

**Department of Interior Architecture  
University of North Carolina at Greensboro  
Guidelines and Regulations on Reappointment, Promotion, and Tenure**

The reappointment, promotion, and tenure guidelines and regulations of the Department of Interior Architecture are consistent with and elaborate upon those of the University of North Carolina at Greensboro and the College of Arts and Sciences. The departmental guidelines and regulations are informed by the College's Best Practices in Tenure and Promotion. The IARc guidelines and regulations are supplementary to College and University documents and in case of any conflict, the College and University documents take precedence.

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

**I. Reappointment**

The reappointment review is cumulative across the candidate's teaching, scholarship, and service while at UNCG. Inclusion of activity in these areas from a previous institution was negotiable at the time of hire and cannot be reconsidered at the time of this reappointment review.

The purpose of the reappointment review is to consider the candidate's record of teaching, scholarship, and service regarding a second probationary term of three years. Reappointment reviews for tenure-track faculty occur during the 3rd year of the initial 4-year probationary appointment. Following a successful reappointment to another 3-year probationary period, the usual path is then to prepare a dossier in the 5<sup>th</sup> year for review and consideration for promotion and tenure during the 6<sup>th</sup> year.

Candidates with exceptional accomplishments at the time of the 3-year review may consider an early recommendation for promotion and tenure (p&t) by preparing a dossier in the 4<sup>th</sup> year for a review and decision in the 5<sup>th</sup> year of their appointments. Early consideration of p&t requires a recommendation from the departmental P&T Committee and from the Chair of the department in consultation with the Dean of the College.

*Reappointment Timeframe*

1 <sup>st</sup> year	initial appointment
2 <sup>nd</sup> year	prepare materials for review
3 <sup>rd</sup> year	reappointment review
4 <sup>th</sup> year	
5 <sup>th</sup> year	prepare dossier for p&t review
6 <sup>th</sup> year	p&t review

I.A. Process of Reappointment Review

During the spring semester of the 2<sup>nd</sup> year, the department chair will discuss the upcoming reappointment review with the faculty member and provide the candidate, in writing, with a timetable for the review accompanied by a clear statement of what the dossier should include. The dates of the review follow the University calendar for reappointment, promotion, and tenure.

The reappointment review is conducted by the Chair and the tenured faculty in the department. If there are fewer than three tenured faculty in the department, the Dean in consultation with the Chair and the candidate, will appoint a committee of three tenured faculty members to conduct the review and make a recommendation regarding reappointment.

In the fall semester of the 3<sup>rd</sup> year after the department committee has reviewed the dossier, the Chair will call a meeting of the committee but leave following introductory comments as the committee conducts its own deliberations and votes whether or not to recommend reappointment. A written evaluation indicating the candidate's particular strengths and weaknesses and progress toward promotion and tenure will be submitted to the Chair along with the results regarding a recommendation for reappointment. The Chair then will prepare an independent evaluation of the candidate.

The departmental recommendation will be recorded by the Chair on the Reappointment Review Form which then will be submitted to the Dean with both written evaluations (of the committee and the Chair). The recommendation of the department to the Dean initiates a process of review and recommendation involving the Dean, Provost, and Chancellor.

If the department does not recommend reappointment, then the candidate's dossier will be reviewed by the College and the University Promotion and Tenure Committees [refer to University P&T Regulations, Section 3.D.ii.a(2)].

#### *Reappointment Review Calendar*

##### *in the 2<sup>nd</sup> Year before the Reappointment Review*

spring                    the department Chair writes the candidate with dates and provides a clear statement regarding preparation of the dossier

##### *in the 3<sup>rd</sup> Year of the Reappointment Review*

fall                      the candidate prepares a dossier and gives it to the department Chair

late fall                the tenured faculty in IARc review the dossier and make a recommendation to the Chair

the Chair reviews the dossier and the recommendation of the tenured faculty  
the Chair completes an independent assessment of the candidate

by January            IARc sends recommendations regarding reappointment to the College

February              the College sends recommendations to the Provost  
the Provost sends recommendations to the Chancellor

March                  the Provost receives the Chancellor's recommendations  
the Provost sends reappointment decisions to the department  
the Chair of the department informs the candidate of the results of the review

April                    (as necessary) the Chair sends reasons for non-reappointment to the Dean

#### I.B. The Dossier

The format of materials for reappointment follow the same organizational format as promotion and tenure applications although the dossier is not as extensive as those prepared for p&t reviews. Please see *Section II. B. Review Criteria for Promotion and Tenure to Associate Professor* in this document for elaboration of teaching, scholarship, and service. The candidate's narratives for the reappointment review regarding teaching, scholarship, and service are condensed, no more than one page in length. Supplemental materials are minimal and neither letters of support nor external reviews are included in the dossier. The dossier should include:

- a CV
- annual review letters from the Chair of the department
- brief narratives about achievements in teaching, scholarship, and service
- appropriate documentation of activity in each of these areas
  - teaching
    - students' teaching evaluations including departmental averages

- peer teaching evaluations
- teaching honors or awards (candidate and/or students)
- curriculum development or the candidate's impact on the curriculum
- advising and graduate student supervision
- scholarship
  - evidence of peer-reviewed work (e.g., publications, conference presentations, juried work, grants and awards) including acceptance rates
  - significance and context of design practice or community-engaged scholarship
  - evidence of internal and external funding awards
- service
  - list of service to the department, College, university, community, and professional organizations
  - documentation of significant service or impact of service
  - service awards or recognition

### I.C. Conduct of the Review

The reappointment review will reflect the highest standards of equity, integrity, and discernment.

## **II. Tenure and Promotion to Associate Professor**

All IARc evaluation guidelines for teaching, scholarship, service, and directed professional activities (if applicable) are in accordance with those established by the College of Arts and Sciences and the University. Meeting the expectations in one of these areas alone is insufficient. Contributions in all three areas are necessary. In IARc, clear evidence of research or creative activity beyond graduate scholarship is expected – whether thesis, terminal project, final show or exhibit, or dissertation.

Tenure-track faculty receive guidance from the tenured faculty who not only serve as assigned mentors, but who also evaluate the tenure-track faculty member's activity and productivity in the spring of each academic year, commenting particularly on progress toward tenure. The Chair considers these reviews while developing his/her own, and then meets with the tenure-track faculty to discuss strengths and weakness of the last year and plan for the next year. Thus, each faculty member is informed annually of progress across the academic year as well as progress toward the expectations for promotion and tenure.

The review for promotion and tenure (p&t) is an extension of the reappointment process with candidates in their 5<sup>th</sup> year preparing a dossier for review during the 6<sup>th</sup> year of their appointments. Candidates with exceptional accomplishments at the time of the 3-year reappointment review may consider an early recommendation for promotion and tenure (p&t) by preparing a dossier in their 4<sup>th</sup> year for a review and decision in the 5<sup>th</sup> year of their appointments. Early consideration of p&t requires a recommendation from the departmental P&T Committee and from the Chair of the department in consultation with the Dean of the College.

### *Reappointment Timeframe*

1 <sup>st</sup> year	initial appointment
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4 <sup>th</sup> year	
5 <sup>th</sup> year	prepare dossier for p&t review
6 <sup>th</sup> year	p&t review

### II.A. Process of P&T Review

During the spring semester preceding the academic year in which a review for tenure or promotion is scheduled, the department chair shall establish a timetable for the departmental

review process that ensures all phases are completed prior to the date when all materials must be sent to the Dean. The calendar of specific dates is provided annually by the University. The department chair will discuss the upcoming p&t review with the faculty member and provide the candidate, in writing, with a timetable for the review accompanied by a clear statement of what the dossier should include.

During the spring semester, the candidate and the Chair of the department will consult regarding the candidate's suggestions for external reviewers. The Chair develops a separate list and then determines an appropriate collection of at least three external reviewers. The Chair will contact the potential reviewers informally to determine whether they are willing to serve as external reviewers and if so, will then send in early June a formal letter outlining the scope of their work, the expectations for p&t, and the candidate's scholarship narrative and supportive materials.

The candidate's complete dossier must be submitted to the department head by the first Monday in August of the review year.

Early in the fall semester of the review year, the Chair of the department will convene the tenured faculty who will serve as the departmental P&T Committee. A chair of the committee will be selected at that time. Only tenured faculty senior in rank to a candidate are eligible to participate in discussions and decisions involving tenure and promotion; however, tenured Associate Professors are eligible to deliberate and vote on Associate Professors without tenure.

All eligible faculty members in the IARc department will participate in the discussion and vote on the decision regarding tenure and promotion. The Chair of the IARc P&T Committee is responsible for the preparation of a written summary of the candidate informed by the work of the committee and reviewed by its members. The meetings of the faculty must be completed in time for the Chair of the committee to deliver the written summary and the results of the vote to the department chair at least ten days prior to the date when all materials are due to the Dean of the College.

The Chair of the department will develop an independent evaluation of the candidate and provide the College with the written reviews of the candidate (from the committee and the department chair), the recommended action, any dissenting opinions, the number of faculty votes for and against the proposed action, and the remainder of the dossier.

#### *P&T Review Calendar*

##### *in the Year before the P&T Review*

- |        |   |
|--------|---|
| spring | the department Chair writes the candidate with dates and provides a clear statement regarding preparation of the dossier  |
| summer | the department Chair secures external reviewers, and sends instructions and the scholarship piece of the candidate's dossier (including appropriate supporting materials)<br><br>the candidate completes the entire dossier (teaching, service, and directed professional activity as appropriate) including supporting materials |

##### *in the Year of the P&T Review*

- |           |   |
|-----------|---|
| August    | the dossier is ready for departmental review<br><br>the department Chair convenes the departmental review committee, identifies its chair, and provides the committee with access to the dossier (loaded on Canvas) |
| September | the department committee completes its review and submits its written summary and vote to the Chair of the department   |

the department Chair completes an independent evaluation of the candidate

October            departmental recommendations for promotion and tenure are on Canvas and ready for the College level review

The remaining review calendar is provided by the University and available on the College website at <https://aas.uncg.edu/about/policies.html> .

## II. B. Review Criteria for Promotion and Tenure to Associate Professor

### *Teaching*

The Department requires that all candidates for promotion to Associate Professor with tenure establish a pattern of effective teaching. Teaching is the primary function of the University. It embraces all strategies and activities that enhance student learning, particularly critical thinking and creative problem solving. A candidate's dossier should contain evidence of a demonstrable commitment to and effectiveness in teaching. An essential feature of effective teaching is stimulating performance in the classroom or design studio. Such performance should be understood as involving not only instruction in assigned courses but also related contributions such as curriculum design and program development, advising and supervising students, directing independent projects and Master's theses, conducting critique sessions, participating in workshops and institutes, preparing and utilizing instructional materials, and participating in community-engaged projects. An outstanding record of teaching will reveal a strong connection to scholarship and creative activity and will involve contributions and achievements in a variety of these areas.

Effective teaching will be measured by a variety of instruments including:

- peer observation and evaluation
- student evaluations for all courses within the review period
- supplemental evaluations as available
- letters from students solicited by the department head
- unsolicited letters and notes to the candidate
- course syllabi, course assignments, and examples of student work
- curriculum development and impact on the curriculum
- advising undergraduate and graduate students
- serving as Major Advisor or as a member of MFA students' Advisory Committees
- student awards, publications and presentations
- teaching awards and honors

### *Scholarly Inquiry, Creative Work, & Community-Engaged Research*

A primary criterion for promotion to Associate Professor with tenure is scholarship or creative achievement and the demonstration of -- or the clear potential for -- prominence and recognition in the candidate's field. A candidate's scholarly or creative work should be demonstrably original, significant, peer reviewed, recognized, sustained, and publicly disseminated through publication, presentation, or public exhibition. High quality, originality, and significance of the contribution will be considered in relationship to volume or the particular type of scholarship represented.

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

There are some significant implications to the promotion and tenure process with respect to the definitions of quality and significance in the design field. A limited number of scholarly design

journals places a premium on refereed publication of scholarly work. Consequently, appropriate journals are defined by the individual faculty member's expertise and scholarly focus.

Peer-reviewed presentations at academic and professional conferences are considered an important avenue for scholarly and creative work not only because of the limited number of refereed publications, but also because much of design is visual – intended to be viewed in color, three-dimensions, and from multiple perspectives. This type of dissemination lends itself best to projection and presentation. Appropriate organizations and conferences are again defined by the faculty member's expertise and scholarly focus, yet within varying areas of expertise, the quality and significance of peer-reviewed presentations and publications are considered relative to the acceptance rate as well as conference venue (e.g., number of attendees and/or presenters) and geographic reach (local, regional, national, international).

The department also values community-engaged research and scholarship (CER). CER differs from traditional scholarship in that it reaches audiences beyond academic peers, often emerges from a process of creative collaboration with community partners, and tends to culminate in products other than the academic journal article or presentation. These three elements mandate that the department evaluate CER with criteria reflecting the distinctive goals and methods that lie behind the work. Such evaluation, though, occurs within the profession's accepted standards and the evaluation, as with other forms of scholarship in design, will rely upon the significance and context of the work.

Community-engaged scholarship may make contributions to all areas of scholarship: discovery, application, integration, and education. CER frequently encourages work that cuts across the divisions between research, teaching, and service. In evaluating CER work within the department, individual projects may need to be documented as relevant to teaching, scholarship, and service. The result of CER may be a built environment, a neighborhood plan, a film, a website, grants and research contracts, exhibitions, a conference, or a variety of other products that demonstrate the application of scholarship to meet the needs of contemporary communities. Candidates for tenure and promotion with a CER focus may also publish books and articles in more traditional scholarly venues.

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

Despite the individual scholarship, each candidate for tenure and promotion to Associate Professor will be judged to have made a significant impact upon a scholarly or creative field, and as with all forms of scholarship and creative work, this judgment will be confirmed by the testimony of qualified impartial external reviewers.

Effective and productive levels of scholarship may be demonstrated in a variety of ways including:

- publications such as
  - books and book chapters
  - peer reviewed or invited articles
  - conference proceedings of peer-reviewed scholarship (e.g, abstracts, presentations, papers)
  - essays, competition or exhibit catalogs
  - pedagogical work including textbooks that have a demonstrably positive impact upon the pedagogy of the discipline

- presentations, seminars, workshops, and lectures at professional meetings
- exhibitions, competitions, and shows of creative work that are generally open to the public
- significant design practice and prominent commissions, either applied or theoretical
  - individual or collective work
  - original and significant works of synthesis and integration
  - consulting
  - commissions for buildings, spaces, or objects
  - design guidelines
- awards, citations, exhibitions, reviews and other forms of scholarly or creative recognition
- community-engaged scholarship
  - reflections by community partners
  - testimonials from general audiences
  - articles in popular media outlets

### *Service*

Service is defined as citizenship and participation in the ongoing maintenance and development activities of the Department, the College, the University, the community, and the profession. These activities include serving on committees, collaboration with colleagues, interviewing prospective students, community initiatives, facility and program maintenance, accreditation documentation, and other special projects. The special needs of studio-based education, i.e. maintaining the studio environment, digital facilities, computer-aided making, woodshop, IARc Library, and constant display of student work are part of the normal service expectations of faculty in the department. Service decisions are a combination of institutional needs and individual responsibility. It is expected that untenured faculty will focus their service activities within the Department and College.

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

Service to the broader community is encouraged particularly where it involves a substantial extension or application of a faculty member's teaching, scholarship, community engaged research, or creative activity.

Evidence used to evaluate an Assistant Professor's service includes a range of documentation such as letters from committees or organizations to which service has been rendered.

### **III. Promotion to Professor**

Promotion to the rank of Professor is based upon achievement, distinction, and the impact of one's contributions that have affected national recognition. The individual is expected to have substantial and sustained achievement in teaching, scholarship, and service. There must be an overall outstanding record of achievement and impact which may be accomplished primarily by the record of contributions in a single area or by a more balanced aggregate of contributions across teaching, scholarship, and service. The candidate's dossier will attest to achievements that are demonstrable extensions or applications of scholarship or creative activity, that further the mission of the candidate's department or program with respect to teaching, research, and/or creative activity, and contributions whose quality and impact are well documented and confirmed by appropriate experts in the discipline as well as those directly affected by them.

Promotion to professor is not based on the duration of employment; however, time in rank may be a salient consideration to the extent that the impact of certain contributions accumulates and gathers strength over time. An individual's aggregate contributions over a period of time may yield a level of achievement or recognition that might not be accorded if those contributions were viewed separately from the larger picture. Nonetheless, despite any particular length of time, an Associate Professor with tenure may be recommended for promotion to full professor at any point.

An Associate Professor appointed without permanent tenure (for an initial term of five years) is reviewed for conferral of permanent tenure and/or promotion to the rank of Professor during the 4th year of appointment. However, this review may occur before that time if it is deemed appropriate by the candidate's department chair after consultation with all tenured faculty (for conferral of permanent tenure) or with faculty who hold the rank of Professor (for tenure and promotion to Professor).

An individual's record represents a unique balance and combination of teaching, scholarship, and service. Where applicable, an individual's achievement in Directed Professional Activity also may contribute to the record. For Directed Professional Activity to be considered as part of the review for promotion to Professor, a Memorandum of Agreement acknowledging the inclusion of this category must be developed by the Chair of the department and endorsed by a majority of the faculty senior in rank to the candidate as early as possible in the period preceding the review.

The dossier should clearly define the candidate's achievements in each area and describe how the resulting record constitutes the significant and sustained contribution expected for promotion to Professor.

#### *Distinguished Teaching*

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

- curriculum design and program development
- mentoring of students and of other teachers
- participating in workshops and institutes
- development of innovative pedagogies and technologies for teaching
- authorship of instructional materials.

The quality and impact of such efforts as well as the quality and impact of the candidate's teaching performance will be documented and confirmed by the reviews of experts in the discipline as well as those directly affected by those efforts. A criterion for distinguished teaching is whether the candidate has made a strong cumulative contribution to the teaching mission of the University and to the candidate's discipline.

Documentation of teaching effectiveness may include but is not limited to

- descriptions of teaching activities, including a summary of responsibilities and activities and a dossier of course materials
- evidence of student achievement
- effective advising of undergraduate and graduate students including MFA student scholarship
- publications and publications regarding teaching and pedagogy
- fellowships, residencies, and scholarships
- student and peer evaluations of teaching
- teaching recognition, including honors for meritorious teaching and invitations to teach at other institutions
- receipt of grants, contracts, or external funding related to teaching
- self-reflection and appraisal resulting, e.g., in evidence of steps to improve one's teaching

*Distinguished Research or Creative Activity*  
Scholarship or Creative Achievement

A record of outstanding achievement in this area is marked by attainment of a substantial national or international reputation in a scholarly or creative field. The candidate will have produced significant works of scholarship or creative activity in the form of

- books, refereed or invited articles, or book chapters
- works of art, design, or architectural interiors or architecture

The positive reception and impact of these works will be confirmed by reviews, awards, citations, exhibitions, or other forms of scholarly or creative recognition.

Applied Research or Applied Creative Achievement

A record of outstanding achievement in this area will involve significant manifestations of applied scholarship in a variety of settings, resulting in a strong, cumulative, documented impact over a period of time, or a concentration of scholarly endeavors regarding pedagogy, encompassing broader questions of curriculum and teaching in the discipline. The tangible scholarly products of applied research may take such forms as

- commissioned research reports
- articles in the popular or regional press
- curatorial or community education projects
- substantial and sustained scholarly editorial work
- creative work in or involving public and/or corporate spaces
- creative design, consultations, or work applied to other creative or scholarly fields
- textbooks, manuals, software and other course materials
- articles on pedagogy or curriculum design
- reports based on program grants and contracts
- applied research grants especially as they apply and relate to design practice

This work may result in

- work establishing programs integrating research with service to the community
- establishing and managing academic programs within the University
- faculty development, student development, or partnerships that are adjunct to academic programs
- applications of creative works
- design consultations to other fields
- curriculum design and program development
- participation in workshops and institutes
- development of innovative pedagogies and technologies for teaching
- authorship of instructional materials

Community-Engaged Research

Community-engaged research and scholarship (CER) is described at length in the section on Promotion to Associate Professor with tenure. Outstanding achievement in this area would demonstrate a sustained pattern of production of the results of CER, which can take many forms, including (but not limited to)

- books, articles, exhibits
- reports
- films, oral history recordings, media productions
- grant and research contracts
- web-based interpretative projects
- work that demonstrates the application of historical scholarship to the needs of contemporary communities

Although CER work creates a variety of products and may emerge from different processes, it does not differ in rigor. Traditional forms of scholarship (journal articles, books, etc.) and CER may be similar. It is possible that a candidate for promotion to Professor will assemble a dossier of scholarly achievements that combines elements of the traditional approach with elements of CER. In such circumstances, the candidate will need to demonstrate the rigor of his or her achievements in terms both of quantity and quality, and in particular in the impact of his/her achievement on the broader profession and/or the community.

CER, like all good scholarship, is peer reviewed; however, that review may include a broader and more diverse group of peers – many from outside traditional academic departments who work in communities, public agencies, historic sites, or other venues that involve both scholars and community members. In CER, the impact on community audiences—for whom the work was primarily created—must be considered. For that reason, a broader range of review documentation may be considered including

- reflections by community partners
- testimonials from general audiences
- articles in popular media.

#### *Distinguished Service*

A record of outstanding achievement in this area would demonstrate sustained significant leadership roles and accomplishments within the University and/or at the national professional level. The positive recognition of these contributions would be confirmed by awards, citations, and other forms of recognition of leadership and accomplishments.

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