This document outlines the framework for principles, standards, and criteria related to the promotion of faculty members to full professor in the Department of Architecture and is intended to assist faculty and administrators at various levels. RTP actions are discretionary, based on an evaluation of the record as presented in the candidate’s dossier. A complementary document for reappointment and tenure will be developed.

Collegiality/professionalism is not a distinct category to be assessed independently of the traditional triumvirate of scholarship, teaching, and service. It is rather a quality whose value is expressed in the successful execution of these three functions. Collegiality/professionalism means that faculty members cooperate with one another in sharing the common burdens related to discharging their responsibilities of teaching, scholarship or creative work, and service, and do so in a conscientious and professional manner.

1. RELATED DOCUMENTS.

This document is subsidiary to and elaborates on the following related documents:

- The Laws of the Regents of the University of Colorado, and in particular Article 5, [https://www.cu.edu/regents/Laws/laws.html](https://www.cu.edu/regents/Laws/laws.html)
- Appendix A, Standards, Processes and Procedures for Comprehensive Review, Tenure, and Promotion: [https://www.cu.edu/policies/aps/academic/1022.pdf](https://www.cu.edu/policies/aps/academic/1022.pdf)
- Policy: 5M of the Regents of the University of Colorado: [https://www.cu.edu/regents/Policies/Policy5M.htm](https://www.cu.edu/regents/Policies/Policy5M.htm)
- The Administrative Policy Statements issued by the University of Colorado, and in particular “Performance Ratings for Faculty,” “Procedures for Written Standards and Criteria for Pre-Tenure Faculty,” “Post Tenure Review” and “The Professional Plan for Faculty”: [https://www.cu.edu/policies/aps-az.html](https://www.cu.edu/policies/aps-az.html)
- The faculty Handbook of the University of Colorado: [https://www.cu.edu/content/faculty-handbook](https://www.cu.edu/content/faculty-handbook)
- Strategies for Success: A Mentoring Manual for Tenure Track Faculty: [http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/resources/Documents/2012_Strategies_for_Success.pdf](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/resources/Documents/2012_Strategies_for_Success.pdf)
- The following policies and procedures documents of the University of Colorado Denver, Reappointment, Tenure and Promotion: [http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/RTP.pdf](http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/RTP.pdf)
- APS 1022: [https://www.cu.edu/policies/aps/academic/1022.pdf](https://www.cu.edu/policies/aps/academic/1022.pdf)
2. **DESCRIPTION of the DEPARTMENT and its FACULTY.**

Architecture is a field with broad concerns, encompassing not only professional applications but aspects of the following disciplines: the arts, the humanities, the social sciences, and the natural sciences. Consequently, the Department recruits a diverse regular faculty in terms of education, experience, and expertise to respond to its teaching needs. Many current members have interdisciplinary training and interdisciplinary abilities for teaching, scholarship, and creative work.

3. **DESCRIPTION of ACCEPTED DOMAINS of SCHOLARSHIP.**

In order to assist its faculty as they establish the terms for their tenure and promotion evaluation, the Department of Architecture has accepted the four domains of scholarship articulated in the 1996 Carnegie Foundation report on architectural education as the areas in which its faculty will document their performance. Those domains are the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. The department consequently values each individual’s performance in one or more of the domains, and accepts the following as its definitions of the intent and outcomes particular to each domain:

The scholarship of discovery comes closest to what is meant by the term “research.” It is the commitment to knowledge for its own sake, to freedom of inquiry, and to following in a disciplined fashion an investigation wherever it may lead. The research that the scholarship of discovery supports contributes not only to the stock of human knowledge but also to the intellectual climate of the academy. It reflects the investigative tradition in academic life, and demonstrates accomplishment in research.

The scholarship of integration underscores the need for scholars to give meaning to isolated facts, putting them into perspective. Integration makes connections across disciplines, placing their specialties in larger contexts, illuminating data in a revealing way through serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research in the field. It reflects the synthesizing tradition in academic life, and demonstrates accomplishment in research/creative work, teaching and/or service.

The scholarship of application is concerned with the new intellectual understandings that can arise out of the very act of application: whether in developing architectural technologies, serving the public in build environments, shaping public policy, or creating architectural design works. With engaged activities such as these, theory and practice interact seamlessly, and the work of one renews the other, simultaneously applying and contributing to and advancing human knowledge. Work in this area demonstrates accomplishment in service, service-learning and/or applied research.

The scholarship of teaching educates and attracts future scholars. It is a dynamic endeavor involving analogies, metaphors, and images that build bridges between a teacher’s understanding and a student’s learning. Carefully planned and continuously examined pedagogical strategies and practices relate directly to the subject taught, creating a common ground of intellectual commitment between teacher, student and subject. Without engaged teaching, the continuity of knowledge will be broken and the store of human knowledge diminished. Work in this area demonstrates accomplishment in teaching and pedagogically-based research. As such, the scholarship of teaching is evaluated under the criteria and standards for promotion as listed in (i) “Research and Creative Activities” and is distinct from the criteria and standards as listed in (ii) “Teaching.”
4. DEFINITIONS.

(i) Primary Unit.

- “Primary Unit” refers to the tenured and tenure track members of the Architecture Department faculty, who are eligible to make recommendations concerning reappointment, tenure and promotion.
- The Department Chair is responsible for informing candidates for reappointment, tenure, and promotion about the schedules of reviews, their processes, and criteria.
- Only members of the primary unit holding tenure shall vote on decisions relating to tenure, although other faculty members may be present during the discussion prior to the vote.
- Faculty members who are on leave the semester during which a review is completed may vote on a candidate only if they have personally read the dossier materials and participated in the discussion and vote of the Primary Unit.
- No faculty member may vote on reappointment, tenure or promotion by written proxy.
- Meetings where votes are taken must be conveniently scheduled.
- The results of the vote of the Primary Unit will be forwarded in writing by the Department Chair to the Dean, indicating how many people voted and how many voted in each category: yes, no, abstain.

(ii) Primary Unit Evaluation Committee (PUEC).

- “Primary Unit Evaluation Committee” or PUEC refers to the group within the Primary Unit that is assigned the responsibility of initially reviewing and evaluating the qualifications of candidates for reappointment, tenure, and promotion.
- Each candidate will have a PUEC.
- Each PUEC will be composed of three faculty members chosen from the primary unit at or above the rank of the candidate whenever possible.
- When there are fewer than three full professors available to form the PUEC for any promotion to the rank of full professor, the primary unit faculty members may identify and appoint qualified full professors from other CU units to serve on the PUEC. PUEC members must be appointed by election by the primary unit faculty. A candidate for promotion to full professor may forward names for consideration. If acceptable for the candidate, retired CAP full professors with emeritus status may serve on the PUEC.
- The primary unit faculty will elect PUECs no later than the last Department of Architecture faculty meeting of the academic year before the candidate comes up for evaluation and/or review. The chair of the PUEC is chosen by its members with the consent of the candidate. Administrators and faculty members who will review a candidate at later stages shall not serve on that PUEC.
- The written report of the PUEC is presented in writing to the primary unit at least seven days prior to the meeting of the faculty when the report of the PUEC is discussed and voted on. It may be approved or amended by the primary unit after their deliberations.
- The chair of the department reports on the deliberations, records the particulars of the vote, and any factors leading to votes that are not unanimous. The chair’s report will specifically identify those areas of performance that were evaluated by the primary unit faculty as being meritorious and/or excellent. The chair forwards his/her report and the original and amended version of the primary unit report – if any - to the dean. Recommendations of the PUEC are advisory to the faculty of the primary unit and to the dean. The candidate receives copies of the PUEC letter and the Dean’s Advisory Committee/First Level Review Committee letter at the time they are inserted into the dossier.
5. POLICIES SPECIFIC to the DEPARTMENT of ARCHITECTURE.

(i) Faculty support.

The Department of Architecture is committed to supporting faculty members with various and evolving career paths. It recognizes that research and/or creative work patterns may change over time, as long as they are consistent with established faculty Professional Plans and fall within one or more of the recognized domains of scholarship.

(ii) Consistency.

The individual categories of documented performance for all evaluations will be consistent with those used in the University of Colorado’s yearly Faculty Report of Professional Activities.

(iii) Continuity.

Recommendations for reappointment, tenure and promotion will be based on a study of the candidate’s entire career but with particular attention to the candidate’s achievements while on the faculty of the University of Colorado Denver. Candidates must submit records in accordance with the university policies referenced in this document.

(iv) Credit on Previous Work.

A maximum of three years of credit for previous academic experience may be granted and will be stated explicitly in the initial appointment letter in compliance with university policy.

(v) Accessibility to Materials and Confidentiality.

The Dean, the Dean’s Advisory Committee and the Members of the Primary Unit will have access to all materials about the candidate gathered by the Primary Unit Evaluation Committee upon the submission of their report.

All faculty members have an ethical requirement to honor the confidentiality of personnel deliberations.

All faculty members are expected to disclose any and all conflicts of interest or apparent conflicts of interest and to recuse themselves from personnel decisions and recommendations when such conflict of interest exists or may appear to exist.

6. CRITERIA and STANDARDS for PROMOTION.

The evaluation processes, criteria, and standards will be consistent with the university policies listed in the introduction above. As stated in APS 1022 (https://www.cu.edu/policies/aps/academic/1022.pdf)

“Professors should have the terminal degree appropriate to their field or its equivalent, and (A) a record that, taken as a whole, is judged to be excellent; (B) a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (C) a record, since receiving tenure or promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, service, and other applicable areas.”
Below are the criteria specific to the Department of Architecture.

(i) Research and Creative Activities.

Criteria

Departmental criteria for promotion and tenure recognize creation of knowledge through traditional research and scholarship as well as application of knowledge through creative architectural works. Architectural works considered for promotion and tenure include peer-reviewed publications of built and unbuilt projects completed for professional commissions, competitions, or exhibitions. Candidates are expected to communicate the state of knowledge or creative work in their area of expertise.

Traditional research and scholarship include a range of peer-reviewed publications, grants, conferences, awards and other recognitions. Evidence may include recognition by peers and community; publication in refereed journals; awards; books; book chapters; exhibitions; awards of competitive grants and external funding; and, invitations to lectures or conferences.

Candidates for promotion to Professor rank are expected to have demonstrated leadership and achieved national and/or international stature in their area of research, scholarship, or professional expertise in creative activities. Blind peer-review documentation of research and creative activities plays an essential role in the evaluation of traditional research and scholarship as well as creative activities.

Evidence.

Evidence of completed book manuscript, in review, in press, or actually published. Quality and quantity of publications in refereed journals or other refereed publication venues.

Quality and quantity of presentations at academic conferences or professional meetings. Evidence of involvement in direct collection of data/information which may include grant writing, archival research, or other appropriate activity. Quality and quantity of disciplinary participation and reputation locally, regionally, nationally and internationally.

As part of creative activities, a candidate may assemble a portfolio of architectural design work to be evaluated by qualified external reviewers in a blind, peer-review process. A candidate may recommend names of candidates to serve as external reviewers. The PUEC may select one of these candidates. The portfolio is sent out by the PUEC for evaluation. The resulting evaluation letters are then included in the candidate’s dossier and in the external review packet.

Evaluation

Meritorious
Candidate has met the general research work expectations of the primary unit. This means that the candidate has a coherent research and/or creative work agenda and a sustained record of contribution to the field in the area of expertise in various blind peer-reviewed regional and/or national venues for dissemination of research and/or creative work. It is expected that the record presented shows that the candidate’s level of accomplishment will continue. Indicators of meritorious activity can be found in the Appendix at the end of this document.
Excellent
Superior work, as evidenced in peer-reviewed major publications, research involvement, international design competitions, or other recognition of sustained peer-reviewed research performance. It is expected that a candidate maintains this level of accomplishment. Indicators of excellent activity can be found in the Appendix at the end of this document.

(ii) Teaching.

Criteria
Teaching in architecture relies primarily on design knowledge and a range of specialized subject areas. Faculty members are expected to be experts in a particular curricular subject and effective design educators who can integrate his/her specialization into the design studios.

Studio courses are taught like tutorials. Faculty members work directly with students to develop a comprehensive design solution to a design problem defined by the faculty member. Subject courses cover a range of curricular areas within the profession and are conducted in a variety of formats, such as lectures and seminars.

As such, teaching loads are substantial within this framework. Design studios are 6 credit hour courses while subject courses are usually 3 credits, equivalent to University norms in contact time and preparation requirements. In addition to their required teaching load, faculty members may advise students in various independent studies and/or serve as chairs or members of Ph.D. student committees.

Candidates for promotion to Professor rank are expected to have demonstrated effective and creative teaching of their subject. Subsequent enhancement of the curricular area and the connections to the professional discipline are also expected. In addition, candidates for promotion are expected to have demonstrated leadership in a curricular area.

Evidence
Multiple measures for teaching effectiveness are required and include evaluation of teaching materials (syllabi, examinations, handouts, etc.), FCQs, peer reviews, evaluation of quantity and quality of individual instruction performed by the candidate including student research supervision, quality and quantity of student advising, quality and quantity of course or curriculum development.

Evaluation

Meritorous
Candidates demonstrate a positive impact on the intellectual development of students in the context of formal course work. Contributions are also expected in curriculum development, student advising, and/or individual instruction. Finally, there should be evidence that the candidate has a genuine commitment to teaching excellence, and has respect for students. Indicators of meritorious activity can be found in the Appendix at the end of this document.

Excellent
Candidates demonstrate truly exemplary commitment to and success in teaching and such candidates are thought of as outstanding teachers who exceed the meritorious performance standards and are recognized by both students and faculty as having made a significant impact on teaching. Indicators of excellent activity can be found in the Appendix
(iii) **Service**

**Criteria**

The architecture department relies on self-governance and administration dependent on effective, regular faculty participation. All faculty members serve on department and/or college and/or university committees. In addition, faculty members manage undergraduate and graduate programs of the Department of Architecture. This commitment can be substantial and includes regular review, development, and maintenance of the curriculum; preparation for accreditation; evaluation of admission files; and student advising.

Service contributions on behalf of the professional and public interest through national, professional, and community organizations are encouraged and recognized as important to the mission and reputation of the Department and the College. Candidates for promotion at professor rank are expected to also have demonstrated leadership by chairing various committees and leading initiatives in the department, college or university.

**Evidence.**

Participation in activities serving the department, college, or university.
Participation in activities serving the profession and the discipline.
Participation in activities serving the community.

**Evaluation**

**Meritorious**

Service will be considered meritorious if the candidate has, at a minimum, contributed to the mission of the Department through cooperative participation on necessary Departmental committees and activities. Indicators of meritorious activity can be found in the Appendix at the end of this document.

**Excellent**

Candidates are expected to have demonstrated leadership that made significant contributions to the Department, College, and/or University. Candidates are also expected to have demonstrable contributions to one or more academic and professional societies, and/or community organizations. Examples of excellent activity can be found in the Appendix at the end of this document.
APPENDIX.

1. RESEARCH AND CREATIVE ACTIVITIES.

<table>
<thead>
<tr>
<th>Indicators of Excellence may include (in no priority).</th>
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<tbody>
<tr>
<td>• Publications of scholarly peer-reviewed book(s).</td>
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<tr>
<td>• Publication of a chapter in a scholarly peer-reviewed book.</td>
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<tr>
<td>• Editor of a scholarly peer-reviewed book.</td>
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<td>• Publication in peer-reviewed journals.</td>
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<tr>
<td>• Frequent citation of publications (or professional work).</td>
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<tr>
<td>• Publication of papers at peer-reviewed national and international meetings.</td>
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<tr>
<td>• Presentation of invited papers at peer-reviewed national and international meetings.</td>
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<td>• Editor or member of an editorial board of a major scholarly peer-reviewed journal.</td>
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<td>• Receiving major fellowship, research, or creative awards.</td>
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<td>• Publication of peer-reviewed magazine articles.</td>
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<td>• Member of a review panel for national or international research organization (or architectural competition).</td>
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<td>• Receipt of grants and contracts from recognized agencies that fund demonstration projects.</td>
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<tr>
<td>• Significant publication and/or funding resulting from collaborative efforts with researchers in other institutions/programs/fields, where the faculty member plays a substantial role in the research or creative activity. The specific details of his/her role are documented.</td>
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<tr>
<td>• The registration of patents and/or copyrights for inventions and designs; documented involvement with technology transfer initiatives with the university.</td>
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<tr>
<td>• Peer-review and recognition of creative professional practice.</td>
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<tr>
<td>• Teaching-related peer-reviewed publications (scholarship of teaching).</td>
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<tr>
<th>Indicators of Meritorious in Research and Creative Activities.</th>
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<tr>
<td>• Publication of non-scholarly book(s) in the faculty member’s discipline with documented recognition and impact.</td>
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<tr>
<td>• Presentation of papers in peer-reviewed local, national and international conferences.</td>
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<td>• Significant self-development activities, such as a faculty development leave.</td>
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<td>• Production and publication of peer-reviewed technical reports.</td>
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<td>• Publication of non-refereed newspaper/magazine articles.</td>
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<td>• Preparation of peer-reviewed book and book chapter proposals.</td>
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<td>• Participation in peer-reviewed local and national conferences.</td>
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<td>• Participation in colloquia, seminar, or workshops.</td>
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<tr>
<td>• Participation in design studio reviews.</td>
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<tr>
<td>• Presentation and participation in peer-reviewed conference poster sessions.</td>
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<tr>
<td>• Submission of unfunded research (or creative activity) grants.</td>
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2. TEACHING

Indicators of Excellence in Teaching.

- FCQ scores and student comments consistently indicate highly effective teaching.
- College and/or university teaching award(s).
- National and international peer-reviewed teaching awards.
- Teaching-related peer-reviewed student awards.
- Positive peer evaluations.
- Strong record of effective participation in and contribution to Curricular Development.
- Strong record of effective preparation and teaching of core courses.
- Strong record of effective preparation and delivery of new courses.
- Syllabi, assignments, rubrics and other class materials that are consistently recognized as well organized and effective.
- Strong record of effective student advising and mentoring.
- Strong record of effectively chairing Ph.D. dissertation committees.
- Strong record of effectively contributing as a member of Ph.D. dissertation committees.
- Strong record of effectively chairing or being a member of a student thesis committee.
- Peer-reviewed evaluation and recognition for innovations in teaching.

Indicators of Meritorious in Teaching.

- FCQ scores and student comments consistently indicate effective teaching.
- Successful record of effectively advising student independent study.
- Successful record of effectively being an advisor for a student journal.
- Successful record of design studio review participation.
- Successful record of effectively integrating technology in course delivery.
- Successful record of design studio multiple section co-ordination.

3. SERVICE

Indicators of Excellence in Service.

- Service award(s) and honor(s) from the department, college, university, professional organization or community.
- Strong record of effective administrative service for the department, college, university, professional organization or community.
- Strong record of effectively serving as a committee chair in the department, college or university.
- Strong record of effectively serving as a committee member in the department, college, or university.
- Authorship of a report for the department, college or university.
- Strong record of effectively serving as a chair of a scholarly or professional organization.
- Membership on a scholarly or professional organization’s board of directors.
- Peer-reviewing of scholarly journal and conference papers.
- Peer-reviewing of research grants.

Indicators of Meritorious in Service.

- Record of serving as a committee member in the department or college.
- Participation in a report for the department or college.
- Participation to design studio reviews.
- Consistent attendance at faculty meetings.
- Professional society member other than ACSA.
- Attendance at commencement in academic regalia.