

FACULTY, STAFF, *and* STUDENT

HANDBOOK

of the

***COLLEGE OF ARCHITECTURE, PLANNING,
AND LANDSCAPE ARCHITECTURE***

The University of Arizona

Adopted January 25, 2011
With accepted revisions:

8.19.11	Tenured and Tenure-Eligible Faculty
1.9.12	Clarifications, Change in voting status of emeritus faculty, Definition of Third-Year review structure
1.26.12	Elimination of CALA Secretary and Committee on elections
3.22.13	Non-tenure faculty appointments
2.22.17	Bylaws coordination, clarification, minimal revisions

FACULTY, STAFF, AND STUDENT HANDBOOK

*The College of Architecture, Planning, and Landscape Architecture
The University of Arizona*

Introduction

This Handbook sets forth policies and procedures that guide the administration, faculty, and staff in the operations of the College of Architecture Planning and Landscape Architecture, hereafter referred to as “the College”, of The University of Arizona, hereafter referred to as “the University”. All policies and procedures are in accordance with University policies and procedures as contained in the University of Arizona Handbook for Appointed Personnel, the Classified Staff Human Resources Policy Manual, the Constitution of the General Faculty of the University of Arizona, and the Arizona Board of Regents policy, hereafter referred to as “Governing Policies”, which take precedence in case of conflict. Policies and procedures particular to the College are developed, approved, and maintained by the Dean in consultation with the school directors, College Faculty Advisory Council, College Staff Advisory Council, College Faculty Status Committee, the College Senator, and the General Faculty. The contents of this Handbook may be amended from time to time in accordance with Governing Policies.

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SECTION I

COLLEGE CONSTITUTION

The College of Architecture, Planning and Landscape Architecture

Adopted January 25, 2011

Preamble

This Constitution sets forth the basic organization and processes through and by which the General Faculty of the College of Architecture and Landscape Architecture shall function, within the scope of its authority and responsibility, under the University constitution, state law, and the policies and regulations of the Arizona Board of Regents authorized by that law.

The College of Architecture and Landscape Architecture is a community of faculty, administrators, students, classified staff, and appointed personnel whose collective contributions are critical to its overall success. Every member of the community has a voice and that voice should be respected, heard, and acknowledged.

Shared governance acknowledges that the responsibility for final decisions within the college rests with the Dean and the Dean's designees, pursuant to the shared governance policy of the University. Nevertheless, the General Faculty of the College of Architecture and Landscape Architecture has fundamental responsibilities in the areas of academic personnel policy; instruction and curriculum policy; and research policy in accordance with University policy and Shared Governance Guidelines and Agreements.

The College also acknowledges the University's statement on academic freedom. *Academic Freedom is one of the primary ideals upon which the University of Arizona was founded and continues to be a core value. The major premise of academic freedom is that open inquiry and expression by faculty and students is essential to the University's mission.* See The University of Arizona statement on academic freedom (Committee on Academic Freedom and Tenure, 2009).

ARTICLE I: Members of the General Faculty of the College of Architecture and Landscape Architecture *(Article II. Constitution of the General Faculty, University of Arizona)*

Section 1. For purposes of college government, the General Faculty is composed of:

- a. Faculty members who hold half-time or more tenured or tenure-eligible appointments,*
- b. Academic professionals who hold half-time or more continuing or continuing-eligible appointments,*
- c. Lecturers (including Senior and Principal Lecturers) holding half-time or more multi-year appointments,*

d. *Clinical professors, research professors and professors of practice holding half-time or more multi-year appointments, and*

e. *Such persons in categories (a), (b), (c) and (d) who hold Emeritus status.*

Section 2. *No candidate for a degree at the University of Arizona shall be a member of the General Faculty.*

Section 3. *This membership provision shall become effective upon approval by the President.*

Section 4. *Members of the General Faculty (except for emeritus faculty) are eligible to vote in matters of faculty governance and to hold offices and serve on committees established in accordance with this Constitution.*

ARTICLE II: Responsibilities of the General Faculty

The General Faculty [of the College of Architecture and Landscape Architecture] has fundamental responsibilities in the areas of academic personnel policy; instruction and curriculum policy; research policy; student affairs policy; ethics and commitment; advice on budget and University support; and acts on such other matters affecting the welfare of the College as are brought for consideration in accordance with University policy and Shared Governance Guidelines and Agreements as may be entered into from time to time.

The General Faculty shall exercise its authority through its elected officers [Chair and Vice Chair] as well as through the college representatives in the Faculty Senate, although the General Faculty shall retain appellate power over all official actions of the Faculty Senate as provided in Article VII, Section 1. (Article I, Constitution of the General Faculty, University of Arizona).

Per Article VIII of the Constitution of the General Faculty of the University of Arizona, the general charge of each College is entrusted to its College Faculty, subject to the Board of Regents and the authority vested by the Board in the President of the University. Voting rights in College matters shall be accorded to General Faculty members as defined in Article II. Bylaws for each College should be established in accordance with the current Shared Governance Guidelines and Agreements and adopted by the appropriate College Faculty and made available to each member. A copy must be filed with the Office of the Provost and in the Faculty Center. Nothing in this Constitution and Bylaws is intended to imply assumption of authority not vested in the General Faculty by state law or Board of Regents policy.

ARTICLE III: Officers of the General Faculty

Section 1. The officers of the General Faculty shall consist of the Chair and Vice Chair. The General Faculty shall elect all officers by the process prescribed in the College Bylaws in even-numbered years for a term of two years beginning June 1, and shall be eligible for re-election.

Section 2. Roles.

- a. Chair of the Faculty. Shall serve as the chief executive officer of the General Faculty and the chief representative of the faculty before public and University bodies including the University administration, alumni, Arizona Board of Regents, and Arizona Legislature. Shall conduct elections for each of the Standing Committees (except the College Faculty Status Committee and Constitution and Bylaws Committee).
- b. Vice Chair of the Faculty. Shall preside over General Faculty meetings and perform any other duties as delegated by the Chair,

Section 3. Resignation, absence, or incapacity of faculty officers.

- a. Duties of the Chair of the Faculty shall be exercised by the Vice Chair of the Faculty, or in the absence of both, by the Secretary of the Faculty. The Vice Chair shall become the Chair if the remaining term of the Chair is six months or less. If the remaining term exceeds six months, a special election conducted by the Secretary shall be held to fill the remaining term of the Chair.
- b. In the event of the resignation or permanent absence or incapacity of the Vice Chair or Secretary, the Chair shall appoint, subject to approval of the General Faculty at a regularly scheduled meeting, a replacement for the unexpired term of the Vice Chair or Secretary.

ARTICLE IV: College Standing Committees

Section 1. The Standing Committees of the College shall include: 1) College Constitution and Bylaws Committee, 2) Committee on Elections, 3) College Faculty Status Committee, and 4) College Curriculum Committee. Standing committees may be changed only by amending this Article.

1. College Constitution and Bylaws Committee. Shall be responsible for proposing changes to the Constitution and Bylaws of the General Faculty necessitated by revisions to applicable law or policy and for proposing changes recommended by the General Faculty or its committees. The amendment process is specified in Article VI of the Constitution.
2. College Faculty Status Committee. Shall advise the Dean and school directors in all promotion and tenure considerations.
3. College Curriculum Committee. Shall review and recommend to the school directors and/or the Dean actions concerning existing and future curricula as proposed by school curriculum committees. With intent to maximize coordination and cooperation among the academic units of the college, the committee shall report on inconsistencies, unnecessary duplication, and course obsolescence.

ARTICLE V: Parliamentary Authority

In all matters not provided for in the Bylaws of the General Faculty of the University of Arizona, the rules contained in the latest edition of Robert's Rules of Order, Newly Revised, shall govern.

ARTICLE VI: Amendments to and Ratification of the Constitution and Bylaws

- Section 1. Amendments to the College Constitution and Bylaws may be proposed by the college Dean, Committee on the Constitution and Bylaws, Chair of the General Faculty, or by way of a petition to the Chair of the Faculty signed by fifteen percent (15%) of eligible faculty. The proposed amendment will be vetted by the Committee on the College Constitution and Bylaws and the Dean to ensure conformance with the University Constitution and Bylaws, Arizona Board of Regents Policy Manual, the University Handbook for Appointed Personnel, and the Classified Staff Human Resources Policy Manual.
- Section 2. In the case of proposed amendments to either the Constitution and/or the Bylaws, the Chair of the Faculty shall distribute such proposals to all members of the General Faculty and shall convene a special meeting of the General Faculty to consider proposed amendments in a timeframe that is not less than ten (10) working business days after distribution. After this review period, the proposed amendment(s) shall then be submitted to a ballot of the General Faculty. Balloting may be in person, via campus mail, or electronic ballot.
- Section 3. Two-thirds of the eligible votes is necessary for adoption of an amendment to the Constitution. A simple majority of the eligible votes is necessary for adoption of an amendment to the Bylaws. Immediately upon adoption, the amendments shall be transmitted to the Dean.

SECTION II

COLLEGE BYLAWS

The College of Architecture, Planning, and Landscape Architecture

Bylaw 1: Organization and Administration

- Section 1. The College is composed of three units:
- A. The School of Architecture
 - B. The School of Landscape Architecture and Planning
 - C. The Drachman Institute
- Section 2. The organizational structure of the College may change over time in consultation with the General Faculty. Changes in the organization of the College become operative when approved by the Dean and Provost, the President of the University of Arizona, and the Arizona Board of Regents.
- Section 3. Each unit of the College may develop its own Bylaws in accordance with provisions of this document and other Governing Policies.
- Section 4. The College shall be administered by a dean who serves at the pleasure of the President of the University of Arizona and in accordance with the Governing Policies.
- A. The Dean is appointed by the President upon recommendation of a search committee.
 - B. The Dean shall be evaluated by the faculty every five years (UHAP 5.3).
- Section 5. The Dean may appoint, in consultation with the faculty, associate and assistant deans as is necessary for the effective conduct of college affairs. Their appointments shall be in accordance with the Governing Policies.
- A. Reappointment is at the discretion of the Dean.
 - B. There shall be an annual performance evaluation of the associate and assistant deans. This evaluation is initiated by the Dean.
- Section 6. Each school shall be administered by a director. The director should preside over and give leadership to the Faculty as a unit, acting in concert for the welfare of the faculty members, the students, the unit, the college, and the University.
- A. Directors are appointed by the Dean in consultation with the faculty, staff, and search committee. Reappointment is at the discretion of the Dean.
 - B. There shall be an annual performance evaluation of the directors. This evaluation is initiated by the Dean.
 - C. Directors shall be evaluated by the faculty every five years (UHAP 5.3).

Bylaw 2: Meetings of the General Faculty

- Section 1. MEETINGS: Meetings of the General Faculty shall be held at least once each year on the call of the Chair.
- Section 2. SPECIAL MEETINGS: Special meetings, limited to the purpose(s) stated in the call, shall be held as deemed necessary on the call of the Chair of the College Faculty, the Dean, faculty senators representing the College, or written petitions of fifteen percent (15%) of the members of the General Faculty. Such petitions, presented to the Chair of the College Faculty, shall state the purpose(s) of the intended meeting.
- Section 3. QUORUM: Fifty-one percent (51%) or greater of the General Faculty shall constitute a quorum.
- Section 4. VOTING: Methods of voting may include *viva voce* (by the voice), show of hands, rising, roll call, general consent, and by mail ballot (written or digital).

Bylaw 3: College Committees

Committee chairs for all college committees shall maintain a record of committee meetings. Each chair shall be responsible for submitting a committee report, including minutes, to the Chair of the General Faculty by May 1st of each year. Committee work in the College shall be assigned to one of the following types:

- Section 1. STANDING COMMITTEES: The purpose and responsibilities of each of the Standing Committees is specified in the College Constitution.
- A. COMPOSITION. With the exception of the FSC.C, each standing committee shall be comprised of two representatives each from Architecture, Landscape Architecture, and Planning.
 - B. TERMS. Membership shall be staggered terms of three years.
 - C. ELECTIONS. The Chair of the General Faculty shall call upon the faculty for nominations for the CC.C and a vote of the General Faculty shall elect the committee. The Dean shall appoint members of FSC.C and Constitution and Bylaws Committee.
 - D. COMMITTEE CHAIRS. Each committee (except the Constitution and Bylaws Committee) shall elect its chair from those of its members who have served at least one year on the committee. If no member has served at least one year, the Dean will appoint a chair.
 - E. MEETINGS. Standing committee meetings (except the FSC.C, Dean's Faculty Advisory Council, and Dean's Staff Advisory Council) shall be called by the chair of the committee as the business of the committee requires.
- Section 2. The College Standing Committees shall include:

A. Constitution and Bylaws Committee

1. PROCESSES. The Constitution and Bylaws Committee will conduct a review and update of the Constitution and Bylaws each academic year, propose amendments as needed, and conduct the voting process for ratification in accordance with the Constitution, Article VI: Amendments and Ratification.
2. COMPOSITION. The Committee will be composed of: 1) two representatives from Architecture, Landscape Architecture, and Planning appointed by the Dean, and 2) the Dean's appointed representative who shall chair the committee and be responsible for drafting amendments.

B. College Faculty Status Committee (FSC.C)

1. PROCESSES. The committee shall carefully and systematically review, in accordance with school, College, and University-level criteria, all pertinent materials provided by school directors, and shall ensure that high standards of accomplishment and professional performance across the college units are maintained.
2. ELIGIBILITY. The FSC.C shall be tenured faculty. To qualify for membership, faculty members must not be currently engaged in a Faculty Development Plan or a Performance Improvement Plan as defined in UHAP. In P&T cases where the candidate is seeking promotion to tenured associate professor, members of the FSC.C must be at the rank of associate professor with tenure or higher. In cases where the candidate is seeking promotion to full professor, only full professors with tenure may serve. No member of the FSC.C shall also be a member of the University Standing Advisory Committee on Continuing Status. The associate dean and school directors are ineligible to serve on this Committee.
3. SELECTION AND COMPOSITION. The membership of each elected school faculty status committee shall constitute a pool of FSC.C-eligible faculty. In cases of faculty joint appointments, the member shall vote and serve based on the academic unit that holds the majority of his/her appointment.

The Dean shall name committee members from Architecture, Landscape Architecture, and Planning in compliance with each school's bylaws. Committee composition will be adjusted according to the candidate's academic discipline with the greatest representation coming from the candidate's discipline. In the event that the academic discipline does not have a sufficient number of qualified members, the Dean shall appoint candidates from disciplines outside the College. The Dean shall attempt to achieve a set of diverse perspectives when composing the Committee. The Chair of the Committee shall be elected by its members and shall serve for a term required sufficient to complete the review of a single third-year review, tenure, or promotion case.

4. CONFIDENTIALITY OF PEER REVIEW PROCESS. (UHAP 3.3.)

C. College Curriculum Committee (CC.C)

1. COMPOSITION. The Committee shall be comprised of two faculty members from the School of Architecture (SoA) and two members from the School of Landscape Architecture and Planning (SoLAP). The Dean will determine the outcome of a tie vote.
2. ELECTIONS. Members shall be elected by their respective schools.

Section 3. Administrative Advisory Committees shall include:

A. Dean's Faculty Advisory Council

1. COMPOSITION. Shall be comprised of the following school representatives.

	<u>Architecture</u>	<u>Landscape Architecture & Planning</u>
Full Professor	1	1
Assistant/Associate Professor	2	2
Lecturer/Adjunct	1	1

2. SELECTION. Members are appointed by the Dean from a pool of nominees generated by a call to the general faculty.
3. MEETINGS. The council will meet at least once per semester or more often as called by the Dean.

C. Dean's Staff Advisory Council

1. COMPOSITION. The Dean's Staff Advisory Council shall be comprised of the following representatives: One from the School of Architecture, one from the School of Landscape Architecture and Planning, one from the Drachman Institute, and two from the Dean's Office.
2. SELECTION. Members are appointed by the Dean from a pool of nominees generated by a call to all staff.
3. MEETINGS. The council will meet at least once per semester or more often as deemed necessary by the Dean.

Section 4. The College Ad Hoc Committees are concerned with issues of particular or special interest. The types and number of ad hoc committees will change over time and be responsive to the challenges and opportunities faced by the college and its faculty. The Chair of the College Assembly and/or the Dean shall have the authority to establish an ad hoc committee and to appoint members.

Bylaw 4: Promotion and Tenure (P&T) Criteria for Tenure-Eligible Faculty

1. **P&T Criteria**

a. **University Criteria (UHAP 3.3)**

b. **College Criteria**

Overall Performance, rather than time in rank, is will be the primary determinant criterion for all promotion decisions. For a candidate to be promoted, and/or granted tenure, or given continuing status in the college, he/she must demonstrate a record of external peer-recognized, significant work in the three primary areas of endeavor (Teaching and Advising; Research, Scholarship, and/or Creative Work; and Service/ Community Outreach) at a regional context, with a national trajectory, for associate professors; at a national or international context for full professors.

Faculty are expected to contribute to the strategic direction of the unit and college as articulated by the Dean and/or school director as well as serve as active members of an interdisciplinary community of scholars through participation and facilitation of free discussion, voluntary service, and constructive collaborations. Faculty are encouraged to attract funding for activities via sponsored projects and/or gifts and these shall be accepted in consideration for Promotion and Tenure when appropriate.

Beyond the quality of work produced, faculty members will be expected to conduct their work in a manner that demonstrates collegiality, i.e., positive attitude, respect for others, and effective leadership as well as support for the leadership of others, balancing the good of the whole with self-interest, and active consensus building.

i. Teaching and Advising

CAPLA is a professional college with the mission of educating the next generation of design and planning professionals. As such, high achievement in teaching and advising of students is a primary expectation of faculty and one of the most significant considerations for promotion and tenure. Faculty are expected to demonstrate a consistent record of effective classroom teaching as well as leadership in the development of innovative teaching methods, courses, and/or programs. As a member of the college's community of teachers, faculty are expected to contribute to the development of the overall curricula, co-curricular, and extra-curricular dimensions of the school.

Faculty are expected to advise and engage students in professional scholarship. Toward this end, faculty shall engage in assigned mentoring of students in theses, research reports, independent studies, capstone projects, and studios.

A faculty member must present evidence of student and peer validation of his/her teaching and advising efforts through a teaching portfolio.

ii. Research/Scholarship/Creative Work

Faculty are expected to contribute to the advancement of the body of knowledge and/or creative expression in the disciplines and/or professions represented within the college. Candidates must demonstrate that such work has been validated by peers recognized at the regional/national level in the case of promotion to associate professor and national/international level for promotion to professor.

Evidence of research/scholarly activity could include publications in established

refereed journals and/or books, refereed conference abstracts and proceedings, and via citations to their work in refereed publications, proposals, course materials, and presentations. Creative work should receive external peer validation through such venues as juried and invited exhibits, winning design awards and/or competitions, built works deemed as particularly innovative, transformational, or ground breaking by respected planning or design experts, critics or other serious journalists via articles in refereed journals, professional magazines, national newspapers, internet or television media, etc.

While continuing activity in the development of knowledge is expected, the quality rather than the quantity of research, scholarship, or creative work is deemed most important.

The Various Forms of Scholarship. The College acknowledges and embraces, *Scholarship Reconsidered*, by Ernest Boyer and the Carnegie Foundation for the Advancement of Teaching, and the five, “separate but overlapping functions of scholarship,” that constitute the primary work of the professoriate: discovery, integration of knowledge, application, engagement, and teaching:

Discovery. Purely investigative search of new information. At the core of scholarship, it is "what contributes not only to the stock of human knowledge but also to the intellectual climate of a college or university" and Boyer considers investigation and research "at the very heart of academic life" (17; 18).

Integration. When scholars put isolated facts into perspective, "making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way" -- work that "seeks to interpret, draw together, and bring new insight to bear on original research" (18-9). Closely related to discovery, integration draws connections and examines contexts often in an interdisciplinary, comprehensive, and interpretive way.

Application. Most practical in that it seeks out ways in which knowledge can solve problems and serve both the community and the campus. As opposed to merely "citizenship," Boyer argues that "to be considered scholarship, service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity" (22). He importantly notes that knowledge is not necessarily first "discovered" and then later "applied" -- "new intellectual understandings," Boyer writes, "can arise out of the very act of application...theory and practice vitally interact and one renews the other" (23).

Teaching. Recognizes the work that goes into mastery of knowledge as well as the presentation of information so that others might understand it. "Teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well" -- and by interacting with students, professors themselves are pushed in creative new directions (24).

Engagement. Community-engaged scholarship can apply to teaching (e.g., service-learning), research (e.g., community-based participatory re- search), community-responsive practice, and service (e.g., community service, outreach, advocacy). Should be evaluated based on a full range of process, product, and outcome

measures accomplished through practice-based research, practice-based teaching, and practice-based service (see Appendix II for further description). When engaged in the scholarship of engagement via service-learning, a faculty member is required to clearly distinguish his/her scholarly contributions from the coursework products completed by students enrolled in a course.

Scholarship Assessed. The following six standards are intended to apply to the assessment of all scholarship. and are posed by the authors of Scholarship Assessed (Glassick, C. E., M. T. Huber, and G. I. Maeroff. 1997. Scholarship Assessed: Evaluation of the Professoriate. The Carnegie Foundation for the Advancement of Teaching. San Francisco, CA: Jossey-Bass, Inc.) in order to clarify the standards themselves: 1) Clear Goals, 2) Adequate Preparation, 3) Appropriate Methods, 4) Significant Results, 5) Effective Presentation, and 6) Reflective Critique (see Appendix III for further description).

iii. Service/Community Outreach

CAPLA's mission includes the advancement of the college, university, community, and profession through service and outreach. As such, each faculty member is expected to contribute significantly through leadership, professional skills, and experience to the appropriate school, college, university, professional, local, state, national, or international community. Faculty are expected to not only serve on committees, task forces, etc., but to assume leadership roles appropriate to faculty rank in important efforts as part of their service on such bodies.

In all categories of service, a faculty member is expected to show evidence of:

- Description of nature of the activity;
- Specific individual role, level of participation, and specific contribution;
- Process and products; and
- Outcomes/significance/impact of the activity.

When engaged in service/community outreach via service-learning, a faculty member is required to clearly distinguish his/her service contributions from the coursework products completed by students enrolled in the course.

iv. Expectation by Rank for Promotion and P&T

To Associate Professor. Appointment or promotion to the rank of Associate Professor requires the fulfillment of criteria for Assistant Professor and indicates that the candidate has a demonstrated record of high achievement in teaching and advising; external peer reviewed research, scholarship, and/or creative work at the regional and national levels; and service within the school, college, or university. The college encourages and promotes outreach as an additional qualification for associate professor via teaching, research, and service. For promotion with tenure, the candidate must demonstrate the capacity for continued excellence and further growth.

To Professor. Appointment or promotion to Professor requires the fulfillment of criteria for Associate Professor and indicates that the candidate is a distinguished and valued teacher and advisor; has an established national/international reputation as a researcher, scholar, and/or creative practitioner in his or her field; is expected to

provide significant leadership and service within the college and university; and engage at a leadership level in outreach at the state, regional, national, and international level. Written validation and recognition by national/international experts outside the University shall weigh heavily in the evaluation of stature.

SECTION III

POLICIES AND PROCEDURES

The College of Architecture, Planning and Landscape Architecture

Adopted January 25, 2011

I. POLICIES AND PROCEDURES FOR FACULTY

A. ACADEMIC APPOINTMENT, PROMOTION, AND TENURE OF FACULTY

1. **Faculty Titles and Definitions.** The College is comprised of the following faculty titles with corresponding qualifications:

a. **Nontenure-Eligible (NTE) Faculty.** The following nontenured, nontenure-eligible appointments are recognized in the College:

- i. Adjunct Lecturer. Qualifications include appropriate professional or relevant degree; appropriate experience, teaching and service.
- ii. Lecturer. Qualifications include a proven record as an Adjunct Lecturer during which Lecturer abilities were in evidence, plus leadership in service, curricular development or studio coordination, investment in the cultural life of the School, demonstrated and widely recognized collegiality.
- iii. Senior Lecturer. Qualifications include a proven record as Lecturer during which Senior Lecturer abilities were in evidence, plus initiative in improving the pedagogy, culture, and collegiality of the School.

b. **Tenure-Eligible (TE) Faculty**

- i. Assistant Professor (UHAP 3.3)

Qualifications. Appointment or promotion to TE assistant professor will be recommended largely on evidence of promise, adequate training, depth of knowledge in a particular specialty, and capacity to undertake high quality teaching, research, or service. Assistant professors shall have the terminal degree or equivalent professional experience.

- ii. Associate Professor (UHAP 3.3)

Qualifications. Associate professors with tenure shall have achieved excellence as a teacher and made substantial contributions to the discipline as a teacher and scholar, the latter being evidenced by significant external peer validated design accomplishments, research, and/or academic publication, or activities on the regional level with demonstrated capacity for a national level of recognition. Associate professors shall have made significant contributions to the discipline, profession, university, and community through service and/or outreach activities.

iii. Professor (UHAP 3.3)

Qualifications. The faculty member shall have established a reputation of excellence as a teacher or a national or international scholar, planner, or designer, and show promise of continuing productivity and service.

2. Appointments of NTE Faculty Members

a. **Appointments, Renewal, Nonrenewal, Resignation (UHAP 3.1, UHAP 3.4)**

b. **Lecturer/Senior Lecturer/Adjunct or Visiting Lecturer.**

i. **Adjunct Lecturer.**

term: 1-2 semesters, full- or part-time service, with reappointment possible contingent on satisfactory performance and availability of funds.

process and review: Director reviews for appointment/re-appointment.

i. **Lecturer.**

term: 1-3 years, rolling reappointment, full- or part-time service, with reappointment possible contingent on satisfactory performance and availability of funds.

process and review: Director reviews and recommends to the Dean. The Dean shall approve or deny appointment/reappointment (with Provost's approval when necessary).

ii. **Senior Lecturer.**

term: 1-3 years, rolling reappointment, full- or part-time service, with reappointment possible contingent on satisfactory performance and availability of funds.

process: Nomination - candidate shall be nominated by the school Director.

submittal: Candidate is responsible for the preparation and submittal of a digital dossier, to include contents required by the respective school's Annual Performance Review covering at least the most recent five years.

review: Based on examination of the candidate's dossier, the FSC and Director shall separately and autonomously review and recommend to the Dean either for or against appointment to Senior Lecturer. Based on the director's and FSC's recommendation, the Dean shall approve or deny the appointment/reappointment (with Provost's approval when necessary).

c. Professor of Practice (PoP) (<http://policy.arizona.edu/uhap-definitions>)

Definition. A PoP is a special designation for a person who has distinguished himself/herself as a professional with a specific expertise in the disciplines represented in the college whose notice of appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.). The assistant professor, associate professor, or PoP will be expected to work in the service of the interests of their school, college, and the University in all of their professional travels. The position of PoP is NTE.

- i. Term and Review. PoP is appointed for a maximum of three years. A review for appointment renewal may be considered at the conclusion of the initial appointment period. This appointment may be renewed for an additional two terms subject to satisfactory annual performance evaluations. Review procedures for PoP faculty will parallel those set out for academic appointments. Decisions not to renew NTE faculty shall be made by the school director. The decision may be appealed by filing a written appeal with the Dean within 15 days of receiving the decision. The subsequent decision by the dean shall be final in all cases and not subject to further administrative review.
- ii. Promotion. Promotions within the ranks of PoP will be rare. Guidelines for appointment and, in rare situations, promotion to each faculty rank are:
 - To Assistant PoP. The rank of assistant Professor of Practice will be recommended largely on evidence of promise, adequate training, depth of knowledge in a particular specialty, and the capacity to advance the profession in the future.
 - To Associate PoP. The rank of associate PoP will be recommended largely on evidence of an established and productive professional career in addition to the qualifications required of a NTE assistant professor in practice. Such a person should contribute to the school/department program in a significant fashion.
 - To PoP. Promotion to PoP is possible after a minimum of three years of service in rank and shall be based on the following criteria:

Teaching: Proven effectiveness as a teacher in and out of the classroom as evidenced by peer and student evaluation; invitations to deliver short courses, seminars, or lectures to external audiences; or special honors or recognition for teaching excellence or innovation.

Expertise: Advancement as a practitioner, as evidenced by national or international recognition, for significant projects in the area of expertise. Such an individual must have achieved national or international recognition in the profession and should bring distinction to the school program.

3. **Renewal, Nonrenewal, Promotion, and Tenure of T+TE Faculty Members**

- a. **Levels of Review:** Renewal, promotion, and tenure of TE faculty members and promotion of tenured faculty members shall involve the following levels of review:
- i. School Director; FSC.C concurrently
 - ii. Dean
 - iii. University Standing Committee on Faculty Status
 - iv. Provost
- b. **Confidentiality of Peer Review Process** (UHAP 3.3.02).
- c. **Notice of Recommendation.** (UHAP 3.3).
- d. **Reasons for Nonrenewal or Denial of Promotion and Tenure.** (UHAP 3.4).
- i. **Resignations** (UHAP 3.4).
 - j. **Dismissal or Suspension** *The dismissal of tenured faculty members shall be governed by the provisions of ABOR-PM 6-201(J)(1) and ABOR-PM 6-201(L)(3). The dismissal of nontenured faculty members shall be governed by the provisions of ABOR-PM 6-201(J)(2) and ABOR-PM (L)(3) (UHAP 3.4).*
- k. **TE Faculty**
- i. **Assistant Professor**

Term and Review. (UHAP 3.1, UHAP 3.3)
 - ii. **Associate Professor**

Qualifications. Associate professors with tenure shall have achieved excellence as a teacher and made substantial contributions to the discipline as a teacher and scholar, the latter being evidenced by significant external peer validated design accomplishments, research, and/or academic publication, or activities on the regional level with demonstrated capacity for a national level of recognition. Associate professors shall have made significant contributions to the discipline, profession, university, and community through service and/or outreach activities.

Promotion to Professor. An associate professor with tenure may be recommended for promotion to the rank of professor at any time. If not recommended earlier, before the end of the fifth year of service in the rank of associate professor at the University, the faculty member shall be notified by the department head in writing that he or she has the right to be reviewed during the sixth year for promotion and recommended for: (a) promotion to the rank of professor effective the seventh year, or (b) reappointment as an associate professor for the seventh and subsequent years. A review will be conducted unless the faculty member declines in writing. If promotion to the rank of professor is not recommended or granted, the dean shall ask that the college standing committee on faculty status and the school director to review the case for promotion at six-year intervals unless the candidate requests a review prior thereto or writes to again decline a review.

iii. Professor (UHAP 3.3)

Qualifications. The individual will have satisfied the Promotion and Tenure criteria as specified in the Bylaws.

4. P&T Procedures and Criteria

The College considers the decision to grant tenure as the single most important personnel decision to be made by the University. The granting of tenure and promotion occurs simultaneously with few exceptions. Procedures for tenure decision will parallel those defined for promotion contained within college and school policy and are supplemental to Governing Policies. However, tenure and promotion acknowledge two different areas of performance and qualifications. Promotion in faculty rank acknowledges past accomplishments commensurate with established expectations. A candidate will be granted tenure on the basis of both excellent performance and the promise of continued excellence.

a. Candidate Eligibility (UHAP 3.3).

b. Scope

- i. In the case of untenured professors seeking both tenure and promotion to professor at the same time, votes on recommendations of the FSC.C shall be separated, i.e., promotion to associate or full professor is considered after and separate from the vote for tenure.
- ii. Annual performance reviews (APRs) shall not be taken into account as part of the promotion and tenure process, but such evaluations are not determinative on promotion and tenure issues. Acceptable ratings in the annual performance reviews do not necessarily indicate successful progress toward promotion and tenure. Progress towards promotion and tenure requires scholarly accomplishment over a period of years in the broader range of faculty responsibilities, and includes evaluation by external referees, which is not a part of the annual review process.

c. Roles and Responsibilities

i. Candidate

- The candidate must take primary responsibility for understanding and meeting stated expectations for (P&T).
- Candidate will identify potential external Outside Evaluators (<http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/2017-10-externalreview.pdf>).
- The candidate is responsible for the preparation and submittal of his/her own candidate submission, to include: 1) a condensed submission for Outside Evaluators in digital format (hereafter, the External Dossier), and 2) a full submission for

internal reviewers that complies with University requirements (hereafter, the Internal Dossier; <http://facultyaffairs.arizona.edu/promotion-and-tenure>).

ii. School Director

- Advising. The school director will advise the candidate on progress toward P&T, meeting at least annually, throughout the probationary period and on the preparation of the proper submission format. (*UHAP 3.2*).
- Outside Review. The school director shall identify a pool of outside evaluators and solicit external review letters.
<http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/2017-10-externalreview.pdf>).
- Routing Dossier. The director will add the Outside Review letters and required departmental forms to the Internal Dossier.
- Evaluation and Recommendation to Dean. Upon receipt of the candidate's submission, the director will conduct a thorough review, write his or her own independent evaluation and recommendation, and send it and appropriate supporting materials to the dean within the specified deadline. The supporting materials will be forwarded in accordance with standing University policy.
- Notification of Candidate. (*UHAP 3.3*).
- Supplementary Materials. The school director will send any additional materials that may later be requested by higher levels in reviewing the candidate's files. However, any such materials must be shown to the candidate and the FSC.C, all of whom must be given an opportunity to review and respond.

iii. College Faculty Status Committee (FSC.C)

- Evaluation and Recommendation to Dean. Upon receipt and thorough review of the candidate's submission, the FSC.C will prepare and submit its own independent evaluation and recommendation to the dean within the specified deadline. The written recommendation should address the requirements of the University as well as the school and college promotion and tenure guidelines.
- Chair of the Committee. The Chair shall convene all meetings, draft the Committee's letter of evaluation and recommendation, conduct any voting by the committee, direct any questions regarding the candidate's materials to the school director, and submit all written documents produced by the committee to the school director.
- Voting. Voting on candidates for tenure and/or promotion will be done by secret and anonymous ballot. All members must sign the report unless a minority report is to be submitted by a member(s) of the committee. In the case of a minority report, all committee members must sign either the majority or minority report.
- Confidentiality of Peer Review Process. (*UHAP 3.3*).

iv. Outside Evaluators (*Faculty Affairs, Dossier Section VII: Letters from Outside Evaluators*).

No application for promotion and/or tenure may be forwarded to the college or University committees with less than five external letters of review.

v. Dean

- Appointment of the FSC.C. The Dean shall name committee members from the elected pool of eligible faculty. Committee composition will be adjusted according to the candidate's academic unit with the greatest representation coming from the candidate's unit. In the event that the academic unit does not have a sufficient number of qualified members, the Dean shall appoint candidates from units outside the college. The Dean shall attempt to achieve a set of diverse perspectives when composing the committee. The chair of the committee shall be elected by its members and shall serve for one calendar year.
- Evaluation and Recommendation to Provost. Upon receipt of the evaluation and recommendations of the school director and the FSC.C, the Dean will write his or her own evaluation and recommendation and send it and appropriate supporting materials to the Provost of the University.
- Notification of Candidate. Upon submittal to the Dean, the director will notify the candidate of the recommendation for reappointment as an assistant professor or nonrenewal (UHAP 3.3.01.B). No justification or explanation is required.
-

d. Promotion and Tenure Review Schedule

The following schedule is a template for candidates eligible for promotion and/or tenure. Actual dates may vary due to calendar.

Spring

- i. Candidate prepares condensed submission for external review.
- ii. Candidate and school director each provide list of six external reviewers.

June 10

- i. Candidate submits condensed submission to school director.
- ii. School director finalizes list of external referees.

July 1

School director sends letter of request and condensed candidate submission to external reviewers with a deadline of mid- September.

Fall

Classroom Observations are performed by peers designated by School Director (process initiated online by candidate).

Mid- September

Candidate submits full submission to Dean's Executive Assistant for insertion into secure digital distribution system.

External review letters are due to school director.

Mid-September-October 1

- i. School director finalizes external letters. Full candidate submission is submitted to Chair of the FSC.C.

October 1-Early November

- i. FSC.C reviews full candidate submittal and external review letters and prepares evaluation and recommendation.
- ii. School director reviews full candidate submittal and external letters and prepares letter of evaluation and recommendation.
- iii. School director notifies candidate of his/her recommendation regarding promotion and/or tenure.
- iv. Chair of the FSC.C submits committee letter of evaluation and recommendation to the dean.
- v. School director submits: 1) candidate submission, 2) school director letter of evaluation and recommendation, and 3) external letters of review to the dean.

Early November-Early-January

- i. Dean reviews candidate submission and all letters of evaluation and recommendation and submits dean's letter of evaluation and recommendation to the Provost.
- ii. Dean and school director notifies the candidate of his/her recommendation regarding promotion and/or tenure.

Early-January

College administration finalizes candidate's full submission complete with all letters of evaluation and recommendation.

Mid-January - Date determined by the Provost

College administration submits full candidate submission and all letters of evaluation and recommendation to Provost's office for review by University Standing Committee on Faculty Status and the Provost.

- e. **Post-Tenure Review for Tenured Faculty.** Post-tenure review is tied closely to the Annual Performance Review process and evaluation criteria of the school (UHAP 3.10.04).

5. **Annual Performance Reviews (APRs) of Faculty**

Faculty shall receive APRs. See UHAP for Purpose, Levels of Review, Criteria and Scope (UHAP 3.2).

a. **Annual Distribution of Effort Assignment (DOE)**

The purpose of the Faculty Distribution of Effort Assignment (DOE) is the facilitation of faculty development, employment of faculty talent toward the achievement of college and university goals, and establishment of accountability for university resources. In addition to a formal assignment, all CAPLA faculty are required to participate fully in the intellectual life of the college, including such extracurricular activities as lectures, exhibits, celebrations, and commencement.

The Faculty DOE specifies the nature of activity and workload distribution of individual faculty members in CAPLA. The DOE is intended to match faculty strengths and productivity with school and college needs and goals, and thus is established each academic year. The DOE serves as both a faculty development as well as a performance evaluation tool. Accordingly, performance outcomes associated with the priorities and goals contained within the DOE will be measured and assessed by the school director and dean as part of individual faculty annual performance evaluation. The DOE process and forms are intended to bring uniformity to the faculty assignment and evaluation process across the various college programs. As such, it replaces current school-specific forms and procedures.

DOE Process. The DOE Assignment is developed initially by the individual faculty member and approved by the school director in consultation with the dean by July 1st of each year. Within each area of effort, faculty are required to establish more specific goals to guide performance. The DOE assignment should be directly reflected in faculty performance priorities, and, as such, a faculty member's time, effort, and productivity should be distributed accordingly. Faculty are required to submit a signed DOE form to the school director each year.

- b. **Faculty Annual Report.** As part of the annual performance evaluation process conducted in the spring semester, faculty are required to complete a self-evaluation report that responds to the goals established in the Distribution of Effort Assignment (DOE).

- c. Review Procedure.** *The annual performance review of faculty members shall comply with UHAP 3.10.03:*
- d. Frequency of Reviews.** Each faculty member's performance shall be evaluated in writing on a scheduled basis at least once every 12 months. Reviews are initiated in January and written evaluations must be completed by May 1st (UHAP 3.2.02)
- e. Calendar**

Deadline January 31

Faculty member submits Annual Performance Review to school director.

School director distributes Annual Performance Review to School Faculty Status Committee (FSC.S).

Deadline March 1

FSC.S submits written evaluation to school director.

Deadline April 15

Preliminary written evaluations completed by school director and shared with the faculty member.

Deadline May 1

Faculty member may request summary of the results of the evaluation conducted by the School Faculty Advisory Committee (UHAP 3.2).

Deadline May 15

- i. The school director finalizes written evaluation and the DOE for the next annual review.
- ii. The faculty member may provide comments as part of the official record.
- iii. Faculty written annual performance review and DOE becomes part of a faculty member's official file.

f. Rating Scale

The following five-level annual review rating scale shall be used for the annual performance review. The rating scale is adapted from the Faculty Senate-approved plan for merit-based compensation, and facilitates institutional comparisons. It may be used in determining merit-based salary increases when such funds are available.

- i. *Truly Exceptional*

- ii. *Exceeds Expectations*
- iii. *Meets Expectations*
- iv. *Needs Improvement*
- v. *Unsatisfactory*

g. Outcomes of APR (UHAP 3.2)

i. Overall Unsatisfactory

- The Enhanced Review: For tenured faculty, when the annual performance review identifies cases of overall unsatisfactory performance of stated expectations, an enhanced review of the faculty member's performance will occur unless the faculty member chooses to proceed directly with a Performance Improvement Plan.

The faculty member may opt to have an enhanced review by:

- A committee of the school appointed jointly by the Director and by the chair of the School Advisory Committee on Faculty Status;
 - By the FSC.C; or
 - By an elected peer committee at the university level.
- See UHAP 3.2 for additional information.

h. Appeals (UHAP 3.2)

i. Dean's Level Audit (UHAP 3.2)

6. Sabbatical Leave (UHAP 8.03.02)

7. Salary Adjustments – See UHAP, ABOR Policy and University Communications for current information on Salary Adjustments

8. Maternity/Paternity Leave, Family and Medical Leave (HR-303)

II. POLICIES AND PROCEDURES FOR APPOINTED PERSONNEL (UHAP) AND CLASSIFIED STAFF (CSM)

III. POLICY AND PROCEDURES FOR STUDENTS

1. STUDENT ACADEMIC APPEALS

Grade Appeal

A student may appeal a grade by using the following procedures, which have been condensed from the University catalog (<http://archive.catalog.arizona.edu/2011-12/policies/gradappeal.htm>)

APPENDICES

APPENDIX I:

Annual CAPLA Faculty Distribution of Effort Assignment

Introduction and Purpose:

The purpose of the Faculty Distribution of Effort Assignment (DOE) is the facilitation of faculty development, employment of faculty talent toward the achievement of college and university goals, and establishment of accountability for university resources. In addition to a formal assignment, all CAPLA faculty are required to participate fully in the intellectual life of the college including such extracurricular activities as lectures, exhibits, celebrations, and commencement.

The Faculty DOE specifies the nature of activity and workload distribution of individual faculty members in CAPLA. The DOE is intended to match faculty strengths and productivity with school and college needs and goals, and thus is established each academic year. The DOE serves as a faculty development as well as a performance evaluation tool. Accordingly, performance outcomes associated with the priorities and goals contained within the DOE will be measured and assessed by the school director and dean as part of individual faculty annual performance evaluation. The DOE process and forms are intended to bring uniformity to the faculty assignment and evaluation process across the various college programs. As such, it replaces current school-specific forms and procedures.

Process:

The DOE Assignment is developed initially by the individual faculty member and approved by the school director in consultation with the dean by July 1 of each year. Within each area of effort, faculty are required to establish more specific goals to guide performance. The DOE assignment should be directly reflected in faculty performance priorities and, as such, a faculty member's time, effort, and productivity should be distributed accordingly. As part of the annual performance evaluation process conducted in the spring semester, faculty are required to complete a self evaluation report that responds to each category of the DOE.

Guidelines:

The basis of a faculty member's teaching assignment is based on the number of credits delivered as follows:

3 Credits	20% DOE
6 Credits	40% DOE
9 credits	60% DOE
12 Credits	80% DOE

For example, an 80% teaching assignment is equal to a total of 12 credits delivered per semester in whatever course combination (i.e.: 4-3 credit courses, 2-6 credit courses, etc.) is determined by the school director. Faculty with no formal assignment in research/scholarship/creative works (visiting and lecturers) typically receive an 80% teaching assignment. Tenure-line faculty typically receive a three credit course release to conduct and produce formal external peer validated research/scholarship/creative works. Faculty with more extensive, funded research and outreach activities can be assigned to a reduced teaching and service load, but no faculty will be completely exempted from participation in the teaching and service mission of the College.

While not intended as a limited set of categories, the following examples are offered to illustrate faculty titles possibilities and typical associated DOE assignments:

a.	Visiting Faculty and Lecturers	80% Teaching 15% Service/Outreach 5% Advising
b.	Regular Tenure-Line Faculty	60% Course Teaching 25% Research/Scholarship/Creative Works 10% Service/Outreach 5% Advising
c.	Research Faculty	Minimum 51% research duties Substantial portion of salary funded by external sources Tenure-eligible and nontenure-eligible appointment
d.	Outreach Faculty	Minimum 51% outreach duties Substantial portion of salary funded by external sources Tenure-eligible and nontenure-eligible appointment
e.	Administrative Faculty	Minimum of 51% administrative duties with teaching duties
f.	Special Assignment Faculty	Minimum 51% special duties as temporarily assigned

CAPLA Faculty Distribution of Effort Assignment

ACADEMIC YEAR 20__

SIGNATURES

School Director: _____

Date: _____

Faculty Member: _____

Date: _____

ASSIGNMENT

I. TEACHING _____ **DOE** **%**

Goal 1.

Goal 2.

Goal 3.

Contribution Toward Achievement of College Strategic Plan:

Goal 1 – Goal 7

II. STUDENT ADVISING (Masters Thesis, Capstone) _____ **DOE** **%**

Goal 1.

Goal 2.

Goal 3.

Contribution Toward Achievement of College Strategic Plan:

Goal 1 – Goal 7

III. RESEARCH/SCHOLARSHIP/CREATIVE WORKS _____ **DOE** **%**

Goal 1.

Goal 2.

Goal 3.

Contribution Toward Achievement of College Strategic Plan:

Goal 1 – Goal 7

IV. SERVICE/OUTREACH DOE %

Goal 1.

Goal 2.

Goal 3.

Contribution Toward Achievement of College Strategic Plan:

Goal 1 – Goal 7

V. ADMINISTRATION DOE %

Goal 1.

Goal 2.

Goal 3.

Contribution Toward Achievement of College Strategic Plan:

Goal 1 – Goal 7

VI. SPECIAL ASSIGNMENT DOE %

Goal 1.

Goal 2.

Goal 3.

Contribution Toward Achievement of College Strategic Plan:

Goal 1 – Goal 7

APPENDIX I: Examples of CAPLA Faculty Activities**TEACHING**

- A. Course preparation and delivery
- B. Course management – Maintenance of course records, materials, and websites; participation in studio section coordination and management; research and scholarship related to course material currency and delivery
- C. Course development – New course design; development of teaching techniques and technologies
- D. Advising – Advising of students in and outside of class regarding course assignments and requirements; career advising; student recruitment

STUDENT ADVISING

- A. Committee Chair – Service as chair of a dissertation or master’s thesis committee
- B. Committee Member – Service as a member of a dissertation or master’s thesis committee
- C. Student Recruitment

RESEARCH/SCHOLARSHIP/CREATIVE WORKS

- A. Publications – Books; journals, invited papers and monographs; professional publications, popular media, research reports
- B. Presentations – Invited presentations; keynote addresses; academic conferences; professional conferences
- C. Exhibits – Juried and invited national and international
- D. Design Competitions – National and international
- E. Patents – Software, products, materials, etc.
- F. Grants and contracts

SERVICE/OUTREACH

- A. University Service – Service on school, college, or university committees or councils; advising of student organizations; faculty mentoring
- B. Professional Service – Service on councils and committees of professional organizations, election to office of professional organizations
- C. Community Service – Leadership of community outreach projects and activities; service on boards and committees of community organizations, appointment or election to public office and/or commissions

ADMINISTRATION

- A. Roles including fiscal and/or personnel oversight including college dean, associate dean, school director, institute director, and associate director.

SPECIAL ASSIGNMENT

- A. Could include any temporary, specific task assignment conducted on behalf of the university, college, school, or institute including administration, research, or outreach.

APPENDIX II: Scholarship of Engagement

*Adapted from: Calleson, et al. "Community-Engaged Scholarship: Is Faculty Work in Communities a True Academic Enterprise? *Academic Medicine*, Vol. 80, No. 4/April 2005.

The scholarship of engagement is a form of reflective scholarly activity that applies to teaching (e.g., service-learning), research (e.g., community-based participatory research), community-responsive practice, and service (e.g., community service, outreach, advocacy). The scholarship of engagement serves to strengthen collaborative ties between academics and practice and enables faculty to apply disciplinary knowledge to practice with communities (39). Engagement scholarship is evaluated based on a full range of process, product, and outcome measures accomplished through practice-based research, practice-based teaching, and practice-based service.

- A. *Process Measures. The processes involved in collaborating with various 'communities' (to include public agencies, professional organizations, clients, institutes, and universities, etc.) is an essential part of the methodology of the scholarship of engagement. The collaborative inquiry and the relationships that form between faculty and communities to examine and address problems should be an essential part of a faculty member's assessment. Process measures should be included with the traditional focus on products or outcomes such as publications in peer reviewed journals, grants obtained as a principal investigator, and/or external recognition such as competitive awards.*
- B. *Product Measures. Faculty committed to the scholarship of engagement need to generate products that balance community priorities and university requirements for knowledge generation, transmission, and application (9). Three primary types of products typically represent engagement scholarship: peer-reviewed publications and presentations, applied products, and dissemination products.*
1. *Peer reviewed books and other publications. The traditionally accepted product is usually a publication in reputable peer-reviewed journals. These articles communicate to others in the field lessons learned and descriptions of innovative programs, and serve as a vehicle for documenting research methods and findings.*
 2. *Applied products. These products allow practice to inform and enrich theory and involve the immediate transfer of knowledge into application. Applied products include innovative programs, policies, and other forms of technical assistance adopted at the community, state, and federal agency levels. These products can be evaluated for evidence of scholarship by the extent to which they require a high level of discipline-related expertise, received rigorous peer review as innovative and contributing to the body of knowledge/field, been implemented or adopted, and had a demonstrated impact on learners, organizational or community capacity, or individuals (18,19).*
 3. *Dissemination products. These products can include peer reviewed agency reports; proceedings and/or presentations at regional, state, and national conferences and forums: officially sanctioned Web sites; and major presentations to community leaders and policy makers at state and national levels (31). These products provide valuable opportunities for reflective critique by peers both in the community and in the academy (8).*
- C. *Demonstrated Impact and Project Outcome Measures. Impact encompasses the outcomes of faculty members' efforts to foster and sustain change in communities and in the academy. Impact occurs through the relationships faculty members develop and sustain with communities (see the preceding process section) and the products (see the preceding products section) that they develop together. Measures of impact in the community can include official changes in policy and/or procedures, changes in community design and planning processes or procedures that result in measurable enhancements to quality of life or economic*

development; improved community capacity and leadership; and/or increased funding to the community for design, planning, or research projects (21,31).

APPENDIX III: Scholarship Assessed

The following six standards are intended to apply to the work of all scholars. The following questions are posed by the authors of Scholarship Assessed (Glassick, C. E., M. T. Huber, and G. I. Maeroff. 1997. Scholarship Assessed: Evaluation of the Professoriate. The Carnegie Foundation for the Advancement of Teaching. San Francisco, CA: Jossey-Bass, Inc.) in order to clarify the standards themselves:

1. *Clear Goals: Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?*
 2. *Adequate Preparation: Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?*
 3. *Appropriate Methods: Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the method selected? Does the scholar modify procedures in response to changing circumstances?*
-
1. *Significant Results: Does the scholar achieve the goals? Does the scholar's work add consequently to the field? Does the scholar's work open additional areas for further exploration?*
 2. *Effective Presentation: Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?*
 3. *Reflective Critique: Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work? These six standards are intended to apply to the work of all scholars.*