Illinois School of Architecture
Policies and Procedures Manual

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  Distributed to all faculty by email attachment 4/7/2014
  Approved with revisions by vote of the faculty 5/8/14 (see faculty meeting minutes)
  Distributed to all faculty by email attachment 4/18/19
  Approved with revisions by vote of the faculty 4/25/19 (see faculty meeting minutes)

1. Number, Size and Contribution of Academic Programs

   a. Number. Programs within the School of Architecture shall be limited to eight total School subunits.
   b. Size. A Program must have at least 5 members who hold 100% faculty appointments in the School of Architecture (hereafter referred to as faculty), not less than 3 of these faculty must have the Program as their primary affiliation.
   c. In extraordinary circumstances a Program may be constituted of less than 5 faculty. Formation of such Programs must be approved by a vote of the full faculty by paper ballot with a 2/3's majority approving the proposal.
   d. Contribution. See Bylaws, V. Organization of the School, A. Academic Programs, 2. Duties

2. Program Participation

   a. Individual faculty, except the Director, shall participate in at least one Program, to be selected in consultation with the Director, the School's Executive Committee, the Program Area Chair, and the faculty of a Program. The Director shall serve as a non-voting ex-officio member of all programs.
   b. In addition to this primary affiliation, faculty, except the Director, are encouraged to participate in one additional Program through secondary affiliation. Such secondary affiliation is subject to approval through a vote by the faculty of said Program and consultation with the Director, and the School's Executive Committee.
   c. Faculty participate in a Program through research, instruction, governance, and outreach.
   d. In matters related to program governance a faculty member may vote in up to two Programs. However, in matters related to School governance a faculty member may vote only as a member of their primary Program.

3. Program Officers – Chair

   a. Appointment. Program Chairs are elected by the faculty with primary affiliation with the Program from among the primary affiliated tenured faculty to serve a two-year term.
   b. Term. Chairs may serve a maximum of two consecutive terms. If a Program does not have an eligible tenured faculty member, then tenure-track faculty may serve. Election of said Program Chair is subject to review by the School's Executive Committee.
   c. Evaluation. The Director shall call for the annual evaluation of the Program Chairs by the faculty currently having primary and secondary affiliation with the Program. Annual reviews shall serve to improve the effectiveness of the chair and only in extraordinary circumstances shall the Director, in consultation with the Program faculty, call for the appointment of a new chair upon completion of the annual review.

4. Program Meetings

   a. The Program Chair shall schedule regular meetings of the faculty of the Program but not less than twice each semester.
   b. Any faculty member in the Program may request a meeting.
   c. A record of activities shall be maintained each semester, which outlines the Program Area meetings, discussion points and major conclusions. This record shall be electronically archived by the Program Chair. At the conclusion of each year of a Chair's appointment, the Chair shall provide electronic copies to the Chair of the School's Executive Committee.

5. Establishing New Programs

   a. After consultation with the Director, Executive Committee, and Program Chairs, a tenured or tenure track faculty member may choose to develop an area of special study intended to lead to the formation of a new Program. The assignment of faculty to such areas shall be evaluated annually by the Director in consultation with the Executive Committee.
   b. A new program proposal shall include (in writing):
      i. A brief definition of the Program area
      ii. A list of tenured and tenure track faculty who have agreed to participate in the area as their primary or secondary Program.
      iii. A list of existing courses to be offered by the Program
      iv. A list of courses to be developed by the Program
      v. A summary of any resources needed to start up the program (financial and faculty)
      vi. Evaluation of availability of proposed faculty
      vii. An evaluation of the benefit and impact of the program offerings on the existing core undergraduate and graduate curricula

   c. The following approval process shall be followed for consideration of any proposals for new programs:
      i. New program proposals shall be sent to the Executive Committee who shall review for conformance to School Bylaws for Program Areas and to determine the Program's means and manner of supporting the greater good of the School of Architecture.
      ii. In consultation with the Executive Committee, the Director shall appoint a preliminary Program Chair.
      iii. Proposed programs will meet with the Curriculum Committee to coordinate the Program Area's contribution to the core and elective offerings and secure Curriculum Committee approval.
      iv. Upon approval of the Curriculum Committee (simple majority vote) the proposal for a new Program Area will be forwarded to the Executive Committee who will put the proposal before the Full Faculty for discussion and vote.
      v. Programs shall be approved by a vote of the full faculty by paper ballot with a 2/3's majority approving the proposal.

6. Review of Existing Programs

   a. Programs shall be reviewed by the School's Executive Committee for Program Area continuation every three (3) years.
   b. Program continuation will be based upon:

<ol type="i" start="1">
Number of faculty affiliated and active within the program area,
Number of courses offered to graduate students in the Program area,
Number of graduate students electing specializations within the Program area,
The program's contributions to the general education of graduate students, undergraduate students, and the general welfare of the School. At each Program review, the School's Director, in consultation with the Executive Committee, will determine whether a Program is providing adequate contribution to the education and general welfare of the School and if the Program's original area definition still adequately delineates the scholarly area within which the Program operates.

7. Dissolution of Programs

a. Initiation of Program Dissolution

<ol type="i">
The Director, in consultation with the Executive Committee, may initiate dissolution of any Program as a result of the triennial review process. The Program-affiliated faculty may also initiate dissolution of any Program.
A proposal for dissolution of any program, whether arising from the Director or Program-affiliated faculty, must be presented to the Executive Committee in writing. Any such proposal shall clearly outline the reasons for dissolution.
Having received such a written proposal, the Executive committee shall vote on the proposal for dissolution.
Proposals for Program dissolution that are approved by a simple majority vote of the Executive Committee shall be forwarded to the Full faculty at the next scheduled faculty meeting for discussion and ratification.
Proposals for Program Dissolution brought to the full faculty by the Executive Committee must be approved by a 2/3's majority of Faculty. A paper ballot must be used for such votes.

b. Plan for Phasing out a Program

<ol type="i">
Following ratification votes by both the Executive Committee and the full faculty to dissolve any Program, the Program faculty, in consultation with the Curriculum Committee, the Executive Committee, and the Director, shall propose a plan for phasing out the Program to ensure that any students currently completing specialization in that area are able to complete the curriculum in that area.
Any plan for phasing out a program must illustrate completion of the process over not more than a three-year period.

8. Curricular Development

a. Programs may propose specific course requirements and concentrations within their area for review and approval by the Curriculum Committee, the Executive Committee, the Director, and the School's Director of Graduate Studies.

b. Approved course requirements and concentrations proposals shall be brought to a vote of the full faculty for ratification. A simple majority faculty vote is needed for any ratification.

II. <u>**Policies for Faculty Meetings**</u>
Approved by Faculty 05.07.13

1. Setting meetings and agenda
    a. Dates of general faculty meetings shall be fixed by the Director in consultation with the Executive Committee and announced at the commencement of faculty contracts each academic year.
    b. Meetings shall be held between the first and last official days of the regular academic year.
    c. The Chair of the Executive Committee shall provide faculty members with written notice of, and the agenda for, each meeting at least five calendar days prior to the date of the meeting.
    d. Agenda items must be forwarded to the Chair of the Executive Committee at least seven days in advance of regular general meetings of the School faculty.

2. Decorum
    a. The meeting shall be conducted according to *Robert's Rules of Order.*
    b. Items introduced as new business at any regular meeting shall be introduced in the form of a resolution. In introducing the new business item, the sponsor may speak for not more than ten minutes in explanation of the purpose of the resolution. Items introduced from the floor as new business shall be held over for action until the next regular meeting.

3. Voting
    a. Voting ordinarily shall be by voice vote of "yeas" and "nays." A vote count may be ordered by the presiding officer or when requested by any faculty member who is present and eligible to vote.
    b. Voting on any issue shall be by private, paper ballot when requested by any faculty member entitled to vote.
    c. Elections in which a tie or contest exists shall be voted by paper ballot.

4. Minutes
    a. The Director shall appoint a secretary from the faculty at the beginning of each meeting. That secretary shall work with the School staff member recording meeting minutes to ensure that minutes accurately reflect the conduct and discussion of the meeting.
    b. The Director shall be responsible for ensuring that the minutes of every regular and special faculty meeting are distributed within one week of the meeting.

5. Special Meeting Procedures
    a. All procedures for a special meeting shall be the same as those for a regular meeting, including those of notice, agenda, quorum, and the recording of minutes.

III. **Policies for Elected Committees**
    Approved by Faculty Vote 5.07.13

1. Executive Committee
    a. Member Terms

   i. Tenured faculty members shall serve two-year terms beginning on August 16 in the year they are elected.

   ii. No elected members may serve two consecutive terms

   iii. Terms of tenured faculty members shall be staggered so that not more than three members rotate off the committee in any year.

  b. Elections

   i. Timing - Elections of members of the committee shall be held before the third Friday in April in the spring semester to replace those representatives whose term expires at the end of that academic year.

   ii. Notification - The Chair will send notification to the faculty of the need for and scheduling of an election for Executive Committee membership no later than the first week of April of each year in order to prepare to elect new members from among the eligible faculty.

   iii. The ballots shall include the names of all members of the faculty eligible to serve.

   iv. Votes shall be tallied by the Chair and Secretary of the Executive Committee.

   v. The Chair shall oversee the announcement of the election results.

   vi. A runoff election by paper ballot shall be held for any election in which a tie or contest exists.

  c. Meetings

   i. The agenda for each meeting shall be distributed to all faculty one week before the meeting.

   ii. Meetings of the Executive Committee shall be open to all faculty, unless the meeting is declared closed when the agenda is distributed to all faculty as noted in Section 1.c.i. of the School's Policies for Elected Committees.

   iii. The first order of business shall be to approve the minutes of the preceding meeting.

   iv. Voting ordinarily shall be by voice vote of "yeas" and "nays." A vote count may be ordered by the presiding officer or when requested by any committee member who is present and eligible to vote. Voting on any issue shall be by private, paper ballot when requested by any committee member entitled.

   v. Voting in which a tie or contest exists shall be voted by paper ballot.

   vi. A quorum shall be three voting members.

   vii. The Executive Committee may meet in Emergency Session without one week's notice or a pre-published agenda to deal with business requiring immediate action. A pre-published agenda shall be distributed if possible. Minutes of an Emergency Session shall be recorded and disseminated in the same manner as a regular meeting and shall be open to all faculty, unless published as a closed meeting.

2. Faculty Grievance Committee

  a. Member Terms

   i. All members serve a one-year term

      ii.   Members may not serve more than two consecutive terms

     iii.   No members may also serve simultaneously on the Executive Committee

b. Elections

      i.   Timing - Elections of members of the committee shall be held before the third Friday in April in the spring semester to replace all members of the committee.

      ii.   Notification - The Chair of the Executive Committee will send notification to the faculty of the need for and scheduling of an election for Faculty Grievance Committee membership no later than the first week of April of each year in order to prepare to elect new members from among the eligible faculty.

     iii.   The ballots shall include the names of all members of the faculty eligible to serve.

     iv.   Votes shall be tallied by the Chair and Secretary of the Executive Committee.

      v.   The Chair of the Executive Committee shall oversee the announcement of the election results.

     vi.   A runoff election by paper ballot shall be held for any election in which a tie or contest exists.

c. Meetings

      i.   The chair shall set the agenda for each meeting of the committee and shall distribute it to all committee members one week before the meeting.

      ii.   Meetings of the Grievance Committee shall be closed to the general faculty and school membership but members of the School who are named in any grievance shall have the opportunity to meet with the committee upon invitation.

     iii.   Voting ordinarily shall be by private, paper ballot. All votes shall be recorded in meeting minutes.

     iv.   A quorum shall be three voting members.

      v.   The minutes of each meeting shall be recorded. The duty of recording minutes shall rotate among members of the committee.

d. Grievances

      i.   All grievances of any faculty or academic staff members of the School shall be made in writing to the Chair of the Grievance Committee.

      ii.   The Chair shall deliver all written grievances to the full committee as attachments to and meeting agenda when the grievance will be discussed.

      i.   All deliberations and decisions of the Grievance Committee shall be reported by written communication to those bringing or named in any grievance brought before the committee. Written communications shall be copied to the Chair of the Executive Committee and the Director.

IV. <u>Faculty Grievance Procedures</u>

Submitted by Illinois School of Architecture Faculty Grievance Committee, March 21, 2014
Distributed to all faculty by email attachment 4/7/1014

Approved as distributed by vote of the faculty 5/8/14 (see faculty meeting minutes)

I.   Purpose:
>   The purpose of grievance is to provide mutual protection of the rights and reputations of the constituents the Illinois School of Architecture from being violated by each other, ranging from the individual faculty or academic professional to the committees, the subunits, and the School.

II. Applicable Cases

>   In principle, applicable cases of individuals may include, but not limited to, violation or infringement of the Right to Personal Welfare, including the right to be free from harassment or discrimination; Right to Academic Freedom; Right to Due Process; and Right to Governance of the School as specified in the applicable Statutes and Bylaws (Right to Governance beyond the School should be brought up to the similar committee at the appropriate level).   At the organizational level, the cases may include any deliberate action of one party that can be claimed as having caused or could cause undue defamation to the reputation of another.

III. Grievance Structure of the University

>   University of Illinois has a layered grievance structure:

>   Resolution on an informal basis without formal appeal;

>   School Grievance Committee;

>   College Grievance Committee, and

>   Faculty Advisory Committee at the University level.

>   Also at the University level are various entities that are specifically designed to address various types of specific concerns most effectively. These include (from 4/08/13 Draft School Grievance Procedure):

>   Faculty Senate Committee on Academic Freedom and Tenure.

>   Personal Services Conflict Resolution Office.

>   Office of Equal Opportunity and Access(OEOA),

>   Office of Academic Human Resources (HR)

>   In addition, Unit Affirmative Action Officer at the unit level is also available.

>   Any member of the faculty or academic professional, or any organizational component of the Illinois School of Architecture who/that believes his/her/its rights or reputations have been violated or infringed upon may file complaints at any level of the University grievance structure. However, the School strongly recommends, as does the University, to try to resolve the matter on an informal basis first with the individual(s) against whom the grievance is being made before filing grievance internally with the Faculty Grievance Committee (FGC) of the School, and move upward along the hierarchy only if acceptable resolution cannot be reached by the parties of

concern. "External Grievance," be it within or outside the University, without efforts for internal resolution within the School may result in the loss of right for "Internal Grievance."

IV. Illinois School of Architecture Faculty Grievance Procedure

1. In the event that informal resolution cannot be reached, formal grievance may be filed in a timely manner with the Chair of Faculty Grievance Committee (FGC) of the School.   The grievance should be explicitly stated in writing, including the facts relating to the matter and the resolution sought by the grievant. Grievance involving FGC itself, not the individual member, as a party must be filed with the Executive Committee.

2. Within 10 working days of receiving a grievance, FGC will inform, in writing, the individual(s) against whom the grievance is made ("the respondent(s)") of the matter under dispute, including the identity of the grievant. The respondent(s) will then be given the opportunity to reply in writing to the written grievance within 10 working days of receipt.

3. The grievant will be given the opportunity to file written "Reply to the Respondent's Rejoinder" with FGC within 10 working days of receipt of the rejoinder.

4. Within 10 working days of receiving the grievant' s reply to the respondent's rejoinder, or after the lapse of 10 working days without such reply, FGC shall try to mediate both parties to find a mutually agreeable resolution. If successful, the case is closed at FGC level. All the original documents and materials furnished by any of the parties involved will be returned to the originators, and the rest shall be destroyed.

5. If no agreeable resolution can be found after a reasonable effort, FGC will proceed to hold fact-finding sessions concerning the allegation.   FGA will establish a time frame for completing this stage of the process and will inform the grievant and respondent(s) of this schedule. During this process, all parties involved are entitled to present to provide relevant evidence, including testimony by other. They will also have the right to be accompanied by an advisor of his/her choice to any hearing.   This process shall not be open to the public.

6. At the end of this process, FGC will deliberate the case and make a recommendation for resolution. FGC decisions should be desirably unanimous. However, if consensus cannot be reached after substantial efforts, majority rule shall govern. In this case, the descending vote must file Minority Report.

7. The decision and recommendation of FGC, accompanied by the findings, and the minority report if applicable, will be communicated in writing to the Director, or the Executive Committee (EC) of the School in case the Director is a party in the case. Within 10 working days of receiving the FGC recommendations, the Director or EC, whichever the case may be, shall either

    a) communicate his/her/its intention to implement the recommendation to the grievant, respondent(s), and FGC; or

    b) return it to FGC for further deliberation if he/she/it believes that the implementation of such recommendation would be unjust.

8. Should the recommendation be returned, FGC will reevaluate the case, and within 10 working days, forward the final recommendation with or without revision to the Director (or EC) for implementation. Without delay, excepting for extraneous circumstances, the Director (or EC) shall communicate his/her (or its) intention to implement the recommendation to the grievant, the respondent(s), and FGC.

9. Within 10 working days of the receipt of the Directors' (or EC's) Intention for Implementation of the recommendation, any of the concerned parties may file an appeal with FAA Grievance Committee with copies to the Director (or EC) and the FGC, although a direct appeal to the University Faculty Advisory Committee is not necessarily barred. Otherwise, the recommendation that the Director (or EC) intends to implement is considered accepted as being fair by all the parties involved, and the Director (or EC) will communicate the Plan of Implementation to the parties involved. The implementation must be timely.

10. The case involving fact-finding processes will be closed officially at the School level upon:

    a) Completion of the implementation of the resolution at the School level, or

    b) Filing of appeal with FAA Grievance Committee by any of the parties involved.

11. Upon closing of the case at the School level, any material or original document furnished by any of the parties involved shall be returned to the originator, and a complete set of copies of all the documents, including FGC originated ones, should be sealed and kept in the School for six (6) years at which time it will be destroyed.

V. **Policies for Standing Committees**
   Approved by Faculty vote 5.7.13

   1. Curriculum Committee
      a. Member Terms
         i. Faculty members are appointed for staggered two-year terms.
         ii. Student members are appointed for one-year terms.
         iii. Terms of faculty committee members shall be staggered so that not more than 3 members rotate off the committee in any year
         iv. Appointed members cannot serve consecutive terms.
      b. Faculty and student members of the Curriculum Committee shall be appointed by the members of the School's Executive Committee at that committee's last meeting in the spring of the academic year preceding appointment.

      c. The five faculty members of the Curriculum Committee shall be appointed to, as nearly as possible, represent the diversity of the School's faculty and include faculty at all ranks whenever possible.

      d. If not members of the Curriculum Committee, Program Chairs shall be invited as non-voting guests to any meeting where there is a need for input to coordinate between core degree curricula and the curriculum of any concentration.

      e. Meetings

      i.   The meeting agenda shall be distributed to all faculty one week before the meeting.

      ii.   The first order of business shall be to approve the minutes of the preceding meeting.

      iii.   All votes other than to approve minutes, shall be taken by secret ballot.

2. Promotion and Tenure Committee P&T2
   a. Member Terms P&T2
      i. Members are appointed for staggered two-year terms.
      ii. Terms of committee members shall be staggered so that not more than 3 members rotate off the committee in any year.
      iii. Committee members shall serve not more than two consecutive terms.
   b. Faculty members of the P&T2 Committee shall be appointed by the members of the School's Executive Committee at that committee's last meeting in the spring of the academic year preceding appointment.

   c. Concurrent Membership on Other Committees. Faculty members shall not serve concurrently on the Executive Committee, the Promotion and Tenure Committee and the Grievance Committee.

   d. Confidentiality. All meetings of the P&T2 Committee are closed meetings and as such the discussions conducted during the meetings will be considered confidential where members in attendance are obligated to refrain from discussing the meeting transactions with those not in attendance.

3. Bylaws, Policies and Procedures Committee
   a. Member Terms
      i. Faculty members are appointed for staggered two-year terms.
   b. Faculty members of the Bylaws, Policies and Procedures Committee shall be appointed by the members of the School's Executive Committee at that committee's last meeting in the spring of the academic year preceding appointment.

   c. The three faculty members of the Bylaws, Policies and Procedures Committee shall be appointed to, as nearly as possible, represent the diversity of the School's faculty but shall only include tenured faculty at Associate and Professor ranks.

4. International Programs Committee
   a. Member Terms

      i. Members shall serve three-year terms, staggered so that no more than one member rotates off the committee each year.

   b. Members of the International Programs Committee shall be appointed by the members of the School's Executive Committee at that committee's last meeting in the spring of the academic year preceding appointment.

   c. Number of Consecutive terms need to be included here

5. Student Concerns Committee
   a. Members of the Student Concerns Committee shall be appointed by the members of the School's Executive Committee at that committee's last meeting in the spring of the academic year preceding appointment.

b. Members of the Student Concerns Committee shall be appointed to, as nearly as possible, represent the diversity of the School's students and include a diversity of faculty ranks whenever possible.

c. Members may not serve more than two consecutive terms.

VI. **Initial Programs Establishment Procedures**
Draft April 30, 2013 – reviewed by faculty May 7, 2013 as guiding document for summer 2013 program development discussions.

a. In consultation with the Director, Executive Committee and the Curriculum Committee, tenured and tenure track faculty may propose the establishment of a program area.

b. Initial program areas shall be required to provide in writing a list of tenured and tenure track faculty who have agreed to participate in the area as their primary or secondary Program.

c. A new program proposal shall include:

1. A brief definition of the Program area
2. A list of existing courses to be offered by the Program
3. A list of courses to be developed by the Program
4. A summary of any resources needed to start up the program (financial and faculty)
5. Evaluation of availability of proposed faculty
6. An evaluation of the benefit and impact of the program offerings on the existing core undergraduate and graduate curricula.

d. Initial Program Establishment requirements, as enumerated above, shall be in place until the last day of the second full semester following initial ratification of the bylaws in which Program Areas are established. After the aforementioned date the Policy for Program governance, Program institution, modification, review and dissolution, Part 3. Establishing New Programs, shall govern the establishment of program areas. All other requirements of program area governance as enumerated in the Policy for Program governance, Program institution, modification, review and dissolution shall be in place upon ratification of the bylaws in which Programs are established.

VII. **Establishing Initial Executive Committee Procedures**
Approved May 7, 2013

a. All tenured faculty shall be eligible to serve on the Executive Committee unless they are on leave for one or both of the semesters of 2013-14 academic year.
b. Ballots will be distributed via email to all eligible faculty members.
c. Faculty will cast ballots by submitting choice of five candidates Chris Wilcock and Dianne Tellschow who will each record and tally the votes.
d. The five (5) faculty receiving the most votes will comprise the School's Executive Committee beginning summer 2013.

e. The members will identify 2 individuals who will serve for 2-year-terms and 3 individuals who will serve for 1-year-terms.
f. The Executive Committee members will elect a chair at their first meeting following the committee's election.

VIII. <u>**Policies, Procedures, and Criteria for Promotion and Tenure**</u>
Distributed to all faculty by email attachment 4/7/14
Approved with revisions by vote of the faculty 5/8/14

Contents:
I. POLICIES AND PROCEDURES
II. EVALUATION CRITERIA

Notes:
- This document only supplements the Office of the Provost Communication No. 9 and No. 13 and the College's procedures for promotion and tenure.
- For the appointment and charges of the Promotion and Tenure Committee, see: Bylaws of the School of Architecture, section VIII, B.

I. POLICIES AND PROCEDURES

A. Hiring and Mentoring of Untenured Faculty

1. The Director shall provide all candidates for faculty appointment with the School's policies, procedures, and criteria for promotion and tenure, no later than during the final negotiations for hiring. This material shall include the current Office of the Provost Communication No. 9.

2. All untenured faculty should choose among the tenured faculty a mentor with whom they can discuss their progress to tenure and other professional questions. Untenured faculty will meet jointly with the Director, the Program Area Chair, at least one member of the Promotion and Tenure Committee, and their mentor at the end of every academic year to discuss their progress. In preparation for this meeting, the Faculty member shall submit to the Director and the School's Promotion and Tenure Committee their updated Communication No. 9 document. Additional information pertaining to those categories of performance that are relevant for promotion and tenure may be requested. The Director will write a report of the meeting and distribute it to all those in attendance.

B. Third-year Reviews for Untenured Faculty

1. Third-year reviews follow the requirements outlined in Office of the Provost Communication No. 13. The Director shall compile a report of this review, with includes the evaluation of the Program Area and the evaluation of the School's Promotion and Tenure Committee. This report will be added to the Faculty member's file and will be given to the Faculty member, the School's Promotion and Tenure Committee, and the Dean. The Faculty member may compile a one-page response to the report, which will be also added to the Faculty member's file and which will also be communicated to the Dean.

C. Review for Promotion and Tenure

1. Because of the time necessary to prepare promotion and tenure papers, the Director shall request faculty nominations of all non-tenured (prior to the sixth year of the tenure clock or the final year of a "Q" appointment) and associate-level appointments in January of each year. A faculty member's nomination will consist of a completed Communication No. 9 document submitted to the Director. The Promotion and Tenure Committee and the Program Area will assist faculty members seeking promotion and/or tenure in preparing their Communication No. 9 document and other documentation if needed.

2. The Promotion and Tenure Committee will provide its recommendation to the Director no later than the last full week of classes of the spring semester. Nominees shall be informed by the Director and the outcome of this decision no later than the last day of classes of the Spring semester. If a promotion recommendation is to be initiated, the Director shall solicit external reviewers based on the list supplied by the Program Area over the summer term.

3. No later than the end of the first full week of classes, the Director will inform Program chairs and the Promotion and Tenure Committee of the status of tenure and promotion cases pertaining to each program. No later than the end of September, the School's Promotion and Tenure Committee will meet to discuss all tenure cases. The committee will provide their written recommendations to the Director no later than the first week of October. Following a schedule established by the Committee, the Director shall forward the candidate's dossier in accordance with College and University policies.

4. If a Faculty member wishes to withdraw from nomination or candidacy, he/she may do so without prejudice at any time before the completed dossier is sent to the College for the next level of review.

II. EVALUATION CRITERIA

1. The School's criteria for promotion and tenure follow those specified in the Office of the Provost Communication No. 9 (see pages 4-8). To complement these criteria, the School adopts the following guidelines for the evaluation of creative work in the field of architecture. Candidates for tenure are expected to demonstrate a record of accomplishment that can be a combination of the following categories:

   a. Creative activity: This includes both conventional and experimental architectural and design practices, curatorial work, and other commissioned as well as self-instigated design activities.
   b. Practice: Faculty who engage in professional practice must demonstrate the recognition of this practice by outside sources within or outside the field of architecture
   c. Research: This work generally constitutes activities that receive funding from internal or external sources or peer-reviewed activities aimed at advancing knowledge in the field of architecture
   d. Scholarship: Scholarship is generally demonstrated by peer-reviewed publication or through presentation to scholarly and professional audiences. The expectations for publication must conform to the accepted standards within each distinct sub-field.

2. The faculty member must demonstrate that their accomplishments (in one or more of these categories) comprise a coherent intellectual endeavor that pushes the boundaries of her/his discipline.

3. Concrete examples of the recognition of creative work may include:

    a.   Publication of creative professional work in a journal, book, or medium of national or international stature.

    b.   Exhibition of creative professional work in a gallery or show of national or international stature.

    c.   Receipt of an award or recognition for creative professional work: 1) from a national or international organization in the field; or 2) in a national or international competition.

    d.   Contractual assignment of major creative professional responsibility by a client of national or international stature; assignment of major responsibility in such a case. For prestigious work, an invitation to submit a proposal also serves as evidence of national or international stature.

    e.   Assignment of major creative professional responsibility by an organization of national or international stature in the field.

    f.   Appointment to a prestigious committee or board by an organization of national or international stature in the field, or by state or national government; enhancement or stature by appointment as chair of such a committee board.

    g.   Positive evaluation of creative professional work, such evaluation to be made by peers of national or international stature.

IX.   PT-2 Committee Transition Procedures
Approved May 7, 2013

    a.   The Promotion and Tenure Committee in place beginning Fall 2012 will continue to steward current Promotion and Tenure cases through the Fall 2013 semester.

    b.   P&T2 Committee will be appointed by the Executive Committee at their first meeting of the Fall 2013 semester.

    c.   All new Promotion and Tenure cases coming to the committee in the Fall 2013 will be overseen by the P&T1 and P&T2 Committees as appropriate under the School of Architecture Bylaws approved 4/30/2013.

X. Diversity Plan

This document received the unanimous support of our School of Architecture faculty at its final meeting of the 1999-2000 academic year on May 2, 2000. The Affirmative Action Committee received approval to begin implementing this plan during the 2000-2001 academic year.

Our 1999-2000 committee included the following:

Kathryn Anthony, Chair and Coordinator of Minority Recruitment
Ellen Colfax, student representative from Women in Architecture organization
Jeff Gordon
Amos Heath, student representative from the National Organization of Minority Architecture Students (NOMAS)
Kevin Hinders
Joy Malnar

Barbara Schaede
Rob Schultz, student representative from NOMAS
Rebecca Williamson

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The School of Architecture is committed to creating a workplace in which all faculty, staff, and students are valued for their contributions to accomplishing the School's mission. The School of Architecture strives to create an equitable and inclusive environment for persons of all races, genders, levels of physical abilities, and sexual orientations. This Diversity Plan is designed to provide a mechanism for creating plans, measures, and milestones to ensure that establishing and maintaining diversity remain a high priority for the School.

The five major diversity principles are accountability, inclusiveness, evaluation, shared responsibility, and institutionalization. With these in mind, specific outcomes, objectives, and actions for achieving greater diversity in the School are described below.

1) Emphasizing Diversity in the School's Promotional Materials

Expected Outcome: Underrepresented architects will become a prominent part of the School's promotional materials.

Objectives: Identify the extent to which the School promotes women, persons of color, persons with physical disabilities, and gays and lesbians in its promotional materials.

Actions: The Office of Media and Communications, with the assistance of the School Affirmative Action Committee, will seek out underrepresented persons in architecture to feature in its media communications. For example, the School Web pages will include prominent female alumni and alumni of color. A separate section on diversity will be linked with relevant work from school projects such as:

- East St. Louis Action Research Project
- the Building Research Council's Lead Hazard Reduction program in low-income neighborhoods in Illinois, and HUD's Healthy Home pilot project in low-income housing in Chicago
- NOMAS and the annual NOMAS symposium
- Women in Architecture student organization
- Architecture/Women's Studies 324 course
- Other efforts to promote diversity

2) Recruiting a More Diverse Student Body

Expected Outcome: Increased public outreach in key arenas will increase the numbers of students of color in the School of Architecture.

Objectives: Representatives of the School will establish contact with key high schools with large populations of students of color, including those which submit student work to the annual Newhouse Foundation design competition, sponsored by the Chicago Architectural Foundation, in Chicago.

Actions: Invite students who win awards at the Newhouse Foundation design competition to visit our School of Architecture, and encourage them to apply. In addition, a team of faculty and minority students will visit Illinois high schools with high minority populations. The purpose of the visit will be to interest talented students in pursuing a career in architecture at the University of Illinois. If possible, a web-based presentation highlighting the School's efforts at promoting diversity will be shown at each school.

3) Retaining a More Diverse Student Body

Expected Outcome: The School will learn about the attrition rates of underrepresented groups (i.e. persons of color, women, persons with physical disabilities, and gays and lesbians) among its students. Based on this information, it will begin to outline steps to retain a more diverse body of faculty, staff and students.

Objectives: Identify where retention of underrepresented groups has been most problematic, and reverse that pattern.

Actions: On an annual basis, both the undergraduate and the graduate office will monitor the attrition rates of underrepresented students, and how these compare with the attrition rates of majority students. The staff at each of these offices, in consultation with the School Affirmative Action Committee, will conduct systematic exit interviews with a sample of underrepresented students who dropped out of the architecture major. Ascertain what, if anything, the School could have done differently so that they would have wanted to remain. Analyze this information and summarize in a report to our School administrators.

4) Retaining a More Diverse Faculty

Expected Outcome: The School will learn about the attrition rates of underrepresented groups (i.e. persons of color, women, persons with physical disabilities, and gays and lesbians) among its faculty, staff, and students. Based on this information, it will begin to outline steps to retain a more diverse body of faculty, staff and students.

Objectives: Identify where retention of underrepresented groups has been most problematic, and reverse that pattern.

Actions: Conduct systematic exit interviews with persons who have left the School during a specified time frame to find out why they left. Ascertain what, if anything, the School could have done differently so that they would have wanted to remain. Analyze this information and summarize in a report to our School administrators.

5) Teaching a More Diverse Curriculum

Expected Outcome: The School will include the work of underrepresented individuals in the profession throughout its curriculum, and especially in its required courses.

Objectives: Increase the extent to which the contributions of women, persons of color, persons with physical disabilities, and gays and lesbians are included in our architecture course offerings.

Actions: The School Affirmative Action Committee will work with the Design Committee to suggest how information about underrepresented individuals can become an integral part of studio courses. For example, a design studio could focus especially on creating environments for persons with physical disabilities. In examining design precedents, students could be pointed to the work of women architects and architects of color.

6) Stressing Diversity in the School's Extracurricular Activities

Expected Outcome: Underrepresented architects will become a prominent part of the School's extracurricular activities.

Objectives: Identify the extent to which the School has invited women, persons of color, persons with physical disabilities, and gays and lesbians to participate in such School events as the Plym professorship, the School lecture series, on-campus gallery exhibitions, I Space exhibitions, brown bag talks, alumni gatherings, its Advisory Board, etc.

Actions: The School Lectures, Gallery and I Space Committees, with the assistance of the School Affirmative Action Committee, will seek out underrepresented persons in architecture to participate in each of these events in upcoming academic years. For example, an exhibit and lecture featuring the work of U of I School of Architecture women alumni could be planned for the month of March, Women's History month. Similarly, an exhibit and lecture of U of I School of Architecture African-American alumni could be offered during February, African-American History month.

7) Increasing Diversity among Design Reviewers

Expected Outcome: Underrepresented architects will become a prominent part of the School's student evaluation process.

Objectives: Identify the extent to which the School has invited women, persons of color, persons with physical disabilities, and gays and lesbians to participate in student design reviews and thesis reviews.

Actions: The Design Committee and the Design Thesis faculty, with the assistance of the School Affirmative Action Committee, will actively seek out underrepresented persons in architecture to participate in design and thesis reviews in upcoming academic years. Establish a system whereby Chicago Women in Architecture and the Illinois Chapter of the National Organization of Minority Architects can involve its members in our School's design reviews.

8) Soliciting Awards for Underrepresented Students

Expected Outcome: The School of Architecture will substantially augment its present student awards program with a series of awards specifically targeted to underrepresented students. These will be awarded publicly at the Annual Architecture Awards Banquet.

Objectives: Identify the extent to which the School has offered awards programs targeted to underrepresented students.

Actions: Together with the Associate Director of Development, identify potential alumni, corporate sponsors, and professional organizations to donate awards aimed at underrepresented students. Among the organizations that could be targeted are Chicago Women in Architecture and the Illinois National Organization of Minority Architects. If such awards are already in place, invite representatives from such organizations to participate in the Annual Architecture Awards Banquet.

9) Mainstreaming "Fringe" Events into the School

Expected Outcome: The annual National Organization of Minority Architecture Students (NOMAS) symposium will become a centerpiece of the School's activities.

Objectives: Building upon the success of this year's NOMAS symposium, turn this into a School-wide event. Publicize it widely in School promotional materials.

Actions: Consider different scheduling options for the NOMAS symposium, including offering this event mid-week when other classes are not in session, canceling afternoon studio courses, or making the symposium part of a course assignment in order to boost attendance and participation.

XI. Culture Policy

Adopted May 11, 2010. Revisions adopted August 18, 2014

Mission Statement

At Illinois, we are an internationally recognized leader in educating future professionals and scholars in architecture and allied fields. We provide a robust technical and conceptual program that enables students to create and innovate. The depth and breadth of our curriculum enables students to become leaders in a range of disciplinary specialties. Our comprehensive programs prepare students to design and research in a rapidly changing global context from the macro to the micro scale through our bachelor's, master's, and doctoral degrees. (Approved by vote of the faculty 11/18/11)

Vision Statement: Learn from the past. Question the present. Shape the future.
(Approved by vote of the faculty 11/18/11)

Core Values
The school's mission is based upon the tenet that great architecture grows from creative inquiry, built on a solid technical foundation, incorporating state-of-the-art research and reflection on the changing goals, beliefs, and resources of society. We value social, cultural, and intellectual diversity that underpins any vibrant and flourishing community. We believe that architects have various and vital roles

in interpreting and determining the status, values, conditions, and direction of society, its culture and quality of life.

School of Architecture Culture and Environment

The Illinois School of Architecture fosters an academic culture that emphasizes: Respect, Sharing, Engagement, Innovation, Communication, and Academic Excellence among all members of our community.

This living document sets forth guidelines that encourage a positive and productive learning environment in which each of these ideals are equally valued. Faculty promote a learning environment in which students actively explore the design, historic, cultural, technical, and aesthetic aspects of architecture, and attain experience in the field through internships and community involvement. We work together honestly, courteously, and with integrity to pursue the shared goal of excellence in architectural education.

The School of Architecture's Culture Policy specifically addresses four main topics of importance: Expectations | Physical Environment | Relationships | Implementation & Maintenance

Expectations

Students and faculty base all time expectations on the notion of respect. The architecture community will be respectful of class time as well as outside commitments, allowing members to live a balanced lifestyle.

Students should practice effective time management skills that do not necessitate unduly intense and condensed efforts. Students will maintain realistic expectations of their own time obligations, resisting the temptation to overextend themselves and work to balance various commitments.

Professors and students should creatively address the critical issues facing architectural education and the profession. Both faculty and students are expected to be present throughout the duration of any established course and to provide constructive feedback and encouragement in a timely manner. Design reviews and other assessments are intended to evaluate but not to discredit student projects and efforts. Reviews and evaluations should be informative and critiques will be provided in ways that help students advance creatively, conceptually, and productively.

The design studio is an important component of architectural education. We strive to create an interactive studio environment where students learn from each other as well as their professors. To ensure a beneficial studio review experience, students must be well prepared mentally and be completely ready to present their work. Faculty should ensure that reviewers are well informed on the project specifications prior to the review and are able to advise based on project type, context, location, scope, and project phase.

Professors must provide students with course syllabi for each course at the start of each semester and strive to abide by their syllabi. Changes must be presented to students in written format well in advance of deadlines. Students are expected to be willing participants and engaged in their education.

The Illinois School of Architecture seeks to promote interaction between students and faculty from different cohorts, programs, and disciplines. Students and faculty are encouraged to engage in learning activities outside of the classroom. This includes opportunities that arise through external organizations. Engaging in these opportunities reinforces core values of the school, and builds relationships that continue after graduation.

Students and faculty are encouraged to develop professional relationships that extend beyond the immediate classroom environment. Through invitations for alumni to participate in student reviews, current students and alumni interact and create relationships that often continue into their professional careers. This also provides alumni the opportunity to view student work, engage with faculty, and understand transformations within the school.

Physical Environment

The School of Architecture should be a safe, comfortable, and efficient place to work. To achieve this standard, we maintain the following principles:

Respect for Equipment: Our equipment will work and be up-to-date, to the best of the school's ability.

Students, faculty, and other users should be taught how to properly use resources/equipment and must report damage as it happens.

Care: The building environment should provide a clean and healthy working venue. Students are responsible for maintaining their own environment. Emphasis shall be placed on environmental sustainability both inside and outside of the studio.

Students are encouraged to explore and communicate architectural expressions in an academic environment, including the school's facilities, atrium and studio spaces, in a manner that does not pose any threat, disrespect or ulterior motive, which may undermine the integrity of school community.

Personal Safety/Property: The school will strive to provide security for all members of the school community. The community will respect the property of others, including personal property within shared spaces. In order to maintain property and personal safety, members of the school community are requested to secure buildings and studios. Students are encouraged to travel in groups when they leave campus buildings after dark.

Relationships

The Illinois School of Architecture fosters a community based upon mutual respect, which promotes interaction and productivity among students, faculty, and staff. This community should be engaged, inquisitive and supportive. We must practice tolerance of varied ideas, collegially discuss different perspectives and respect diverse perspectives and persons.

Students should be informed of, and where possible involved in, the administrative decision-making processes that may affect quality of academic experiences. These include but are not limited to curriculum changes, new school policies, leadership changes and new faculty hires.

Collaboration within the whole community, including students, faculty, staff, and professionals, is highly encouraged in design studios, other courses and independent studies. Through shared projects, courses, lectures, and social activities the architectural community will collaborate with others in the design and arts disciplines and interact with members of the larger university community to provide a well-rounded education, to increase knowledge, and to promote innovation.

When conflicts or disputes arise between faculty and students, among students, or among faculty, all members in the conflict should work to reach a solution in a respectful manner. If an acceptable solution cannot be achieved, parties involved should seek adjudication through the Illinois School of Architecture Student Concerns Committee for all conflicts involving students or the Illinois School of Architecture Faculty Grievance Committee if students are not a party to the conflict.

Implementation and Maintenance

This policy will be distributed to all members of the Illinois School of Architecture community each year through its placement on the school website, posting in visible locations in all school facilities and by physical distribution and discussion at appropriate all-school venues. Faculty should reference this policy as appropriate in course syllabi and discussions.

This policy is a living document to be changed and updated as needed. Periodically, a task force should be created that ensures representation from all student levels and faculty.

This policy was originated in 2010 by a student-faculty task force and revised in 2014.

2010 Student Taskforce Members:
Chair, ASAC President Britta Monson with students Glorio Colom, Alina Hsieh, Kevin Jele, Taylor Knoche, David Marshall, Jacob Mellor, Danielle Mullendore, Andrew Steinweg, Rosemarie Woodbury, and Michelle Zupancic

2010 Faculty Taskforce advisers:
Co-chair, Administrator for Undergraduate program - Lee W. Waldrep, Ph.D.
Lynne M. Dearborn, Ph.D., Gaines Hall, Areli Marina, Ph.D., and Scott Murray

2014 Revisions by:
Min Hoo Kim, President ISoA Gargoyle Honor Society, with students Kevin Grewe, Manasvinee Pramod, Neris Sandoval
Faculty Staff Advisers: Lee W. Waldrep, Ph.D., Lynne M. Dearborn, Ph.D.

Revised Version Adopted by ISoA Faculty August 18, 2014, Allerton Conference Center Retreat

XII. Awarding ISoA Emeritus/Emerita Status Policy

Draft Prepared by the Bylaws, Policies & Procedures Committee
Date: November 17, 2015.

Draft Approved by ISoA Executive Committee for distribution to Faculty for discussion. Date: December 9, 2015.

Approved by the Faculty. Date: April 12, 2016.

Policy for Awarding of Emeritus/Emerita Status
The rank of Professor Emeritus/Emerita or Associate Professor Emeritus/Emerita is an honorary status granted a retired faculty member to acknowledge a distinguished professorial career that made significant contributions to the Illinois School of Architecture. The ISoA may recommend emeritus/emerita status at the time of retirement or after retirement. Emeritus/Emerita status may be bestowed posthumously.

Criteria for Candidacy

The criteria for awarding emeritus/emerita status, a distinctive title given at the time of permanent retirement, shall be determined by the Director and ISoA Executive Committee. All policies shall be in accordance with the POLICY FOR AWARDING EMERITUS/EMERITA STATUS OFFICE OF THE PROVOST COMMUNICATION NO. 12. See:
http://www.provost.illinois.edu/communication/12/2013/Communication_12-3-15.pdf

The bestowal of emeritus status is an earned honor, not a right.

Consideration to the rank of Professor Emeritus/Emerita or Associate Professor Emeritus/Emerita will be based on the following criteria:

- The professor or associate professor must be tenured at the time of retirement;
- Emeritus status will not ordinarily be granted to an individual who has served less than six years of full-time employment within the ISoA.
  - If during the six-year period the professor works in another area of the College, the specific contribution to the ISoA must be demonstrated.

A consistent record of quality production within one's specific discipline as demonstrated by one or more of the following:

- A substantive record of scholarly or creative achievement having national and international recognition with significant production occurring during tenure at ISoA;
- A recognized record of outstanding teaching and educational contributions; and
- Clear evidence of beneficial service to and active participation in activities occurring within the ISoA.

Thus a recommendation for Emeritus/Emerita Status should be based upon an assessment that the candidate has made contributions of an appropriate magnitude and quality in research, teaching, and service, and has demonstrated a high level of sustaining contributions to the School.

Director and Endowed appointments:

Endowed positions may not be held after retirement. However, the ISoA may recommend that a person be bestowed the additional honorific title of Director Emerita/Emeritus or "Name of Endowed Appointment" Emerita/Emeritus.

Processes

Nominations for Emeritus/Emerita status may be initiated by the Director, a current or a recently retired ISoA faculty member who is familiar with the nominee's professional contributions, or the candidate. Nominations are to be initiated within two years following the declaration of retirement by the candidate. The nomination must include a current comprehensive curriculum vitae and a letter that briefly states specific evidence of the nominee's qualifications for emeritus status.

The Director notifies the ISoA Executive Committee in writing by placing on their meeting agenda a notification that the process has been initiated. The Committee reviews the material, deliberates, and delivers its recommendations as a vote to the Director by the last day of the fall semester. Given a majority vote, the Director completes the Transmittal for Emeritus/Emerita Status Request and provides a brief letter in support of the recommendation that identifies the basis for the recommendation. To obtain the "Transmittal form for Emeritus/Emerita Status Request" go to the POLICY FOR AWARDING EMERITUS/EMERITA STATUS OFFICE OF THE PROVOST COMMUNICATION NO. 12.

The Director forwards the recommendation, with the necessary supporting materials, to the Dean by February 1 of the succeeding spring semester.

The recommendation must be submitted through the appropriate reporting channels for the endorsement of the Provost. With the Provost's approval, recommendations will be submitted to the Board of Trustees via the President.

If Emeritus/Emerita status is requested in more than one department, all relevant departments and colleges must review the candidate.

Emeritus Privileges

The privileges associated with having been granted the rank of [Associate] Professor Emeritus are as follows:

1. Lifetime listing indicating the rank of [Associate] Professor Emeritus in University catalogues and directories;
2. Physical and on-line library access privileges with (with an I-card that includes the emeritus/emerita title);
3. Email access per CITES policies related to retired faculty and staff;
4. Participation in University public ceremonies and processionals with use of graduate regalia;
5. Based on availability and the recommendations of the Director, and with the concurrence of the Dean and Provost, use of office and/or lab space; equipment, and other campus facilities to support creative and/or scholarly work and/or educational activities; and
6. Authorization to serve on thesis and/or dissertation committees or engage in other research or educational activities within the ISoA based on permission of the Director and with recommendations by either the Ph.D. committee or Executive Committee and with the

concurrence of the Dean of the College.

Obligations

Emeritus/Emerita faculty are expected to uphold the UIUC mission and vision in their professional activities. Emeritus/Emerita faculty have an obligation to cite ISoA as their academic affiliation when university resources and/or university facilities are used in the performance of their professional or scholarly activities.

Length of Term

The appointment of Professor Emeritus/Emerita is for life, subject to University standing regulations on conduct and performance.

Adjunct and Part-Time Service

Emeritus/Emerita faculty are eligible to be appointed as adjunct studio faculty or part time lecturers, according to the guidelines of the University. Retired faculty who plan to return part-time to teach in a department should seek emeritus/emerita status. Similarly, faculty who plan to continue their research activities in a department should seek emeritus/emerita status. The unit also may consider providing a 0% time research faculty position, especially if the faculty member plans to apply for external funding. Emeritus/Emerita faculty are encouraged to contribute their knowledge and skills to the intellectual and cultural life of the university. The ISoA Administration shall provide an environment which encourages Emeritus /Emerita faculty to continue to make contributions to the campus consistent with funding and the desire of the Emeritus faculty member.

XIII.   Policy on the Evaluation and Promotion of Specialized Faculty

Approved by vote of the faculty 4/18/17 (see faculty meeting minutes)

I.   Available Titles

Provost's Communication No. 25, Employment Guidelines for Specialized Faculty Holding Non-Tenure System Positions, specifies the position titles available in the Specialized Faculty employment category. Consistent with its mission and needs, appointments in the School of Architecture may make use of all such titles.

Additionally, consistent with the School's mission and needs, Academic Professional employees may be appointed with zero-percent Specialized Faculty titles.

Available Specialized Faculty titles include:

A. Teaching Focus

- Instructor (does not hold terminal degree in field)
- Senior Instructor (does not hold terminal degree in field)
- Lecturer (holds terminal degree in field)
- Senior Lecturer (holds terminal degree in field)
- Teaching Assistant Professor
- Teaching Associate Professor
- Teaching Professor

Adjunct modifier for less than a .50 FTE appointment

Visiting modifier not applicable

B. Research Focus

- Research Assistant Professor
- Research Associate Professor
- Research Professor

Adjunct modifier for less than a .50 FTE appointment

Visiting modifier not applicable

Infrequently used research-focused titles include research associate; post-doctoral research associate; post-doctoral research fellow.

C. Clinical Focus

- Clinical Assistant Professor
- Clinical Associate Professor
- Clinical Professor

Adjunct modifier for less than a .50 FTE appointment

Visiting modifier not applicable

D. Balanced Teaching, Research, and Service Focus – Limited Duration

- Visiting Assistant Professor
- Visiting Associate Professor
- Visiting Professor

II. Annual Evaluations

Paralleling advice in Provost's Communication No. 21, Annual Faculty Review, the School of Architecture shall review annually the contributions to the mission of the unit of each of its Specialized Faculty members. Academic Professionals who hold a Specialized Faculty title must also be reviewed annually, per Provost's Communication No. 22, Annual Review of Academic Professional Employees.

III. Promotions

A. Instructors and Lecturers

The School's policy on promoting an Instructor to a Senior Instructor position, and promotion a Lecturer to a Senior Lecturer, follows guidelines in Provost's Communication No. 25: "When lecturers and instructors have made significant contributions to the department's teaching mission, including contributions to the curriculum, appointment or promotion to a senior title is appropriate. . . . Appointment to a senior instructor or senior lecturer title must be supported by a candidate-prepared dossier that demonstrates that the individual's experience and qualifications meet the departmental criteria. College-level approval must be obtained for promotion or appointment to senior instructor or senior lecturer. Promotion to a senior-level appointment should ordinarily be accompanied by a uniform promotional increase in base salary, as set and funded by the department. Similarly, as a general matter, departments should consider offering a multi-year contract with senior-level appointments." (p. 4).

Promotions from Instructor to Senior Instructor and Lecturer to Senior Lecturer do not require external letters or a vote of the School's Promotion and Tenure (2) Committee, and are referred to the Director and Executive Committee for action.

B. Teaching, Research, and Clinical Specialized Faculty

1. Process

The School's policy on the promotion of Specialized Faculty in teaching, research, and clinical appointments follows guidelines in Provost's Communication No. 26, Promotion to Teaching, Research or Clinical Associate or Full Professor Titles. According to the Communication, "Typically, it will require a number of years, roughly five or six years, for individuals to build a record that establishes that the criteria for promotion have been met. It is expected that, in the normal course, the time interval from the initial time of appointment to the first promotion and from the first promotion to the next would entail an equal amount of time and effort" (p. 4).

The School's Promotion and Tenure (2) Committee shall review cases for promotion from the assistant to the associate professor rank in all Specialized Faculty categories.

The School's Promotion and Tenure (1) Committee shall review cases for promotion from the associate to the professor rank in all Specialized Faculty categories.

The timeline for promotion review shall follow that outlined in the School's Policies, Procedures, and Criteria for Promotion and Tenure document.

Promotion candidates are entitled to appeal and grievance procedures specified in Provost's Communication No. 26.

2. Criteria

Evaluation criteria stated in the School's Policies, Procedures, and Criteria for Promotion and Tenure document shall be applied in a manner consistent with the promotion candidate's category of Specialized Faculty appointment. Additionally, criteria stated in Provost's Communication No. 26 shall be applied.

a. Teaching Associate Professors and Teaching Professors

Promotion to teaching associate professor and teaching professor is based on the impact and maturity of the individual's record of teaching, classroom innovation, student interactions, and scholarly accomplishments in pedagogy. . . . Promotion to the rank of full teaching professor should be based on a fulfilled promise of quality teaching and pedagogy, including making advancements in teaching and learning in the discipline that led to innovative strategies and marked course improvement. (Provost's Communication No. 26, p. 4).

b. Research Associate Professors and Research Professors

Promotion to research associate professor and research professor is based primarily on the impact and maturity of the individual's scholarship. . . . Promotion to the rank of research professor should be based on a fulfilled promise of quality research, including making discoveries that lead to grant funding and publications in leading peer-reviewed journals or publications. (Provost's Communication No. 26, p. 5)

c. Clinical Associate Professors and Clinical Professors

In general, promotion to associate clinical professor and clinical professor is based on the level of education, degree obtained, years of experience in the relevant field, areas of expertise, and specialized knowledge necessary to fill curricular needs. . . . Promotion to the rank of clinical professor should be based upon promise fulfilled. The case for such a promotion should include evidence of appropriate accomplishments in the relevant field and with respect to teaching in the department, college and campus, as identified in the departmental promotional policy. (Provost's Communication No. 26, pp. 5-6)