

## **UNCG Department of Interior Architecture Guidelines on Promotion and Tenure 2011**

The promotion and tenure guidelines of the Department of Interior Architecture are consistent with and elaborate upon the standards set forth in the College of Arts and Sciences Guidelines on Reappointment, Tenure, and Promotion. They are also consistent with the College's Best Practices in Tenure and Promotion. The IAR guidelines are supplementary to College and University documents governing reappointment, tenure, and promotion. In the case of any conflict, the College and University documents take precedence.

All IAR tenured and untenured faculty members participated in the development of the department guidelines. The document is intended to give Assistant and Associate Professors a clear sense of the expectations for promotion and tenure and criteria by which the IAR faculty will evaluate them.

### ***I. Review for Reappointment***

Reappointment reviews within IAR will follow the College of Arts and Sciences Reappointment Review Guidelines for tenure-track faculty during the third year of the initial four-year probationary appointment. During the spring semester of the second year, preceding the academic year in which a reappointment review is scheduled, the department head shall discuss the upcoming review with the faculty member and provide the candidate, in writing, with a timetable for the review along with a clear statement of what information the candidate must provide and the dates when each item is due. The format for reappointment applications shall follow the same organizational format as promotion and tenure applications but it shall be an abbreviated version with condensed candidate narratives and without extended supplemental materials or letters from external reviewers.

### ***II. Review Procedures for Promotion and Tenure***

By March 1<sup>st</sup>, preceding the academic year in which a review for tenure or promotion is scheduled, the department head shall establish a timetable for the departmental review process that ensures all phases are completed prior to the date when all materials must be sent to the Dean. The department head will also provide the candidate, in writing, with this timetable along with a clear statement of what information the candidate must provide and the dates when each item is due.

A minimum of three external reviewers will be selected in accordance with the College P & T guidelines and the chair will send letters and materials to them by early June preceding the academic year in which the review is scheduled.

The candidate-written narratives for the dossier must be submitted to the department head by the first Monday in August of the review year.

Early in the fall semester, the department Promotion and Tenure committee will review the candidate's dossier/portfolio. Only tenured faculty senior in rank to a candidate are eligible to participate in discussions and decisions involving tenure and promotion, except that both tenured Associate Professors and tenured Professors may vote on Associate Professors without tenure. All eligible faculty members in the IAR department will participate in the discussion and decision and vote involving tenure and promotion. The Chair of the IAR P & T committee is responsible for the preparation of a written summary with input from and review by the committee. The meetings of the faculty must be completed in time for the chair of the committee to deliver the written summary and the results of the vote to the department head at least ten days prior to the date when all materials are due to the Dean of the College.

The IAR Department head will submit his/her independent evaluation of the candidate. The department head forwards to the College *digital versions* of the recommended action, any dissenting opinions, the number of faculty votes for and against the proposed action, his/her evaluation, and the remainder of the dossier/portfolio.

### ***III. Review Criteria for Promotion and Tenure to Associate Professor with tenure***

All IAR evaluation guidelines for teaching, research and creative activity, and service and directed professional activities (if applicable) are in accordance with those established by the College of Arts and Sciences and the University guidelines. Meeting the expectations in one area alone is insufficient; contributions in all three areas are necessary. In a meeting with the department head at the end of the academic year, each faculty member is informed annually of his or her progress relative to the promotion and tenure criteria.

Evidence of promise at the point of tenure is required by the College guidelines for tenure and promotion to Associate Professor. In IAR, clear evidence of scholarship or creative work beyond the dissertation or graduate scholarship is expected.

#### ***A. Teaching***

The Department requires that all candidates for promotion to Associate Professor and tenure establish a pattern of effective teaching.

Teaching is the primary function of the University. It embraces all strategies and activities that enhance student learning, particularly critical thinking and creative problem solving. A candidate's portfolio should contain evidence of a demonstrable commitment to and effectiveness in teaching. An essential feature of effective teaching is stimulating performance in the classroom or design studio. Such performance should be understood as involving not only instruction in assigned courses but also related contributions such as curriculum design and program development, advising and supervising students, directing independent

projects and master's theses, conducting critique sessions, participating in workshops and institutes, preparing and utilizing instructional materials, and participating in community engaged projects. An outstanding record of teaching will reveal a strong connection to scholarship and creative activity and will involve contributions and achievements in a variety of these areas.

Effective teaching will be measured by a variety of instruments:

- peer observation and evaluation
- student evaluations for all courses within the review period, as well as supplemental evaluations if available
- letters from students solicited by the department head
- selected course syllabi, course assignments, and examples of student work
- contributions to curriculum development
- advising
- thesis supervision
- student awards, publications and presentations

#### *B. Scholarly Inquiry, Creative Work, & Community Engaged Research*

A primary criterion for promotion to Associate Professor and tenure is scholarship or creative achievement and the demonstration (or the clear potential for) prominence and recognition in the candidate's field. A candidate's scholarly or creative work should be demonstrably original, significant, peer reviewed, publicly disseminated—through publication, performance, or public exhibition—recognized, and sustained. High quality, originality, and significance of contribution will be considered in relationship to volume or the particular type of scholarship represented. Examples of publications are articles, books, and book chapters, editing journals and other publications such as essays, competition catalogs and articles in conference proceedings, and digital journals. Examples of public performance are papers presented at professional meetings and lectures. Public exhibitions ordinarily will be presentations of works of visual art, in individual or group shows or competitions open to the public. Significant design practice and prominent commissions should also be acknowledged. Either applied or theoretical work of high quality is acceptable, as are original and significant works of synthesis and integration intended for general audiences, and innovative pedagogical works (such as textbooks) that have a demonstrably positive impact upon the pedagogy of a discipline. An outstanding record of integrative, applied, or pedagogical scholarship will be clearly based in and informed by the candidate's original research.

Although a candidate's research, scholarship, or creative activity may be conducted within a single academic discipline, a multidisciplinary or interdisciplinary approach is increasingly used in many fields of inquiry and may be integral to some. The Department recognizes the appropriateness and importance of such approaches and will give full consideration to multidisciplinary and interdisciplinary work.

There are some significant implications to the promotion and tenure process with respect to the definitions of quality and significance in the design field. First, the limited number of scholarly design journals places a premium on refereed publication of works. Appropriate journals are defined by the individual faculty member's expertise and scholarly focus. In like fashion, peer-reviewed presentations at academic and professional conferences are considered an important avenue for scholarly and creative work. Appropriate organizations and conferences are again defined by the faculty member's expertise and scholarly focus. As with journal articles, the quality and significance of peer-reviewed conference papers is judged by the acceptance rate as well as consideration of the conference size (how many attendees) and geographic reach (local, regional, national, international).

The evaluation of design practice and creative work will likewise rely on the significance and context of the work. Design practice includes commissions for buildings, spaces or objects; design guidelines; consulting; and competitions. The positive reception and impact of these works will be confirmed by reviews, awards, citations, exhibitions, or other forms of scholarly or creative recognition. The candidate will be judged to have made a significant impact upon a scholarly or creative field, and as with all forms of scholarship and creative work, this judgment will be confirmed by the testimony of qualified impartial external reviewers.

The department also values community-engaged research and scholarship (CER). CER differs from traditional scholarship in that it reaches audiences beyond academic peers, often emerges from a process of creative collaboration with community partners, and tends to culminate in products other than the academic journal article or presentation. These three elements mandate that the department evaluate CER with criteria reflecting the distinctive goals and methods that lie behind the work. Such evaluation, though, occurs within the profession's accepted standards. Community-engaged scholarship may make contributions to all areas of scholarship: discovery, application, integration, and education. CER frequently encourages work that cuts across the divisions between research, teaching, and service. In evaluating CER work within the department, individual projects may need to be documented as relevant to all three areas. The result of CER may be a built environment, a neighborhood plan, a film, a website, grants and research contracts, exhibitions, a conference, or a variety of other products that demonstrate the application of scholarship to the needs of contemporary communities. Candidates for tenure and promotion

with a CER focus may also publish books and articles in more traditional scholarly venues.

Since CER research and creative activity may take both traditional and public forms, it is the responsibility of the candidate initially to explain and document the quality and quantity of work and the contribution to the field behind his/her submissions. Although CER work creates a variety of products and may emerge from different processes, it does not differ in rigor. CER, like all good scholarship, is peer reviewed, but that review includes a broader and more diverse group of peers, many from outside traditional academic departments, working in communities, public agencies, museums, historic sites, or other forums of mediation between scholars and the public. As well, the impact on community audiences—for whom the work was primarily created—must be considered. For that reason, a broader range of review documentation may be considered, including reflections by community partners, testimonials from general audiences, and articles in popular media.

For all forms of scholarship and creative work, evaluation by qualified, objective external reviewers will follow the College of Arts and Sciences guidelines and timetable.

### *C. Service*

Service is defined as citizenship and participation in the ongoing maintenance and development activities of the Department, the College, the University, the community, and the profession. These activities include serving on committees, collaboration with colleagues, interviewing prospective students, community initiatives, facility and program maintenance, accreditation documentation, and other special projects. The special needs of studio-based education, i.e. maintaining the studio environment, digital lab, cam studio, wood shop, IAR library, and exhibit of student work, are part of normal service expectations of faculty. Decisions to be involved at any level are a combination of institutional needs and individual responsibility. It is expected that untenured faculty will focus their service activities within the Department, and College.

Service to scholarly and professional organizations is encouraged and regarded as evidence of professional accomplishment and recognition. Faculty serves these professions through a host of activities, including various forms of peer reviewing: jurying exhibitions or competitions, participating in academic conferences and arts workshops, and service to and leadership in scholarly and professional organizations. The Department endorses and encourages such activities because they serve the interests of learning; because they are important forms of faculty development and scholarly and creative participation in their own right; and because they are a source of pride and recognition for the Department, College, and University.

In the same vein, service to the community is especially encouraged, particularly where it involves a substantial extension or application of a faculty member's scholarship, community engaged research, or creative activity.

Evidence used to evaluate an Assistant Professor's service will include assessment of a range of documentation, including letters solicited by the Department from committees or organizations to which service has been rendered.

#### ***IV. Review Criteria for Promotion and Tenure to Professor***

Individuals appointed as Associate Professor without permanent tenure (for an initial term of five years) are reviewed for conferral of permanent tenure and/or promotion to the rank of Professor during the fourth year of appointment. However, this review may occur before that time if it is deemed appropriate by the candidate's department head in consultation (for conferral of permanent tenure alone) with all tenured faculty or (for promotion and tenure) with faculty who hold the rank of Professor.

Promotion to the rank of Professor is based upon achievement, distinction, and the impact of one's contributions, not duration of employment. An Associate Professor may be recommended for promotion at any time. However, time in rank may be a salient consideration to the extent that the impact of certain contributions accumulates and gathers force over time. An individual's aggregate contributions over a period of time may yield a level of achievement or recognition that might not be accorded to any of them individually considered.

An individual's record represents a unique balance and combination of teaching, scholarship/creative activity, and service. Where applicable, an individual's achievement in Directed Professional Activity may contribute to the record as defined by the individual's Memorandum of Agreement.

The individual is expected to have substantial and sustained achievement in each area. There must be an overall outstanding record of achievement, which may be accomplished primarily by the record of contributions in a single area or by a more balanced aggregate of contributions across the three areas.

The dossier should clearly define the candidate's achievements in each area and describe how the resulting record constitutes the significant and sustained contribution expected for promotion to Professor. Below are descriptions of distinguished achievement for each of the three areas.

##### **A. Distinguished Teaching**

A record of outstanding achievement is marked by sustained and significant contributions to the teaching mission of the university. The candidate's record will normally include but must also go beyond superior classroom teaching and must demonstrate substantial accomplishment in broader areas of curriculum

and teaching. Typically these include curriculum design, program development, mentoring of students and of other teachers, the direction of programs, participating in workshops and institutes, development of innovative pedagogies and technologies for teaching and authorship of instructional materials. The quality and impact of such efforts, as well as the quality and impact of the candidate's teaching performance, will be documented and confirmed by the reviews of experts in the discipline as well as those directly affected by those efforts. The candidate will be judged to have made a strong cumulative contribution to the teaching mission of the University and to teaching in the candidate's discipline.

Documentation of teaching effectiveness may include, but is not limited to, descriptions of teaching activities, including a summary of responsibilities and activities and a portfolio of course materials; evidence of student achievement, including master's theses (where appropriate), publications, awards, fellowships, and scholarships; judgments about teaching, including student reviews and peer reviews; teaching recognition, including honors for meritorious teaching, invitations to teach at other institutions, and receipt of grants, contracts, or external funding related to teaching; and self-reflection and appraisal, including self reviews and evidence of steps to improve one's teaching.

## B. Distinguished Research or Creative Activity

### i. Scholarship or Creative Achievement

The candidate's record shows clear evidence of scholarly or creative achievements as defined in Part I. A record of outstanding achievement in this area is marked by attainment of a substantial national or international reputation in a scholarly or creative field. The candidate will have produced significant works of scholarship or creative activity in the form of books, refereed or invited articles or book chapters, works of art, design, or architectural interiors or architecture. The positive reception and impact of these works will be confirmed by reviews, awards, citations, exhibitions, or other forms of scholarly or creative recognition. The candidate will be judged to have made a significant impact upon a scholarly or creative field, and this judgment will be confirmed by the testimony of qualified impartial reviewers as defined in Part II of the document.

### ii. Applied Research or Applied Creative Achievement

A record of outstanding achievement in this area will involve significant articulations of applied scholarship in a variety of settings, resulting in a strong cumulative documented impact over a period of time, or a concentration of scholarly energies into pedagogy, encompassing broader questions of curriculum and teaching in the discipline. The tangible scholarly products of applied research may take such forms as commissioned research reports, articles in the popular or regional press, curatorial or community education projects, substantial and sustained scholarly editorial work, creative work in or involving public and/or corporate spaces, creative design, consultations, or work applied to other

creative or scholarly fields, textbooks, manuals, software and other course materials, articles on pedagogy or curriculum design, or reports based on program grants and contracts devoted to developing and disseminating innovative pedagogies. Applied research grants are to be considered especially as they apply and relate to designer's practices, such as designer's materials, and education.

This work may result in establishing programs integrating research with service to the community. It may also include establishing and managing academic programs within the University; it may also include faculty development, student development, or partnerships that are adjunct to academic programs. It may include applications of creative works or design consultations to other fields. It may include curriculum design and program development, participation in workshops and institutes, development of innovative pedagogies and technologies for teaching, and authorship of instructional materials. The result for the candidate may be a reputation that is local and regional, national or international.

The candidate's portfolio will attest to a) achievements that are demonstrable extensions or applications of scholarship or creative activity; b) achievements that further the mission of the candidate's department or program with respect to teaching, research, and/or creative activity; and c) contributions whose quality and impact are well documented and confirmed by appropriate experts in the discipline as well as those directly affected by them. The candidate will be judged to have made a significant impact upon practice or policy in an area of importance through the work of applied scholarship or to have made a strong cumulative contribution to the teaching mission of the University and to teaching in the candidate's field.

### iii. Community-Engaged Research

Community-engaged research and scholarship (CER) is described at length in the section on Promotion to Associate Professor and tenure. Outstanding achievement in this area would demonstrate a sustained pattern of production of the results of CER, which can take many forms, including (but not limited to) books, articles, exhibits, films, oral history recordings, reports, radio productions, grant and research contracts, web-based interpretative projects, and other work that demonstrates the application of historical scholarship to the needs of contemporary communities.

Although CER work creates a variety of products and may emerge from different processes, it does not differ in rigor. CER, like all good scholarship, is peer reviewed, but that review includes a broader and more diverse group of peers, many from outside traditional academic departments, working in communities, public agencies, historic sites, or other forums of mediation between scholars and public. As well, the impact on community audiences—for whom the work was primarily created—must be considered. For that reason, a broader range of

review documentation may be considered, including reflections by community partners, testimonials from general audiences, and articles in popular media. The result of this work should be of such quality that the individual has achieved distinction in his or her field.

Traditional forms of scholarship (written article, books, etc.) and CER are not distinct. It is possible that a candidate for promotion to Professor will assemble a portfolio of scholarly achievements that combines elements of the traditional approach with elements of CER. In such circumstances, the candidate will need to demonstrate the rigor of his or her achievement in terms both of quantity and quality, and in particular in the impact of his/her achievement on the broader profession and/or the community.

### C. Service

A record of outstanding achievement in this area would demonstrate sustained significant leadership roles, and accomplishments within the University and/or at the national professional level. The candidate's contributions would go beyond those described in III.C. The positive recognition of these contributions would be confirmed by awards, citations, and other forms of recognition of leadership and accomplishments. The candidate will be judged to have made a significant impact upon the university or the profession and this judgment will be confirmed by the testimony of qualified impartial reviewers as defined in Part II of the document.