Provide specific information on involvement in all forms of advising.

4. Service

Provide a specific listing of service contributions, including dates and role.

5. Grants, contracts and awards

Include dates, funding sources, and the dollar amounts (optional).

D. Research/Creative Activity Narrative (required)

In approximately seven hundred fifty words, describe the development and direction of your professional career. Discuss research or creative activity and publications, performances or exhibits and publications to the present, and your plans for the next three to five years.

E. Description of the Relative Stature of Journals/Book Publishers/Outlets for Creative Work

This statement should be prepared by the candidate. Any disagreement must be noted in the school report. Include in this section any letters from publishers, book contracts, or other documentation of works forthcoming that were listed in the cv. Specify stage of

production at the time dossier is submitted (e.g., "in copy-editing," "in galley," "at bindery," etc.)

F. Supporting Material Regarding Scholarship/Creative Activity

1. External Evaluators

- a. List of evaluators and their qualifications. The list should also contain the names of evaluators who refused to write an evaluation and their reasons for doing so.
- b. Statement of how evaluators were selected and a statement about or list of materials they received for review
- c. Sample letter of solicitation
- d. Evaluations from external evaluators (When not written in English, a translation must be provided along with the original.)

2. When available, include published reviews or other formal evaluations of performances, exhibitions, publications.

G. Teaching Effectiveness

1. Teaching Narrative (required)

In approximately seven hundred fifty words, describe yourself as an undergraduate and graduate teacher. You may include a statement about your approach to teaching; a statement describing past accomplishments and goals for the next three to five years; a self-evaluation of your teaching in classes of different types, sizes, and levels; a description of steps you have taken to improve your teaching over a period of years.

2. Chart Representing Teaching Responsibilities.

Include quarter/semester and year taught, course title, course level, enrollment and course format. Student evaluations (raw evaluations or solicited letters) must be included here.

H. Service Narrative (required)

In approximately seven hundred fifty words, describe your service activities to your school, college, professional organizations, and community outreach. You may include a statement about your approach to service; a statement describing past accomplishments and goals for the next three to five years; and a self-evaluation.

I. For probationary faculty only, the current year's and all previous years' Annual Appraisal of Probationary Faculty forms (President's Form 12--make sure these duplicate clearly) and other related documentation.

J. School Report.

1. Brief Statement of School Procedures for this candidate--if faculty tenured in other units are voting on this candidate, include a statement verifying that permission for them to do so was requested from the Senior Vice President for Academic Affairs and Provost in advance of the vote.

2. School's Recommendation to the Dean -- should be dated and signed by the faculty member(s) who prepared it on behalf of the voting faculty.

3. Report of School's Vote -- report each motion and its vote separately. Votes on promotion and tenure for the same individual should be treated as separate motions, with votes taken separately.

a. Statement of each motion voted upon

b. School vote on each motion (numbers): YES, NO, ABSTENTIONS, and NOT VOTING. (Give name and explanation for those eligible to vote but not voting--sabbatical, absence, conflict of interest, etc.)

c. List of faculty participating in the discussion and vote

4. Majority Evaluation

a. Scholarship/Creative and Professional Activity

b. Teaching

c. Service

5. Minority Evaluation

- a. Scholarship/Creative and Professional Activity
- b. Teaching
- c. Service

K. Head's Recommendation and Evaluation -- must be dated and signed

L. Candidate's Response (optional)--must be dated and signed

M. Detailed List of Material in the Supplemental File (same as N below). Note that all materials in the supplemental file must be clearly described and included on this list.

S U P P L E M E N T A L M A T E R I A L

Supplemental material is not copied and distributed at the university level. It should be placed in a ring binder with tab separations similar to those of the Key Material, and if it is to be copied for review, it must be copied in its entirety. The only exception will be items that cannot be easily copied (entire books or manuscripts, slides and special photographs, etc.). After school review all material will be deposited in the College of Design Dean's office for the College of Design P&T Committee and deans to review. If the Graduate School dean or the Senior Vice President for Academic Affairs and Provost asks to review the supplemental material, it is made available.

Required:

N. Detailed list of material in the supplemental file (same as item M in the Key Material)

O. Administrative procedures:

1. Complete record of the school's P&T procedures, including dates of meetings
2. List of materials available to voting faculty and candidate prior to discussion of candidate
3. Copy of the school's 7.12 statement.

P. Copies of publications (published, accepted and forthcoming, under review, discussion, working paper, etc.) and/or evidence of creative or professional activity

(photographs, exhibition catalogs, slides, etc.) as appropriate to the case. Copies of papers presented at scholarly conferences may be included here.

Q. Curricula vitae of external reviewers.

R. Syllabi and other teaching materials developed by the candidate.

Appendix II
School of Architecture
Annual Post-Tenure Review & Merit Review Policy
Approved by tenured faculty on

A. Introductory Statement

The fundamental purpose of post-tenure review is to affirm and maintain faculty members' vitality through review and recognition of their contributions by peers and administrators. By also providing a means for a faculty member to evaluate his/her own performance, post-tenure review assists faculty members in understanding where they are in their careers and in setting goals which will help realize their potential. A secondary purpose of post-tenure review is to improve, if necessary, the performance of each tenured faculty member in the areas of teaching, research, and service.

Faculty members have the responsibility to contribute fully in the areas of teaching, research, and service at different times throughout their careers.

B. Applicable Documents and Terminology

The School of Architecture Annual Post-Tenure Review, as required by Section 7a of "Faculty Tenure," follows section 9.2 of the same document and the School of Architecture. "Standards for Promotion and Tenure" document. When the term "research" is used, it also includes scholarship, creative endeavors, and artistic production. When the term "service" is used, it includes outreach activities that would not otherwise be included in the "research" category.

C. Annual Post-Tenure Review Policy

The School of Architecture post-tenure are annual, peer reviews by a committee drawn from the tenured faculty.

1. Composition of the Annual Post-Tenure Review Committee

The "Annual Post-Tenure Review Committee" is responsible for conducting post-tenure reviews in coordination with the Architecture School Head. It is a rotating committee of three tenured faculty appointed for staggered terms of three years each. At least one full

professor must be on the Committee during any year. In appointing new members, the Head should consider the Committee's balance in rank, area of expertise, etc., and should choose from those faculty who have not participated on the Committee during the last three years. The Chair is the faculty member serving his/her last year on the Committee. If a Committee member is unable to serve one of the years of his/her three-year term in situations such as a leave, sabbatical, or study abroad, the Head will appoint a replacement for that year.

2. Goals and Expectations for Tenured Faculty

The goals and expectations follow the criteria laid out in the "Standards for Promotion and Tenure" document of the School of Architecture. As in the standards for promotions, no specific number of published books, articles, scholarly presentations, or exhibitions of creative work is mandated for tenured faculty. The clear expectation is that tenured faculty members (at ranks of both Associate Professor and Professor) remain active members of the scholarly community and that their contributions will continue well into the future. To satisfy this requirement, tenured faculty are asked to show evidence of growth and distinction in scholarship and teaching, and of continuous and active contributions to their discipline.

3. Steps in post-tenure review

Post-tenure review consists of the following steps:

- a. Submission of the Annual Faculty Report by tenured faculty members to the Head. Normally this is completed by February 15.
- b. Post Tenure Review Committee to evaluate individual faculty to determine whether they are "above expectations," "at expectations," "below expectations," or "substantially below expectations" in the areas of teaching research and outreach. Both the Head and the faculty member reserve the right to request a meeting to discuss the review, if desired.
- c. If the Head concurs with the committee that a faculty's member's performance is "at expectations" or above, a letter from the Head to the faculty member will normally suffice to convey the results of the review.

- d. If the faculty member is assessed at “below expectations” by the committee or by the Head, then the Head will meet with the faculty member to discuss the nature of the problem and agree upon a way for improvement.
- e. If the faculty member is assessed at “substantially below expectations” in any area by the committee or the Head, then the Head will meet with the faculty member to discuss and negotiate goals, tasks, and responsibilities in teaching, research, and service for the forthcoming three years. In such instances the Head may appoint a committee of faculty mentors who will assist in establishing a personal improvement program for the faculty member. At the end of the period of three years, there will be a review to determine if the goals of the personal improvement program have been met and improvement has been made. The committee will be composed of all tenured full Professors in the School. If the committee’s evaluation is negative, the Head will forward the case to the Dean for final review and action. At any time the Head reserves the right to reassign a faculty members’s duties in the School.
- f. Appeals concerning the work and/or decisions of the Annual Post-Tenure Review Committee or the Head will be made through the grievance procedures of the College of Design.

4. Period of review

The period of review is a calendar year commencing on January 15. Although the post-tenure review is conducted annually, its chronological perspective is broader. The process must acknowledge the natural cycles of work that faculty undertake in the areas of teaching, research, and service do not immediately present tangible results.

Understanding that a faculty member’s production is most thoughtfully considered within a context of three to five years. Finally, faculty contribute at different degrees of participation in teaching, research, and service at different times throughout their careers. This is especially significant for faculty who take on administrative positions as DUGS or DGS, develop new courses or academic programs, or initiate new research agendas. In order to facilitate the review, the Head will make copies of prior reviews available to the committee.

School of Architecture Annual Post-Tenure Review

Annual Faculty Appraisal

Name

1. Teaching

Courses

Spring

Summer

Fall

Thesis students (*=committee chair)

Course buyouts, leave/sabbatical

Self-Evaluation and comments (above expectations, at expectations, below expectations, substantially below expectations)

2. Research/Scholarship/Creative Endeavors

Publications, projects, or creative works completed or in progress

Grants pending & received

Other

Self-Evaluation and comments (above expectations, at expectations, below expectations, substantially below expectations)

3. Service/Outreach/Administration

Academic committee service (at the school, collegiate, and university levels)

Professional/community organizations (presentations, workshops, committee service, etc.)

Other

Self-Evaluation and comments (above expectations, at expectations, below expectations, substantially below expectations)

4. Overall self-evaluation and comments (above expectations, at expectations, below expectations, substantially below expectations)