

COLLEGE FOR DESIGN AND SOCIAL INQUIRY POLICY ON MISSION

AND CAREER MANAGEMENT

Mission and Organization of The College for Design and Social Inquiry New Faculty Appointments
Career and Mission Management

Policies, Procedures, and Criteria for Promotion Policies, Procedures, and Criteria for Tenure

April 26, 2001

TABLE OF CONTENTS

MISSION AND ORGANIZATION OF THE COLLEGE FOR DESIGN AND SOCIAL INQUIRY.....	2
1.1 The Focus on Melding Mission and Career Management	2
1.2 The Mission of the College for Design and Social Inquiry.....	2
1.3 The Role of the Departments/Schools.....	2
1.4 The Role of the Faculty.....	3
1.5 The College for Design and Social Inquiry Personnel Committee.....	3
1.6 The Promotion and Tenure System.....	3
NEW FACULTY APPOINTMENTS.....	4
2.1 Criteria for Faculty Appointments	4
2.1.1 Procedures	5
2.2 New Faculty Orientation.....	5
CAREER AND MISSION MANAGEMENT	6
3.1 Professional Development Plans.....	6
3.2 Academic Assignments	6
3.2.1 Procedures.....	6
3.3 The Activities and Dimensions of Performance Evaluations	6
3.3.1 Activities to be Evaluated.....	7
3.3.2 Thoroughness of Review.....	7

3.3.3 The Dimension of Performance Achievement	7
3.4 Performance Evaluations	7
3.4.1 Annual Review.....	7
3.4.2 Annual Progress Towards Tenure Reviews for Untenured Faculty.....	8
3.4.3 Third Year Review for Untenured Faculty	8
3.4.4 Associate Professor Progress Towards Professor Review.....	9
3.4.5 Sustained Performance Evaluation	9
3.5 Procedures for Faculty Performance Evaluation	9
3.5.1 Annual Reviews	9
3.5.2 Progress towards tenure	9
3.5.3 Third Year Review of Untenured Faculty	9
3.5.4 Third Year Review of Tenured Associate Professors	10
3.5.5 Sustained Performance Evaluation	10
POLICIES, PROCEDURES, AND CRITERIA FOR PROMOTION.....	11
4.1 Policy Regarding Promotions	11
4.1.1 Promotion from Assistant to Associate Professor	11
4.1.2 Promotion from Associate Professor to Professor	11
4.2 Evidence of Achievement	12
4.3 Performance Descriptors of Achievement	13
4.4 Procedures for Promotion Considerations.....	13
TEACHING AND INSTRUCTIONAL ACTIVITY.....	14
RESEARCH AND/OR OTHER CREATIVE ACTIVITY.....	15
INSTITUTIONAL/ COMMUNITY/ PROFESSIONAL SERVICE.....	17
POLICIES, PROCEDURES, AND CRITERIA FOR TENURE.....	19
5.1 Policy Regarding Tenure	19

5.2 Procedures for Granting Tenure	19
5.3 Criteria for Granting Tenure.....	20
6.0 AMENDMENTS.....	20
7.0 ENACTMENT	20
Appendix A	20
Appendix about peer review, recommended in spring 2001.....	21
Appendix for School of Architecture, recommended in spring 2001.....	21

MISSION AND ORGANIZATION OF THE COLLEGE FOR DESIGN AND SOCIAL INQUIRY

1.1 THE FOCUS ON MELDING MISSION AND CAREER MANAGEMENT

The College for Design and Social Inquiry recognizes that an effective career management system, which includes policies, procedures, and criteria regarding appointments, reviews, and promotion and tenure, is a shared responsibility among the individual faculty members, their chair/director, the Dean, and colleagues.

1.2 THE MISSION OF THE COLLEGE FOR DESIGN AND SOCIAL INQUIRY

The mission of the College for Design and Social Inquiry is to accumulate, generate, disseminate, and apply knowledge, practices, and prescriptions for urban regions in the 21st century.

A common theme of the College's alumni, faculty, staff, and students is the promotion of the public interest and the preparation of our students to assume meaningful roles in society's public, quasi public, and private agencies and organizations. Faculty, students, alumni, and staff engage in activities of teaching, research and other creative activity, and service.

The College for Design and Social Inquiry is dedicated to the generation, dissemination, and application of knowledge in the fields/disciplines of architecture, criminal justice, public administration, social work, and urban and regional planning. These fields/disciplines, individually and collectively, constitute the College's focus in its teaching, research and other creative activity, and service activities.

The College for Design and Social Inquiry is dedicated to providing the finest education and training possible for its students and further educational support for alumni and practitioners. It seeks to perform this role by actively engaging in the dissemination of knowledge and practices through the

improvement and enhancement of our instructional and training activities. The teaching function is primarily located at FAU campuses in Davie, Fort Lauderdale, Boca Raton, Treasure Coast and Northern Palm Beach.

The College for Design and Social Inquiry is dedicated to performing a leadership role in the academic community by generating and disseminating theoretical and applied knowledge. It performs this role by actively contributing traditional and innovative research and other creative activity to its relevant public.

The College for Design and Social Inquiry is dedicated to a leadership role in all traditional areas of service: to the university, community, and the professions. It performs this role by actively contributing to the improvement of the university, community and public, quasi-public, and private organizations, and professional associations.

1.3 THE ROLE OF THE DEPARTMENTS/SCHOOLS

The College for Design and Social Inquiry is organized into five academic units and several research and other creative activity/public service 'centers.' The academic units are: the School of Architecture, the Department of Criminology and Criminal Justice, the School of Public Administration, the School of Social Work, and the Department of Urban and Regional Planning. Each academic unit in the College of Architecture, Urban and Public Affairs shall have and annually review a mission statement that addresses at least: its curricula for all of its degree and certificate programs; particularly appropriate areas of research and other creative activity/creative activity and 3 outlets for those research and other creative activity and/or creative endeavors; and particularly appropriate university, community, and professional organizations where it seeks to make a contribution.

Each academic unit may, in addition to the policies, procedures, and criteria contained herein, develop consistent yet specific policies, procedures, and criteria regarding recommendations for promotion and tenure.

1.4 THE ROLE OF THE FACULTY

The College for Design and Social Inquiry acknowledges three broad areas of faculty activity.

These are:

1. Activities of Instruction - includes all of those endeavors by which a faculty member contributes to the learning and intellectual growth of the student. These include, among others: (a) teaching regularly scheduled classes; (b) instructional development activities (e.g., new courses, new approaches to existing courses); and (c) working with students outside of regularly scheduled courses (e.g., mentoring students, guiding graduate students in thesis or dissertation preparation, working with graduate and undergraduate students in DIS, internships, or other formats, and/or serving as an academic advisor or students).
2. Activities of peer-reviewed research and/or other creative activity - includes all those endeavors by which faculty conducts research, are involved in peer-reviewed research or other creative activity, or are actively engaged in other creative works appropriate to the fields. It includes the development of new insights or results appropriate to the field, and the presentation of those insights or results for peer evaluation by others in the discipline.
3. Activities of Service - includes all those endeavors related to the university (i.e., department, college, university), the local community, public organizations, and the professions.

1.5 THE COLLEGE PERSONNEL COMMITTEE

The College Personnel Committee consists of five members one elected by each department/school. The elected members should normally be tenured or eligible for tenure and have earned the rank of Associate Professor or Professor. The elected members serve a two-year term, beginning in even-numbered academic years (i.e., elections in fall 1996, fall 1998, etc.). The Chair of the Personnel

Committee is elected at large from the previously elected members, in accordance with CAUPA By-Laws. In the event a member of the Personnel Committee is under consideration for promotion, the department/school shall elect another member to substitute for that deliberation only.

The College Personnel Committee reviews all promotion and tenure recommendations in the College and forwards its independent recommendation to the Dean. It also reviews and makes recommendations to the Dean on all new appointments with tenure and appointments to tenure earning positions at the rank of Associate Professor or Professor, with or without tenure. The Chair of the CAUPA Personnel Committee represents the College on the university-level.

Promotion and Tenure Committee.

The College Personnel Committee is charged with systematic review of this document at least biannually and to forward recommendations for changes to the College Faculty, as appropriate.

1.6 THE PROMOTION AND TENURE SYSTEM

It is the policy of the College that faculty of the College for Design and Social Inquiry are recognized and rewarded for efforts contributing to the College's mission. The overall goals of the College promotion and tenure system are:

1.6.1 To link promotion and tenure evaluations and assessments to FAU's annual faculty assignments and annual faculty evaluation. This ensures that annual assignment and evaluation processes are an effective guide for individual faculty career development and a required component of the promotion and tenure process.

1.6.2 To develop, nurture, and maintain promotion and tenure procedures that are based on the highest commonly held notion of excellence of faculty activities. It is recognized that promotion decisions are based on mission-oriented achievements. Tenure decisions are based upon a shared perception of tenured colleagues that the candidate will continue to embrace and perform all faculty roles and that the individual's needs and skills are vital to the effective functioning of the unit. Candidates for tenure and promotion are expected to provide evidence that they possess the characteristics of a tenured faculty member in terms of both professional values and practices as well professional achievements.

1.6.3 To develop profiles of acceptable accomplishments for tenure, promotion to Associate Professor, and promotion to Professor.

NEW FACULTY APPOINTMENTS

It is the policy of the College for Design and Social Inquiry to appoint, for both regular and visiting positions, the person of highest academic quality and future potential, appropriate to the rank and specialization of the position being filled. We are guided by the current gender and racial status of the faculty profile and will continue to be proactive in maintaining faculty diversity.

2.1 CRITERIA FOR FACULTY APPOINTMENTS

The criteria by which applicants are judged vary, depending on considerations of rank.

For appointment at the Assistant Professor level, the successful candidate will normally have completed a Ph.D. (or highest appropriate degree) in the appropriate discipline, will have published/juried at least two articles/designs (or demonstrate through graduate study or other work a very high potential for publication) and will have demonstrated potential to be a teacher and advisor of the highest quality at the university level.

For appointment at the Associate Professor level, the successful candidate will have completed a Ph.D. (or highest appropriate degree) in the appropriate discipline and will have an established record of high quality research and/or creative activity, a record which marks her or him as someone with a high probability of receiving tenure at FAU and a high probability of being promoted to Professor based on work done while in rank. The quality of research and/or creative activity will be evident by: (1) several publications, in either leading, refereed journals or well received single-authored books among appropriate scholarly audiences and/or projects reviewed by appropriate juries; (2) the assessment of departmental faculty and others involved in the search process; and (3) the external letters of reference. In addition, a successful candidate demonstrates a record of quality in teaching and advising through, for example, student evaluations of courses taught elsewhere, submitted materials (e.g., syllabi, reading lists, etc.) from previously taught courses, letters of reference, public lectures and seminars given during the interview, in meeting with students and faculty. For appointment at this level, an established record of quality service to institutions, discipline, and appropriate communities is also expected as a predictor of likely future contribution.

For appointment at the Professor level, the successful candidate will have achieved national, or international, status in the area(s) of specialization identified in the appointment description. This outstanding reputation will be demonstrated by, for example, a series of seminal research articles or books well received among appropriate scholarly audiences whose centrality, currency, and/or contribution to peer-reviewed research and/or other creative activity in the field or specialization is widely agreed upon and/or creative work commonly acknowledged among scholars and practitioners as particularly noteworthy. The faculty must concur, by simple majority, with the external assessment of the candidate as one of the highest quality, appropriate to the rank of Professor. In addition to exercising their own professional judgment, faculty takes careful account of letters of assessment from external, expert referees. Appointment as a Professor also requires evidence of excellence in teaching and advising, as shown in a manner similar to that described for the Associate Professor appointment. Excellence in original peer-reviewed research and/or other creative activity and/or the scholarship of synthesis and integration and/or excellence in creative activity as well as excellence in teaching and advising are expected. While a record of quality service is expected (and an exceptional record enhances the likelihood of appointment) in no instance will such a record alone be sufficient to warrant appointment as Professor, except in the case of an acknowledged reputation of distinction.

2.1.1 PROCEDURES

Following authorization by the University and Dean, the faculty considers and votes upon a specific job description for recruitment purposes. A search committee is formed, following University procedures. It normally contains appropriate ethnic, gender, and College representation. A national/international search is carried out using advertisements, contacts with doctoral departments, and direct approaches to faculty for either their recommendations or personal interest. The Search Committee using the criteria set out above reviews applications, and several candidates are recommended to the faculty for interview. The full-time permanent faculty, all of whom have open access to applications and are encouraged to review these, vote (by secret ballot, unless waived) on the Committee's recommendation. Changes in the set of those to be interviewed can be made at this time, with majority approval (again, via a secret ballot).

All candidates interviewed follow a standard two-day, intensive interview procedure. Explicit attention is focused on peer-reviewed research and/or creative accomplishments and to assessing teaching quality. The search committee must arrange a seminar-type presentation for the candidate to speak to an audience that includes current students and faculty and members of the academic community invited from all campuses. Following the interview, student and faculty opinion is canvassed. Unit faculty vote by secret ballot on the offer of an appointment; a simple majority is required for the appointment process to continue. The Chair/Director then secures the proposed appointment, subject to the final approval of the Dean and appropriate Vice-President and subject to the approval of the FAU EEO Office.

2.2 NEW FACULTY ORIENTATION

The Chair/Director of the department/school shall, within the first month of a new faculty member's appointment, formally meet with the individual faculty member, the current Chair of the College Personnel Committee, and the Dean (or the dean's designee) to be apprized of the current FAU, College, and Department policies regarding:

- Annual Assignments;
- Annual Reviews;
- Annual Progress Towards Tenure Evaluation;
- The College Document on Mission and Career Management;
- Current FAU Guidelines, including the BOR/UFF Agreement; and
- Department/School statements as outlined in 1.3 above.

Discussion will also include resource opportunities for career development available at FAU.

CAREER AND MISSION MANAGEMENT

The College for Design and Social Inquiry recognizes that the mission of the College and its academic units and the careers of its faculty and staff are intricately intertwined.

3.1 PROFESSIONAL DEVELOPMENT PLANS

All tenured and tenure-earning faculty should maintain professional development plans that contain, at a minimum, qualitative and/or quantitative objectives regarding teaching, research, and service activities. Qualitative and/or quantitative should be both short term (one or two academic years) and long term (five academic years). The professional development plans should be updated at least once a year, normally at the conclusion of the spring semester. In all cases, the plans should be consistent with the mission of the College and the individual Department/School as well as with prior and anticipated academic assignments. The College encourages its faculty in the applied social sciences to plan to enrich their work with an artistic-aesthetic-creative dimension; and the College supports its design-artistic faculty to incorporate elements of the social sciences in their plans.

The College for Design and Social Inquiry strongly encourages its faculty members to create and maintain a teaching portfolio. A teaching portfolio generally includes documentation for the three to six courses that will typically be offered by a faculty member over a three-year period. It is expected that quality of teaching and advising will be shown via more than one form of evaluation.

The College for Design and Social Inquiry strongly encourages its faculty members to create and maintain a research and/or creative achievement portfolio. This generally means a statement and documentation of peer-reviewed research and/or other creative activity, plans, and accomplishments.

The College for Design and Social Inquiry strongly encourages its faculty members to create and maintain a service portfolio. A service portfolio generally means a statement, documentation, and interpretation of service activities.

3.2 ACADEMIC ASSIGNMENTS

All tenured and tenure earning faculty will have an academic assignment that includes a description of all instructional, research or creative activity, and service (university, community, and professional) activity to be carried out over a specified period of time (normally a semester, but academic assignments for an entire academic year are preferred). It is understood that assignments are the responsibility of the Chair/Director but are to be done in consultation with the faculty member. The two overriding concerns in the development of specific assignment and activities are: (1) the mission of the College and the Department; and, (2) the career development of the individual faculty member.

3.2.1 PROCEDURES

Faculty members should, if possible, meet with their unit chair/director and receive their academic assignment at least six weeks prior to the beginning of an academic semester, if possible. The academic assignments are approved by the Dean's office.

3.3 THE ACTIVITIES AND DIMENSIONS OF PERFORMANCE EVALUATIONS

Faculty member career management is conducted, minimally, through a series of prescribed (e.g., FAU Provost, Guidelines for Appointment, Promotion and Tenure of Faculty, Florida Atlantic University, October 24, 1996; FAU Provost, Principles for Creating Criteria for Promotion and Tenure, October 24,

1996; the UFF-BOR contract for 1995-98) evaluation procedures. At the first CAUPA meeting of the year, the Dean's office shall advise faculty of the latest versions available on the World Wide Web through FAU, SUS, and/or BOR. Academic mission and faculty member career management is also influenced by academic unit strategic planning, accreditation (where applicable) standards and guidelines, and faculty member self interests.

3.3.1 ACTIVITIES TO BE EVALUATED

Activities assigned, as part of the academic assignment will be evaluated.

3.3.2 THOROUGHNESS OF REVIEW

All faculty member activities, teaching and instructional activity, peer-reviewed research and/or creative activity, and service to the university, community, and professions will be evaluated with equal thoroughness, though not necessarily given equal weight with respect to academic assignments.

Section 4.2 contains minimal requirements for documentation of faculty activity.

Section 4.3 contains examples of types of achievements associated with each of these levels of performance. To earn a level of performance during any relevant time period (e.g., academic year, time spent in rank as Assistant Professor, etc.), faculty members must present evidence of accomplishments such as those contained in Section 4.3. The assignment of a performance level in each area of faculty activity will consider the entire array of accomplishments in that activity. Normally, faculty are expected to achieve, from the tables following 4.4 below, at least one indicator of the performance level sought each year.

3.3.3 THE DIMENSION OF PERFORMANCE ACHIEVEMENT

The College acknowledges and accepts the levels of performance achievement contained in the FAU Provost's guidelines. The levels of performance achievement are: distinction, excellence, and competence. All reviews will use these descriptors in evaluating faculty performance. Section 4.3 contains examples of types of achievements associated with each of these levels of performance. To earn a level of performance during any relevant time period (e.g., academic year, time spent in rank as Assistant Professor, etc.), faculty members must present evidence of accomplishments such as those contained in Section 4.3. The assignment of a performance level in each area of faculty activity will consider the entire array of accomplishments in that activity. Normally, faculty is expected to achieve at least one indicator of the performance level sought each year.

3.4 PERFORMANCE EVALUATIONS

University guidelines contained in Section 3.3 above require the following:

- (a) Annual Review
- (b) Annual Progress Towards Tenure for Untenured Faculty
- (c) Third Year Review for Untenured Faculty
- (d) Third Year Review of Progress Towards Professor for Associate Professors
- (e) Sustained Performance Evaluations for All Tenured Faculty Members.

Accordingly, the Chair/Director, in consultation with the untenured faculty member, will set annually his/her personal distribution of effort among teaching/advising, peer-reviewed research or other creative activity, and service. This will guide both the annual review process and the matter of reappointment. It is the Chair's responsibility to advise the faculty member when and if changes in the distribution of activities is advisable

3.4.1 ANNUAL REVIEW

All tenured and tenure earning faculty are reviewed annually. The review is conducted using the professional development plans and the academic assignment as the basis for evaluating performance.

Accordingly, the Chair/Director, in consultation with the untenured faculty member, will set annually his/her personal distribution of effort among teaching/advising, peer-reviewed research or other creative activity, and service. This will guide both the annual review process and the matter of reappointment. It is the Chair's responsibility to advise the faculty member when and if changes in the distribution of activities are advisable

3.4.2 ANNUAL PROGRESS TOWARDS TENURE REVIEWS FOR UNTENURED FACULTY

For untenured professors, the annual progress towards tenure review is to determine the suitability of continuing appointment and under what specific conditions or terms. It is CAUPA policy to conduct these reviews prior to the tenure recommendation in a full, open, and constructive manner. We think it is very important and a matter of fairness that untenured faculty receive clear and consistent communication from colleagues as to their progress towards tenure. Accordingly, the Chair/Director, in consultation with the untenured faculty member, will set annually his/her personal distribution of effort among teaching/advising, scholarly or creative research work, and service. This will guide both the annual review process and the matter of reappointment. It is the Chair's responsibility to advise the faculty member when and if changes in the distribution of activities are advisable.

3.4.3 THIRD YEAR REVIEW FOR UNTENURED FACULTY

During their third year of employment, untenured faculty will undergo a review. For assistant professors, the expectation for instructional activity is that faculty will have a fully developed portfolio of teaching, including both undergraduate and graduate courses in units with both types of degree programs. The teaching portfolio will document activity and accomplishments related to the courses that the faculty has offered over the three-year period. Section 4.2 contains minimum documentation requirements and Section 4.3 contains types of accomplishments. It is expected that quality of teaching and advising will have been shown via more than one form of evaluation.

For assistant professors, the expectation for research and/or other creative activity within the first three years in the rank of Assistant Professor is for at least two publications in peer-refereed journals and/or at least two juried competitions in leading outlets/shows or competitions, with a portion being solely authored/created. Allowance may be made for a period of consolidation and incubation following a period of successful peer-reviewed/juried activity.

Untenured faculty can and should expect advice from the faculty and Chair/Director concerning outlet placement. Essays in edited volumes, either original peer reviewed research-based or as scholarly synthesis or based on new, post-dissertation research or other creative activity is also appropriate and will balance a smaller number of research articles and essays. Other forms of publication are recognized but not given the weight attached to journal/juries and essays in edited volumes and singly or jointly authored books. It is anticipated that among the initial publications of an untenured colleague holding a first appointment, there will be publications based upon the dissertation/thesis. However, for re-appointment to occur there needs to be evidence of the development of a new program or topic for research and/or other creative activity, or a significant extension of the dissertation/thesis topic, with a high probability of publications following from this new research

For assistant professors, the expectation is that untenured faculty will have participated in service to the institution, community, and the profession. Where service is undertaken, the faculty member, working with the Chair/Director, will solicit statements on the quality of that service from appropriate individuals.

3.4.4 ASSOCIATE PROFESSOR PROGRESS TOWARDS PROFESSOR REVIEW

Tenured Associate Professors will undergo third year "Progress Towards Professor" reviews. The expectation is that Associate Professors will have defined and made significant progress towards achievement of distinction in at least one of the three broad areas of faculty activity and that continuing to be active and preferably excellent, but at least competent, in the other areas of faculty activity.

3.4.5 SUSTAINED PERFORMANCE EVALUATION

Tenured faculty members will undergo a sustained performance evaluation in accordance with university policy embodied in "Florida Atlantic University Sustained Performance Evaluation (SPE)." March 25, 1998.

3.5 PROCEDURES FOR FACULTY PERFORMANCE EVALUATION

The evaluation of faculty performance consists of the following steps:

- By September 15 of the academic year, the Dean's office shall notify all departments/schools of faculty members eligible for any of the reoccurring evaluation procedures above.
- The Chair/Director of the Department/School will establish in the fall of each academic year, through collegial decision-making as to scope and membership, a faculty review committee. Membership on this committee will be determined yearly.
- The faculty member to be reviewed, in any of the instances identified above, will prepare an evaluation file (in consultation with the Chair/Director) by February 1 of the current academic year. The file, with commentary prepared by the faculty member being reviewed, addresses accomplishments in teaching and advising, research and/or other creative activity, and service. This file is available to all members of the Department/School faculty for review and comment.
- The faculty review committee will review the faculty member's file and prepare a written report to the faculty by March 1 of the current academic year, based on the evidence provided and containing summary judgments (distinction, excellence, competence) for each faculty role.
- The Chair/Director prepares a written report to the individual faculty member being reviewed by April 1 of the current academic year. The report will convey both the sense of the faculty review committee and the Chair's view of accomplishments and deficiencies.

3.5.1 ANNUAL REVIEWS

For annual reviews, the summary judgment is either "satisfactory" or "unsatisfactory." A rating of "unsatisfactory" must be accompanied by a plan for improvement.

3.5.2 PROGRESS TOWARDS TENURE

For progress towards tenure reviews, the summary judgment is "are" or "are not" making satisfactory progress.

3.5.3 THIRD YEAR REVIEW OF UNTENURED FACULTY

For third year reviews of untenured faculty, the summary judgment is either "satisfactory" or "unsatisfactory." A rating of unsatisfactory may be accompanied by a recommendation for nonreappointment.

3.5.4 THIRD YEAR REVIEW OF TENURED ASSOCIATE PROFESSORS

For third year reviews of tenured associate professors, the summary judgment is either "satisfactory" or "unsatisfactory." The intent of this review is to provide guidance for those seeking promotion to Professor.

3.5.5 SUSTAINED PERFORMANCE EVALUATION

For the sustained performance evaluation, the summary judgment is either "satisfactory" or "unsatisfactory." A rating of unsatisfactory will be accompanied by a specific plan for improvement. The Chair/Director evaluation is then passed through the College Personnel Committee for information and comment, if any, by April 10 of the current academic year. The Dean will then review all faculty evaluations and recommendations for improvement. The Dean will formally approve all faculty evaluations by May 1 of the current academic year.

POLICIES, PROCEDURES, AND CRITERIA FOR PROMOTION

4.1 POLICY REGARDING PROMOTIONS

This section sets out standard expectations (goals) for levels of achievement for promotion from Assistant to Associate Professor and from Associate to Professor.

4.1.1 PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

Promotion to the rank of Associate Professor is in recognition that the faculty member has reached a status in the discipline appropriate to becoming a permanent member of the academic community. The successful candidate will clearly demonstrate the commitment and ability to: teaching and related instructional activity; peer-reviewed research and/or creative activity by contributing to the relevant field(s) of knowledge through original work; and responsible and conscientious participation in service activities related to the university, the community, and the profession.

Teaching goals recognized by the faculty of the College for Design and Social Inquiry for

faculty considering promotion to the rank of Associate Professor include: (a) demonstration of the ability and motivation to develop new course material; (b) demonstration of the ability and motivation to effectively deliver material to students; and (c) demonstration of the ability, in graduate departments, of mentoring graduate students.

Research and/or other Creative Activity goals recognized by the faculty of the College for Design and Social Inquiry for faculty considering promotion to the rank of Associate Professor include:

(a) demonstration of the transition from graduate student to mature and independent researcher, scholar creative, or artist

(b) demonstration of the capability to develop projects and bring them to successful conclusion; and

(c) demonstration of active engagement in activities central to the disciplines or professions appropriate to his or her faculty appointment or to a related discipline in which the professor is qualified to contribute.

Service goals recognized by the faculty of the College for Design and Social Inquiry for faculty considering promotion to the rank of Associate Professor include:

- (a) potential for productive service to the institution
- (b) potential for improving the provision of services by community and public institutions and
- (c) potential for active engagement in professional organizations.

Promotion decisions are based on evidence (See 4.2) of achievement (See 4.3) in each of these faculty roles. Each set of achievements will be evaluated with equal thoroughness and in concert with the pattern of assignments over the entire time period spent in the rank of Assistant Professor. The College for Design and Social Inquiry expects that candidates for promotion from Assistant to Associate Professor will have demonstrated a pattern of "excellence" in activities related to peer-reviewed research and/or creative endeavors and, at a minimum, patterns of "competence" in activities related to teaching and instructional activity and activities of service. College for Design and Social Inquiry expects that candidates for promotion from Assistant to Associate Professor will have demonstrated a pattern of "excellence" in activities related to peer-reviewed research and/or creative endeavors and, at a minimum, patterns of "competence" in activities related to teaching and instructional activity and activities of service.

4.1.2 PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

Promotion to Professor is recognition of the candidate's academic maturity. While the recommendation involves reviewing the candidate's entire career, the candidate's record shall demonstrate significant additional achievements beyond that demonstrated at the time of promotion of Associate Professor.

The overall standard necessary for a positive recommendation for Professor is distinguished accomplishment. The ideal candidate for positive recommendation for promotion to Professor will demonstrate that she/he has achieved distinction in all of the dimensions of the faculty role: teaching and related instructional activity, including curricular and program development; peer-reviewed research and/or other creative activity in or across disciplines; and the development or administration of professional associations, department/division, college, and university. A positive recommendation may be based on evidence that a candidate has achieved distinction primarily in one dimension, while continuing to be active and preferably excellent, but at least competent, in the other dimensions of the faculty role.

Distinction with regard to teaching and related instructional activity includes among other things:

(a) continued demonstration of the commitment and abilities required for the rank of Associate Professor

(b) demonstration of commitment and ability in the development of programs and other curricula efforts

(c) demonstration and commitment to advising and mentoring, particularly graduate students

(d) commitment and ability in enhancing the instructional abilities of other faculty

(e) commitment and ability to successfully design programs and curricula

(f) commitment and ability to take a leadership role on curriculum and related matters

(g) commitment and ability to obtain unusual success in working with students in disciplinary or professional clubs

(h) commitment and ability to prepare courseware such as textbooks, video programs, software, and internet access. Additional evidence of merit may be submitted, if documented, by the candidate.

Distinction with regard to research and/or creative activity means the continuing contribution of shaping the intellectual development of the field. It includes a broad array of accomplishments, national, if not or international in influence, including:

(a) continued demonstration of the commitment and abilities required for the rank of Associate Professor

(b) work that is well regarded by peers at FAU and other academic institutions

(c) work that has made a significant, original, or seminal contribution to the appropriate discipline

(d) work that is continuous and broadly disseminated

(e) a record of outside support in the form of grants/contracts. Additional evidence of merit may be submitted, if documented, by the candidate

Distinction with regard to service includes, inter alia: among others (a) continued demonstration of the commitment and abilities required for the rank of Associate Professor; (b) extensive and exemplary work in collegial governance, administrative work, in service to the community, or the profession. Additional evidence of merit may be submitted, if documented, by the candidate

4.2 EVIDENCE OF ACHIEVEMENT

Promotion decisions for both Associate and Professor (i.e., an evaluation of the candidate's commitment and ability to perform the normal faculty roles of teaching and instructional activity, peer-reviewed research and/or creative activity, and service) are based on evidence of achievement in each of those roles. The College for Design and Social inquiry recognizes a commitment to evaluate

each dimension of the faculty role broadly, with equal thoroughness, and in concert with the pattern of assignments over the entire time period spent in rank.

Evidence assembled to document accomplishments in teaching and other instructional activity will include at a minimum:

- (a) existence, and interpretation by faculty and relevant supervisors, of student evaluation of regularly scheduled lecture courses;
- (b) existence, and interpretation by faculty and relevant supervisors, of student evaluation of regularly scheduled lab, internship, and thesis/project courses;
- (c) existence, and interpretation by faculty and relevant supervisors, of peer evaluation of activity in regularly scheduled lecture and/or other courses;
- (d) existence of regularly provided feedback by chair and faculty of assessment of syllabi, exams, etc.;
- (e) existence of, and interpretation by faculty and relevant supervisors, of annual self appraisals or assessment of teaching; and
- (f) existence of, and interpretation by faculty and relevant supervisors, of tangible efforts to improve courses.
- (g) Additional evidence of merit may be submitted, if documented, by the candidate.

Evidence assembled to document accomplishments in peer-reviewed research and/or other creative activity will include at a minimum:

- (a) existence of, and interpretation by faculty and relevant supervisors, of self evaluation statements;
- (b) reprints of books and/or publications in referenced journals or proceedings or articles/reviews/comments, completed and submitted competitions or professional work;
- (c) letters of evaluation from distinguished members of the field, who would ordinarily be full professors in doctoral and research Universities or hold a comparable national reputation in the field; and
- (d) additional evidence of merit may be submitted, if documented, by the candidate.

Evidence assembled to document accomplishments in service will include at a minimum:

- (a) appointment letters and letters of acknowledgment
- (b) results of external reviews of unit accomplishments, if applicable

(c) letters from internal FAU sources

(d) unsolicited and solicited letters from community and public organizations and professional organizations, if applicable; and

(e) additional evidence of merit may be submitted, if documented, by the candidate

4.3 PERFORMANCE DESCRIPTORS OF ACHIEVEMENT

The charts following 4.4 reflect performance levels (distinction, excellence, competence) for typical activities associated with normal faculty roles.

4.4 PROCEDURES FOR PROMOTION CONSIDERATIONS

The obtaining of promotion from Assistant Professor to Associate Professor normally begins in the summer of the fifth year and fall of the sixth year of continuous employment at FAU. The obtaining of promotion from Associate Professor to Professor normally begins in the summer and fall prior to the annual promotion cycle.

Candidates for promotion should acquaint themselves with the relevant documents. At a minimum, candidates should review:

(1) a copy of the FAU Provost Document, Guidelines for Appointment, Promotion and Tenure of Faculty, Florida Atlantic University, October 24, 1996

(2) a copy of the FAU Provost Document, Principles for Creating Criteria for Promotion and Tenure, October 24, 1996

(3) this document

(4) the UFF/BOR Agreement

(5) the most recent requirements for tenure and promotion files issued by the Office of the Provost and Chief Academic Office

(6) any existing Departmental/School and College personnel policies.

By September 15 of the academic year in which promotion is desired, candidates for promotion are expected to provide their department head with a portfolio, consistent with current FAU guidelines, and names of external (at least five for promotion to Associate Professor, at least ten for promotion to Professor) and internal (at least four) reviewers. The appropriate unit administrator will develop a review package and solicit comments from both external and internal reviewers. Materials reviewed at the Department/School level will include all material to be submitted to the university level, and minimally contain:

(1) a current curriculum vita;

- (2) the outcome of evaluation of instructional activity by students, peers, and self;
- (3) the distribution of the evaluative scores earned by other faculty, broken down by course, course level, or by department/school, as appropriate;
- (4) documentation and examples of relevant research, scholarly and creative work, as well as of instructional materials;
- (5) letters from reference from outside this University who are acceptable to both the candidate and his/her chairperson.
- (6) If the candidate chooses, the record of her/his tenure and promotion appraisal(s), including any response by the faculty member.

TEACHING AND INSTRUCTIONAL ACTIVITY

Evidence of Distinction	Evidence of Excellence	Evidence of Competence
Publication of Widely Adopted Textbook in Discipline	Publication of Textbook	
Sole Editorship of "Teaching or Instruction" Journal Relevant to the Discipline	Editorial Staff Appointment (e.g., Book Review Editor, Computer Editor, Practice editor) for "Teaching or Instruction" Journal Relevant to the Discipline	
	Publication of Widely Adopted and Favorably Reviewed Instructional materials Including Written Materials, Audiovisual Materials, Cases, and Software	
Pattern of Seminal Chapters in "Teaching or Instructional" Books	Pattern of Chapters in "Teaching or Instructional" Books	Publication of Chapter in "Teaching or Instructional" Book
Series of Seminal Articles in "Teaching or Instruction" Journals Relevant to the Discipline	Series of Articles in "Teaching or Instruction" Journals	Publication in "Teaching or Instruction" Journals
Pattern of Outstanding Student Evaluations in Regularly Taught Courses	Pattern of Above Average Student Evaluations in Regularly Taught Courses	Pattern of Average Student Evaluations in Regularly Taught Courses
Pattern of Outstanding Peer Evaluations of Teaching	Pattern of Above Average Peer Evaluations of Teaching	Pattern of Average Peer Evaluations of Teaching
Pattern of Outstanding Contribution to Student Advising	Pattern of Above Average Contribution to Student Advising	Pattern of Average Contribution to Student Advising
Recognition via University or Extramural Teaching Awards	Recognition via College or Department Teaching Awards	

Leadership in the Development and Implementation of New Degree Programs, to the point of accreditation, if applicable	Development and Adoption of new For Credit Courses not taught elsewhere or Extensive redesign of existing courses along highly innovative lines	Updating Course Materials in Sufficient Depth to Reflect Changes in the Field
Pattern of Chairing Doctoral Committees Where Dissertation Leads to Successful Publication Opportunities	Patterns of Chairing Doctoral Committees or architectural thesis committees.	Pattern of Participation in Doctoral Committees or architectural thesis committees.
Pattern of Mentoring Graduate Students, Resulting in a Pattern of Identifiable Professional Results and Recognition for Students	Pattern of Mentoring Graduate Students	Supervising Directed Independent Studies and/or Internships
Pattern of Extraordinary Efforts in Helping Student Clubs or Courses Receive Recognition for Accomplishment	Pattern of Leadership in Student Clubs	Pattern of Participation in Student Clubs
Pattern of Success in Obtaining Extramural Funding for Instructional Programs or Activities	Pattern of Success in Obtaining Significant Extramural Funding for Instructional Programs or Activities	Obtaining one or two small extramural grants/contracts for Instructional Programs or Activities

RESEARCH AND/OR OTHER CREATIVE ACTIVITY

Evidence of Distinction	Evidence of Excellence	Evidence of Competence
Solely Authored Books with Reputable Presses	Solely Authored Book	Jointly Edited Book
	Chapters/Essays in Scholarly Books	
Series of Seminal Articles in Journals Deemed Most Appropriate for the Discipline by the Faculty	Series of Seminal Articles in Journals Deemed Most Appropriate by the Faculty	Article in Journal Deemed Most Appropriate for the Discipline by the Faculty
	Seminal Article in Journal Deemed Most Appropriate for Discipline by the Faculty	Article in Refereed Journals Deemed Most Appropriate for Discipline by the Faculty
		Publication in Referred Journals Outside of the Set of Journals Deemed Most Appropriate by the Faculty
Pattern of Publication of Scholarly and/or Professional Work in Leading Journals Appropriate for the Discipline	Editorship of Conference Proceedings, Especially of Professional Organization Deemed Important by the Faculty	

	Pattern of Publication in Refereed Conference Proceedings, Especially of Professional Organizations Deemed Important by the Faculty	Publication in Refereed Conference Proceedings, Especially of Professional Organizations Deemed Important by the Faculty
Frequent Citation of Work by Other Scholars	Citation of Work by Other Scholars	
Prize-winning competition and its publication in nationally or internationally significant professional journal(s)	Placement on professionally significant competition, and publication in nationally or regionally significant professional journal	Completion and submission of professionally significant architectural competition(s) and publication of them
National Design Award(s) of Excellence	Regional Design Award(s) of Excellence	Chapter Design Awards
Pattern of Success in Obtaining Significant Extramural Funding for Either Theoretical or Applied Grants/Projects	Pattern of Success in Obtaining Extramural Funding for Either Theoretical or Applied Grants/Projects	Obtaining one or two small grants/contracts or professional commissions
Sole Editorship of Journal Deemed Most Appropriate for the Discipline by the Faculty	Editorial Staff Appointment (e.g. Book Review Editor, Computer Editor, Practice Editor) for Journal Deemed Most Appropriate for the Discipline by the Faculty	
Managing Editor of Journal Deemed Most Appropriate	Managing Editor of Journal	
Editorial Board Appointments for Journal(s) Deemed Most Appropriate for the Discipline by the Faculty	Editorial Board Appointment for Journal Deemed Most Appropriate for the Discipline by the Faculty	Reviewer for Journal(s) Deemed Most Appropriate for Discipline by the Faculty
Extensive Peer Review Work for Granting Agencies or Publication Presses	Occasional Peer Review Work for Granting Agencies or Publication Presses	Ad hoc Reviews for Granting Agencies or Publication Presses
Pattern of Being Recognized by Academic Peers for Scholarly Achievement	Singular Academic Awards (e.g., Best Paper in Journal, Best Paper at Refereed Conference)	
Awarding of Prestigious Fellowship/Grant/Research and other creative activity Awards or Other Professional Recognition		
	Keynote Addresses at International, National, Regional and State Meetings	Presentation of Relevant Papers at International, National, Regional, and State Meetings
		Invited Colloquium at Recognized Institution

	Outstanding Support of the Research and other creative activity or Creative Activity of Other Faculty	Collegial Support of the Research and other creative activity of Other Faculty
		Significant Self Development in New Research and other creative activity Skills and Knowledge and/or Creative Activity

INSTITUTIONAL/COMMUNITY/PROFESSIONAL SERVICE

Evidence of Distinction	Evidence of Excellence	Evidence of Competence
Officer in a National Scholarly or Professional Organization	Officer in a National Scholarly or Professional Organization	Non elective Active Participation in a National Scholarly or Professional Organization
	Chair of a Program or Conference Committee for an International or National Scholarly or Professional Organization	Member of a Program or Conference Committee for an International or National Scholarly or Professional Organization
		Chair of a Program or Conference Committee for a Regional, State, or Local Scholarly or Professional Organization
Chair, Director, or Program Director of an Academic Unit, Resulting in Significant Advancement of the Goals of the Academic Unit and the College	Chair, Director, or Program Director of an Academic Unit	Chair or Membership on Departmental Committees
Pattern of Chairing Major College and/or University committee	Pattern of Chairing and/or Membership on College and/or University Committees	Membership on College and/or University Committees
Pattern of Extraordinary Accomplishments in Support of the College's and/or University's Goals	Pattern of Meaningful Participation in Support of the College's and/or University Goals	Participation in Activities in Support of the College's and/or University's Goals
	Administrative Supervision of Internship Programs, Resulting in Significant Advancement of the Goals of the Academic Unit and Identifiable Student Outcomes	Advisor to Student Organizations, Particularly For Those Activities Not Covered Above Under Instruction
Pattern of Obtaining Significant Extramural Funding for Non- Research and other creative activity Programs in the Department, College, or University	Pattern of Obtaining External Funding for Non-Research and other creative activity Programs in the Department, College, or University	Pattern of Obtaining Limited External Funding for Non-Research and other creative activity Programs in the Department, College, or University

Appointment to Major Federal or State Commissions, Task Forces, or Boards	Appointment to Regional or County Commissions, Task Forces, or Boards	Appointment to Local Commissions, Task Forces, or Boards
	Pattern of Service to Major Federal or State Commissions, Task Forces, or Boards	Pattern of Service to Regional or County Commissions, Task Forces, or Boards
		Speeches or (Gratis) Consulting for Community and/or Practitioner Groups

The promotion process will consider annual assignments, annual performance evaluations, and any other applicable review evaluations (i.e., for promotion to Associate Professor, the annual progress towards Associate Professor evaluation; for promotion to Professor, the third year progress towards Professor evaluation(s)). Department/School evaluations of candidates for promotion should be made after a unit meeting that includes discussion of the case and consideration of the appropriate criteria. Polling by secret ballot of all tenured faculty members holding the rank of Associate Professor or higher shall be the mode of decision-making.

After the Department/School vote, the Chair/Director shall send a letter of recommendation to the Dean. This letter shall include the use of the appropriate Department/School or College criteria to evaluate the record of the faculty member. It shall attest to the documentation of the achievement, which supports any positive recommendation for promotion. It shall include the results of the Department/School ballot.

The College Personnel Committee will review the appropriate criteria, the candidate's file, and the recommendation made by the Chair/Director of the Department/School. The committee shall vote on the case and make a written recommendation to the Dean. The written recommendation shall preserve the anonymity of the committee members but shall convey, as best as it can be discerned, the reasons for the vote.

The Dean shall review the recommendations of the Chair/Director of the Department/School, ensuring that the criteria for tenure have been appropriately applied and that annual assignments and performance evaluations have been considered in the recommendation. The Dean shall also review the recommendations of the College Personnel Committee. The Dean shall consider the candidate's record, annual assignments and evaluations, and the written College and/or Department/School goals and criteria for tenure. The Dean shall also consider the needs of the Department/School, College, and University, and the contributions the employee is expected to make to the institution. Finally, the Dean shall make a recommendation to the Provost. The Dean's letter shall include the vote of the College Personnel Committee and an evaluation of the candidate's record on the basis of appropriate criteria.

POLICIES, PROCEDURES, AND CRITERIA FOR TENURE

5.1 POLICY REGARDING TENURE

Tenure in the College for Design and Social Inquiry is normally recommended upon recognition that the candidate so honored is an established member of the academic profession, possesses a terminal degree or qualification appropriate to the discipline, has demonstrated the commitment and ability to continue to be a scholar, artist-scholar, or artist contributing to the field of knowledge through original work and quality teaching in the best traditions of the professorate. A candidate for tenure will also have a demonstrated commitment through service to the University and the community and the profession. The awarding of tenure is based on the judgment that the candidate will have a lifelong commitment to peer-reviewed research and/or other creative activity and teaching at the University level and to meeting the needs of the Department/School, College, and University.

5.2 PROCEDURES FOR GRANTING TENURE

Tenure shall be considered during the sixth year of continuous service unless: the candidate's letter of offer contains prior service credit; or the Provost or the Provost's designee agrees to the employee's written request for earlier consideration; or the Provost or the Provost's designee agrees to the employee's written request for consideration in the sixth year.

For faculty members hired after October 24, 1999, only candidates who meet the relevant criteria for being hired at or promoted to Associate Professor shall be eligible for tenure on hiring. Candidates for tenure review should acquaint themselves with the relevant documents. The Dean of the College is responsible for providing each new faculty member with the following or for directing them to the latest versions accessible from FAU, BOR, and/or SUS on the World Wide Web: (1) a copy of the FAU Provost Document, Guidelines for Appointment, Promotion, and Tenure of Faculty, Florida Atlantic University, October 24, 1996; (2) a copy of the FAU Provost Document, Principles for Creating Criteria for Promotion and Tenure, October 24, 1996; (3) this document; (4) the UFF/BOR Agreement; (5) the most recent requirements for tenure and promotion files issued by the Office of the Provost and Chief Academic Officer; and (6) any existing Departmental/School and College personnel policies.

The tenure process must consider annual assignments, annual performance evaluations, annual progress towards tenure evaluations (if applicable), annual progress towards promotion to Associate Professor evaluations (if applicable), third year reviews of progress towards promotion to Professor, and the third year review for Assistant Professors. Department/School evaluations of candidates for tenure should be made after a unit meeting that includes discussion of the case and consideration of the appropriate criteria and a secret ballot polling all tenured members of the appropriate unit. Materials reviewed at the Department/School level will include all material to be submitted to the University level, and minimally contain: (1) a current curriculum vita

(2) the outcome of evaluation of instructional activity by students, peers, and self

(3) the distribution of the evaluative scores earned by other faculty, broken down by course, course level, or by Department/School, as appropriate;

(4) documentation and examples of relevant research, scholarly or and/or other creative work, as well as of instructional materials

(5) a minimum of two letters from referees from outside this University who are acceptable to both the candidate and his/her chairperson.

(6) If the candidate chooses, the record of her/his tenure and promotion appraisal(s), including any response by the faculty member.

After the Department/School vote, the Chair/Director shall send a letter of recommendation to the Dean. This letter shall include the use of the appropriate Department/School or College criteria to evaluate the record of the faculty member. It shall attest to the documentation of the achievement, which supports any positive recommendation for tenure. It shall include the results of the Department/School ballot.

The College Personnel Committee will review the appropriate criteria, the candidate's file, and the recommendation made by the Chair/Director of the Department/School. The committee shall vote on the case and make a written recommendation to the Dean. The written recommendation shall preserve the anonymity of the committee members but shall convey, as best as it can be discerned, the reasons for the vote.

The Dean shall review the recommendations of the Chair/Director of the Department/School, ensuring that the criteria for tenure have been appropriately applied and that annual assignments and performance evaluations have been considered in the recommendation. The Dean shall also review the recommendations of the CAUPA Personnel Committee. The Dean shall consider the candidate's record, annual assignments and evaluations, and the written College and/or Department/School goals and criteria for tenure. The Dean shall also consider the needs of the Department/School, College, and University, and the contributions the employee is expected to make to the institution. Finally, the Dean shall make a recommendation to the Provost. The Dean's letter shall include the vote of the College Personnel Committee and an evaluation of the candidate's record on the basis of appropriate criteria.

5.3 CRITERIA FOR GRANTING TENURE

A positive recommendation for the awarding of tenure in the College for Design and Social Inquiry is made upon demonstration of the commitment and ability to the University, College, and Department/School through participation in collegial decision making and service as well as demonstrated willingness to abide by University rules and the outcomes of collegial decisions as well as documentation of accomplishments sufficient to warrant the rank of Associate Professor.

6.0 AMENDMENTS

Amendment of this document shall follow the same procedures for amending the College for Design and Social Inquiry By-laws.

7.0 ENACTMENT

These policies will take effect after approval, by secret ballot, of the majority of the faculty of the College for Design and Social Inquiry and final authorization by the FAU Office of Academic Affairs.

APPENDIX A

Reprinting of Elements of BOR/UFF Agreement

The following is taken from the 1985-88 BOR-UFF Agreement:

15.2 (a) An employee shall normally be considered for tenure during the fifth year of continuous service in a tenure earning position.

15.2 (e) By the end of six (6) years of service at the university, an employee eligible tenure shall either be awarded tenure by the Board or given notice that further for employment will not be offered.

15.3 Criteria for Tenure

15.3 (a) The decision to award tenure to an employee shall be a result of meritorious performance and shall be based on established criteria specified in writing to the Board and the universities. The decision shall take into account the following:

(1) annual performance evaluations

(2) the needs of the department/unit, college/unit, and university

(3) the contributions of the employee to the employee's academic unit (program, department/unit, college/unit)

(4) the contributions the employee is expected to make to the institution.

15.5 Recommendations and Procedures

15.5 (a) Recommendations for the awarding of tenure shall be made by the employee's supervisor and shall include a poll by secret ballot of the tenured members of the employee's department/unit. The performance of an employee during the entire term of employment at the institution shall be considered in determining whether to grant tenure. Recommendations regarding tenure shall include a copy of applicable tenure criteria, the employee's annual assignments and annual evaluations, and, if the employee chooses, the employee's tenure appraisals. The reviewers at any stage in the review may request to review the appraisals. Prior to the consideration of an employee's candidacy, the employee shall have the right to review the contents of the tenure file and may attach a brief and

concise response to any materials therein. It shall be the responsibility of the employee to see that the file is complete.

APPENDIX ABOUT PEER REVIEW, RECOMMENDED IN SPRING 2001

Proposals for peer review of teaching in the College.

Drafted by Jay S. Mendell, Ph. D., following a meeting of the College personnel committee on 22 January 2001. Forwarded to the committee for comments.

1. From their first year, all faculty, tenured and tenure-track, must engage in formative (as opposed to summative) peer evaluation of their teaching. Non-tenure-track faculty is strongly encouraged to engage in formative peer evaluation.
2. The faculty must include a review of their formative evaluations in their packages for third-year progress toward tenure and in their packages for tenure and promotion.
3. Each year each faculty may select for themselves, possibly in conference with peers they choose themselves, one or more techniques of formative review by visiting web sites such as <http://www.wisc.edu/MOO/> or consulting books and papers.

APPENDIX FOR SCHOOL OF ARCHITECTURE, RECOMMENDED IN SPRING 2001.

School of Architecture - Florida Atlantic University Marked up by Jay Mendell, SPA

Guidelines for Review of a Candidate for Tenure in the School of Architecture.

Candidates for tenure in the School of Architecture shall be evaluated with regard to their achievements in teaching, scholarly and/or creative activity, and service as delineated in the University and College guidelines for promotion, retention and tenure of faculty. The granting of tenure is a long term commitment by both the university and the candidate. Therefore the candidate's accomplishments to date should be evaluated for their merit and as an indication of potential for further scholarly or creative work — research, critical thinking, and applied knowledge — that will contribute both to the institution and to the discipline of architecture and related fields.

This document articulates aspects that are unique to architecture. " ... in certain positions in the professional schools and colleges, such as architecture, business administration, dentistry, engineering, law, medicine, etc., a demonstrated distinction in the special competencies appropriate to the field and its characteristic activities should be recognized as a criterion for appointment or promotion. The candidate's professional activity should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems." i

The expression of seminal ideas or the resolution of a complex problem or set of problems and conditions should be communicated in a way that allows it to be integrated into professional architectural curriculum.

In every case the achievement must be acknowledged by peer esteem. Prizewinning achievement in journalism and the fine arts afford examples to architecture, such as award programs, which recognize outstanding achievements of an architect's contributions to the built environment. These inform both architects and non-architects of the value of exemplary design and practice. Such award programs include state-, regional-, and national-level blind-juried design awards of the American Institute of Architects and prestigious design competitions.

It is widely recognized that the profession of architecture is both an art and science. Architecture is part academic discipline and part profession and is rooted in practice. Thus the candidate should demonstrate accomplishment in research, critical thinking, applied knowledge, professional practice and service to the community and profession. All professional activity that the candidate offers toward tenure should be verifiable such that its corpus may be evaluated for depth and coherence with the applicant's focus.

Sustained contributions to the discipline must be demonstrated. Creative works explore ideas -- theoretical, aesthetic, practical, technological, and methodological -- and produce exemplary presentations of those ideas. Tangible academic benefits accrue when faculty integrate creative work with teaching or scholarship and research, and when such work is documented and disseminated to larger audiences through guest lectures, exhibitions, publications or design competitions.

Endnote #1. UCLA Call, section V.c., "Professional Competence and Activity"