

GUIDELINES, RESPONSIBILITIES, & INDICATORS OF ACHIEVEMENT FOR PROMOTION & TENURE

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This policy applies to all represented faculty and is intended to comply with all provisions of Article 20 of the CBA. In the event of any discrepancies or inconsistencies, the CBA language applies for represented faculty. This policy also applies to all unrepresented faculty, unless a university-wide policy exists that contradicts the terms of this policy.

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PREAMBLE:

This document outlines guidelines, procedures and indicators of achievement specific to Tenure Track faculty review processes in the Department of Interior Architecture. It is based on Tenure and Promotion Policies and Procedures as outlined by the Collective Bargaining Agreement (CBA) between the University of Oregon and United Academics AAUP/AFT, AFL-CIO. We advise all faculty undergoing review for Promotion, Tenure or Post-Tenure review to refer to all applicable documents such as the CBA, information available through the UO Academic Affairs and/or the UO Policy Library.

1. INTRODUCTION:

Interior Architecture is an environmental design discipline and profession whose central concern is the relationship of buildings to their users with the aim of providing healthful, sustainable and inspiring spaces.

The Department of Interior Architecture is a professional and academic unit of the University of Oregon offering accredited undergraduate and graduate programs in interior architecture. The Department offers two professional degree programs; Bachelor of Interior Architecture, B.I.Arch. and Master of Interior Architecture, M.I.Arch. These are jointly accredited by the Council for Interior Design Accreditation, and are the only accredited degrees of their kind in Oregon. Graduates of these accredited programs regularly sit for statewide certification exams following graduation. We also offer a post-professional degree, an MS in Interior Architecture for design professionals who are pursuing design related research and/or critical practice. The departmental population is approximately 80-100 students in any given year.

Faculty in the Department are evaluated to University standards and measures of academic performance and merit. At the same time, the Department, its curriculum and faculty are obligated to the national standards and measures of a licensed and regulated profession. While academic and professional standards and measures are not necessarily in conflict, neither are they necessarily the same. Excellence in the profession is not easily or quickly achieved and professional growth and accomplishment are dependent on sustained, long term commitments that often take time to develop and advance.

Interior Architecture as taught and practiced is a hybrid profession, attracting those trained as interior designers, architects, product designers, graphic designers and allied professions. Faculty in interior architecture often have a mixed academic background in one or more of these fields. Faculty members in Interior Architecture are expected to have a terminal degree in their field. In the design disciplines, a master's level degree is considered the terminal degree, Attainment of a doctoral degree is encouraged in some areas of specialization.

In evaluating cases for faculty advancement the Department of Interior Architecture endorses the three university responsibility areas (and corresponding average weights) of Teaching (40%), Scholarship (as it is broadly defined viz. research and critical practice) (40%), and Service (20%), recognizing that the weights may vary during a faculty member's career. The department head's letter accompanying a candidate's case file clarifies the relative weightings where needed as well as considerations related to joint appointments.

Department criteria for promotion and tenure acknowledge that interior design is a creative, multi-disciplinary profession inclusive of research, design and publication/exhibition that varies according to the discipline as practiced by each individual designer. They articulate the range of professional, critical, creative and scholarly accomplishments to be expected; they direct attention to the need to match evidence of achievement to a faculty member's rank and role within the department; and they set forth appropriate professional and academic measures for promotion, tenure and post-tenure review considered normative to the field

The following interpretations are provided to assist faculty in Interior Architecture in understanding the forms of evidence deemed significant to the Department and University, and as a guide to those outside the discipline responsible for making recommendations and decisions on individual cases.

2. CRITERIA FOR ADVANCEMENT:

The Department expects full-time tenure track faculty members to perform their responsibilities and achieve at levels of excellence consistent with the standards of a major research university as per Article 20 Section 4 of the CBA (below).

- (a) Sustained high-quality, innovative scholarship/creative practice in one's discipline through a record of concrete accumulated research creative or professional accomplishment.
- (b) Effective, stimulating teaching in classes and contributions to ensuring academic success for students and maintaining high quality professional programs.
- (c) Steady responsible service and leadership to students, department, other academic units/university initiatives (where appropriate) and one's discipline.

2.1 Teaching and Pedagogy:

The structure of a professional curriculum in Interior Architecture has important implications for the nature and evaluation of teaching. Accreditation mandates course work in core technical and design course work and faculty are expected to teach and provide leadership in one or more of these areas. Faculty often average 15-18

scheduled contact hours a week. In most terms, faculty members teach both an integrative design studio and a non-studio subject course, dealing with specific issues or knowledge in the field. Teaching assignments often shift within a person's general area of interest and expertise because of the need for a small number of faculty to cover the breadth of a dynamic and expanding profession. For this reason, faculty in interior architecture tend to teach mostly required courses and studios.

Design Studios: While subject courses tend to have formats similar to those of other courses taught in the University, studio courses are distinctive. Each of these is effectively a new course each term, and faculty may develop from two to three of these a year. Studio faculty work directly with small groups of students (15-18) for rather long periods of time (a minimum of 12 hours per week) in the generation of design proposals. These studios operate much like case study tutorials. Faculty are present for all these hours and able to offer criticism related to each individual student's understanding of the problem, assist them in the examination of their assumptions, the growth of their intentions, and in the development of appropriate and satisfying proposals. Each student's work is publicly presented and reviewed by other faculty, outside clients and/or practicing professionals at the middle and end of every term. In the tenth week of each term, all faculty collaborate as external reviewers in the careful appraisal of each student's creative work. Teaching evaluations by faculty colleagues, as well as student experience surveys, are especially respected because of the amount of close interaction, extensive contact and direct observation that the program requires.

Required/Core Courses: Subject courses cover a range of curricular areas within the profession and are conducted in a variety of formats, lectures, labs and seminars, common to the University. *Subject courses are 3–4 credits, equivalent to University norms in contact time and preparation requirements.*

Elective Courses: Elective courses cover a range of curricular areas within the profession and faculty scholarship. They are conducted in a variety of formats that best suit the topics, such as seminars, design-build classes in the field, workshops, or labs. *Elective courses are 3–6 credits, equivalent to University norms in contact time and preparation requirements*

Individualized Study: Independent study courses include a range of topics that might involve research, scholarship, supervised college teaching, reading, special topics, colloquia, practicum, thesis, and/or dissertation credits. *Individualized study courses are 1–12 credits, equivalent to University norms in contact time and preparation requirements.*

MS in Interior Architecture Advising: Masters students will enroll in individualized study courses as described above. Advising graduate students in research projects and chairing or serving on Masters committees requires additional workload and advising time for faculty. This will vary based on individual candidates and faculty member's

engagements, however, advising and supervising graduate student research is substantial and vital to the success of the Department.

Because interior architecture faculty have a heavy commitment to teaching, there are very real programmatic constraints placed on the amount of time available for other pursuits that must be considered in decisions related to tenure. As a direct result, research interests, critical creative work, professional practice and other appropriate forms of scholarly activity often intersect with a faculty member's teaching responsibilities, especially in the early years.

The central question is whether a faculty member's teaching exhibits evidence of continued, effective and stimulating commitment to student's professional growth and development.

2.2 Scholarship:

Interior designers and architects conceive and undertake scholarship in a variety of ways. Within the field, contributions that advance the discipline in the form of critical and artistic activities may be characterized as scholarship. Endeavors related to research and scholarship and critical artistic achievement are sometimes closely related to and supportive of teaching. Creative teaching is often at the forefront of inquiry in the field and may provide evidence of scholarship.

The central question is whether a faculty member's scholarship and/or critical artistic activity exhibits evidence of continued and qualitative intellectual, professional and artistic growth in ways appropriate to their disciplinary interests, expertise and departmental role, and whether products of this growth are being communicated to appropriate audiences outside the department.

2.3 Service to Community:

The Department of Interior Architecture is a diverse community of individuals, and like all communities, depends upon an active and engaged citizenry. The Department maintains a tradition of self-governance and administration reliant on effective, regular faculty participation. All faculty share in administrative tasks and together manage the professional programs of the Department. This commitment can be substantial and includes regular review and development of the curriculum; maintenance of archival records of student work; preparation for accreditation; evaluation of admissions files; and, student mentoring.

In the design disciplines, community and public service are often closely related to professional growth, scholarship and teaching. Faculty help shed light on how the designed environment can enhance the health and welfare of communities and individuals through class projects, scholarship, public committees, etc. Such activity is encouraged and recognized as important to the mission and reputation of the Department and University.

The central question is whether a faculty member's service provides evidence of conscientious commitment and recurring citizenship toward Departmental, School, University and professional communities.

3. APPLICATION OF CRITERIA

At all levels of evaluation evidence of effective teaching, research/creative practice and service are considered. Please see the criteria for each level described below.

3.1 Indicators of Achievement for Promotion from Assistant to Associate Professor with Indefinite Tenure

The granting of tenure indicates a career commitment on the part of the University to an individual faculty member. Tenure, therefore, should be based on clear evidence of the potential for sustained contribution and leadership over a candidate's entire career. Evidence of effective teaching (~~which is stressed at this level~~), as well as professional or scholarly achievement and the potential for leadership in the field are all important, with proportional weights reflected in departmental policy and the individual faculty member's assignment of professional responsibilities and noted in the department head's letter that accompanies the candidate's case file. At this level of advancement, there should be evidence of quality teaching, scholarship and service of sufficient quantity and quality to provide a basis of confidence in future growth and performance. Institutional and community service should also be considered significant, especially when related to professional growth, scholarship, and influence to the candidate's field.

Department criteria for promotion and tenure acknowledge that interior architecture is a creative, multi-disciplinary profession founded in traditions of art, technology and the humanities. Forms of evidence of achievement for promotion to Associate Professor with indefinite tenure will vary, depending on a faculty member's professional and intellectual interests and corresponding modes of inquiry, their roles in the department, and the weighting of their teaching and scholarship expectations.

3.1.1 Teaching

As per the August 2019 MOU between the University and United Academics, evaluation of teaching must at a minimum consider the following criteria.

Teaching will meet expectations for purposes of underlying reviews required by the CBA when the following bulleted conditions are met across a faculty member's collective teaching in the review window (a successful teacher might not meet them in each and every course).

Faculty who excel with respect to these conditions may be determined by evaluators to exceed expectations depending on unit-level implementations of these standards as criteria; failure to meet one or more of the conditions below consistently across the faculty member's review

period may result in a determination that teaching is "below expectations." Overall reviews will take into account improvement over the period. In courses where the syllabus, assignments and course requirements are designed by someone other than the faculty member teaching the course, the standards under professional teaching related to syllabi and course design do not apply.

Professional teaching, Including:

- readily available, coherently organized, and high quality course materials; syllabi that establish student workload, learning objectives, grading, and class policy expectations.
- respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.
- students' activities in and out of class designed and organized to maximize student learning.

Inclusive teaching, including:

- instruction designed to ensure every student can participate fully and that their presence and participation is valued.
- the content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.

Engaged teaching, including:

- demonstrated reflective teaching practice, including through the regular revision of courses in content and pedagogy.

Research-informed teaching, including:

- Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.
- evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; these goals and criteria for meeting them are made clear to students.
- timely, useful feedback on activities and assignments, including indicating students' progress in course.
- Instruction engages, challenges, and supports students.

In addition, the department defines a list of achievement areas and associated indicators below. Significant achievement in either one or more of the areas is more important than the number of indicators engaged.

A. Demonstrated teaching success

- Students experience surveys that contain comments consistently characterized as "Beneficial to my learning" or neutral to my learning".

- Clear evidence that student learning objectives are met.
- Positive faculty peer evaluations of student's work in departmental reviews
- Positive collaboration with other faculty across campus and/or at other institutions

B. Demonstrated course and/or curriculum development and delivery

- Refining existing curricular content to reflect new knowledge, methods, needs
- Creating new curricular content in the form of new or substantially revised courses and in design studio projects.
- Delivering demanding or experimental content with success
- Receiving external support for new or improved course content, resources or facilities
- Providing leadership in departmental curricular revisions

C. Demonstrated course quality

- Earning internal or external recognition for teaching excellence, e.g. awards, invited lectures and critiques, etc.
- Student design awards, winning competition entries and/or other external recognition of students' work.

D. Demonstrated student accessibility

- Being available on a regular basis to students via posted office hours and by appointment
- Providing regular engagement with student's honors college or masters thesis/dissertation as a chair or a committee member
- Writing recommendations for students for scholarships, internships, fellowships, jobs, and graduate programs
- Advising undergraduate and graduate students on preferencing, curricular paths and/or mentorship for specializations, and certificates
- Engaging with students in research and/or special projects

3.1.2 Scholarship, Research, and Creative Practice

Below is a list of achievement areas and associated indicators. Significant achievement in either one or more of the areas is more important than the number of indicators engaged.

A. Demonstrated Research Accomplishments

- Production and dissemination of original scholarly articles in peer-reviewed journals
- Production and dissemination of original scholarly articles in peer-reviewed conference proceedings
- Production of original scholarly books, book chapters, and monographs
- Presentation of original work at relevant conferences and/or workshops that is accepted through a blind-peer review process
- Disseminated comparative book reviews and conference reviews in scholarly venues

- Disseminated critical review of other's publications, exhibitions, conferences or design efforts
- Positive citations, awards or reviews by others of candidate's scholarly work
- Invited presentations at conferences, seminars, and workshops

B. Demonstrated Critical Practice and Creative Accomplishments

- Professional certification, licensure or registration
- Receipt of internal (UO) or external critical/creative practice support
- Receipt of critical/creative practice/design commissions based on competitive reviews of proposals.
- Participation in professional design efforts, with dissemination of methods, tools, results, and/or lessons learned
- Involvement in built projects demonstrating innovation and contribution of new knowledge to the interior design discipline
- Acknowledged participation and/or placement in national and international design competitions
- Exhibition of creative works that have been peer-reviewed or have had demonstrated peer influence
- Positive citations, awards or reviews by others of candidate's creative work
- Invited participation in competition juries and professional judging committees
- Leadership in originating design competitions and disseminating their products
- Curating creative, professional and/or research exhibits, symposia, and disseminating their products
- Invited presentations at conferences and/or other critical practice venues as well as presentations at other schools

C. Building Support and Collaborative Networks Accomplishments

- Receipt of external scholarship support (as lead researcher or team member) from federal agencies, private foundations and institutes, municipalities, private corporations, organizations, or individuals
- Receipt of professional awards from competition entries and professional institutions (such as IIDA, IDEC and CIDQ awards)
- Receipt of internal scholarship support from Department, School, College and/or U of O based on competitive research proposals
- Consistent collaboration and consultation with colleagues, students, community members and professionals on scholarly work

3.1.3 Service

Below is a list of achievement areas and associated indicators. Significant achievement in either one or all of the areas is more important than the number of indicators engaged.

A. Demonstrated Participation in Academic Service

- Membership and consistent, effective contributions to Department, School, College or University governance, including voluntary, appointed or elected committees
- Leadership in departmental initiatives, this could include exhibitions of student work, symposia, preparation of accreditation documents and the like.
- Leading class projects that explore/illuminate critical issues and/or problems in the built environment.

B. Demonstrated Professional Service

- Consistent and conscientious contributions to local community
- Consistent and conscientious contributions to professional communities
- Leadership of professional organizations and/or their committees
- Written and graphic products that aid the profession

3.2 Indicators of Achievement for Post Tenure Review Promotion to Full Professor

Post tenure reviews undertaken at three and six year intervals are based upon expectations of achievement in research, teaching and service at rank. At the level of associate professor it is assumed that faculty members should demonstrate that they continue to meet expectations of achievement for tenure and promotion to associate professor while expanding their research program, their teaching leadership, influence on curriculum, and service contribution particularly at school, college and university levels. The decision and timing to apply for full professor is at the discretion of the individual faculty member.

3.3 Indicators of Achievement for Post Tenure Review Promotion to Full Professor

For promotion to the rank of professor there is the expectation of continued excellent teaching and, in addition, clear evidence of significant impact on the development of programs in the Department in areas such as curriculum, course work, administration, and external relations. The aforementioned standards and criteria continue to apply in evaluating this ongoing contribution. Particular attention should be given to special contributions that markedly and creatively enhance the growth and quality of the Department's programs and outreach, including achievements while serving in key administrative positions.

Advancement to full professor requires evidence of significant recognition as a leader in one or more areas of the candidate's demonstrated expertise. Advancement at this level

reflects a faculty member's acknowledged excellence in research, scholarship, and/or creative practice. While teaching is stressed in the evaluation for associate professor and tenure, advancement to professor reflects a faculty member's acknowledged excellence in an additional area of achievement significant to interior architecture, such as scholarship, professional practice, critical artistic achievement, administration or professional service. Here too the aforementioned criteria apply except to higher standards that reflect this goal of a strengthened reputation outside the University.

Full professors undergoing post-tenure reviews should demonstrate sustained engagement in research, teaching and service commensurate with this rank.

3.3.1 Teaching

Achievement areas and associated indicators (evidence of significant achievement in each area is important). Building upon the indicators of achievement for promotion from assistant to associate professor, there should be continued and expanded demonstrated evidence in the areas of teaching success, leadership in curriculum development and delivery, course quality, and student accessibility. In addition to continuing to meet the university standards for teaching as defined in the MOU cited in Section 3.1.1, examples of additional accomplishments include:

A. Demonstrated teaching success

- Student experience surveys that consistently indicate overall positive impact on student learning with clear evidence that learning objectives are met.
- Strongly positive peer evaluations of student's work.
- Regular positive collaboration with other faculty across campus, and at other institutions (nationally and internationally)
- Invitations to deliver classes at other universities

B. Demonstrated curriculum development and delivery

- Receipt of external funding for new or improved course content, resources or facilities
- Regular leadership in departmental curricular direction, initiatives, and revisions
- Substantive expansion of departmental curricular breadth and scope
- Regular mentoring of junior faculty
- Leadership in teaching required studios and/or courses

C. Demonstrated course quality

- Regular, high student demand to enroll in candidate's studio and subject area courses including elective courses
- Earning internal or external recognition for teaching excellence, e.g. awards, invited lectures and critiques, etc.
- Student design awards, winning competition entries and/or other external recognition of students' work.

D. Demonstrated student accessibility

- Regular and successful service on graduate committees, or mentoring student research and/or independent studies and professional mentoring, including but not limited to career placement advice and professional development for students

3.3.2 Scholarship, Research, and Creative Practice

Achievement areas and associated indicators (evidence of significant achievement in either or both is more important than the number of areas engaged). Building upon the indicators of achievement for promotion from assistant to associate professor, there should be continued and expanded demonstrated evidence in research accomplishments, critical practice, creative accomplishments, and associated support. Examples of additional accomplishments include:

A. Demonstrated research accomplishments

- Frequent production and dissemination of original, peer-reviewed scholarly work with demonstrated influence on the discipline and/or profession
- Receipt of major external funding support
- Notably high citation rates or comparably demonstrated influence of recent work
- National or international recognition of scholarly contributions
- Editor and/or editorial board member of major national or international scholarly publication or monograph
- Invited participation as co-author of major national or international scholarly publication or monograph
- Leadership in defining and/or directing scholarly conferences and disseminating their products
- Invited plenary/keynote presentations at national and international conferences and/or workshops

B. Demonstrated critical practice and creative accomplishments

- Receipt of major critical/creative practice/design commission
- Receipt of major national or international award for professional interior architectural design effort
- Invited exhibition of or curation of juried creative work in acknowledged high-profile venue
- Notably high rates of positive citation, awards or reviews of candidate's creative work by others
- High placement in design competition awards

- Invited plenary/keynotes presentations at national and international conferences and/or workshops

3.3.3 Service

Achievement areas and associated indicators (evidence of significant achievement is more important than the number of areas engaged). Building upon the indicators of achievement for promotion from assistant to associate professor, there should be continued and expanded demonstrated evidence in the areas of service participation at the department, school or college and university levels and also in national and international professional communities. Examples of additional accomplishments include:

A. Demonstrated leadership in Academic Service

- Leadership critical to the future of the Department, School, College, or University
- Leadership of School, College or University committees
- Awards/recognition of class projects that explore/illuminate critical issues and/or problems in the built environment.
- Department Head leadership is understood as particularly important service for the institution involving higher-level responsibilities. Associate Professors appointed to this critical work prior to promotion are recognized as making significant service contributions.

B. Demonstrated participation in national and international professional communities

- Service on juries for major design, professional or research award competitions
- Leadership in organizing scholarly conferences and disseminating their products
- Service on national or international organizations' proposal review panels
- Service on national or international professional society leadership bodies
- Service on national or international society university accreditation bodies
- Multiple requests to serve in evaluating tenure and promotion cases at peer universities
- Receipt of award for service to interior design or allied field

4. REVIEW PROCESS

Pre-tenure, Tenure, Promotion and Post-Tenure review processes are outlined in the CBA Article 20. Information included in this document outlines specific procedures at the departmental level.

4.1 Annual Reviews

Each tenure-track faculty member who has not received tenure and is not in the process of a tenure review will have an annual review conducted by the department head. The review is based on the candidate's annual report, which should include the following: (1) a CV, lists of publications and grants, and lists (by year and term) of their courses and committees to date; (2) a statement of the candidate's progress during the past year in research, teaching; and (3) a brief description of goals and plans for next year and beyond.

4.2 Contract Renewal / Third-Year Review

Each pre-tenured faculty member will have a mid-term review approximately halfway between appointment and tenure review. A successful review is one prerequisite for contract renewal. The mid-term review will use the criteria for promotion to Associate Professor, and will assess the faculty member's progress towards those criteria.

To initiate the mid-term review process, the department head will contact the faculty member during the fall term of the year in which the review will take place and request that the candidate prepares the items described in Article 20, Section 8 of the Collective Bargaining Agreement and in relevant UO policies for unrepresented faculty.

The department will obtain and place in the evaluation file copies of summary reports from the student experience surveys. The file must also include a recent peer evaluation of the faculty member's teaching.

A personnel committee of tenured faculty from the department and/or college reviews these materials and provides a report to the department head that includes an evaluation of the faculty member's progress toward tenure and promotion. The department head then prepares a report that includes an evaluation of the faculty member's progress toward tenure and promotion and provides this to the candidate.

The file, including any responsive material provided by the candidate within ten days of receipt of the report, is then forwarded for review by the dean and then the provost or designee. The dean will review the file and may consult with appropriate persons and may obtain and document additional relevant information. The dean then prepares a separate report and recommendation and shares that report and recommendation with the faculty member, allowing 10 days from receipt of the report to provide responsive material or information, which shall be included in the evaluation file. The dean will then prepare a summary report including the dean's recommendation, the department head's recommendation, the personnel committee report, faculty member's curriculum vitae,

statement and responsive material or information and submit the report to the Provost or designee.

A fully satisfactory review indicating that the faculty member is on track towards promotion and tenure will lead to a contract extension up through the tenure and promotion year. The provost or designee will consider the cumulative recommendations received from the department faculty, the department head and the dean, and then will decide the terms and duration of any subsequent appointment of the faculty member.

4.3 Review for Promotion and/or Tenure

The process for promotion and/or tenure is described in Article 20 of the Collective Bargaining Agreement (REFS.). A candidate for tenure and/or promotion should review all relevant information, including this document, and any related documents, such as UO policies and the CBA. The candidate should take advantage of available workshops, and consult with colleagues and mentors, and the department head. As the candidate prepares the case for review, colleagues will be available to provide advice; however, the candidate has the final responsibility. Should a member of the personnel committee have a relationship with a candidate that could result in a conflict of interest, that is, a relationship that may significantly interfere with the FPC member's ability to participate in a fair and impartial manner or create the appearance of undue bias, the FPC member must declare the conflict and/or recuse from the process.

4.3.1 Initiating the Tenure and/or Promotion Review Process

To initiate the tenure review process, the department head will contact the faculty member no later than Winter term of the academic year preceding the year in which a tenure decision is required and request materials for the candidate's dossier, listed in Article 20, Section 12 of the CBA, including election of criteria if available, the candidate's CV, Personal Statement, Scholarship Portfolio, Teaching Portfolio, Service Portfolio, and a List of Reviewers suggested by the faculty member. The candidate at this time decides to either maintain or waive the right, either partially or wholly, to view the candidate's file, according to the guidelines in the CBA (Article 20, Section 27).

4.3.2 Selection of External Reviewers

The department head will prepare a list of qualified external reviewers with input from the department faculty eligible to vote on a tenure or promotion case. The department head will select of a majority of the external reviewers, but the depart head's primary responsibility is to obtain the best judgments from the most highly qualified experts in the appropriate areas. At a winter meeting prior to the year a tenure or promotion decision is required, the personnel committee will review the list of suggested external reviewers supplied by the department head and may recommend additional possible external reviewers or advise against reviewers on the list. The department head will recruit reviewers, receive all letters, and then pass them on to the FPC. In the event that one or more of the external reviewers recuse themselves from the review, the department head will consult with the FPC for possible replacement.

4.4 Post-Tenure Review

Post tenure reviews occur at three and six year intervals of full-time equivalent service following promotion to the rank of associate or full professor with indefinite tenure. The post tenure review will use the criteria pertinent to the candidate's rank at time of review and will assess the faculty member's progress towards the relevant criteria. The primary purpose of such reviews is faculty development. Faculty members within three years of retirement or on the 600-hour program may choose not to undergo review.

During the post-tenure review, four evaluative standards and criteria are brought to bear in a manner fitting the faculty member's current rank, with appropriate consultation of the corresponding Indicators of Achievement. There is the expectation of a growing body of evidence regarding: 1) Continued high quality teaching; 2) continued professional, scholarly and/or creative practice growth and achievement; 3) leadership in academic and administrative service to the department, School and University; and 4) service on behalf of the candidate's larger community of professional interest. Particular attention should be given to special contributions that markedly and creatively enhance the growth and quality of the Department's programs and outreach, including achievements while serving as head.

4.4.1 Third-Year Post-Tenure Review

Primary responsibility for the third-year PTR process lies with the department head. The third-year PTR should be commenced by the department head no later than during the winter term, in order to allow it to be concluded before the end of the candidate's third-year post-tenure. The department head will contact the faculty member and request a CV and personal statement outlining goals for teaching, research and service including a discussion of contributions to institutional equity and inclusion. The department head will add to the file copies of the faculty member's teaching evaluations received during the period under review, including any summary documents, as well as any peer evaluations of teaching conducted during the review period.

If the faculty member has undergone an earlier sixth-year PTR that resulted in creation of a development plan due to unsatisfactory performance (see discussion of sixth-year PTR, below), the faculty member's success in addressing concerns will be discussed. The department head prepares a signed and dated evaluative letter and shares with the faculty member, who will also sign and date the report to signify its receipt. The faculty member may provide a written response within 10 days of receipt of the letter; an extension may be granted by mutual agreement between the faculty member and the department head. The letter and, if provided, response from the faculty member, will be placed in the faculty member's personnel file as maintained at the departmental level.

4.4.2 Sixth-Year Post-Tenure Review

The process of the review is described in the Collective Bargaining Agreement, Article 20, or in parallel University policy for unrepresented faculty members. The sixth-year

PTR is expected to be a deeper review of the faculty member's scholarship, teaching, and service in comparison to the third-year review. The faculty should provide a current C.V. and a statement of scholarship, teaching and service activities including a discussion of contributions to institutional equity and inclusion, a sabbatical report as well as a student experience survey summary and peer teaching evaluations, in addition to the materials called for by CBA/UO policy. Based on this material, a personnel committee of tenured faculty from the department and/or college then prepares an assessment report. Upon receipt of this assessment report the unit head then prepares an evaluative letter which is shared with the candidate, who has 10 days to provide responsive material or information, if desired which is then included in the evaluation file. This complete file is then submitted to the Dean who prepares a separate report and recommendation and shares this with the faculty member candidate, who is allowed 10 days from the date of receipt to provide responsive information. All this material is then submitted to the Provost, who gives a final evaluation of the faculty member's work.

A development plan may be recommended for faculty who are not achieving a satisfactory level of performance as determined by the Provost or designee. The plan will be developed with appropriate consultation and discussion among the faculty member, the department head, and the dean. Ideally, there will be consensus regarding the development plan, but if consensus is not possible, a plan receiving the dean's approval will be forwarded to the provost or designee for review and approval. The Provost or designee has final authority to approve development plans.

If a sixth-year PTR results in creation of a professional development plan, future PTR for the faculty member will include consideration of the extent to which the terms of the development plan have been met. However, progress toward meeting the goals of such a development plan need not and should not be evaluated solely within the context of the PTR process.

4.5 Joint Appointments:

Faculty members holding joint appointments will be reviewed by and according to the evaluative criteria of their primary department. For faculty members holding a secondary appointment in another department, the Interior Architecture department requests an evaluative letter from the secondary department's review committee, prior to the Interior Architecture review committee's review, based on the candidate's submitted materials. This evaluative letter is added to the review file. This evaluative letter is requested at the pre-tenure midterm review, the Tenure and promotion review and the Six-year post-tenure review.