

**Standards of Performance  
Historic Preservation Program  
School of Architecture & Allied Arts  
University of Oregon**

Historic preservation combines theory and practice for the purpose of maintaining and preserving the historic environment. This historic environment is recognized in districts, sites, buildings, structures, objects and landscapes. Maintained and preserved environments are interpreted in relationship to their significance to history, architecture, archeology, engineering, and culture. Besides the field of Historic Preservation itself, multiple fields and disciplines inform historic preservation. These include, but are not limited to Architecture, Landscape Architecture, Interior Architecture, Folklore, American Studies, Popular Culture, Political Science, History, Art History, Arts Administration, Cultural Resource Management, Planning, Sociology, Anthropology, Archeology, Engineering, Geography, the Earth Sciences, and the Biological Sciences.

Initiated in 1980, The Historic Preservation Program at the University of Oregon is an interdisciplinary program within the School of Architecture and Allied Arts. Faculty associated with the program oversees all aspects of the program's mission and operation. Faculty must have a clear sense of the role of this professional program within the School of Architecture and Allied Arts and the university. Faculty teach graduate and undergraduate courses in historic preservation as well as advise graduate and undergraduate students within the program. It is expected that faculty maintain a research agenda, participate in professional organizations, and serves on school and university committees.

The standards of performance required for tenure and promotion in the Historic Preservation Program mirror criteria defined for teaching-faculty evaluation as presented in the University of Oregon Handbook. Promotion and tenure is predicated on demonstrating continued professional development and scholarly contributions; an integration of effort among the areas of teaching, research and service is expected. The following criteria are used to assess faculty for promotion or promotion with tenure.

- I. Scholarship, creative work, and professional growth:
  - A. Research and/or creative work of significance and quality documented in regional, national, and international journals and forums related to historic preservation and the fields and disciplines that inform it;

- B. Research and/or creative work in progress and substantially planned future work;
- C. participation in conferences, conventions, seminars, exhibits, and professional meetings;
- D. attendance at conferences, conventions, seminars and professional meetings;
- E. awareness of current developments in historic preservation;
- F. association with organizations and groups that will result in professional improvement of the participant and bring recognition to the university;
- G. professional consultation;
- H. regular and constructive use of sabbaticals or leaves of absence;
- I. recognized evidence of scholarship such as special awards, scholarly citations, and the re-publication of work;
- J. scope and depth of scholarship as revealed in public lectures, symposia, exhibits, and book reviews.

II. The quality of teaching:

- A. classroom instruction, including careful presentation of course materials, student requirements, and effectiveness of presentation;
- B. academic advising, consultation and informal teaching;
- C. stimulation of student interest in doing high-quality work;
- D. supervision of student research;
- E. revision of courses to keep them updated;
- F. maintenance of appropriate standards of student performance;
- G. evaluation of student performance;
- H. interest in effective teaching techniques;
- I. defining educational objectives and developing teaching and evaluative materials reflecting current scholarship in Historic

Preservation, related fields and disciplines, and in educational theory.

- III. Leadership in academic and administrative service:
  - A. program administration and curriculum, personnel, and policy committees or activities;
  - B. school administration and committees or activities;
  - C. university or state system administration and committees or activities.
  - D. Service and activities on behalf of the larger academic and related professional communities of historic preservation (local, state, national, and international bodies):
    - 1. academic contributions to activities related to the academic and professional disciplines of historic preservation and related fields and disciplines;
    - 2. academic service on behalf of public bodies such as boards of directors, culture councils, advisory groups, editorial boards, and professional juries.