

**BYLAWS**  
**SCHOOL OF ARCHITECTURE**

College of Architecture, Planning, and Landscape Architecture

**UNIVERSITY OF ARIZONA**

revised: 2018.11.20

## record of revisions

<u>date</u>	<u>change</u>
2017.01.14	complete revision, draft 3.1
2017.01.17	Article III.2: added sentence; Article VII: changed 2nd sentence; Article XII: re-numbered subsections.
2017.02.01	Adopted by Assembly, except Article XI from 2009.11.20 not rescinded by Tenured Faculty and still in force, except where superseded by UHAP and CAPLA Bylaws.
2017.10.11	Adopted by Assembly from draft 4: Many consistency changes and improvements; changed quorum required for student representatives elected directly by students. (Article XI from 2009.11.20 remains).
2017.11.16	Adopted by Assembly from draft 5.2: Consistency changes; changed NTE references to CT; "Lecture" Faculty changed to "Course" Faculty. <b>ARTICLE X:</b> FSC.S mentoring wording; change name of Stream Coordinators to Stream Chairs; Undergraduate Admissions Committees must contain at least one T+TE or multi-year CT member. <b>ARTICLE XI:</b> Course Release update; Pro Tem Title and Initial Appointments to meet UHAP; multi-year advisement for POP moved to FSC.C; Lecturer and POP updates; <b>ARTICLE XII:</b> new section on Workload Assessment (DOE).
2017.12.19	Adopted by Assembly from draft 6.1: consistency updates. ARTICLE XI: add criteria for all Faculty titles; Section 4: CT ladder made compliant with UHAP; allowance for credit when candidate not explicitly named by a firm; clarification of Research DOE in multi-year CT positions; consistency changes related to Collegiality. ARTICLE XII: Collegiality reconfigured to work, not as a stand-alone criterion, but as a characteristic that runs through the three primary criteria.
2018.11.05	Abbreviations and Definitions: Reformat for clarity; add definition of Adjunct and Visiting; revise definition of career-track. ARTICLE X, Section 5.2.2: added staggered two-year term; Section 6.2.1: added staggered two-year term. ARTICLE XI, Section 4.A.7: clarifications to multi-year appointment terms and criteria; Section 4.A.9: stipulate the dossier as the principal evidence for promotion; Section 4.B.3.4: added detail to Qualifications requirement; Section 4.B.3.6: changed criteria for evaluator selection and management of evaluation letters; Section 4.B.4.4: added detail to Qualifications requirement; Section 4.B.4.6: changed criteria for evaluator selection and management of evaluation letters. ARTICLE XII, Section 2.10: added clarification on APR appeal process.

## abbreviations and definitions

<b>adjunct</b>	applied to Lecturer appointments that are for a limited term (not expected to be renewed).
<b>the Assembly</b>	The School of Architecture Assembly
<b>APR</b>	Annual Performance Review
<b>B.Arch</b>	Bachelor of Architecture degree
<b>career-track</b>	Faculty members whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who are not eligible for tenure and do not have visiting or adjunct titles; includes Lecturer- and Professor of Practice-ranks. No FTE or term restrictions; implies a mutual commitment between the School and faculty member for an on-going career relationship.
<b>CC.C</b>	College Curriculum Committee
<b>CC.S</b>	School Curriculum Committee
<b>CE</b>	continuing-eligible: a candidate for continuing status
<b>Course Faculty</b>	a T+TE profile defined in ARTICLE XI-Section 2.2.1
<b>CS</b>	continuing status: continuing status academic professional employees; employees whose Notice of Appointment incorporates the ABOR Conditions of Service for Academic Professionals (ABOR-PM 6-302); UHAP 4A.3
<b>CT</b>	see career-track
<b>CU</b>	credit unit
<b>CV</b>	curriculum vitae
<b>the College</b>	College of Architecture, Planning, and Landscape Architecture
<b>DOE</b>	Distribution of Effort: the official work assignment by an administrator for a faculty or staff position.
<b>EFFORT</b>	estimate of work relative to a faculty member's <i>capacity</i> ; used in the DOE
<b>EW</b>	an Efficient Work (EW) unit is an abstract concept signifying an <i>ideal hour of efficient work</i> ; used in the DOE
<b>FTE</b>	Full Time Equivalency
<b>LOAD</b>	estimate of work relative to FTE; used in the DOE
<b>M.Arch</b>	Master of Architecture degree
<b>MS.Arch</b>	Master of Science in Architecture degree
<b>NTE</b>	nontenure eligible: members of the faculty whose Notice of Appointment incorporates ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who are not eligible for tenure; NTE has been replaced by <i>career-track</i> .
<b>TE</b>	tenure-eligible: having an opportunity to be reviewed for tenure.
<b>T+TE</b>	tenured and tenure-eligible appointments; same as Tenure Ranks.
<b>TT</b>	tenure-track: same as tenure-eligible.
<b>TU</b>	teaching unit: An approximation of workload based on Credit Units with allowance for extenuating factors, such as first-time taught, coordination of other faculty members, co-convened course, or course deliverables.
<b>FSC.C</b>	College Faculty Status Committee
<b>FSC.S</b>	School Faculty Status Committee

**the School** School of Architecture

**P&T** promotion and tenure

**PoP** Professor of Practice

**SPC** Student Performance Criterion/Criteria: learning objectives upon which the School's accreditation is based, as established by the National Architectural Accrediting Board, Inc.

**Studio Faculty** a T+TE profile defined in ARTICLE XI-Section 2.2.1

**Visiting** applies to faculty members with temporary, nontenure-eligible appointments, and are not expected to be renewed consecutively.

**These BYLAWS shall comply** with the Handbook of the College of Architecture, Planning and Landscape Architecture (hereafter, the College), including the policies to which it is subject, which takes precedence in case of conflict. The body of rules to which these Bylaws are subject shall be referred to as the Governing Policies.

## **PREAMBLE**

These Bylaws set forth the organization and processes by which the School of Architecture (hereafter, the School) shall function along with the rights and responsibilities of its members.

## **ARTICLE I Responsibility**

The School of Architecture Assembly (hereafter, the Assembly) is a community of faculty, staff, students, and administrators which, collectively, is responsible for delivering its mission in teaching, research, and service. Every member of the community shall be respected, heard, and acknowledged; each member shall be committed to the greater good of the whole.

The Faculty holds fundamental responsibility for instruction, curricula, research, and service in alignment with the strategic goals of the School; the administration for fiscal management, performance assessment, and personnel support and supervision.

## **ARTICLE II Shared Governance and Academic Freedom**

The School shall operate in accordance with the Shared Governance provisions of the College and the University, which insure that faculty members share responsibility for academic and educational activities and have a voice in governance. Shared Governance is not decision-making by majority rule; it is the principle by which the divided authority of the Faculty and Administration function in informed, balanced, and productive consultation. By design, the Faculty is responsible for research and the curricula; the Administration for resources, work assignments, and performance evaluation. The Staff functions in support and enhancement of both. Because actions in one domain are ultimately dependent on those in another, it is in the best interests of the School for Faculty, Staff, and Administration to work collaboratively under Shared Governance.

The School is committed to open inquiry and expression by students, staff, and faculty members according to the ideal of academic freedom. Members of our community have the freedom to examine ideas (including those that may be controversial) without fear of reprisal. Following the "1940 Statement on Academic Freedom and Tenure" of the American Association of University Professors, teachers should speak, *as teachers*, on material related to the subject at hand and, when speaking or writing publicly, should indicate that they do not speak on behalf of the institution.

## **ARTICLE III Members**

### **Section 1. MEMBERSHIP**

The Assembly is comprised of:

1. **FACULTY:** all tenured and tenure-eligible appointments; all continuing status and continuing-eligible appointments; and career-track ranks with active DOE assignments for two of the last three years;
2. **STAFF:** Staff with appointments for two of the last three years;
3. **SPECIAL:** Individuals approved by the Assembly for membership;
4. **EMERITI:** Emeriti faculty, according to the Constitution Of The General Faculty Of The University Of Arizona;
5. **EX-OFFICIO:** Ex-officio members whose academic home is in the School: the Director and possibly the Dean, Associate and Assistant Deans; and
6. **STUDENTS:** The president or chief officer of such student organizations as have been assigned a Faculty Advisor by the Director and that are registered with ASUA (UA Student Government).

### **Section 2. VOTING**

Members of the Assembly are eligible to vote as follows:

1. **ACADEMIC HOME:** The vote of Members with appointments shared with other academic units will be given a full vote;
2. **VOTE AUTHORIZATION:** Unless otherwise limited, all Members may vote on matters of culture (including self-governance, facilities, organizational concerns, and social norms); on matters of curriculum, academic policy, and education (including curriculum, committees overseeing educational matters, searches for faculty positions, and promotion and tenure), voting shall be limited to faculty- and student-Members;
3. **STUDENT VOTE:** The vote of students shall be counted as a full vote, unless otherwise specified. The aggregate student vote in any committee or task force may not exceed 10% of the voting authority.
4. **QUORUM:** Unless otherwise specified, a quorum of the Assembly or of its committees and task forces, shall consist of more than 50% of the respective members with passage of motions achieved by a simple majority of this quorum. A quorum of students for its elected representatives shall consist of 25% of eligible members with passage by a simple majority, eligible students in the B.Arch degree shall be those in the Professional Phase.
5. **PROXY:** Unless otherwise specified, there shall be no representation by proxy.

## **ARTICLE IV Officers**

The Director shall serve as Chair of the Assembly; in the Director's absence, a tenured faculty member shall be appointed by the Director to serve as Acting Chair.

## **ARTICLE V Meetings**

1. Meetings of the Assembly shall be held at the call of the Chair.
2. Special meetings, limited to the purpose(s) stated in the call, may be called by the Dean, or upon submission of a written petition stating the intended purpose, signed by at least fifteen percent (15%) of the Assembly, and presented to the Chair or the Dean.

## **ARTICLE VI Process and Parliamentary Authority**

The conduct of business, and all matters not provided for in these Bylaws, shall follow the latest edition of *Robert's Rules of Order*.

## **ARTICLE VII Amendments**

Amendments to these Bylaws may be proposed by the Director, or by petition to the Director or the Dean signed by at least fifteen percent (15%) of the Assembly. The Director or Dean shall review proposed amendments for conformance with the Governing Policies, and shall then distribute such proposals and make a ballot (digital or written) available to all members of the Assembly within 45 days of application, disseminated in the order received, and distributed at least ten days prior to the voting deadline. The Office of the Director shall process the vote. Adoption requires a two-thirds majority of the Assembly. Amendments shall take effect upon adoption.

## **ARTICLE IX School Representation on College Committees**

The Director shall appoint members to College Committees unless otherwise specified.

## **ARTICLE X Committees**

### **Section 1. School Faculty Status Committee (FSC.S)**

1. MANDATE: Shall advise the School Director on matters of:
  - .1 Annual Performance Reviews of the Faculty.
  - .2 Appointment of multi-year Lecturer-rank faculty members.
  - .3 Mentoring program.
  - .4 Merit salary adjustments.
  - .5 Lecturer-rank promotions.
2. MEMBERSHIP: Five Six members representative of the ranks, degree assignments, and diversity of the Faculty. Elected by the Faculty: minimum two tenured faculty members; one CT faculty member; two At Large faculty members, of which one must teach in a graduate degree and one in an undergraduate degree, unless such experience has been satisfied in the three ranked positions.

3. CHAIR: The Committee shall elect its own Chair annually, who shall be responsible for assigning members to specific tasks, writing majority reports, assigning an author for minority reports, and maintaining the quality and timeliness of the Committee's work.
4. REVIEW AUTHORITY: Faculty members assigned review authority by the Chair must have DOE experience (of at least 20% Effort) in two of the last three years in the areas (Teaching, Research, Service) under review.
5. TERM: Elected for three-year staggered terms; when calling for elections, the Director may assign a lesser term to achieve appropriately staggered terms.
6. MENTORING: The FSC.S shall facilitate a Faculty Mentoring Program to provide guidance to TE (Assistant and Associate Professors), CS, and multi-year CT faculty members, as well as other CT faculty members who request mentors.
  - .1 Mentoring assignments shall be made by the FSC in consultation with the Director immediately following appointment or upon request.
  - .2 Mentor candidates will be asked to indicate a first, second, and third preference; assignments will honor requests, if possible.
  - .3 The Chair of the FSC.S will advise mentors and mentees and facilitate meaningful mentoring relationships.

## **Section 2. School Curriculum Committee (CC.S)**

1. MANDATE: To define, oversee, and monitor all curricula in the School; approve significant course and curriculum proposals and revisions; approve entrance and graduation requirements; develop and maintain a syllabus template for use in all ARC courses; and set academic policies related to curricular content. This Committee shall have authority over significant revisions to the curricula; its advisory committees shall have authority to make lesser changes. Significant curricular items include the definition and assignment of all items in the Syllabus Template.
2. MEMBERSHIP: Stream Coordinators; Chair of the Studio Coordinators in each professional degree; a representative from MS.Arch elected from among the Program Chairs; the Chair of the Sustainable Pedagogy Committee; one student from each graduate degree (on one-year term); two B.Arch students (on staggered two-year terms, one from 2<sup>nd</sup>-3<sup>rd</sup> year and one from 4<sup>th</sup>-5<sup>th</sup> year); and the Director, who shall serve ex-officio as the Committee Chair and shall not have a vote except in case of tie. Student members shall be elected by their peers and shall have a 50% vote. The Director may appoint At Large non-voting representatives for specific curriculum development (such as accreditation).
3. TERM: Faculty members shall serve staggered three-year terms; student members from the professional degrees shall serve staggered two-year terms; when calling for elections, the Director may assign a lesser term to achieve appropriately staggered terms.
4. PROXY: Committee members may designate a Proxy who can vote in the member's absence. Should an absentee neglect to appoint a Proxy, or if the Proxy is not in attendance, the vote by Proxy is waived.
5. AUTHORITY: The CC.S shall determine whether actions taken by its subcommittees constitute "significant" decisions, requiring CC.S approval.

### Subsection A. Curricular Streams

The Curricular Streams are advisory to the Curriculum Committee.

1. **MANDATE:** To define, oversee, and monitor all courses assigned to its Stream; to advance course proposals and revisions, through its Coordinator, to the Curriculum Committee.
2. **COMPOSITION:** The Curriculum Committee shall assign all required courses to one or more of the School's curricular Streams: Design Communications, History + Theory, Practice, Technology, and Studio. The Director will assign elective courses to Streams.
3. **MEMBERSHIP:** Comprised of faculty members teaching courses assigned to the respective Stream.
4. **CHAIR:** Each respective Stream Faculty shall elect a Stream Chair, except the Studio Streams (see Subsection B). The Director may call for a Chair election to satisfy the staggered term requirement and may assign a lesser term to achieve appropriately staggered terms. The Chair is obligated to invite input and, when appropriate, votes from all members regarding matters on which it is advising the CC.
5. **VOTE:** All members who are also Members of the Assembly have a vote.

### Subsection B. Studio Coordinators Committees

Each professional degree shall have a Studio Coordinators Committee that is advisory to the Curriculum Committee.

1. **MANDATE:** To develop, review, and monitor its respective studio curriculum as a whole, adjusting learning objectives and benchmarks between studios, and suggesting significant revisions, through its Coordinator, to the Curriculum Committee.
2. **MEMBERSHIP:** Studio Coordinators (including, in the case of single-section studios, sole instructors) in the respective degree in the current academic year.
3. **CHAIR:** The B.Arch Studio Stream shall elect a Chair from among the Studio Coordinators; the Chair of the M.Arch Studio Stream shall be the Program Chair. Consequently, there will be two Studio Stream representatives serving on the Curriculum Committee. The Director may call for a Chair election to satisfy the staggered term requirement. Each Chair is obligated to invite input and, when appropriate, call for votes from all respective members regarding matters on which it is advising the CC.S.
4. **VOTE:** All members have a vote.

### Subsection C. Capstone Committee

The Capstone Committee is advisory to the Curriculum Committee.

1. **MANDATE:** To develop, review, and monitor the Capstone curriculum and work, suggesting significant revisions, through its Chair, to the Curriculum Committee.
2. **MEMBERSHIP:** The Director, faculty members teaching Capstone, and one student member elected by this Committee.
3. **CHAIR:** The Capstone Coordinator shall serve as Chair.

### Subsection D. Sustainability Pedagogy Committee

This Committee is advisory to the Curriculum Committee.

1. MANDATE: To develop, review, monitor, and promote the Sustainability Protocol, suggesting revisions to the Curriculum Committee.
2. MEMBERSHIP: The Studio Stream Chairs; three faculty members appointed by the Director; two B.Arch and one M.Arch students, elected by the Committee; and such outside experts as elected by the Committee or appointed by the Director to make the Committee representative and informed in the topic area.
3. CHAIR: The Committee shall elect its own Chair each year. The Chair is obligated to invite input and, when appropriate, votes from all members regarding matters on which it is advising the CC.S.
4. VOTE: Faculty Members shall have one vote; Student Member votes shall be prorated at 50%; outside experts shall not vote.

#### Subsection E. Graduate Executive Committee

The Graduate Executive Committee is advisory to the Curriculum Committee.

1. MANDATE: To oversee graduate curricula, entrance and graduation requirements, and other academic policies and recommend related initiatives to the Curriculum Committee.
2. MEMBERSHIP: The graduate Program Chairs; one faculty member from each graduate degree elected by the Faculty teaching in that degree for a three-year staggered term; the graduate advisor (staff); and a student from each degree elected by this Committee.
3. CHAIR: The Committee shall elect its own Chair annually.
4. VOTE: Every member has a vote.

#### Subsection E.1. Graduate Admissions Committees

Each graduate degree or subplan may have an Admissions Committee that is advisory to the Graduate Executive Committee.

1. MANDATE: To recruit, recommend and monitor admission policies, prioritize merit-based financial awards for the Director, recommend applicants for admission, and review applicants for advanced placement.
2. MEMBERSHIP: The Committee shall be comprised of the Graduate Advisor, the Program Chair of the degree, the Chair of the Graduate Executive Committee, a student from that degree elected by the Committee, and such additional members as appointed by the Director. In graduate degrees with multiple focus areas, the Director may establish individual admissions committees as warranted by the population and expertise of the focus area.
3. CHAIR: Elected by the Committee annually.
4. VOTE: Every member has a vote.

#### Subsection E.2. Graduate Program Chairs

Each graduate degree or focus area shall be assigned a Program Chair by the Director from the Faculty teaching in that domain.

1. TERM: A term of 3 years, renewable.
2. MANDATE: Each Program Chair shall be responsible for recruiting, admissions, and organizing the program's faculty to ensure effective curriculum development and appropriate

learning standards. The Program Chair shall advise the Director on faculty appointments in that domain and shall advise and develop curriculum proposals for the Curriculum Committee.

### **Section 3. Undergraduate Admissions Committees**

Each undergraduate degree shall have an Admissions Committee

1. MANDATE: To recruit, recommend and monitor admission policies, recommend applicants for admission, and review applicants for advanced placement.
2. MEMBERSHIP: The Undergraduate Advisor (staff), the Foundation Coordinator(s), one faculty member appointed by the Director, and one student from that degree elected by this Committee. This Committee must contain at least one T+TE or multi-year CT member.
3. CHAIR: the Foundation Coordinator or, if there are multiple Coordinators, as appointed by the Director.
4. VOTE: Every member has a vote.

### **Section 4. Digital Technology Committee**

1. MANDATE: To assess, promote, and advise the Curriculum Committee on digital learning pedagogy, including maintaining and developing the Digital Technology matrices; to advise the Director on acquisitions within the School and non-credit training programs.
2. MEMBERSHIP:
  - .1 Ex Officio: The Stream Coordinators of the Design Communications and Technology Streams;
  - .2 elected by the Assembly: a faculty member from the MS.Arch Faculty (if not already represented in the ex-officio members);
  - .3 elected by this Committee: a student; and
  - .4 appointed by the Director: a member of the Information Technology staff and up to two At Large members, as needed for expertise and representation.
3. PROXY: The Stream Coordinators may appoint proxies or name other members of their respective Streams to serve in their steads.
4. CHAIR: Elected by the Committee annually.
5. VOTING: All members vote.

### **Section 5. MaterialsLab Committee**

1. MANDATE: To advise the Director on acquisitions, laboratory equipment, and material resources; to facilitate planning and scheduling of MaterialsLab use; to develop opportunities for collaborative use of facilities and expertise; and to seek support from the materials and equipment industry.
2. MEMBERSHIP:
  - .1 Ex Officio: the MaterialsLab manager;
  - .2 elected by the Assembly: two faculty members on staggered two-year terms;
  - .3 elected by this Committee: one student from each degree; and
  - .4 appointed by the Director: up to two At Large members, as needed for expertise and representation.

3. CHAIR: The MaterialsLab manager.
4. VOTING: All members vote.

### **Section 6. Academic Events Committee**

1. MANDATE: To plan, manage, and coordinate with stakeholders and other College committees for lectures, exhibitions, publications, and other cultural events. The scope of work will be a function of the School's autonomy in sponsoring events, which may fluctuate; the scope and budget will be established by the Director.
2. MEMBERSHIP, for autonomous School programs:
  - .1 elected by the Assembly: two faculty members on staggered two-year terms;
  - .2 elected by the Committee: two student members; such additional members as needed to provide expertise in the programmatic themes; and
  - .3 appointed by the Director: a member who will serve as Chair for a two-year term and be responsible for the budget and work assignments within the Committee; an understudy for Chair in the Chair's last year.
3. MEMBERSHIP, for collaborative programs:
  - .1 appointed by the Director: a School representative who will serve as Chair and be responsible for the budget if the School is the largest financial contributor— OTHERWISE—a School representative to work with representatives from the other units or partners.
4. VOTING: All members vote.

### **Section 7. Faculty Search Committees**

1. MANDATE: To solicit applications, advertise, evaluate candidates, host on-campus visits, solicit assessments from the Assembly and constituents, and advance a shortlist of candidates to the Director.
2. MEMBERSHIP: As appointed by the Director: a faculty Chair, CT and T+TE faculty members (one of which may serve as Chair), a faculty member from outside the unit, a staff member, a minimum of three students from degrees in which the candidate is expected to teach, and such At Large outside experts and additional architecture and other faculty members as make the Committee representative and informed in the search area.
3. TERM: Each Search Committee shall be formed for a specific search, then disbanded.

### **Section 8. FSC.C Pool**

1. MANDATE: To provide a pool of potential appointees for the College Faculty Status Committee.
2. MEMBERSHIP: 5-10 tenured and continuing status Faculty, elected by tenured and continuing status Faculty. Each nominee must receive a simple majority of the quorum to be eligible for service, if there are more than five candidates.
3. TERM: The Pool shall be elected annually; FSC.C members are appointed and serve under the College Bylaws.

## **Section 9. task forces**

The Director may appoint, or call for an election, and charge an *ad hoc* task force for a limited assignment. After the task force has discharged its duties, it shall be disbanded.

# **ARTICLE XI**

## **Promotion Policies and Procedures for Academic Appointments**

### **Section 1. Ranks**

Faculty ranks shall provide clarity of purpose, mutually-supportive divisions of responsibility, and opportunity for career development and advancement. Within these guidelines, specific focus areas and responsibilities will be outlined in respective hire letters and DOEs.

1. **TENURED + TENURE-ELIGIBLE RANKS:** DOE emphasis in Teaching and Research, with lesser responsibilities in Service. T+TE ranks are expected to lead the School's Research effort; nurture and provide mentoring, leadership, and collegiality; develop and disseminate exceptional teaching craft; and provide leadership in Service.

2. **CONTINUING STATUS RANKS:** DOE emphasis in Research, Service, Administration, or Outreach, including acquisition of external funding to support relevant activities, with minor-to-no responsibilities in Teaching. CS ranks may promote public dialogue on issues significant to the School through vehicles such as conference organization, stakeholder dialogues, public and continuing education programs, and information dissemination.

3. **CAREER TRACK RANKS:** DOE emphasis in Teaching and Service, with minor to no responsibilities in Research. The Lecturer and Professor of Practice tracks, together, form a career ladder upon which career-track appointees may rise or into which they may be appointed.

.1 **LECTURER TRACK:** For emerging professionals or emerging educators qualified by an appropriate degree or licensure.

.2 **PROFESSOR OF PRACTICE (PoP) TRACK:** For established professionals qualified by a terminal degree or licensure and practice experience, with a body of work recognized through publication, design awards, or other peer recognition; and For established educators qualified by a terminal degree or licensure and teaching experience, with recognition of their teaching through conference presentations, publication, teaching awards, or other peer recognition.

4. **CRITERIA FOR FACULTY:**

.1 **MULTI-DISCIPLINARY NATURE OF THE FIELD:** Architecture is a broad scholarly and professional field requiring diverse expertise, as explained in recent decades by various experts in the field (e.g., Ernest Boyer, *Scholarship Reconsidered* (Princeton: The Carnegie Foundation, 1990); Shannon Criss, Chair, et. al., Research and Scholarship Committee, "Research and Scholarship for Promotion, Tenure, and Reappointments in Schools of Architecture" (Washington, DC: Association of Collegiate Schools of Architecture, 2017.) Consequently, architecture programs include faculty members with special backgrounds in such areas, one or more professional degrees in architecture, and degrees outside of architecture. Due to the professional-, aesthetic-, scholarly-, and craft-nature of our discipline, extensive

experience (such as practice experience, licensure, fabrication skill, exhibit background, or field work) can be as valuable as academic credentials as a qualifier for certain teaching roles.

- .2 MULTI-DISCIPLINARY SCHOLARSHIP: As a result of this diversity, architectural faculty members may do scholarship that incorporates the arts and humanities; social or traditional science; education and pedagogy; marketing and business administration; engineering; information technologies and media; computer programming, software development, coding, or computer-aided design and fabrication; construction, fabrication, and craft; design thinking, design process, or design practice; oral, digital, and graphic communications; or other disciplines.

- .3 EXTERNAL PEER REVIEW: All faculty ranks (except *pro tem* and single-term appointments in the Lecturer track) have external peer-review expectations, which may take the form of articles, chapters, and book publications; conference presentations and proceedings; design, research, and teaching awards; or juried exhibitions and installations, design competitions, and competitively awarded peer-adjudicated design commissions.

The value of peer-review venues improves with increasing standards of rigor in the criteria and review process, for example: blind review of applicants by jurors; sophistication and prestige of jurors; prominence and reputation of the venue; quality and quantity of the applicant pool; size and composition of the geographic area from which applicants are drawn; and the number of awards given relative to the number of submittals. Invited participation, as opposed to blind peer selection, is also a form of peer review and may be gauged by the prestige, rigor, and reputation of the venue.

Faculty are expected to achieve peer-review recognition in domains appropriate to their expertise and with growing stature appropriate to their career stage. A diversity of disciplinary venues are valued, although the merit accorded each specific venue will be gauged by its relevance to the work under review and factors listed above.

- .4 SERVICE EXPECTATIONS: In order to advance, faculty members are expected to contribute with greater impact at higher levels of leadership to the School, College, University, and community, with increasingly elevated academic and professional service outside the University.
  - .1 CULTURAL LIFE OF A SCHOOL: Candidates required to demonstrate investment in the cultural life of a school should show that they have organized, chaired, hosted, or participated in such programs as student organizations; lecture and film series; school or college committees and task forces; recruiting or development fairs; mentoring; community education programs; or other forms of extra-curricular service that enrich the School.
- .5 LEVELS OF ABILITY: Qualifications for rank are specified in levels:
  - .1 PROMISE: *Demonstrated potential for future ability and achievement*, as evidenced by the candidate's own student or professional work, the reputation

of the programs or offices with which the candidate has been associated, or the recommendations of others to whom the candidate is known and who are qualified to offer informed assessment.

- .2 COMPETENCE: *Ability to deal adequately with a subject or skill set*, as evidenced by past performance in the same or similar area; implies fulfilling the minimum requirements completely, having adequate ability.
  - .3 EXCELLENCE: *Ability in a subject or skill set to an eminent or unusual degree*, as evidenced by past performance; implies the demonstration of surpassing merit and skill, the ability to innovate and expand the current paradigm, or the contribution to the state of the art of the subject area.
- .6 LEVELS OF RECOGNITION: Qualifications for peer recognition are specified in tiers (with the expectation that, the broader a geographical area, the greater, more diverse, and more highly qualified will be the pool of competitors against which one must be distinguished):
- .1 STATE: The peer review is sponsored by a disciplinary or professional organization that operates as a city, county, state-wide, or foreign district of similar political domain (such as AIA Southern Arizona, AIA Arizona, or Arizona Forward).
  - .2 REGIONAL: The peer review is sponsored by a disciplinary or professional organization that operates as a regional body across multiple states or similar foreign domains (such as AIA Western Mountain Region or ACSA Southwest Region). An organization that encompasses a nation, but operates *as* a regional-body (such as ACSA Canada Region) is considered a Regional body.
  - .3 NATIONAL OR INTERNATIONAL: The peer review is sponsored by a disciplinary or professional organization that operates nationally or internationally (such as the ACSA (national) Spring Conference, the SAH Annual International Conference, the CAA Annual Meeting, or one-time topic specific conferences sponsored by credible scholarly organizations).
- .7 CRITICAL MASS OF WORK: A *body of work* should substantiate the necessary qualifications in a critical mass of peer-reviewed evidence. The quantity of such work constitutes a *body* when there are sufficient examples to show that the skills and knowledge in evidence are, not merely emerging or accidental, but part of a larger pattern of demonstrated expertise.
5. TRANSFER BETWEEN RANKS
- .1 TO CAREER-TRACK: Transfer from a TE or CE appointment to a CT appointment may be made, if supported by the Director and Dean, by submitting a request with required documentation following the Provost's guidelines (UHAP 3.1.01G).
  - .2 TO TENURE-ELIGIBLE or CONTINUING-ELIGIBLE: Transfer from a CT appointment to a TE or CE appointment may be made, if supported by the Director and Dean, after a FSC.C recommendation and by following the Provost's guidelines.

## **Section 2. Tenure Ranks: Promotion and Tenure**

1. PROCESS: Promotion and tenure will follow the Governing Policies (including UHAP 3.0).
2. FTE
  - .1 Studio Faculty: An assignment of approximately 60% Effort in teaching, consisting of a 6-CU studio and a 3-CU course or seminar per semester, is standard. The remaining Effort will be made up of Research and Service and will vary year-to-year based on the individual's career stage and the needs of the School.
  - .2 Course Faculty: An assignment of approximately 40% Effort in teaching, consisting of two 3-CU courses or seminars per semester, is standard. The remaining Effort will be made up of Research and Service and will vary year-to-year based on the individual's career stage and the needs of the School.
3. COURSE RELEASE: Tenure-eligible and tenured faculty members with an FTE above 0.75 for three of the last four years shall receive a 3-CU course release in the semester prior to submission of a required dossier for promotion or tenure, funding and opportunity permitting; the timing of the release may be adjusted by the Director upon the candidate's request if beneficial to the candidate and the School.
4. EXPECTATION FOR FUNDED RESEARCH: Tenure Rank Faculty are expected to generate external funding. Where a faculty member's research area offers limited opportunities for grant funding, there remains an expectation to develop sponsored projects or collateral support, such as funded community outreach or other non-grant funding, in order to generate revenue that will facilitate exploration, advance knowledge, or otherwise support service to the discipline, profession, or community.

## **Section 3. Continuing Status: Appointment and Promotion**

1. PROCESS: Promotion and tenure will follow the Governing Policies (including UHAP 4A.1).
2. COURSE RELEASE: Continuing-eligible faculty members with an FTE above 0.75 for three of the last four years shall receive a 3-CU course release in the semester prior to submission of a required dossier, funding and opportunity permitting; the timing of the release may be adjusted by the Director upon the candidate's request if beneficial to the candidate and the School.
3. EXPECTATION FOR EXTERNAL FUNDING: CS Faculty are expected to generate external funding commensurate with their appointment in Research and Outreach.

## **Section 4. Career-Track Ranks: Appointment and Promotion**

### **Subsection A Conditions of Appointments**

1. PRO TEM TITLES: *Adjunct* and *Visiting* may be prefixed to these titles, following UHAP 3.1.02. *Adjunct* and *Visiting* titles will not be given Annual Performance Reviews (UHAP 3.1).
2. FTE: A 6-CU teaching load with approximately 2 hours/week (2-EW) of Service constitutes a 0.50 FTE / semester for career-track Faculty. Service associated with the teaching assignment, such as preparing for and attending faculty meetings relating to the teaching assignment, is part of the Teaching load.
3. SALARY: Career-track faculty members will be paid for Teaching and Service activities that are assigned in the DOE. Rates are not fixed by title; rather, pay shall be determined by the

Director at the time of assignment based on anticipated time and complexity of load, relevant experience, record of performance, APR assessment, rank and track, professional reputation, years of service, market competition, and external factors such as required commute. The Director may adjust salary after the annual appointment if the DOE is significantly changed. In multi-year appointments, the salary may be adjusted annually based on changes to the assigned DOE and performance.

4. LADDER: Advancement along the career-track titles shall be made sequentially from the position of initial appointment. Transfers between Lecturer- and POP-tracks may be made by candidates who meet the criteria and, in the case of candidates advancing to a POP rank, after the advisement of the FSC.C. Performance, not time in place, shall be the primary criterion for advancement.

5. INITIAL APPOINTMENTS: Initial appointments will be made to the criteria in Subsections B and C, with advisement for multi-year contracts as indicated. FSC reviews are not required for initial appointment.

6. PROMOTION: Application for promotion may be initiated by existing CT Faculty, the FSC.S, or the Director. To be considered, the candidacy must be deemed worthy of consideration for the position sought based on a CV review by the Director, who will advise the candidate to prepare a complete submittal for the appropriate rank(s). Promotions will be considered annually according to a call from the Director. Appeals of Lecturer promotion decisions shall be made to the Dean; as PoP appointments are made by the Provost, there is no appeal.

7. MULTI-YEAR APPOINTMENTS: Subject to the approval of the Dean and the Provost (UHAP 3.1.02.a) limited to appointments where the FTE is expected to remain constant over the whole term of appointment and contingent on the availability of funds. The Director shall be advised on multi-year appointments in the Lecturer track by the FSC.S, in the POP track by the FSC.C. The criteria for multi-year contracts shall be the candidate's level of participation, reliability, timeliness, and likelihood of continued performance. (Because a multi-year appointment requires a consistent scope of work, lack of a multi-year term does not necessarily imply that the School does not have an on-going commitment to faculty on single-term appointments.)

8. PORTFOLIO: Portfolios shall show professional or educational work that addresses the purpose and qualifications of the position.

In cases of collaborative, group, or firm work, contributions of the candidate must be explicit. In the case of a candidate working for others, the reputation of the office(s) may be considered to have conferred the required credential upon the candidate if the design awards or other peer-review credentials recognize, directly or indirectly, work over which the candidate had substantial responsibility, even if the candidate is not cited by name in the peer review.

Portfolios for promotion to elevated titles (Senior and Principal Lecturer; Associate and full PoP) should be annotated to articulate an overarching career trajectory, contributions to the discipline, and how the position requirements have been satisfied in the work.

9. DOSSIER: Where required, the requirements for the Dossier shall be the Provost's standards for the P&T dossier (UHAP 3.3.03.c):

- [Dossier Section 1](#): Summary Data Sheet
- [Dossier Section 2](#): Summary of Candidate's Workload Assignment

- [Dossier Section 3](#): Departmental & College Promotion & Tenure Criteria
- [Dossier Section 4](#): Curriculum Vitae & List of Collaborators
- [Dossier Section 5](#): Candidate Statement
- [Dossier Section 6](#): Teaching Portfolio ([Teaching Portfolio Resources](#))
- [Dossier Section 7](#): Evaluation of Teaching & Advising
- [Dossier Section 8](#): Optional Service and Outreach Portfolio
- [Dossier Section 11](#): Recommendations for Promotion
- [Appendix E](#): Sample Letter for Research Collaborator and Professional Client, or Other Community Collaborator

The Dossier shall be the principal evidence for the award of rank; Annual Performance Reviews should not be consulted in promotion reviews, unless the candidate has been reprimanded for violating Professional Conduct (as applies to T+TE Faculty, UHAP 3.3.02.B).

## Subsection B      Lecturer track

### 1. ADJUNCT LECTURER

For emerging professionals or educators with interest in teaching.

- .1 TERM: 1-2 semesters.
- .2 FTE: <0.75 FTE for one semester; <0.50 FTE for two consecutive semesters (UHAP 3.1.02).
- .3 BENEFITS-ELIGIBLE: no.
- .4 QUALIFICATIONS: degree in the field of instruction, or licensure, or commensurate field or practice experience and expertise.
- .5 APPOINTMENT + REVIEW: by Director; no APR.
- .6 SUBMITTAL: CV, portfolio.

### 2. LECTURER

For emerging professionals or educators with promise in teaching.

- .1 TERM: 1-2 semesters.
- .2 FTE: ≥0.75 FTE for one semester; ≥0.50 FTE for two consecutive semesters.
- .3 BENEFITS-ELIGIBLE: yes.
- .4 QUALIFICATIONS: degree in the field of instruction, or licensure, or commensurate field or practice experience and expertise.
- .5 APPOINTMENT: by Director.
- .6 SUBMITTAL: CV, portfolio.
- .7 REVIEW: APR.

### 3. SENIOR LECTURER

For professionals or educators who have demonstrated competency in Teaching, Service, and investment in the cultural life of this, or another, School.

- .1 TERM: 1-3 years.
- .2 FTE: variable.
- .3 BENEFITS-ELIGIBLE: contingent on FTE.

- .4 QUALIFICATIONS: Degree in the field of instruction or licensure, and:  
 TEACHING: Demonstrates mature, equitable, and effective rapport with students; effective teaching craft; consistently delivers course requirements (including assigned learning objectives and Student Performance Criteria (SPC)) to the majority of students; record of contribution to the curricular design, development, or delivery of a course or studio, including improved strategies for student success and retention.  
 SERVICE: Record of substantial service contributions to this School, a design organization, or a program in another university.  
 COLLABORATION: Ability to contribute to a combined effort with colleagues in classroom, studio, outreach, or Service settings.
- .5 APPOINTMENT: Evaluation for multi-year appointment by FSC.S; appointment by Director. A small Research DOE may be assigned to multi-year appointments to nurture the scholarship of pedagogy through external peer review (XI.1.4.3) of Teaching. While external peer review may not be expected every year with a single-digit DOE, at least one is expected within the multi-year appointment.
- .6 SUBMITTAL: CV, annotated portfolio, minimum three letters of evaluation from CAPLA or outside Faculty from at least two ranks. Evaluators shall be selected by the Director and include at least one proposed by the candidate and a majority by the Director. Letters shall be solicited by and submitted directly to the Director.
- .7 REVIEW: APR.

#### 4. PRINCIPAL LECTURER

For educators who have demonstrated excellence in Teaching and Service; leadership in service, curricular development, or studio coordination; and investment in the cultural life of this, or another, School.

- .1 TERM: 1-3 years.
- .2 FTE: variable.
- .3 BENEFITS-ELIGIBLE: contingent on FTE.
- .4 QUALIFICATIONS: relevant degree or licensure; and  
 TEACHING: Demonstrates mature, equitable, and inspiring rapport with students; exceptional teaching craft; delivers course content in excess of requirements (assigned learning objectives and Student Performance Criteria (SPC)) to the majority of students; record of having led innovative curricular design, development, and delivery of a course or studio.  
 SERVICE: Record of significant service with important impact on this School, a design organization, or a program in another university; has initiated, developed, and delivered a significant Service program(s) that addresses an unanswered need.  
 COLLABORATION: Ability to follow, as well as lead, colleagues in accomplishing a shared outcome in classroom, studio, outreach, or Service settings.
- .5 APPOINTMENT: Evaluation for multi-year appointment by FSC.S; appointment by Director. A small Research DOE may be assigned to multi-year appointments to nurture the scholarship of pedagogy through external peer review (XI.1.4.3) of

Teaching. While external peer review may not be expected every year with a single-digit DOE, at least one is expected within the multi-year appointment.

- .6 SUBMITTAL: CV, annotated portfolio; minimum three letters of evaluation from CAPLA or outside Faculty from at least two ranks and at least one external to the UA. Evaluators shall be selected by the Director and include at least one proposed by the candidate and a majority by the Director. Letters shall be solicited by and submitted directly to the Director.
- .7 REVIEW: APR.

## Subsection C Professor of Practice track

### 1. ASSISTANT PROFESSOR OF PRACTICE

For established professionals with interest in teaching; For established educators who have demonstrated competency in Teaching, Service, and investment in the cultural life of this, or another, School.

- .1 TERM: 1-3 years.
- .2 FTE: variable.
- .3 BENEFITS-ELIGIBLE: contingent on FTE.
- .4 QUALIFICATIONS: terminal degree or licensure; established reputation and peer-recognition of professional or teaching excellence at a state level.
- .5 APPOINTMENT: Nomination by Director; evaluations with recommendations by FSC.C and Director advisory to Dean; approval by the Provost (UHAP 3.3.03.c.).
- .6 SUBMITTAL: CV, portfolio; Dossier (for promotions).
- .7 REVIEW: APR by FSC.S; promotion and renewal evaluation by FSC.C and Director advisory to the Dean.

### 2. ASSOCIATE PROFESSOR OF PRACTICE

For regionally-recognized professionals with experience in teaching; For regionally-established educators who have demonstrated competency in Teaching, Service, and contributions in the cultural life of this, or another, School.

- .1 TERM: 1-3 years.
- .2 FTE: variable.
- .3 BENEFITS-ELIGIBLE: contingent on FTE.
- .4 QUALIFICATIONS: terminal degree or licensure; established reputation and peer-recognition of professional or teaching excellence at a regional level, and:  
TEACHING: Demonstrates mature, equitable, and effective rapport with students; effective teaching craft; consistently delivers course requirements (including assigned learning objectives and Student Performance Criteria (SPC)) to the majority of students; record of contribution to the curricular design, development, or delivery of a course or studio, including improved strategies for student success and retention.  
SERVICE: Record of substantial service contributions to this School, a design organization, or a program in another university.

COLLABORATION: Ability to contribute to a combined effort with colleagues in classroom, studio, outreach, or Service settings.

- .5 APPOINTMENT: Nomination by Director; evaluations with recommendations by FSC.C and Director advisory to Dean; approval by the Provost (UHAP 3.3.03.c.).
- .6 SUBMITTAL: CV, annotated portfolio; Dossier (for promotions).
- .7 REVIEW: APR by FSC.S; promotion and renewal evaluation by FSC.C and Director advisory to the Dean.

### 3. PROFESSOR OF PRACTICE

For nationally- and internationally-recognized professionals with experience in teaching; For nationally- and internationally-established educators who have demonstrated excellence in Teaching and Service; leadership in service, curricular development, or studio coordination; and impact and leadership in the cultural life of this, or another, School.

- .1 TERM: 1-3 years.
- .2 FTE: variable.
- .3 BENEFITS-ELIGIBLE: contingent on FTE.
- .4 QUALIFICATIONS: terminal degree or licensure; established reputation and peer-recognition of professional or teaching excellence at a national or international level, and:
  - TEACHING: Demonstrates mature, equitable, and inspiring rapport with students; exceptional teaching craft; delivers course content in excess of requirements (assigned learning objectives and Student Performance Criteria (SPC)) to the majority of students; record of having led innovative curricular design, development, and delivery of a course or studio.
  - SERVICE: Record of significant service with important impact on this School, a design organization, or a program in another university; has initiated, developed, and delivered a significant Service program(s) that addresses an unanswered need.
  - COLLABORATION: Ability to follow, as well as lead, colleagues in accomplishing a shared outcome in classroom, studio, outreach, or Service settings.
- .5 APPOINTMENT: Nomination by Director; evaluations with recommendations by FSC.C and Director advisory to Dean; approval by the Provost (UHAP 3.3.03.c.).
- .6 SUBMITTAL: CV, annotated portfolio; Dossier (for promotions).
- .7 REVIEW: APR by FSC.S; promotion and renewal evaluation by FSC.C and Director advisory to the Dean.

## **ARTICLE XII | Workload and Assessment**

### **Section 1. Distribution of Effort**

- .1 WORKLOAD ASSIGNMENT: Each faculty member will be assigned a Distribution of Effort (DOE) by the Director by the start of each academic year, which shall designate the primary responsibilities in Teaching, Research, Service, Administration, or Outreach. The faculty member and Director shall confer in the event of significant changes thereafter.

Faculty members are expected to accomplish the assigned workload, however, evaluators are asked to treat assigned values as *indications* of emphasis, rather than rigid requirements. Individuals are expected to be self-generative, respond to the changing needs of the School, and balance individual needs with those of the institution. Summary contribution and impact are more important than specific work assignments; every faculty member should demonstrate a balance of career advancement with contribution to the institution.

The DOE is an *approximation* of assigned responsibilities, the purpose of which is to guide individual activity in coordination with the School's mission, to provide clarity of expectation, and facilitate appreciation of faculty work. Work is estimated according to three units:

- .1 EFFORT: *Effort* estimates assigned work relative to a faculty member's *capacity*. EFFORT always totals 100%.
  - .2 EWs: The Efficient Work (EW) unit stands for the concept of an *ideal hour of efficient work*; 40 EWs is a full efficient week of work. Conversions between TUs, Effort, and EWs allow Service and Research work to be related to Teaching, and are estimated as follows:  
For studio faculty, a full Teaching load is 18 CU/AY or 60% Effort;  
 $60\% \text{ Effort} \times 40 \text{ EWs} = 24 \text{ EWs}$ ;  
so, 24 EWs is equivalent to 18 TUs;  
Consequently,  $1 \text{ TU} = 1.3333 \text{ EW}$ .
  - .3 LOAD: Load estimates assigned work relative to a Full Time Equivalency (FTE):  
 $1.0 \text{ FTE} = 40 \text{ EW} = 1.00 \text{ Load}$ . While Effort must always equal 100%, LOAD may be more or less than 1.00, acknowledging that some faculty members take on more, or less, work than others. The Load estimate endeavors to make transparent such difference.
- .2 TEACHING LOAD: Teaching Units (TU) approximate a faculty member's *actual* work in assigned courses. For most courses, one Credit Unit (1-CU) = 1-TU, but TU may be higher (e.g., for coordination responsibilities, large classes, first-time offerings, or courses with client deliverables) or lower (e.g., for the second in a co-convened course or for team-taught courses) than CU. Independent Studies are estimated at 1-TU per 3-CU, unless there are overriding factors.
    - .1 Advising: Advising on theses and dissertations shall be counted as Teaching and credited as 0.25 TU/semester for committee membership and 0.75 TU/semester for chairing a committee.
    - .3 SERVICE LOAD: Service, estimated in EWs, approximates how much work *should* be needed for an assignment, if conducted efficiently. Since not all committees require equivalent work, and since roles on a committee vary, the Service assignment is an prediction that can be later corrected if significantly different than the assignment.
    - .4 RESEARCH LOAD: Research, estimated in EWs, approximates how much work is typically allocated toward career goals at the given phase. TE and tenured faculty preparing for promotion or tenure will generally be assigned a greater Research

assignment than those in non-critical Research phases. Timing, special assignment, and exceptional opportunities may alter this standard.

RESEARCH includes scholarship, funded research, creative work, outreach, and includes:

- .1 Publications: Peer-reviewed books, journals, invited papers and monographs, professional publications, popular media, research reports.
  - .2 Presentations: Invited presentations; keynote addresses; academic conferences; professional conferences.
  - .3 Exhibits: Juried and invited; national and international.
  - .4 Design Competitions: National and international.
  - .5 Patents: Software, products, materials, etc.
  - .6 Grants and contracts.
- .5 OUTREACH: Work in service to the community is part of the University's mission as a land-grant institution and is one of the notable opportunities the School has to distinguish itself. Outreach shall be credited between Teaching, Research, and Service to approximate a faculty member's relative efforts under each area of endeavor. As outreach work will usually bridge categories, with activities that fall in under more than heading, the Director will endeavor to make DOE distributions that capture the emphasis and character of the work, its primary areas of impact, and the relative effort expended. Significant differences between the DOE and actual work will be corrected by the Director according to consultation and evidence provided by the faculty member.

## **Section 2. Annual Performance Review**

1. PURPOSE: Annual Performance Reviews (APRs) are intended to be a meaningful self- and peer-evaluation of performance, promoting thoughtful and conscious career development (UHAP 3.2).
2. PROCESS: APRs will be conducted in accordance with principles set forth here and by a process that is determined and administered by the FSC.S following UHAP 3.2. The FSC.S assessment is advisory to the Director, who is responsible for the final Review.
3. SCHEDULE: The FSC.S shall publish the APR process with schedule by the first day of Fall classes.
4. SUBMITTAL: Faculty members shall:
  - .1 Report on activities in Teaching, Research, and Service for the calendar year explained in a three-year context.
  - .2 Self-assess performance under all criteria, reporting both strengths and weaknesses.
  - .3 Report on delivery of Student Performance Criteria (SPC), Sustainability Protocol, and other learning objectives assigned to their courses in this period.
  - .4 Progress relative to Goals set at the last APR; enumerate new goals for the forthcoming year based on this year's assessment.

5. COLLEGIALITY: Performance shall be evaluated in Teaching, Research, and Service, with Collegiality running through these as a common thread.

- .1 To be *collegial* means to share responsibility; from *collegium*, connoting partnership and association. It indicates commitment to a common purpose, an ability to *work together* toward that purpose, and a recognition of the contributions and value of others. Collegiality is evidenced through *activities* and *qualities*.

Activities: Collegiality *in action* is demonstrated by voluntary (unassigned) efforts to support the work of others toward a common end, such as serving as a guest critic, giving a guest lecture for an other's course, or offering to partner in a particularly large, difficult, or unpleasant activity. While one may get or share credit for such actions, the quality that makes them *collegial* is the function of partnership toward common cause.

Qualities: Collegiality *in nature* is demonstrated by the manner in which actions are carried out, i.e., being conducive to the quality and productivity of the work and contributing to common purpose. Collegiality *in nature* does not mean being nice; it means acting in a way that is conducive to partnership and common purpose.

6. SCALE: Reviews by the candidate, FSC.S, and Director shall include a numeric score for each criterion, correlated to the University's APR scale, to facilitate more general assessments by rank, track, gender, and to test for bias.

7. PEER REVIEW: Faculty members are entitled to a performance review by peers, which is advisory to the FSC.S. Candidates may nominate three Peers of which the FSC.S shall select one with one-to-two others separately designated by the Committee based on relevant expertise, familiarity with the candidate's work, distribution of rank, and objectivity. Peer review shall include at least one class visit. The FSC.S shall make peer review training available and take such measures as will ensure value, quality, rigor, and fairness.

8. PROGRESS TOWARD PROMOTION AND TENURE: Faculty members who are eligible for promotion and tenure will be assessed for progress by their respective Mentor(s) and the Director as a component of the APR. This assessment is advisory and will not be considered in the formal P&T evaluation, but may be considered in the APR evaluation.

9. ASSESSMENT: Performance shall be assessed according to the relevant criteria in context of the year's DOE. The FSC.S shall endeavor to calibrate its own and the peers' reviews for equity.

10. APPEAL: As the FSC.S review is advisory to the Director, there is no appeal of its evaluation. The Director's evaluation may be appealed to the Dean in writing within 30 days of receipt per UHAP 3.2.03.

## **ARTICLE XIV**

### **Merit Salary Adjustments**

The Director shall utilize the Annual Performance Review, Post Tenure Reviews, special assessments by the FSC.S, and other participation and performance metrics in determining merit-based salary increases (CSM 308.0).

## **ARTICLE XV**

### **Sabbatical Leave**

1. PROPOSALS: Sabbatical proposals shall be submitted by the candidate at least a month prior to the Provost's deadline and shall include:
  - .1 Statement of purpose;
  - .2 List of goals with an explanation of how the goals will achieve the stated purpose;
  - .3 Schedule of activities; and
  - .4 Description of anticipated impact for the Candidate, the field, and the School.
2. REVIEW: Evaluated by the FSC.S, advisory to the Director, Dean, and Provost.
3. CRITERIA: The Proposed Program shall:
  - .1 be well-conceived;
  - .2 reinforce and update the candidate's current areas of research and expertise; and
  - .3 explore new areas of interest with significant potential for contribution to the candidate's career, the field, and the School.
4. PRESENTATION: Within six months of sabbatical completion, candidates shall make a public presentation showing the sabbatical goals, process, and results.
5. EVALUATION: The FSC.S shall evaluate the Sabbatical and include its report in the relevant APR.

## **ARTICLE XVI**

### **Family and Medical Leave**

In the School supports Family and Medical Leave in keeping with the CAPLA Handbook and HR-303.