



Role, Scope, Criteria, Standards and Procedures  
of the  
**School of Architecture**  
College of Arts and Architecture

Effective Date: July 1, 2026

| APPROVALS                                                 | SIGNATURE                                                                                 | DATE                     |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------|
| Christopher Livingston                                    | <div>DocuSigned by:</div> <div>Christopher Livingston</div> <div>5529E529D12D4BA...</div> | 7/10/2026   3:55 AM MDT  |
| Faculty                                                   | Chair, Primary Review Committee                                                           |                          |
| Michael Everts                                            | <div>DocuSigned by:</div> <div>Michael Everts</div> <div>4D0E706FF3E540C...</div>         | 7/10/2026   7:08 AM MDT  |
| Director                                                  | Primary Review Administrator                                                              |                          |
| Tom Watson                                                | <div>DocuSigned by:</div> <div>Tom Watson</div> <div>479AC6519E4040A...</div>             | 7/10/2026   10:06 AM MDT |
| Faculty                                                   | Chair, Intermediate Review Committee                                                      |                          |
| Dean Adams                                                | <div>DocuSigned by:</div> <div>Dean Adams</div> <div>27E69BD658C840E...</div>             | 7/10/2026   11:31 AM MDT |
| Dean                                                      | Intermediate Review Administrator                                                         |                          |
| Durward Sobek                                             | <div>Signed by:</div> <div>Durward K. Sobek II</div> <div>012C669F1D9F4AD...</div>        | 7/13/2026   8:52 AM MDT  |
| University Retention, Tenure and Promotion                | Chair, University RTP Committee                                                           |                          |
| Elizabeth Burroughs                                       | <div>Signed by:</div> <div>Elizabeth Burroughs</div> <div>242A28411AC04BD...</div>        | 7/21/2026   8:46 AM MDT  |
| Executive Vice President for Academic Affairs and Provost |                                                                                           |                          |

**Role and Scope Document  
for  
College of Arts and Architecture  
School of Architecture**

**Article I. Department Role and Scope**

The School of Architecture administers the only accredited professional degree program in architecture in the state and strives to be a center for design education and information. The mission of the School of Architecture states:

*The School of Architecture empowers students to engage the complexities of social and ecological systems through creative, collaborative, and ethical design of the built environment. We instill personal agency, self-reflection, and environmental empathy to educate innovators who challenge and advance the design professions.*

**Section 1.01 Teaching**

The school offers the following degree programs:

- A. Bachelor of Arts degree in Environmental Design (pre-professional)
- B. Master of Architecture (NAAB accredited, professional degree)

The undergraduate Bachelor of Arts in Environmental Design is a non-professional academic degree which fully meets all academic standards of the university and provides a focused and rigorous base for continued graduate studies in architecture or other allied disciplines, either professional or academic.

The program leading to the professional Master of Architecture degree meets national accreditation standards of the National Architectural Accrediting Board (NAAB) as well as the academic standards of Montana State University-Bozeman. It is a university-based professional curriculum which includes theoretical, contextual, technical, environmental, and cultural courses that are integrated within the practicum of a coordinated and progressive design studio core. Graduates must demonstrate a high level of ability in aesthetic, intellectual, and humanistic aspects of architecture, accompanied by proficiency in technical skills to begin the post-graduate internship component of the registration process. The course of study introduces and encourages ethical concepts appropriate to the profession and enables students to prepare for the national Architect Registration Examination (ARE).

**Section 1.02 Scholarship**

The School of Architecture seeks to encourage and stimulate faculty to contribute to the body of knowledge that shapes our environment through their scholarship activities. Architecture is an applied art and science that emphasizes the creative design of the physical environment. This creativity is manifested in the numerous ways in which we contribute to the knowledge and understanding of the physical environment or in the processes related to its creation. "Creative activity" is defined as a form of scholarship which generates new aesthetic experiences through composition, design, production, direction, performance, exhibition, synthesis, or discovery and involves the presentation of that experience for review and evaluation by peers in the academic and artistic communities. Creativity encompasses a wide diversity of activities related to physical design, pedagogical design, artistic creations, and scholarly publications and presentations. The following activities are meant to suggest the diversity of these special areas of scholarship.

Scholarship areas include:

- A. CREATIVE PRACTICE -- the practice of architecture or an allied discipline which is exemplified by the discovery of new knowledge and/or experience, the integration of existing knowledge in a manner which yields new insights, or the critical exploration of how existing knowledge can be applied to consequential problems in service to the community and society.
- B. ASSOCIATED CREATIVE ACTIVITIES -- creative activities directly related to architecture or an allied discipline, or to the teaching of architecture or an allied discipline, which result in the discovery of new knowledge and/or experience.
- C. SCHOLARSHIP/CREATIVE ACTIVITY -- funded or unfunded research activities directly related to architecture or an allied discipline, or to the teaching of architecture or an allied discipline, which result in the discovery of new knowledge and/or experience.
- D. SCHOLARLY WRITING -- refereed or scholarly publication of writings on architecture or an allied discipline which is exemplified by the discovery of new knowledge and/or experience, the integration of existing knowledge in a manner which yields new insights, or the critical exploration of how existing knowledge can be applied to consequential problems in service to the community and society in general.
- E. SCHOLARSHIP/CREATIVITY ACTIVITY THROUGH OUTREACH/SERVICE ACTIVITIES -- Professional outreach and services, in architecture or an allied discipline, which are exemplified by the discovery of new knowledge and/or experience, the integration of existing knowledge in a manner which yields new insights, or the critical exploration of how existing knowledge can be applied to consequential problems in service to the community and society in general.

### **Section 1.03 Service**

The university is committed to professional and public service to the state, region, nation and globe. The land grant mission of the university requires the direct application of knowledge and experience in service of the public of Montana. The School of Architecture recognizes the importance of its public role in the state and the region. Faculty members are encouraged to participate in fulfilling this unique leadership role by seeking out opportunities to combine scholarship and/or teaching with engagement activities, outreach and community service.

The School of Architecture supports engagement, outreach, and service in the following ways:

- A. ENGAGEMENT – Engagement constitutes the collaboration between MSU and its local, state, national and global communities within teaching, scholarship, and service activities for the mutual beneficial exchange of knowledge and resources in a context of partnership and reciprocity (MSU strategic plan). These activities address specific economic, educational, environmental, social, and cultural needs.
  - 1. Create cooperative associations with the profession, community-based projects and issues, as well as service-learning projects that mutually benefit both parties, the aforementioned associations along with the faculty, staff and students within the School of Architecture.

- B. OUTREACH – Outreach means teaching, scholarship, and service activities directed toward the benefit of citizens at large, which addresses their specific economic, educational, environmental, social, and cultural needs.
  - 1. Provide direct support to various committees and organizations with teaching research and creative knowledge generated through the faculty, staff and students within the School of Architecture.
- C. SERVICE – Service assists individuals or organizations in solving problems through consultation and information transfer.
  - 1. Support the university through active participation in school, college, and/or university committees, administrative duties, task forces, etc.
  - 2. Active service in professional organizations.
  - 3. Active service in community boards related to professional expertise.

#### **Section 1.04 Integration**

Integration is the creation of synergistic relationships between teaching, scholarship, and service. Synergistic contributions of faculty include bringing new scholarly discoveries into the classroom and studio, engaging the wider community with scholarly products, or innovations in teaching that address community needs.

#### **Article II. Appointment and Advancement of Research Faculty**

Currently the School of Architecture does not include any research faculty lines.

#### **Article III. Annual Review Process**

The School of Architecture is consistent with the College of Arts & Architecture procedures for annual review and the annual review policy outlined in the MSU Faculty Handbook.

In the School of Architecture, the director and/or department annual review committee (consisting of tenured faculty at the rank of Professor) will, after reviewing the materials submitted, assign a proposed annual review score to each faculty member. These proposed scores are then reviewed by each faculty member before a final annual review score is submitted to the university on-line system (currently Faculty Success) and reported to the dean of the college. If inconsistencies are identified, the Dean will meet with the director to resolve the issues.

- A. Materials to be submitted by each faculty member:
  - 1. Annual Evaluation Narrative including Teaching, Scholarship, and Service goals for the upcoming year.
  - 2. Teaching: for each course taught during the review period, include the following; information pertinent to the teaching categories included in Faculty Success, samples of student work and how this work addresses the learning outcomes, awards or recognition for teaching and/or student work, and the student evaluations for each course.
  - 3. Scholarship: all scholarship activities during the review period including but not limited to publications/intellectual contributions, artistic & creative activities, grants and sponsored research, contracts, fellowships, research in progress & other funded activities, presentations, and intellectual property.

4. Service: all service activities and accomplishments during the review period listed under Engagement, Outreach, and Service and related to the School, College, University, Profession, and the Public.
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- B. The director and/or department annual review committee will conduct the review, which will include a letter evaluating the faculty members' performance in each area of responsibility and provide an overall rating for the faculty members' performance. The director will then submit a draft letter to the faculty member. The faculty member will be granted the opportunity to review the draft letter. Annual review materials will be submitted using the Annual Review form approved by the provost. The faculty member will be given a copy of the completed form or access to the completed electronic form.
  - C. Criteria for Merit Rankings – The School of Architecture makes recommendations for merit increases to the College of Arts & Architecture based on information contained in the annual review materials. Faculty members are not required to apply to be considered for merit increases.

#### **Article IV. Primary Review Committee and Administrator**

##### **Section 4.01 Primary Review Committee-Composition and Appointment**

The Faculty Handbook establishes requirements for primary review committee membership. The School of Architecture Primary Review Committee composition may vary depending upon the type of review. The composition shall be as follows:

- A. The director shall appoint the members of the primary review committee.
- B. Members of the primary review committee are to be at or above the rank under consideration.
- C. The School of Architecture Primary Review Committee shall have no fewer than three members. If there are not sufficient qualified faculty within the school, additional members shall be selected by the faculty with the approval of the candidate and URTPC Chair as described in the Faculty Handbook, Retention, Tenure, and Promotion, Rights & Responsibilities, Section 2., Review Committee Membership.
- D. While no female and/or minority representation is required, the candidate may request such representation be added to the committee. If no female and/or minority representation is available within the School of Architecture and/or that same representation presents a hardship (as allowed by the university's Non- Discrimination Policy) the member may be chosen from the existing faculty of the College with the approval of the URTPC Chair per the Faculty Handbook.
- E. The School of Architecture Primary Review Committee members shall elect a chair for the committee.

##### **Section 4.02 Primary Review Administrator**

The Director of the School of Architecture shall be the Primary Review Administrator.

##### **Section 4.03 Identification of Responsible Entities**

- A. Responsibility of the Primary Review Administrator.
  1. Establish the Primary Review Committee either by facilitating the election or appointment of the members.
  2. Selecting a committee of faculty to perform internal reviews.

3. Assuring that the following materials are included in the Dossier:
  - a. Applicable Role and Scope Document.
  - b. Letter of hire, any percentages of effort changes, all annual reviews, and all evaluation letters from prior retention, tenure, and promotion reviews at MSU.
  - c. Candidate's teaching evaluations from the review period. If the evaluations are not in electronic format, the unit will provide evaluation summaries. Upon request by review committees and review administrators, the unit will provide access to the original evaluations to review committees and administrators during the review.
  - d. Internal and external reviewer letters of solicitation, letters from the reviewers and, in the case of external reviewers, a short bio-sketch of the reviewer.
  - e. Maintaining copies of all review committee evaluation letters and internal, and if applicable, external review letters after the review.
- B. Responsibility of the Primary Review Committee.
  1. If internal reviews are part of the unit's review process, soliciting internal reviews.
  2. Select external reviewers and solicit review letters.

#### **Section 4.04 Next Review Level**

The College of Arts and Architecture review committee will conduct the next level of review.

#### **Article V. Intermediate Review Committee and Administrator**

Refer to College of Arts and Architecture Role and Scope document for the following:

##### **Section 5.01 Intermediate Review Committee - Composition and Appointment**

##### **Section 5.02 Intermediate Review Administrator**

##### **Section 5.03 Level of Review following Intermediate Review Administrator**

#### **Article VI. Review Materials**

##### **Section 6.01 Materials submitted by Candidate**

Policies and procedures for dossier preparation are located in the Faculty Handbook.

- A. Materials for the dossier must include:
  1. The 'Cover Sheet', obtained from the provost's office.
  2. Curriculum Vitae: A comprehensive CV with teaching, scholarship, and service activities of the candidate.
  3. Personal Statement: A statement of self-assessment, specifically addressing the candidate's accomplishments in teaching, scholarship, service, and integration. This document should be an overview of the candidate's work during the review period. It shall include a description of the candidate's area of scholarship.
  4. Teaching: materials that best represent the candidate's teaching during the review period, including the following:
    - a. Teaching Statement: A narrative describing the candidate's teaching pedagogy and accomplishments, addressing how the candidate evaluates the level of student learning in both their teaching and advising. The teaching statement should also address teaching philosophy, pedagogical methods, and assessment based upon student evaluations and comments. Additionally, the candidate should describe the specific goals of each course, how the instruction attempted

- to achieve these goals, how student assessment supported these goals, and what evidence is available to illustrate success in each course. The candidate will also provide evidence of any innovations employed in teaching along with an explanation of why the evidence demonstrates innovation.
- b. Teaching Self-evaluation: A narrative summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. A candid appraisal of the candidate's teaching, including the teaching concepts, techniques, materials based on the course objectives, the quality of classroom/studio work and student evaluations and comments. It shall include a summary of activities, selected products or accomplishments, and evidence of recognition over the relevant review period.
  - c. Course List: A list including all courses the candidate has taught during the review period. Include the course numbers and titles, number of students enrolled, credit and contact hours.
  - d. Course Materials: A cross-section of material from courses taught during the review period. Material should include course descriptions, assignments, learning outcomes related to accreditation, and grading. General course requirements from course syllabi (boilerplate information) are not required.
  - e. Advising: A statement on the candidate's advising practices, approaches, and successes.
  - f. Student Evaluations: All student evaluations covering the review period, including student comments.
  - g. Student Work Examples: Examples of student work, demonstrating student learning outcomes and goals related to pedagogical innovation, limited to a maximum of 100 pages. Student examples may include images of drawings, presentation boards, models (digital and physical), written documents and/or exams. Student work exceeding the 100-page limit may be organized in the appendix.
  - h. Other relevant evidence to confirm the successful use of teaching concepts, techniques, and materials, such as teaching awards, based upon course objectives and establish the overall level of teaching. In some cases, additional evidence may be provided in the appendix.
5. Scholarship: materials that best represent the candidate's scholarship during the review period, including the following:
    - a. Scholarship activity Statement: A narrative describing and contextualizing the candidate's scholarly activities and achievements.
    - b. Scholarship activity Self-Evaluation: A narrative summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. It shall include a summary of activities, selected products or accomplishments, and evidence of recognition over the relevant review period.
    - c. Self-Development: Professional and/or disciplinary development activities related to scholarship. Activities which maintain competence, develop new skills, and support development of the faculty member as a professional (if applicable).
    - d. Documentation Related to research/scholarship/creative activity: Limited to a maximum of 100 pages, including, but not limited to, evidence of the activities, accomplishments, and recognition listed in Section 8.03 Scholarship. Additional evidence supporting this documentation may also be provided in the appendix.

6. Service: materials that best represent the candidate's service during the review period, limited to a maximum of 25 pages, including the following:
    - a. Service Statement: A narrative describing the candidate's service, detailing the impacts and outcomes of the activities.
    - b. Service Self-Evaluation: A narrative summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. It shall include a summary of activities, selected products or accomplishments, and evidence of recognition over the relevant review period.
    - c. Documentation Related to Service: Including, but not limited to, evidence of the activities, recognition, and accomplishments listed in Section 8.03. In some cases, additional evidence may be provided in the appendix.
  7. Integration: materials that best represent the candidate's integration during the review period, limited to a maximum of 25 pages, including the following:
    - a. Integration Statement: A narrative describing how the candidate has integrated, in meaningful and impactful ways, at least two of the following areas: teaching, scholarship, and service. This may be the integration of – teaching and scholarship; teaching and service; scholarship and service; or scholarship, teaching, and service.
    - b. Integration Self-Evaluation: A narrative summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. It shall include a summary of activities, selected products or accomplishments, and evidence of recognition over the relevant review period.
    - c. Documentation related to Integration: Including, but not limited to, the evidence of activities and outcomes in integration listed in Section 8.03 Integration. In some cases, additional evidence may be provided in the appendix.
  8. Appendix
    - a. List of materials in the appendix: There are several items which a candidate can include in the appendix to support their review. However, because of the potential large size of these materials, the candidate is instructed to place only an INDEX list of the supporting documentation in the uploaded appendix folder. The candidate should provide a description of where the review committee can locate these materials.
    - b. The actual appendix materials must be in digital form, physical form, or some specified combination and stored in a space designated by the Dean of the College of Arts and Architecture. This information must be available upon request by the reviewers.
    - c. Common items in the appendix include: complete conference proceedings where conference papers reside, complete samples of published works including books and journals during the review period. The scope and volume of these items is determined by the candidate.
- B. Candidates for tenure review or promotion to rank of professor must also submit materials for external review by the deadline indicated by the provost. For external peer review procedures, see Section 6.03 below. Materials for the external review document must include:
1. Comprehensive CV with Teaching, Scholarship, and Service activities of the candidate (See Article VI, Section 6.01, A. 2.).

2. Brief statement that identifies the candidate's area of Scholarship (see Article VI, Section 6.01, A. 5. a.).
3. Materials that best represent the candidate's Scholarship (See Article VI, Section 6.01, A. 5. d.).
4. Three (3) names, qualifications and contact information of potential external peer reviewers in the candidate's area of expertise.

## **Section 6.02 Documentation of Collaborative Scholarly Contributions**

Architecture is primarily a collaborative activity, therefore, in all submittals of evidence for scholarship, the specific role of the individual faculty member and all others involved in the scholarly activities must be specifically identified.

## **Section 6.03 Peer Review Solicitation Procedures**

The Faculty Handbook establishes requirements for the selection of external and internal reviewers. In alignment with the Faculty Handbook, the process for the School of Architecture is described below.

### **A. External Peer Review**

1. External peer review appropriate to the candidate's scholarship activities is required for candidates seeking tenure and promotion to the rank of professor.
2. External peer reviewers shall be regionally, nationally, or internationally recognized authorities in the field of specialty or endeavor being reviewed, whose interests and expertise are reasonably compatible with the activities of the candidate.
3. The candidate must submit the names of 3 potential external peer reviewers to the School of Architecture Primary Review Committee. The list of 3 names must include the reviewers' qualifications and relationship with the candidate. These will be added to a list generated by the committee.
4. Four external reviewers shall be selected, one from the candidate's list and three identified by the committee, that are not on the candidate's list. Their names will remain confidential: under no circumstances shall the identity of the selected peer reviewers be made known to the candidate at any time.
5. The candidate shall submit materials to the committee in digital format. Dates for these submittals are established annually by the provost and issued by the Dean of the College.

### **B. Internal Review**

Candidates shall not solicit letters of support or internal reviews for themselves.

1. Internal peer review, appropriate to the discipline of architecture and which may be derived from a variety of sources, is required for teaching for all retention, tenure, or promotion candidates and welcome for scholarship and service activities.
2. Internal peer review of teaching is an ongoing process throughout the candidate's career and a formal procedure will occur at specific milestones in preparation for retention, tenure, and promotion. This internal peer review will occur through the mechanisms identified below:
  - a. Each candidate's design studio course and/or lecture course will be peer-reviewed during their second, fourth and fifth years of hire as well as in the year prior to promotion to professor using the Studio Observation Feedback Form or the Classroom Observation Feedback Form.

- b. A teaching review committee will be selected by the Director of the School of Architecture. Committee members must be tenured, at or above the rank of the candidate.
  - c. Candidates will be reviewed by a minimum of two faculty from the teaching review committee. The committee will then submit a confidential letter containing their evaluation of the candidate's teaching effectiveness to the director.
3. Each candidate will submit a digital teaching portfolio that will be reviewed by a minimum of three faculty members, appointed by the director, from within the School of Architecture at or above the rank of the candidate. Each of these faculty members will conduct a substantive review of the teaching portfolio relative to the department teaching criteria in Section 8.03, A., 1. & 2. and submit a confidential letter to the primary review committee that contains their evaluation of the candidate's teaching effectiveness. The portfolio should be consistent with the items in section 6.01 A. 4. g. The candidate is not expected to include student evaluations.
4. If the candidate opts to have an internal review of scholarship, service, or integration they may include those materials with the teaching portfolio.

## **Article VII. Applicable Role and Scope Documents**

### **Section 7.01 Retention Review**

Candidates for retention are reviewed under the standards and indicators in the Role and Scope Documents in effect on the first day of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope Document by notifying the primary review committee.

### **Section 7.02 Tenure and Promotion to Associate Professor Review**

Candidates for tenure are reviewed under the standards and indicators in the Role and Scope Documents in effect on the first day of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope Document by notifying the primary review committee.

### **Section 7.03 Promotion to Professor Review**

Candidates for promotion to Professor will be reviewed using standards and indicators in effect two (2) years prior to the deadline for notification of intent to apply for promotion, not the one effective at hire, according to the Faculty Handbook. Candidates may select a more recent, approved Role and Scope Document by notifying the primary review committee.

## **Article VIII. Retention Reviews**

### **Section 8.01 Timing of Retention Review**

Faculty are reviewed for retention in the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy.

### **Section 8.02 University Standard**

The standards for the retention of probationary faculty members are:

- A. *Effectiveness* in teaching, scholarship, and service during the review period, and
- B. *Integration* of no less than two of the following during the review period: teaching, scholarship, and service, and
- C. Satisfactory progress towards meeting the standards for tenure by the candidate's tenure review year.

- D. The Faculty Handbook includes definitions for *Effectiveness* and *Integration* as well as the *review period* for retention.

### Section 8.03 Performance Indicators and Weighting

#### A. Teaching

Good teaching fosters critical thinking, develops creativity, and promotes citizenship and professional competency. The indicators listed below are considered the types of activities by which performance in teaching is evaluated. As additional evidence of performance in teaching, the candidate may choose to include other relevant and appropriate indicators not listed here.

1. Performance Indicators related to teaching include:
  - a. The relevance, breadth, and quality of course content.
  - b. The currency of the course content.
  - c. Degree of curricular development and innovation.
  - d. Quality of student work.
  - e. Integration of communications technologies.
  - f. Student assessment of teaching performance.
  - g. Peer assessment of teaching performance.
  - h. Significance of awards, honors, or recognition.
  - i. Significance of internal or external teaching-related grants.

#### 2. Weighting

Factors that affect the **weight** of teaching products include **quantity, quality, and impact**. Peer review is of higher value than non-peer and external review is of higher value than internal review. It is the responsibility of the candidate to describe the scope and impact of their teaching while informing subsequent committees of the context of their teaching activities. The candidate should use the list below to demonstrate the weighting of quantity, quality, and impact of their teaching activity, relative to their rank and years of service.

- a. The candidate has consistently met or exceeded the expectations contained in the letter of hire (as amended, if applicable), annual reviews, and/or expressed in the role and scope statements of the School, College and University.
- b. Positive teaching assessment of the relevance, currency, breadth, and quality of course content and student work.
- c. Generally positive and/or improving student assessment of teaching performance.

#### B. Scholarship

In recognition of the diverse strategies from which scholarship activity emerges, the following three areas are identified as appropriate for meeting the School of Architecture's Role and Scope:

- Discovery: scholarship, creative endeavors, or experiences that increase the body of knowledge within the discipline.
- Connectedness: scholarship, creative endeavors, or experiences that reveal connectedness within and between allied disciplines, yielding new insights that increase the body of knowledge within the discipline and allied disciplines.

- Application: scholarship, creative endeavors, or experiences that explore how knowledge can be applied to consequential problems in the field of architecture and allied disciplines.
1. Performance indicators related to discovery, connectedness and application of scholarship and creative activity encompass a wide diversity of activities related to architectural design, artistic creations, and scholarly publications and presentations. Examples include the following:
    - a. Development of intellectual property.
    - b. Creation of impactful knowledge that serves local, national, or international audiences.
    - c. Serving as invited lecturer or moderator.
    - d. Awards or honors for research or similar recognition.
    - e. Peer assessment/recognition of the quality of research/creative activity.
    - f. Development of research ideas, and creation of successfully funded grant proposals.
    - g. Management of a research program.
  2. The following are specific areas of scholarship which may have unique indicators in addition to the above:
    - a. Creative Practice: Indicators include creative practice activities for review and evaluation by peers in the academic, architectural, or allied disciplines, resulting in recognition or publication. Examples include the following:
      - Publication or exhibition of graphic documentation of built or theoretical projects.
      - Promoting professional practice activities.
      - Encouraging interdisciplinary artistic projects.
    - b. Creative Activities: Indicators include creative activities for review and evaluation by peers in academic, architectural, or allied disciplines, resulting in recognition or publication. Examples include the following:
      - Documentation of juried publication/exhibition of creative work.
      - Artistic performances.
      - Juried exhibitions.
      - Coordinating exhibits and events of significant cultural merit.
      - Participating in competitions or juried exhibitions.
      - Creative works in publications.
      - Grant proposals submitted and founded.
      - Adjudicator, curator, or consultant.
      - Creation of pedagogical materials related to faculty member's creative activity.
      - Presentation of paper or poster session.
      - Creation of programming for a symposium or conference.
      - Lecture, roundtable, and keynote address.
      - Demonstration or workshop.
      - Fellowships, residencies, and cultural exchanges.
      - Recognition through nominations and receipt of awards.
      - Interdisciplinary creative projects.

- c. Research: Indicators include research for review and evaluation by peers in the academic, architectural, or allied disciplines, resulting in recognition or publication. Examples include the following:
  - Documentation of juried publication/exhibition of research work.
  - Sponsored research.
  - Grants applied for, received, pending, and amount of award.
  - Lecture, roundtable, and keynote address.
  - Invited talks and lectures.
  - Invited seminars, conference paper, or poster session.
  - Creation of pedagogical materials related to faculty member's research.
  - Creation of programming for a symposium or conference.
  - Creation of videos, websites, or podcasts.
  - Fellowships and visiting scholar appointments.
  - Recognition through nominations and receipt of awards.
- d. Scholarly Writing: Indicators include the outcomes of the scholarly writing for review and evaluation by peers in the academic, architectural, or allied disciplines, resulting in recognition or publication. Examples include the following:
  - Published scholarly or juried articles, journals, chapters, or books.
  - Authoring discipline specific professional and/or pedagogical publications.
  - Presenting juried or invited papers.
  - Invited papers and presentations, books, book chapters, review articles.
  - Publications of essays and critical writing.
  - Recognition through nominations and receipt of awards.

### 3. Weighting

Factors that affect the **weight** of scholarly products include **quantity, quality, and impact**. Peer review is of higher value than non-peer and external review is of higher value than internal review. It is the responsibility of the candidate to describe the scope and impact of their scholarship while informing subsequent committees the context of their scholarly activities. The candidate should use the list below to demonstrate the weighting of quantity, quality, and impact related to their scholarship activity, relative to their rank and years of service.

- a. Relevance, quality, and breadth of scholarship activity.
- b. The currency of scholarship activity.
- c. Peer assessment/recognition of the quality of scholarship activity at local, regional, national, or international level.
- d. Development and/or innovation represented in scholarship explorations.

### C. Service

Service is the contribution of faculty knowledge and expertise to assist and engage individuals and/or organizations to meet goals and solve problems. Service activities generally fall into three categories: professional service, public service, and university service.

- 1. Performance Indicators related to service include:
  - a. Service to the department, college, university, and the profession as well as outreach and service to the public.

- b. Performance in outreach/public service and service within professional and/or disciplinary organizations.
  - c. Performance indicators should identify the candidate's role such as "chair," "organizer," "coordinator," "administrator," "committee member" and/or "assistant", if applicable, as appropriate.
- 2. Areas of service include:
  - a. Community Service/Outreach. Examples include the following:
    - Active service on public committees, projects, advisory boards, and other special assignments relating to the faculty member's area of expertise or special interest.
    - Providing and coordinating appropriate volunteer outreach and/or non-profit services to the campus, the state, nationally, or internationally.
  - b. Academic and Institutional Service/Outreach. Examples include the following:
    - Active participation on school, college or university committees, task forces, etc.
    - Performance of special school, college, or university administrative duties, etc.
    - Contributing to departmental projects and programs.
    - Mentoring faculty colleagues.
    - Serving as journal editor or referee of scholarly papers or proposals.
    - Delivery of knowledge and scholarship to constituent groups and the public.
    - Promotion of and/or participation in special ongoing outreach activities of the school including summer institute programs, special interdisciplinary programs, special study tours, etc.
    - Organizing and administering/assisting with special school outreach functions such as conferences, lecture and exhibit series, public education series.
    - Providing the opportunity for all university students to gain a basic appreciation of the importance of architecture.
    - Maintaining a strong liaison and working with teachers throughout the state to better educate students in the field of architecture.
  - c. Professional Service/Outreach. Examples include the following:
    - Active participation as an officer, task force or committee member of AIA, NCARB, NAAB, etc.
    - Professional writing that is not peer reviewed, intern advising, etc.
    - Applying professional expertise in public service activities.
    - Serving leadership roles in professional organizations.
    - Organizing and administering/assisting with special school outreach functions such as continuing professional education.
    - Maintaining a strong liaison with professional groups and other organizations.
    - Membership and/or leadership roles in professional societies

### 3. Weighting

Factors that affect the **weight** of service activities include **quantity, quality, and impact**. As applicable, peer review is of higher value than non-peer and external review is of higher value than internal review. It is the responsibility of the candidate to describe the

scope and impact of their service activities while informing subsequent committees of their context. The candidate should use the list below to demonstrate the weighting of quantity, quality, and impact of their service activities, relative to their rank and years of service.

- a. Degree that individual outreach/service activity of faculty member supports current Role and Scope of the School of Architecture, the College, and/or University (see Article I of this document).
- b. Degree of impact of outreach/service activity and/or product to academia, profession and/or community.
- c. Degree of recognition of outreach/service activity as appropriate to faculty member's rank and experience.
- d. Consistency and level of active involvement/leadership represented in outreach/service activity,
- e. Degree to which outreach/service activity supports the development of the faculty member's specialty or the profession.

#### D. Integration

Integration is the creation of synergistic relationships among the teaching, scholarship, and service contributions of faculty, such as bringing new discoveries into the classroom, fostering student learning in the studio, engaging the wider community with scholarly products or innovations in teaching, or fostering engagement to address community needs. The goal is to generate new insights that will increase the body of knowledge within the discipline and allied disciplines.

##### 1. Performance Indicators related to Integration include:

- a. Degree that integration activity of faculty member supports current Role and Scope of the School of Architecture, the College, and/ or University.
- b. Relevance of integration activity to academic or professional expertise of faculty member and the potential and/or actual impact of integration performed.
- c. Consistency and level of active involvement/leadership represented in integration activity, as appropriate to faculty member's rank and experience.
- d. Quality of the product resulting from the integration activity.
- e. Degree to which integration supports the development of the discipline or the profession.

##### 2. Areas of Integration include:

- a. Scholarship activity through service activities, or service activities that are integrated into scholarship activities: Performance indicators are a form of recognition of the integration activity described. The indicators may include the following, for example:
  - i. Scholarship activity resulting in a community benefit.
  - ii. Service resulting in scholarship activity.
  - iii. Impactful connections between architecture, its allied fields, and other disciplines/areas.
- b. Scholarship integrated into teaching or teaching integrated into scholarship. Performance indicators are a form of recognition of the integration activity described. The indicators may include the following, for example:
  - i. Degree of involvement of students in the candidate's scholarship, resulting in unique learning opportunities for students.
  - ii. Influence of scholarly activity into ongoing or subsequent pedagogical development in the faculty member's teaching responsibilities

- iii. Degree to which teaching activities, methods, or pedagogical approaches are incorporated into scholarship activities.
    - iv. Impactful connections between architecture, its allied fields, and other disciplines/areas
  - c. Teaching integrated into service activity, or service integrated into teaching. Performance indicators are a form of recognition of the integration activity described. The indicators may include the following, for example:
    - i. Degree to which the teaching activity results in community benefit
    - ii. Degree to which the service results in unique learning opportunities for students
    - iii. Impactful connections between architecture, its allied fields and other disciplines/areas
- 3. Weighting
 

Weighting of the integration categories described above is to be drawn from the appropriate teaching, scholarship, and/or service weighting described in Section 8.03.

#### **Section 8.04 Quantitative and Qualitative Expectations**

- A. Expectations in the areas of Teaching, Scholarship, and Service
 

The quantitative and qualitative expectations of each performance indicator in teaching, scholarship, and service are its quantity, quality, and impact found in Section 8.03, A.2.; B.3.; and C.3. There is no specific quantitative score for teaching evaluations. Student evaluations will be evaluated in conjunction with peer evaluations and will be part of the qualitative assessment of teaching success. It is the responsibility of the candidate to demonstrate *effectiveness* as defined in the Faculty Handbook and appropriate to years of service.
- B. Expectations in the area of Integration
 

The university requires the integration of no less than two areas (teaching, scholarship, service). The quantitative and qualitative expectations of the performance indicators in *integration* are its quantity, quality, and impact found in Section 8.03, D.3. It is the responsibility of the candidate to demonstrate *integration* as defined in the Faculty Handbook and appropriate to years of service.
- C. The candidate must demonstrate they have achieved satisfactory progress towards meeting the standards for tenure by the candidate's tenure review year.

#### **Section 8.05 Evidence of Performance Indicators**

Candidates must include in their dossier evidence for all performance indicators that support their attainment of the standards for Retention described above. Performance indicators and weighting should be supported by deductive evidence, peer testimony and/or empirical evidence.

#### **Section 8.06 Status of Scholarly Products**

Because candidates for retention will be reviewed early in their career, the School of Architecture will consider works that have been submitted for peer review but are not yet accepted, or other preliminary steps toward publication or exhibition. In cases of tenure and promotion, the School of Architecture will not consider works or products that have been submitted, but not accepted at the start of the review process.

## Article IX. Tenure Review

### Section 9.01 Timing of Tenure Review

Faculty are normally reviewed for tenure in the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy.

### Section 9.02 University Standard

The University standards for the award of tenure are:

- A. *Sustained effectiveness* in teaching and service during the review period, and
- B. *Sustained Integration* of no less than two of the following during the review period: teaching, scholarship, and service.
- C. *Accomplishment* in scholarship during the review period.
- D. The Faculty Handbook includes definitions for *Sustained effectiveness*, *Integration*, and *Accomplishment* as well as the *review period* for tenure.

### Section 9.03 Performance Indicators and Weighting

Performance indicators and weighting within the School of Architecture are described in Section 8.03, replacing the standards with *sustained effectiveness* in teaching and service, *sustained integration* in no less than two of the following areas (teaching, scholarship, and service), and *accomplishment* in scholarship as outlined in Section 9.02.

For tenure reviews, letters of external reviewers are required and will be considered.

The candidate's efforts towards teaching, scholarship, integration, and service are expected to align with the percentages indicated in their contract and to be appropriate to their rank.

### Section 9.04 Quantitative and Qualitative Expectations

- A. Expectations in the areas of Teaching & Service  
The quantitative and qualitative expectations of each performance indicator in teaching and service are its quantity, quality, and impact found in Section 8.03, A.2., and C.3., regarding the curriculum, program and/or discipline. There is no specific quantitative score for teaching evaluations. Student evaluations will be evaluated in conjunction with peer evaluations and will be part of the qualitative assessment of teaching success. It is the responsibility of the candidate to demonstrate *sustained effectiveness*, as defined in the Faculty Handbook and appropriate to years of service.
- B. Expectations in the area of Scholarship  
Quantitative and qualitative expectations of each performance indicator for *accomplishment* are its internally and externally peer reviewed quantity, quality, and impact of scholarly activities and products regarding the curriculum, program and/or discipline found in Section 8.03, B.3. These activities and products include but are not limited to peer-reviewed publications, formal peer-reviewed presentations, or comparable peer-evaluated works appropriate to the discipline. The activities and products must have impact and significance to the public, peers, and/or the discipline beyond the university.
- C. Expectations in Integration  
The university requires the integration of no less than two areas (teaching, scholarship, service). The quantitative and qualitative expectations of the performance indicators in *integration* are its quantity, quality, and impact found in Section 8.03, D.3. It is the

responsibility of the candidate to demonstrate *sustained effectiveness in integration* as defined in the Faculty Handbook and appropriate to years of service.

### **Section 9.05 Evidence of Performance Indicators**

Candidates must include in their dossier evidence for all performance indicators that support their attainment of the standards for Tenure described above. Performance indicators and weighting should be supported by deductive evidence, peer testimony and/or empirical evidence.

### **Section 9.06 Status of Scholarly Products**

In cases of tenure and promotion, scholarly products that have been accepted for publication, performance, or exhibition within the review period may be considered. The School of Architecture will not consider works or products that have been submitted for peer review but are not yet accepted at the start of the review process. Scholarly products that have been accepted for publication but not yet published or published in a journal not readily available through university databases must be included among the candidate's materials.

## **Article X. Promotion to Rank of Associate Professor**

### **Section 10.01 University Standards**

The University standards for promotion to the rank of Associate Professor are the standards for the award of tenure. Appointment at the rank of Associate Professor or Professor does not demonstrate, in and of itself, that standards for tenure have been met.

## **Article XI. Promotion to Rank of Professor**

### **Section 11.01 Timing of Review.**

Normally, faculty are reviewed for promotion after the completion of five (5) years of service in the rank of Associate Professor, however, faculty may seek promotion earlier if they can establish that they meet the same standards of *sustained effectiveness*, *sustained integration*, and *excellence* used in evaluating candidates after five (5) years in rank.

### **Section 11.02 University Standard**

The University standards for promotion to the rank of Professor are:

- A. *Sustained effectiveness* in teaching and service during the review period.
- B. *Sustained integration* of no less than two of the following areas during the review period: teaching, scholarship, and service.
- C. *Excellence* in scholarship during the review period.
- D. The Faculty Handbook includes definitions for *Sustained effectiveness*, *Sustained effectiveness in integration*, and *Excellence* as well as the *review period* for promotion to professor.

### **Section 11.03 Performance Indicators and Weighting**

Performance indicators and weighting within the School of Architecture are described in Section 8.03, replacing the standards with *sustained effectiveness* in teaching and service, *sustained integration* in no less than two of the following areas (teaching, scholarship, and service), and *excellence* in scholarship as outlined in Section 11.02.

For promotion reviews, letters of external reviewers are required and will be considered.

The candidate's efforts towards teaching, scholarship, integration, and service are expected to align with the percentages indicated in their contract and to be appropriate to their rank.

#### **Section 11.04 Quantitative and Qualitative Expectations**

##### **A. Expectations in the areas of Teaching & Service**

The quantitative and qualitative expectations of each performance indicator in teaching and service are its quantity, quality, and impact found in Section 8.03, A.2., and C.3., regarding the curriculum, program and/or discipline. There is no specific quantitative score for teaching evaluations. Student evaluations will be evaluated in conjunction with peer evaluations and will be part of the qualitative assessment of teaching success. It is the responsibility of the candidate to demonstrate *sustained effectiveness*, as defined in the Faculty Handbook and appropriate to years of service.

##### **B. Expectations in the area of Scholarship**

Quantitative and qualitative expectations of each performance indicator for *excellence* are its internally and externally peer reviewed quantity, quality, and impact of scholarly activities and products regarding the curriculum, program and/or discipline found in Section 8.03, B.3. These activities and products include but are not limited to peer-reviewed publications, formal peer-reviewed presentations, or comparable peer-evaluated works appropriate to the discipline. To meet the university standard of excellence in scholarship, the candidate must exceed the criteria for tenure/promotion to associate professor. It is the responsibility of the candidate to demonstrate *excellence*, as defined in the Faculty Handbook and appropriate to years of service.

##### **C. Expectations in Integration**

The university requires the integration of no less than two areas (teaching, scholarship, service). The quantitative and qualitative expectations of the performance indicators in *integration* are its quantity, quality, and impact found in Section 8.03, D.3. It is the responsibility of the candidate to demonstrate *sustained effectiveness in integration* as defined in the Faculty Handbook and appropriate to years of service.

#### **Section 11.05 Evidence of Performance Indicators**

Candidates must include in their dossier evidence for all performance indicators that support their attainment of the standards for rank of Professor described above. Performance indicators and weighting should be supported by deductive evidence, peer testimony and/or empirical evidence.

#### **Section 11.06 Status of Scholarly Products**

In cases of promotion to rank of Professor, scholarly products that have been accepted for publication, performance, or exhibition within the review period may be considered. The School of Architecture will not consider works or products that have been submitted for peer review but are not yet accepted at the start of the review process. Scholarly products that have been accepted for publication but not yet published or published in a journal not readily available through university databases must be included among the candidate's materials.

#### **Article XII. Procedures for Update and Revision of the Unit Role and Scope Document**

The Director shall appoint a Role and Scope Review Committee every three years, composed of three tenured and/or tenurable faculty members, to review the current role and scope document. The committee will review the document and, with input from the entire tenured/tenurable School of Architecture faculty of the department, will suggest modifications to the document. As per the faculty

handbook, “*All faculty members are entitled to propose changes to Role and Scope Documents of their academic units.*”

In addition:

- A. All changes to the role and scope document shall be in accordance with the minimum standards outlined in the faculty handbook.
- B. All changes shall follow the approval process outlined in the faculty handbook.

As per the faculty handbook, Retention, Tenure, and Promotion Role & Scope Documents Policy, 4. c., the department “*will undertake a full review of their Document no less than every three years.*”

### **Article XIII. Approval Process**

#### **Section 13.01 Primary Academic Unit Role and Scope Document**

- A. Tenured and tenurable faculty and Director of the School of Architecture.
- B. College of Arts & Architecture Retention, Tenure and Promotion Committee and Dean of the College of Arts & Architecture.
- C. University Retention, Tenure and Promotion Committee (URTPC).
- D. Provost.

#### **Section 13.02 Intermediate Academic Unit Role and Scope Document**

- A. College of Arts & Architecture Retention, Tenure and Promotion Committee and the Dean of the College of Arts & Architecture.
- B. University Retention, Tenure and Promotion Committee (URTPC).
- C. Provost.

End of document.