

School of Architecture

College of Design

Standards for Promotion and Tenure Required by Section 7.12 of

Regulations Concerning Faculty Tenure

(Adopted by vote of the regular faculty on March 25, 2008)

(Approved by the Senior Vice President for Academic Affairs and Provost June 27, 2008)

(Revised and Approved by tenured faculty on May 10, 2017)

Approved by the Executive Vice President and Provost on October 12, 2017

I. Introductory Statement

This document describes with greater specificity the indices and standards that will be used to evaluate whether candidates meet the criteria of subsections 7.11 and 9.2 of the Regents Policy on Faculty Tenure. In addition, the School of Architecture addresses the procedures for promotion of adjunct faculty in a separate document. A copy of the school's Guidelines for Promotion and Tenure Dossiers is included as an appendix to this document.

For the purposes of this document, architecture is at once a multidisciplinary and interdisciplinary field. It is best understood as an art, a science, a profession, and a humanistic discipline. Therefore, the faculty of the school as a whole contributes to these diverse disciplines, although no single individual embodies all of architecture's concerns. By definition the research, teaching, and service of a faculty member vary according to the specific discipline to which he/she contributes. Thus the documentation for a tenure decision relates specifically to the faculty member's activities in his/her declared approach to the discipline.

II. Mission Statement

The architecture school addresses its mission through (1) the education of students at all levels through effective and innovative teaching; (2) the pursuit of new knowledge through the production and publication of research; (3) the creative design, planning, and construction of buildings and environments; (4) advancement of this mission through service to the school, the University, the individual's discipline, and the greater community. It is the long-term goal of the school for its faculty to be promoted to the rank of full professor.

III. Annual Appraisal of Probationary Faculty

In accordance with sections 7.11, 7.12, and 7.2 of the University of Minnesota’s “Faculty Tenure, March 31, 2016,” document, the tenured faculty of the school conducts an annual review of probationary faculty. The purpose of this appraisal is to evaluate the progress of each probationary faculty member towards indefinite tenure as measured by his or her research, teaching, and discipline-related service. Exceptions to annual review requirement (“stopping the tenure clock”) for a new parent or caregiver, or for personal medical reasons, are outlined in section 5.5 of the Faculty Tenure document.

The school also conducts a more detailed (or “milestone”) review of each probationary candidate. Typically this occurs in the fourth year of his or her progress towards tenure; its date will vary for those candidates hired with time accumulated in previous tenure-track appointment(s). The purpose of the review is to offer the candidate a detailed evaluation of his or her progress toward a tenure decision. In addition to a review of the dossier, it may include (but not be limited to) a written statement by the candidate evaluating his or her achievements, an interview with members of the tenured faculty, and assessments by external reviewer(s).

IV. Criteria for Conferral of Indefinite Tenure

In addition to the general criteria in section 7.11 of the University of Minnesota’s “Faculty Tenure, March 31, 2016,” document, the School of Architecture follows the current College of Design Statement on the Guidelines for Promotion and Tenure.

To be awarded indefinite tenure, a faculty member must have demonstrated effectiveness in teaching; professional distinction in scholarship and research, artistic creation, or professional achievement; and outstanding discipline-related contributions in service. Research and teaching are the primary criteria; service in itself is not a basis for awarding indefinite tenure.

A. Research/Creative Work/Professional Achievement

Because architecture faculty can be considered artists, social or physical scientists, professional practitioners, and scholars in humanistic disciplines, no single benchmark or standard can be applied to all candidates for tenure. Although no specific number of published books, articles, scholarly presentations, or exhibitions of creative work is mandated, the clear expectation is that faculty

members show distinction in scholarship and evidence of continuous and active contribution to their discipline and their chosen field. Evaluation of research, creative work, and/or professional achievement may be based upon, but not limited to as applicable to an individual's field of study:

1. Publication of research, scholarship, and creative work pertinent to a faculty member's declared academic or professional focus including:
 - a.) Peer reviewed articles and books.
 - b.) Solicited contributions to scholarly anthologies, the authorship of books, and contributions to prestigious but non-peer reviewed journals and reviews will also be taken into consideration whenever appropriate to the candidate's discipline.
 - c.) Book reviews are considered to be important if their evaluation presents new scholarly material or defines scholarly issues in the candidate's field of study.
 - d.) Unpublished manuscripts for books and articles may be considered in exceptional circumstances, but greater weight will always be given to those accepted for publication. In all instances, the quality and reputation of publication venues (whether peer-reviewed or edited) will be evaluated.
2. Exhibition and publication of creative work. For faculty engaged in creative work and architectural practice, publications in journals and exhibitions are the main measures of evaluation. As a basic principle, a faculty member's credibility is enhanced by the publication of creative work in prestigious professional journals addressing a national or international audience. This may be accomplished by publications addressing the work of a single individual, groups of individuals, or architectural firms. Publications of creative work by invitation of an editor are generally considered more prestigious than open submissions.

Individual or group exhibitions are another means of evaluating creative work and professional achievement. Exhibitions held in reputable galleries and museums are considered most important. A faculty member's credibility is further advanced by the reputations of the curators, jurors, or panelists involved in the selection of creative work for exhibition.
3. Independence of research accomplishments. In multi-authored articles and complex architectural projects, the contribution of the individual under review must be clearly defined.

4. Contributions to pedagogy. Pedagogical research is generally expected of those faculty investing time and energy into developing original and innovative means of teaching architecture students. Evidence of this may include papers; articles or books on pedagogical approach; the dissemination of syllabi, student work, or other instructional materials as examples of an individual's teaching.

5. Presentation of scholarly papers and creative work. Presentation of scholarly research or creative work at conferences or in invited lectures may be considered a useful index of a faculty member's reputation. In making such an evaluation, the relative prestige of the conference or institution is to be considered. It is assumed that such presentations are juried or invited. All presentations fulfilling these criteria will be taken into consideration, but cannot be the primary means of making a decision.

6. External funding. Funding from sources outside the University, particularly those awarded by competition at a national or international level.

7. Election to, and awards given by, national organizations that recognize excellence in scholarship, creative work, or professional achievements.

8. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable.

B. Teaching

The school seeks the widest range of evidence of a candidate's skill as an effective teacher. The evidence may range from teaching in the classroom or studio to formal and informal advising and mentoring, both at the University and other institutions. Documentation of effective teaching will be based upon but not limited to:

1. Student evaluation of courses taught at all levels. The evidence for this will be drawn from evaluations prepared for and solicited by the school or the University. Unsolicited testimonials, or those solicited by the candidate, will not be considered.

2. Evaluations of teaching by faculty who have observed the colleague in classroom or studio contexts, and from reviews of student work produced for those courses.

3. Evaluation by colleagues and external reviewers of syllabi, the selection of texts, material covered, assignments, and exam questions.
4. Evaluation by colleagues and external reviewers of new courses and revision of ongoing ones.
5. Awards. Grants, awards or formal recognition for distinguished teaching contributions, curriculum development, and the like.
6. Presentation and/or publication of a candidate's teaching methodology, instructional textbooks and other material for classroom use.
7. Invitations to participate on architectural juries and reviews, and/or to lecture for educational or scholarly purposes, both at the University and at other institutions.
8. Advising of students, both in a formal capacity as an academic advisor and informally as a mentor offering career guidance. This may include service as an advisor to master's or doctoral students in other departments.

C. Service

The school expects its members to contribute to the University, their field or profession, learned and professional societies, or local and national agencies in a manner that is within the scope of their academic and/or professional expertise. Evaluation of service will be based upon, but not limited to:

1. Active and continuing participation in academic governance or other service at the departmental, collegiate and university levels.
2. Service in an editorial capacity for scholarly and professional journals.
3. Contributions as an officer, or advisor to, state, national or international academic or professional societies or agencies.
4. Membership on state, national, or international committees related to the candidate's academic or professional expertise.
5. Organizing sessions, conferences, or symposia related to the candidate's academic or professional expertise.

6. Serving as a reviewer of manuscripts for academic and professional journals and presses, or as a juror for competitions or award programs.

7. Serving as a reviewer of proposals for funding from private and governmental sources.

V. Promotion

The School of Architecture policies on promotion follow the relevant sections of Faculty Tenure.

A. To Assistant Professor

For regular faculty, the conferral of the rank of Assistant Professor comes with the initial appointment after the completion of a candidate's terminal degree (professional degree, advanced degree, or Ph.D. depending on his or her discipline).

B. To Associate Professor

The School of Architecture policies on promotion to Associate Professor follow sections 7.11 (*General Criteria*) and 7.12 (*Departmental Statement*) of the University of Minnesota's Faculty Tenure code.

Normally such a promotion comes with the granting of tenure and must meet the criteria for tenure outlined above: effectiveness in teaching; professional distinction in scholarship and research, artistic creation, or professional achievement; and outstanding discipline-related contributions in service. It is assumed that a candidate's pattern of activity in these areas promises to continue into the future. Research and teaching are the primary criteria; service in itself is not a basis for any promotion decision.

C. To Professor

The School of Architecture policies on promotion to Professor follow section 9.2 (*Criteria for Promotion to Professor*) of the University of Minnesota's Faculty Tenure code which states:

The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [FN 7]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN 8]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered

when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

For regular faculty, such a promotion normally comes after a period when a candidate has demonstrated continuous and significant contributions to his/her field of study. The decision is based on continued distinction and productivity in the three main criteria for promotion: distinction in research, creative work, or professional achievement; effectiveness of teaching; significant service contributions to the discipline, university, college, and/or school. Promotion to the rank of professor assumes qualitative and quantitative achievements in addition to those justifying the promotion to associate professor. It also assumes that a candidate has earned a national or international reputation appropriate to his/her declared approach to the discipline. It is further understood that a candidate's pattern of activity in these areas promises to continue well into the future.

D. Procedures

This document complies with the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track or Tenured Faculty, as provided by Sections 7.4, 7.61, and 16.3, of the Regents Policy on Faculty Tenure.

E.: Key Sections of Faculty Tenure

5.5 Extension of Maximum Probationary Period for New Parent or Caregiver, Or for Personal Medical Reasons.

The maximum period that a faculty member's probationary service will be extended is by one year per each granted request of extension

- (a) On the occasion of the birth of the faculty member's child or placement of an adoptive/foster child with the faculty member. or
- (b) If the faculty member is a major caregiver for a family member with an extended serious illness, injury, or debilitating condition
- (c) If the faculty member has an extended serious illness, injury, or debilitating condition,

"Family Member" means a faculty member's spouse or domestic partner, child, or other relative. "Child" includes a biological child, an adopted or foster child and the child of a spouse or domestic partner.

The notification of birth or adoption/foster placement for provision (a) and the request for extension of provisions (b) and (c) in this subsection must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

A request for an extension under provision (b) or (c) will not be denied without first providing the faculty member making the request with an opportunity to discuss the request in a meeting with an administrator designated by the senior vice president for academic affairs and provost. A claim that a request for an extension under provision (b) or (c) was improperly denied may be considered in any subsequent review by the Senate Judicial Committee of a termination under subsection 7.7.

This concludes the School of Architecture Standards for Promotion and Tenure 7.12 Statement. Included below are referenced sections of the University of Minnesota's Tenure Code

7.11 General Criteria. What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [FN2]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN3]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [FN4]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

[FN2] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

[FN3] The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"Scholarly research" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"Other creative work" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"Teaching" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"Service" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

[FN4] Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

7.12 Departmental Statement. [FN5] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 ("General Criteria" for the awarding of indefinite tenure); (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 ("Criteria for Promotion to Professor"); and (3) the goals and expectations to be used in evaluating faculty members' performance under subsection 7a ("Review of the Performance of Faculty Members"). The document must contain the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators,

including the executive vice president and provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service. [INTERP 3]

9.2 Criteria for Promotion to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [FN 7]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN 8]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision.

Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

[FN 7] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

[FN 8] The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in subsection 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (subsection 7.5), and the review of recommendations (subsection 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in subsection 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

See the definitions of "scholarly research," "other creative work," "teaching," and "service" in footnote [3]. A greater contribution in the area of institutional service is expected of candidates for the rank of professor than was expected for the award of tenure.

Appendix I
School of Architecture
GUIDELINES FOR P&T DOSSIERS

Approved by tenured faculty on May 10, 2017

KEY MATERIAL

Five copies of Key material should be prepared by the school in collaboration with the candidate. It may be placed in ring binders with tabs separating each major division or bound with dividers. After review by the senior faculty of the school, it is forwarded to the College of Design Dean for distribution to all College of Design P&T Committee members; copies are also read by the College of Design Dean, College of Design Associate Dean for Academic Affairs, and the Senior Vice President for Academic Affairs and Provost.

A. Cover Page

There are two different cover pages: (a) one for associate professors considered for promotion to Professor, and (b) another for all other cases. This will be provided by the College of Design Dean's office.

B. Table of Contents

It is strongly recommended that EVERY PAGE of the key material must be numbered according to section (p. C1, p. D5, etc.). The table of contents should be sufficiently detailed so that the reader can easily find, for example, a letter from a particular external reviewer.

C. Curriculum Vitae: The candidate should use the standardized University of Minnesota template. An example is included as appendix II of the School of Architectures 7.12.

1. Biographical data

Name, education (include all degrees with date and institution), previous academic appointments (with job titles, dates and institutions), and all other professional employment.

2. Research/Creative activity/Professional Achievement

Indicate whether or not publications of scholarly work have been refereed or invited, or whether presentations of creative work have been juried or refereed. Also, provide specific information about the status of material completed but not yet published. If an item is co-authored, clearly indicate the part(s) prepared by the candidate. Include dissertation title and director, if applicable. Give full citation of page numbers of articles.

List reviews of books by the candidate, if applicable.

3. Teaching

List courses and levels taught, including dates. Provide specific information on involvement in all forms of advising.

4. Service

Provide a specific listing of service contributions, including dates and role.

5. Grants, contracts and awards

Include dates, funding sources, and the dollar amounts (optional).

D. Research/Creative Activity Information (required)

1. In approximately seven hundred fifty words, describe the development and direction of your professional career. Discuss research or creative activity and publications, performances or exhibits and publications to the present, and your plans for the next three to five years.

2. Description of the Relative Stature of Journals/Book Publishers/Outlets for Creative Work

This statement should be prepared by the candidate. Any disagreement must be noted in the School report. Include in this section any letters from publishers, book contracts, or other documentation of works forthcoming that were listed in the cv. Specify stage of production at the time dossier is submitted (e.g., "in copy-editing," "in galley," "at bindery," etc.)

3. Supporting Material Regarding Scholarship/Creative Activity

G. External Evaluators

- a. List of evaluators and their qualifications. The list should also contain the names of evaluators who refused to write an evaluation and their reasons for doing so.
 - b. Statement of how evaluators were selected and a statement about or list of materials they received for review
 - c. Sample letter of solicitation
 - d. Evaluations from external evaluators (When not written in English, a translation must be provided along with the original.)
2. When available, include published reviews or other formal evaluations of performances, exhibitions, publications.

H. Teaching Effectiveness

1. Teaching Narrative (required)

In approximately seven hundred fifty words, describe yourself as an undergraduate and graduate teacher. You may include a statement about your approach to teaching; a statement describing past accomplishments and goals for the next three to five years; a self-evaluation of your teaching in classes of different types, sizes, and levels; a description of steps you have taken to improve your teaching over a period of years.

2. Supporting Teaching Material.

Description of courses taught, including quarter/semester and year taught, course title, course level, enrollment and course format. Summary charts of student evaluations must be included here; peer reviews and representative student feedback, and sample course syllabi/student work may be included. (Raw evaluations or solicited letters should be included in the supplemental materials).

I. Service Information (required)

In approximately seven hundred fifty words, describe your service activities to your school, college, professional organizations, and community outreach. You may include a statement about

your approach to service; a statement describing past accomplishments and goals for the next three to five years; and a self-evaluation.

J. Annual Appraisal of Probationary Faculty Forms (required for probationary faculty)

For probationary faculty only, the current year's and all previous years' Annual Appraisal of Probationary Faculty forms (President's Form 12--make sure these duplicate clearly) and other related documentation must be included.

K. School Report.

1. Brief Statement of School Procedures for this candidate--if faculty tenured in other units are voting on this candidate, include a statement verifying that permission for them to do so was requested from the Senior Vice President for Academic Affairs and Provost in advance of the vote.

2. School's Recommendation to the Dean -- should be dated and signed by the faculty member(s) who prepared it on behalf of the voting faculty.

School recommendation should include a report of the vote. Votes on promotion and tenure for the same individual should be treated as one motion, with the vote taken as one question for a vote on an untenured assistant professor for tenure and promotion to associate professor.

a. Statement of the question voted on

b. School vote on the motion (numbers): YES, NO, ABSTENTIONS, and NOT VOTING. (Give an explanation for those eligible to vote but not voting--sabbatical, absence, conflict of interest, etc.)

c. List of faculty participating in the discussion and vote

4. Majority Evaluation

a. Scholarship/Creative and Professional Activity

b. Teaching

c. Service

5. Minority Evaluation

- a. Scholarship/Creative and Professional Activity
- b. Teaching
- c. Service

L. Candidate's Response to School Report (optional)--must be dated and signed

M. Head's Recommendation and Evaluation -- must be dated and signed

N. Candidate's Response to Head's Recommendation (optional)--must be dated and signed

O. Detailed List of Material in the Supplemental File (same as N below). Note that all materials in the supplemental file must be clearly described and included on this list.

S U P P L E M E N T A L M A T E R I A L

Supplemental material is not copied and distributed at the university level. It should be placed in a ring binder with tab separations similar to those of the Key Material, and if it is to be copied for review, it must be copied in its entirety. The only exception will be items that cannot be easily copied (entire books or manuscripts, slides and special photographs, etc.). After school review all material will be deposited in the College of Design Dean's office for the College of Design P&T Committee and deans to review. If the Graduate School dean or the Senior Vice President for Academic Affairs and Provost asks to review the supplemental material, it is made available.

Required:

A. Detailed list of material in the supplemental file (same as item O in the Key Material)

B. Administrative procedures:

1. Complete record of the school's P&T procedures, including dates of meetings
2. List of materials available to voting faculty and candidate prior to discussion of candidate
3. Copy of the school's 7.12 statement.

C. Copies of publications (published, accepted and forthcoming, under review, discussion, working paper, etc.) and/or evidence of creative or professional activity (photographs, exhibition

catalogs, slides, etc.) as appropriate to the case. Copies of papers presented at scholarly conferences may be included here.

D. Curricula vitae of external reviewers.

E. Syllabi and other teaching materials developed by the candidate.

Appendix II

Example of University of Minnesota's Electronic Dossier Formant for Submission

CURRICULUM VITAE FOR PROMOTION AND TENURE¹

NAME

IDENTIFYING INFORMATION

Academic Rank

Assistant/Associate/Professor in Department or Unit
Graduate Faculty Appointment in Programs

Education

Degree	Institution	Date Degree Granted
B.S./B.A.	University Area	Year
M.A./M.S.	University	Year
M.F.A.	Area	
Ph.D./J.D.	University	Year
M.D.	Area/Department [Advisor for Ph.D.]	

[These degrees are placeholders for whatever degrees that the candidate holds. We recognize that a wide range of degrees have been received by faculty that are not listed here.]

Licenses, certifications, certificates, etc. that may be relevant.

Positions/Employment

University of Minnesota, Campus [Twin Cities, Morris, Crookston, Rochester] (year began – present year)	
Current rank (assistant, associate professor)	dates
Previous rank	dates
Previous employment (name of university or institution)	dates
Previous rank (assistant, associate professor)	dates

¹ Please make sure that all the items relevant to your scholarship/creative work, teaching, service/outreach work find a place on this c.v. If you do not find a category that fits an item, please create an appropriate heading for that item. Similarly, if a category does not pertain to your case, then eliminate it from the list.

Postdoctoral appointments	dates
Graduate appointments	dates
Other professional employment	dates

Current Membership in Professional Organizations

HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC ENGAGEMENT, AND SERVICE

University of Minnesota

McKnight Land-Grant Professorship; McKnight Presidential Fellowship
 Morse Undergraduate Teaching Award; Graduate/Professional Teaching Award
 Collegiate Teaching and Advising Awards
 Tate Advising Award
 President's Outstanding Service Award
 Other research, teaching, public engagement, and service awards

External Sources

Fellowships
 Prestigious grants (e.g. NSF CAREER)
 Awards from professional associations or journals
 Elections to societies
 Any award that is germane in the candidate's field
 Artistic residencies
 National research, teaching, public engagement, service awards
 State or local research, teaching, public engagement, service awards

Visiting Professorships or Visiting Scholar Positions

Name of university/college/institute; department; dates; focus

Visiting Artist Engagements

Name of university/college/institute or venue; dates; focus

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Grants and Contracts

[These grants and contracts can be for research or creative work, teaching and learning, curriculum development, public engagement, international work, etc.]

External Sources (federal {NIH, NSF, DEO, etc.}or state grants, foundation awards, etc.)

[List current grants first, followed by grants that have been completed. Some units may ask for a listing of grants applied for but not obtained as well.]

Received at the University of Minnesota:

Investigator status (Principal investigator, Co-PI, Co-investigator)

Name of PI (if not the candidate)
External Agency
Project title and Dates
Direct costs

Received at the University of Minnesota – Student Grants

Student Name, Principal Investigator (Candidate, Research Sponsor).
Grant title and external or internal agency
Dates

Received at another institution:

Investigator status (Principal investigator, Co-PI, Co-investigator)
Name of PI (if not the candidate)
External Agency
Project title and Dates
Direct costs

University Sources (examples below – include the titles, dates, and amount of the awards)

Grant-in-Aid
Other awards from the Office of the Vice President for Research or the Graduate School
President's Multicultural Research Awards
Awards from other University Sources (Office of International Programs, CURA, Office of Public Engagement, etc.)
Curricular development awards (e.g. Academy of Distinguished Teachers, Technology Enhanced Learning, etc.)
Awards from colleges

Publications [Note if these are published electronically with a URL if appropriate]

Books or Monographs (eliminate if not necessary)

Author(s), Title, Year of Publication or Publication Status, Publisher
(Indicate if the book is edited, Indicate the candidate's role in multi-author papers)
[Use the order of most recent book to first book.]
Where book reviewed
If co-authored, explain your contribution

Refereed Journal Articles (use any standard format that the candidate's field uses)

Author(s), article title, journal title, volume, year, page numbers (e.g., 225-243)
(Indicate the candidate's role in multi-author papers – this is required in many 7.12 statements; as well as student authors. This can be done in many ways such as an annotation under each article or a coded system that is explained in the header of this section.)
[Use the order of most recent article to first article.]

Non-refereed Journal Articles, Essays, or Book Chapters (use any standard format that the candidate's field uses)

Author(s), article title, journal title, volume, year, page numbers (e.g., 225-243)
(Indicate the candidate's role in multi-author papers – this is required in many 7.12 statements; as well as student authors. This can be done in many ways such as an annotation under each article or a coded system that is explained in the header of this section.)

[Use the order of most recent article to first article.]

Proceedings of Conferences [indicate whether these are refereed]

Author(s), title, venue, year, page numbers (e.g., 225-243)

Catalogues

Author(s), title, venue, year, pages

Interviews

Author, title, journal/publication, volume, year, page numbers (e.g., 225-243)

Review of performances/exhibitions

Author, title, journal/publication, volume, year, pages

Software Development

Presentations, Posters, and Exhibits

Invited Presentations at Professional Meetings, Conferences, etc. (use any standard format that the candidate's field uses)

Author(s), presentation title, conference or meeting title, date, place of presentation
[Indicate keynote presentations, panels, symposia, etc.]

Contributed Papers Presented at Professional Meetings, Conferences, etc. (use any standard format that the candidate's field uses)

Author(s), presentation title, conference or meeting title, date, place of presentation
[Indicate any student co-authors.]

Include artist talks, panels, gallery presentations, symposia, etc. if applicable

Abstracts (published in electronic or paper format that are archived or searchable)

Author(s), presentation title, conference or meeting title, date, place of presentation
[Indicate any student co-authors.]

Posters or Exhibitions (use any standard format that the candidate's field uses)

Author(s), presentation title, conference or meeting title, date, place of presentation
[Indicate any student co-authors.]

Professional Artistic and Creative Experience

Solo Exhibitions/Tours (indicate venues – local, national, international)

Solo Public Art or Architectural Commissions/Project

Solo Private Art or Architectural Commissions

Collaborative Exhibitions, Projects, and Performances

Curatorial Projects

Video screenings

LPs, CDs, Films

Repertory activities

Choreography
Other production experience (e.g. projects in art and culture; reconstruction and rehearsal direction; editing, etc.)
Architectural projects and designs
Restorations

Websites

Note level of development and participation

Other Key Activities and Accomplishments

TEACHING AND CURRICULUM DEVELOPMENT

University of Minnesota (repeat for other university or academic positions)

Courses, seminars, and instructional units taught (just a listing here – put in details of number of students and dates taught in the teaching section of the dossier)

Curriculum Development

(courses, seminars, laboratories, curriculum guides, assessment activities for student learning, service learning materials, rubrics, etc.)

Collaborative Efforts and Activities

(co-teaching, interdisciplinary teaching, curricular planning, assessment, etc.)

Faculty Development Activities regarding teaching

(workshops or programs with the Center for Teaching and Learning, including the Early Career or Mid Career Teaching Programs; workshops with the Center for Writing, Digital Media Center, etc.)

ADVISING AND MENTORING

Undergraduate Student Activities

Undergraduate research projects (UROPS, directed research, lab participation, etc.)
Student names

Undergraduate summa theses or honors projects directed

Student names

Undergraduate advising

Student names

Graduate Student Activities

Master's Theses Directed
Student name, title of thesis, date

Master's Student Advisees
Student names

Doctoral Dissertations Directed
Student name, title of dissertation, date

Doctoral Students Advised (Academic advising for all or part of graduate student's program)
Student Names

Doctoral Committees Served on
Student Names

Professional Student Activities
Professional students supervised
Names, dates

Post-doctoral fellows supervised
Name, dates

Residents Supervised
Names, dates

Visiting Scholars Hosted
Names, dates

Other Mentoring Activities [including serving as a mentor or member of a mentoring committee for a faculty member, etc.]

[Repeat all of the above for other institutions.]

SERVICE AND PUBLIC OUTREACH

Service To The Discipline/Profession/Interdisciplinary Area(s)

Editorships/Journal Reviewer Experience
Associate/Section Editor or Editor, Journal, Dates
Reviewer experience, Journal, Dates

Committee memberships [indicate if the candidate served as chair]
[include task forces, boards, etc. for professional organizations]

Review panels for external funding agencies, foundations, etc.

[include agencies, review panel names, dates, etc.]

Program review experience

[include reviews for universities, professional organizations, funding agencies, etc. with dates, places, focus, etc.]

Jurors for artistic/creative works

[include venues, dates, etc.]

Organization of conferences, workshops, panels, symposia [indicate if served as chair or co-chair,

member of organizing committee, etc.]

[include dates, organization/society if applicable, nature of work, etc.]

Service To The University/College/Department

University of Minnesota [indicate dates of service activities]

University-wide service

[University or Faculty Senate; Senate Committees; Task Forces; Special Panels; etc.]

Collegiate Service and Intercollegiate Service

[Collegiate assembly; collegiate committees, task forces, panels, etc.]

Department/Unit Service

[director of undergraduate studies; director of graduate studies; chair; associate chair; Search committees (chair); curriculum committees; other department committees]

Repeat for other universities or institutions

Public And Other Service

Community, state, national, or international service activities

Any other service in which the candidate engages with the public

Appendix III
School of Architecture
Annual Post-Tenure Review Policy
Approved by tenured faculty on May 10, 2017

A. Introductory Statement

As required by Section 7a, *Review of Faculty Performance*, of the University of Minnesota's Faculty Tenure code, the School of Architecture will conduct annual reviews of its tenured faculty via the post-tenure review process. Post-tenure reviews are conducted by the Post-Tenure Review Committee which is a peer review committee drawn from the tenured faculty from the School of Architecture, and the School of Architecture Head.

The fundamental purpose of the post-tenure review is to review the performance of each faculty member to assure they are meeting the goals and expectations of their rank as defined within section IV. *Criteria for Conferral of Indefinite Tenure*, of the School of Architecture's Standards for Promotion and Tenure. A secondary purpose of post-tenure review is to determine faculty development opportunities.

B. Applicable Documents

1. *School of Architecture standards and expectations for promotion and tenure*
2. *Current Vitae*
3. *Annual Faculty Activity Report*
4. *If the faculty member was working in an administrative position during the review period, a position description of the administrative position held*
5. *If applicable, written statements for performance improvement*

C. Period of Review

The post-tenure review is conducted annually, however, its chronological perspective is broader. The process must acknowledge the natural cycles of work that faculty undertake in the areas of teaching, research, and service, which may not immediately present tangible results. For this reason the faculty member's post-tenure review will encompass all activities over the most recent three year period. Therefore, in addition to the current vitae, upon request from the Head or the post-tenure committee, copies of prior reviews will be made available.

Faculty members have the responsibility to contribute fully in the areas of teaching, research, and service throughout their careers. However, faculty may contribute at varying degrees in teaching, research, and service at different stages of their careers. Therefore, a degree of flexibility, so that some faculty members can contribute more heavily in the accomplishment of one area of the school's mission and others more heavily in the accomplishment of another area school mission, must be taken into consideration. For example, a faculty member who takes on an academic program director position, develops a new course(s) or academic program, or initiates a new research agenda, may spend a disproportionate amount of time in these roles or on these projects in any given year.

D. Composition of the Annual Post-Tenure Review Committee

The “Annual Post-Tenure Review Committee” is responsible for conducting post-tenure reviews in coordination with the Architecture School Head. It is an elected rotating committee of three tenured faculty appointed for staggered terms of three years each. At least one full professor must be on the Committee during any year. In appointing new members, the Head should consider the committee’s balance in rank, area of expertise, etc., and should choose from those faculty who have not participated on the committee the last two years. The Chair is the faculty member serving his/her last year on the Committee. If a Committee member is unable to serve one of the years of his/her three-year term in situations such as a leave, sabbatical, or study abroad, the Head will appoint a replacement for that year.

E. Goals and Expectations for Tenured Faculty

The goals and expectations parallel the criteria define within section IV. *Criteria for Conferral of Indefinite Tenure*, of the School of Architecture’s Standards for Promotion and Tenure. No specific number of published books, articles, scholarly presentations, or exhibitions of creative work is mandated for tenured faculty. The clear expectation is that tenured faculty members (at ranks of both Associate Professor and Professor) remain active members of the scholarly community and that their contributions will continue well into the future. To satisfy this requirement, tenured faculty are asked to show evidence of growth and distinction in scholarship and teaching, and of continuous and active contributions to their discipline.

Post-Tenure Review Process

Post-tenure review consists of the following steps:

1. Submission of faculty member's documentation as outlined in section B is due February 15 of each calendar year.
2. The review process begins with the Post-Tenure Review Committee. The committee meets to determine whether tenured faculty "meet" or "do not meet" the criteria for their rank in the following areas: research, teaching, and service.
3. If the Post-Tenure Review Committee determines that a faculty member "do not meet" the criteria for their rank in two (2) of the three (3) areas, the faculty member is considered to be "substantially below" the goals and expectations by the committee.
4. If a faculty member is determined to be "substantially below" the goals and expectations by the committee, the committee notifies the individual faculty member and the Head in writing that the tenured faculty member's performance is identified as being "substantially below" the goals and expectations.
5. Within three (3) weeks of committee notification, the Head will review the documentation of all faculty members deemed substantially below expectations.
6. Faculty members under review are encouraged to submit additional clarification or documentation at this time. The Head will review materials submitted to the committee and any additional documentation. All materials are evaluated according to the criteria defined within section IV.

Criteria for Conferral of Indefinite Tenure, of the School of Architecture's Standards for Promotion and Tenure. The Head will use the same ratings of "meets" or "do not meet" and will evaluate all three (3) areas of performance: research, teaching, and service.

7. If the Head disagrees with the committee's determination of performance "substantially below" school expectations, he/she will inform the committee of their decision in writing. The Head and Chair of the Post-Tenure Review Committee will jointly sign a letter informing the faculty member of their decisions. Because both Post-Tenure Review Committee and School Head must agree on all determinations of "substantially below expectations", no further action is warranted.
8. If the Head concurs with committee and determines that a faculty member does not meet the goals and expectations criteria for their rank in two (2) of the three (3) areas, the faculty member is considered to be "substantially below" the goals and expectations by the Head. A 'notification of substandard performance' signed by Head and committee chair will be sent to the faculty member

- specifying deficiencies. A time period of not less than one year will be established during which the faculty member should address the identified issues.
9. The objective of the substandard performance notification is to assist the faculty member as they improve their productivity. The Head and the Post-Tenure Review Committee will collectively agree on a performance improvement plan for the faculty member with specific improvement goals and timeframe.
 10. At the end of the stated performance improvement time period, the Post-Tenure Review Committee will review the case based on materials submitted by the faculty member for the annual faculty post-tenure review process. If both Post-Tenure Review Committee and Head determine that the faculty member's performance remains substantially below the goals and expectations of the school the Committee and the Head may jointly request that the Dean initiate a special peer review of that faculty member according to section 7a.3, *Special Peer Review In Cases Of Alleged Substandard Performance By Tenured Faculty*, of the University of Minnesota's Faculty Tenure code.
 11. Faculty members may appeal the work and/or decisions of the Annual Post-Tenure Review Committee or the Head through the grievance procedures of the College of Design.
 12. The special peer review shall be conducted by a panel of five tenured faculty members of equal or higher rank, selected to review that individual. The faculty member under review shall have the option to appoint one member. The remaining members shall be elected by secret ballot by the tenured faculty of the unit. The members of the special review panel need not be members of the academic unit. The special review panel shall provide adequate opportunity for the faculty member to participate in the review process and shall consider alternative measures that would assist the faculty member to improve performance. The tenure subcommittee may adopt rules and procedures regulating the conduct of such reviews. The special review panel shall prepare a report on the teaching, scholarship, service, governance, and (when appropriate) outreach performance of the faculty member. It will also identify any supporting service or accommodation that the University should provide to enable the faculty member to improve performance. Depending on its findings, the panel may recommend:
 - (a) that the performance is adequate to meet standards and that the review be concluded;
 - (b) that the allocation of the faculty member's expected effort among the teaching, research, service and governance functions of the unit be altered in light of the faculty member's

strengths and interests so as to maximize the faculty member's contribution to the mission of the University;

- (c) that the faculty member undertake specified steps to improve performance, subject only to future regular annual reviews as provided in subsection 7a.2;
- (d) that the faculty member undertake specified steps to improve performance subject to a subsequent special review under subsection 7a.3, to be conducted at a specified future time;
- (e) that the faculty member's performance is so inadequate as to justify limited reductions of salary, as provided in subsection 7a.4;
- (f) that the faculty member's performance is so inadequate that the dean should commence formal proceedings for termination or involuntary leave of absence as provided in sections 10 and 14; or
- (g) some combination of these measures. The panel will send its report to the dean, the head of the academic unit, and the faculty member. Within 30 work days of receiving the report, the faculty member may appeal to the Judicial Committee, which shall review the report in a manner analogous to the review of tenure decisions (see subsection 7.7).

NOTE: Post-Tenure Review Committee members should recuse themselves from committee reviews of their individual cases.