

Roles, Scope, Criteria, Standards and Procedures  
 of the

School of Architecture, College of Arts and Architecture  
 (Name of Department/School/College)

Effective Date: August 15, 2019

APPROVALS

SIGNATURE

DATE

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Department Faculty

Maire O'Neill Caffod  
 Chair, Primary Review Committee

29th Aug. 19

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Primary Administrative Reviewer

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30/8/19

Intermediate Review Committee

Chair, Intermediate Review Committee

DEAN ADAMS

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8-15-19

**Role and Scope Document  
for  
College of Arts and Architecture  
School of Architecture**

**Article I. Department Role and Scope**

The School of Architecture administers the only accredited professional degree program in architecture in the state and strives to be a center for design education and information. The mission of the School of Architecture states:

*The School of Architecture empowers students to critically engage the complexities of society and the natural environment by instilling the fundamental principles of design and inspiring a spirit of exploration and creative experimentation in shaping the built environment.*

**Teaching**

The School offers the following degree programs:

- Bachelor of Arts degree in Environmental Design (pre-professional)
- Master of Architecture (NAAB accredited, professional degree)

The undergraduate Bachelor of Arts in Environmental Design is a non-professional academic degree which fully meets all academic standards of the University, and provides a focused and rigorous base for continued graduate studies in architecture or a number of allied disciplines, either professional or academic.

The program leading to the professional Master of Architecture degree meets national accreditation standards of the National Architectural Accrediting Board (NAAB) as well as the academic standards of Montana State University-Bozeman. It is a university-based professional curriculum which includes theoretical, contextual, technical, environmental, and cultural courses which are integrated within the practicum of a coordinated and progressive design studio core. Graduates must demonstrate a high level of ability in aesthetic, intellectual, and humanistic aspects of architecture, accompanied by proficiency in technical skills to begin the post-graduate internship component of the registration process. The course of study introduces and encourages ethical concepts appropriate to the profession and enables students to prepare for the national Architect Registration Examination.

**Research/Scholarship/Creative Activity**

The School of Architecture seeks to encourage and stimulate faculty to contribute to the body of knowledge that shapes our environment through their research/creative activities. Architecture is an applied art that emphasizes the creative design of the physical environment. This creativity is manifest in the numerous ways in which we contribute to the knowledge and understanding of the physical environment or in the processes related to its creation. "Creative activity" is defined as a form of scholarship which generates new aesthetic experiences through composition, design, production, direction, performance, exhibition, synthesis, or discovery and involves the presentation of that experience for review and evaluation by peers in the academic and artistic communities. Creativity encompasses a wide diversity of activities related to physical design, pedagogical design, artistic creations, and scholarly publications and presentations. The

following activities are meant to suggest the diversity of these special areas of research and creative activity.

Faculty research areas include:

- **CREATIVE PRACTICE** -- the practice of architecture or an allied discipline which is exemplified by the discovery of new knowledge and/or experience, the integration of existing knowledge in a manner which yields new insights, or the critical exploration of how existing knowledge can be applied to consequential problems in service to the community and society.
- **ASSOCIATED CREATIVE ACTIVITIES** -- creative activities directly related to architecture or an allied discipline, or to the teaching of architecture or an allied discipline, which result in the discovery of new knowledge and/or experience.
- **SCHOLARSHIP/CREATIVE ACTIVITY** -- funded or unfunded research activities directly related to architecture or an allied discipline, or to the teaching of architecture or an allied discipline, which result in the discovery of new knowledge and/or experience.
- **SCHOLARLY WRITING** -- refereed or scholarly publication of writings on architecture or an allied discipline which is exemplified by the discovery of new knowledge and/or experience, the integration of existing knowledge in a manner which yields new insights, or the critical exploration of how existing knowledge can be applied to consequential problems in service to the community and society in general.
- **SCHOLARSHIP/CREATIVITY ACTIVITY THROUGH OUTREACH/SERVICE ACTIVITIES** -- Professional outreach and services, in architecture or an allied discipline, which are exemplified by the discovery of new knowledge and/or experience, the integration of existing knowledge in a manner which yields new insights, or the critical exploration of how existing knowledge can be applied to consequential problems in service to the community and society in general.

### **Service**

The University is committed to professional and public service to the state, region, nation and globe. The land grant mission of the University requires the direct application of knowledge and experience in service of the public of Montana. The School of Architecture recognizes the importance of its public role in the state and the region. Faculty members are encouraged to participate in fulfilling this unique leadership role by seeking out opportunities to combine research/scholarship/creative activity and pedagogy with engagement activities, outreach and community service.

The School of Architecture supports engagement, outreach and service in the following ways:

“Engagement” constitutes the collaboration between MSU and its local, state, national and global communities within teaching, research/scholarship/creative activity and service activities for the mutual beneficial exchange of knowledge and resources in a context of partnership and

reciprocity (MSU strategic plan) These activities address specific economic, educational, environmental, social and cultural needs.

- Create cooperative associations with the profession, community-based projects and issues, as well as service learning projects that mutually benefit both parties; the aforementioned associations along with the faculty, staff and students within the School of Architecture.

“Outreach” means teaching, research/scholarship/creative activity and service activities directed toward the benefit of citizens at large, which addresses their specific economic, educational, environmental, social and cultural needs.

- Provide direct support to various committees and organizations with teaching research and creative knowledge generated through the faculty, staff and students within the School of Architecture.

“Service” assists individuals or organizations in solving problems through consultation and information transfer.

- Support the Institution through active participation in School, College, and/or University committees, administrative duties, task forces, etc.
- Active service in professional organizations.
- Active service in community boards related to professional expertise.

### **Integration**

Integration is the creation of synergistic relationships between teaching, research/scholarship/creative activity, and service. Synergistic contributions of faculty include bringing new discoveries into the classroom, fostering student learning in the classroom and studio, engaging the wider community with scholarly products or innovations in teaching, or fostering engagement to address community needs.

### **Article II. Appointment and Advancement of Research Faculty**

At this time the School of Architecture does not include any Research Faculty lines.

### **Article III. Annual Review Process**

In the College of Arts & Architecture, each department head will assign a proposed annual review score to each faculty member. These proposed scores are reported to the Dean by the end of February. The Dean will review the scores for inter-departmental consistency. If inconsistencies are identified, the Dean will meet with the department heads to resolve the issue. Department heads will provide each faculty member with their final annual review score by March 31.

The School of Architecture uses the College of Arts & Architecture procedures for annual review.

Materials to be submitted by the faculty member:

- Teaching assignments, number of students in each course, samples of student work, awards or recognition for teaching and/or student work, and a summary of student evaluations from each course.
- Research, scholarship, and creative activity accomplishments.
- Service responsibilities and accomplishments.
- A self-evaluation of teaching performance, research, scholarship and creative activity accomplishments and service responsibilities.

The department head of the School of Architecture will conduct the review, which will include a letter evaluating the faculty member's performance in each area of responsibility.

#### Criteria for Merit Rankings

The School of Architecture uses the Role, Scope, Criteria, Standards and Procedures document to rate faculty using the annual review scores. The School of Architecture uses the following criteria to rank faculty for merit increases:

- All TT faculty members in the school with annual review scores of ME (met expectations) or higher are eligible to be ranked for merit increases; faculty members are not required to apply to be considered for merit increases.
- The annual review scores will be used in the School of Architecture to rank faculty members for merit, with faculty members receiving the highest annual review scores at the top of the merit ranking.
- All faculty members with the same annual review score will receive the same merit ranking.

#### **Article IV. Primary Review Committee and Administrator**

*Faculty Handbook Section 7. Primary Review Unit.*

*Each Primary Review Unit shall identify in its Role and Scope Document whether the unit administrator or primary review committee will carry out the following responsibilities of the primary review unit: Section 7.a, Establishing a primary review committee, consistent with Section 2.c, comprised of no fewer than three (3) tenured faculty members. The committee shall be elected or appointed by procedures detailed in the Role and Scope Document of the primary academic unit.*

#### **Section 4.01 Primary Review Committee-Composition and Appointment**

*The Faculty Handbook establishes requirements for membership under Retention, Tenure, and Promotion, Rights & Responsibilities, Section 2 Review Committee Membership. Items a, b, c, d, and e describe administrative procedures. Items a thru e describe membership and are reproduced below:*

- a. Only tenured faculty members are eligible to serve on any review committees. Normally, at least one-half of the members will have attained the rank of professor. The unit may request approval from the URTPC Chair to make an alternate tenured faculty appointment. Emeritus faculty members are ineligible to serve.*
- b. Before conducting a review, committee members will attend the orientation regarding retention, tenure, and promotion offered by the provost's office for the review cycle.*
- c. The university encourages diversity in the composition of all review committees. Units are encouraged to adopt selection procedures for committee members that will promote membership which is inclusive of the categories protected by the university Non-Discrimination Policy.*
- d. Committee members and administrative reviewers will take orientation sessions that promote bias-literacy in retention, tenure, and promotion reviews. Before conducting a review, they will attend the bias-literacy training offered by the university for the review cycle.*
- e. Committees will be available for service throughout the academic year. Faculty on leave will be ineligible for service. Committees will be constituted and their membership reported to the provost's office by the date established by the provost.*

The School of Architecture Review Committee composition may vary depending upon the type of review. The composition shall be as follows:

- Members of the Review Committee are to be at or above the rank under consideration.
- The School of Architecture Review Committee shall have four members. If there are not sufficient qualified faculty within the School, additional members shall be selected by the faculty with the approval of the candidate and URTPC Chair as described in the Faculty Handbook.
- While no female and/or minority representation is required, the candidate may request such representation be added to the committee. If no female and/or minority representation is available within the School of Architecture and/or that same representation presents a hardship (as allowed by the university's Non- Discrimination Policy) the member may be chosen from the existing faculty of the College or an equivalent architectural institution with the approval of the URTPC Chair per the Faculty Handbook.
- The School of Architecture Review Committee chair shall be elected by the committee members.

#### **Section 4.02 Primary Review Administrator**

The Director shall be the Primary Review Administrator.

#### **Section 4.03 Identification of Responsible Entities**

1. Establish the Primary Review Committee either by facilitating the election or appointment of the members as described.
  - a. Responsibility of the Primary Review Administrator.

2. Select external reviewers and solicit review letters.
  - a. Responsibility of the Primary Review Committee.
3. If internal Reviews are part of the unit's review process, selecting and soliciting Internal Reviews.
  - a. Responsibility of the Primary Review Committee.
4. Assuring the following materials are included in the Dossier:
  - a. Internal and external reviewer letters of solicitation, letters from the reviewers and, in the case of external reviewers, a short bio-sketch of the reviewer should be included in the Dossier.
  - b. Responsibility of the Primary Review Administrator.
5. Applicable Role and Scope Document.
  - a. Responsibility of the Primary Review Administrator.
6. Letter of hire, any Percentages of Effort changes, all annual reviews, and all Evaluation Letters from prior retention, tenure, and promotion reviews at MSU.
  - a. Responsibility of the Primary Review Administrator.
7. Candidate's teaching evaluations from the review period. If the evaluations are not in electronic format, the unit will provide evaluation summaries. Upon request by review committees and review administrators, the unit will provide access to the original evaluations to review committees and administrators during the review.
  - a. Responsibility of the Primary Review Administrator.
8. Maintaining copies of all review committee Evaluation Letters and internal, (if applicable), and external review letters after the review.
  - a. Responsibility of the Primary Review Administrator.

#### **Section 4.04     Next Review Level**

The College of Arts and Architecture review committee will conduct the next level of review.

#### **Article V.        Intermediate Review Committee and Administrator**

Refer to College of Arts and Architecture Role and Scope document for the following:

#### **Section 5.01     Intermediate Review Committee - Composition and Appointment**

#### **Section 5.02     Intermediate Review Administrator**

#### **Section 5.03     Level of Review following Intermediate Review Administrator**

#### **Article VI.       Review Materials**

#### **Section 6.01     Materials submitted by Candidate**

Each candidate for retention, tenure and promotion review must prepare a dossier of materials. Policies and procedure requirements are accessed through the Office of the Provost.

Materials for the dossier must include:

1. The 'Cover Sheet', obtained from the Provost's office.
2. Assignment Performance including:
  - a. Letter of Hire.
  - b. Position description at the time of hire.
  - c. Annual performance evaluations.
  - d. Previous review documents including retention and/or tenure documents.
3. Curriculum Vitae
  - a. A comprehensive CV with teaching, research/scholarship/creative activity and service activities of the candidate.
4. Personal Statement
  - a. A statement of self-assessment, specifically addressing the candidate's accomplishments in teaching, research/scholarship/creative activity, service, and integration. This document should be an overview of the candidate's work during the review period. It shall include a description of the candidate's area of research/scholarship/creative activity.
5. Teaching: materials that best represent the candidate's teaching during the review period, limited to a maximum of 100 pages, including the following:
  - a. Teaching Statement: A narrative describing the candidate's teaching pedagogy and accomplishments, addressing how the candidate evaluates the level of student learning in both their teaching and advising. The teaching statement should also address teaching philosophy, pedagogical methods, and an assessment based upon student evaluations and comments. Additionally, the candidate should describe the specific goals of each course, how the instruction attempted to achieve these goals, how student assessment supported these goals, and what evidence is available to illustrate success in each course. The candidate will also provide evidence of any innovations employed in teaching along with an explanation of why the evidence demonstrates innovation.
  - b. Teaching Self-evaluation: A narrative summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. A candid appraisal of the candidate's teaching, including the teaching concepts, techniques, materials based on the course objectives, the quality of classroom/studio work and student evaluations and comments. It shall include a summary of activities, selected products or accomplishments, and evidence of recognition over the relevant Review Period.
  - c. Course List: A list including all courses the candidate has taught during the review period. Include the course numbers and titles, number of students enrolled, credit and contact hours.



- d. **Course Syllabi:** A cross-section of syllabi from courses taught during the review period.
  - e. **Advising:** A statement on the candidate's advising practices, approaches and successes.
  - f. **Student Evaluations:** All student evaluations covering the review period, including student comments.
  - g. **Student Work Examples:** Examples of student work, appropriate to the candidate's teaching. Student examples may include images of drawings, presentation boards, models (digital and physical), written documents and/or exams.
  - h. **Other relevant evidence to confirm the successful use of teaching concepts, techniques, and materials, such as teaching awards, based upon course objectives and establish the overall level of teaching. In some cases, additional evidence may be provided in the appendix.**
6. **Research/Scholarship/Creative Activity:** materials that best represent the candidate's research/scholarship/creative activity during the review period, limited to a maximum of 100 pages, including the following:
- a. **Research/Scholarship/creative activity Statement**  
A narrative describing and contextualizing the candidate's scholarly activities and achievements.
  - b. **Research/Scholarship/Creative activity Self-Evaluation**  
A narrative summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. It shall include a summary of activities, selected products or accomplishments, and evidence of recognition over the relevant Review Period.
  - c. **Self Development**  
Professional and/or disciplinary development activities related to research/creativity.  
Activities which maintain competence, develop new skills, and support development of the faculty member as a professional (if applicable).
  - d. **Documentation Related to research/scholarship/creative activity**  
Including, but not limited to, evidence of the activities, accomplishments, and recognition listed in Section 8.03 Research/Scholarship/Creative Activity. In some cases, this evidence may also be provided in the appendix.
7. **Service:** material that best represent the candidate's service during the review period, limited to a maximum of 100 pages, including all of the following:
- a. **Service Statement**  
A narrative describing the candidate's service, detailing the impacts and outcomes of the activities.
  - b. **Service Self-Evaluation**  
A narrative summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. It

shall include a summary of activities, selected products or accomplishments, and evidence of recognition over the relevant Review Period.

c. Documentation Related to Service

Including, but not limited to, evidence of the activities, recognition, and accomplishments listed in Section 8.03. In some cases, additional evidence may be provided in the appendix.

8. Integration: material that best represent the candidate's integration during the review period, limited to a maximum of 100 pages, including all of the following:

a. Integration Statement

A narrative describing how the candidate has integrated, in meaningful and impactful ways, at least two of the following areas: research/scholarship/creative activity, teaching, service. This may be the integration of: research/scholarship/creative activity and teaching; teaching and service; research/scholarship/creative activity and service; or research/scholarship/creative activity, teaching, and service.

b. Integration Self-Evaluation

A narrative summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. It shall include a summary of activities, selected products or accomplishments, and evidence of recognition over the relevant Review Period.

c. Documentation Related to Integration

Including, but not limited to, the evidence of activities and outcomes in integration listed in Section 8.03 Integration. In some cases additional evidence may be provided in the appendix.

9. Appendix

a. List of Materials in the Appendix

There are several items which a candidate can include in the Appendix materials to support their review. However, because of the potential large size of these materials, the candidate is instructed to place only an INDEX list of the supporting documentation in the uploaded Appendix folder. The candidate should provide a description of where the review committee can locate these materials.

The actual Appendix materials must be placed on either a separate thumb drive that includes digital documents or in a physical box, retained in the Dean's Office of the College of Arts and Architecture. This information must be available upon request by the reviewers.

Common items in the Appendix include: complete conference proceedings where conference papers reside, complete samples of published works including books, and complete teaching evaluations for all courses during the review period. The scope and volume of these items is determined by the candidate.

Candidates for Tenure review or promotion to rank of Associate Professor or Professor must also submit a separate document for external peer review. For external peer review procedures, see Section 6.03 below. Materials for the external review document must include:

- a. Comprehensive CV with Teaching, Research/Scholarship/Creative activity and Service activities of the candidate (See #3 above).
- b. Brief statement that identifies the candidate's area of Research/Scholarship/Creative activity (see #6 above).
- c. Materials that best represent the candidate's Research/Scholarship/Creative activity.
- d. Three (3) names, qualifications and contact information of potential external peer reviewers in the candidate's area of expertise.

### **Section 6.02 Documentation of Collaborative Scholarly Contributions**

Architecture is primarily a collaborative activity, therefore, in all submittals of evidence for research/scholarship/creative activity accomplishments, the specific role of the individual faculty member and all others involved in the research/scholarship/creative activity must be specifically identified.

### **Section 6.03 Peer Review Solicitation Procedures**

*The University Faculty Handbook establishes requirements for the composition of external and internal reviewers under Retention, Tenure, and Promotion Rights & Responsibilities, Section 7.b, c:*

*b. Selecting external reviewers and soliciting review letters. External Reviews from at least four (4) respected authorities appropriate to the candidate's area of research/scholarship/creative activity are required by the university as part of review for tenure and promotion. The primary administrator or committee will identify external reviewers who will provide an independent and objective evaluation of the candidate's research/scholarship/creative activity. The soliciting entity may invite recommendations from the candidate, but at least one half of the external reviewers should be reviewers recommended by the primary administrator or committee.*

*All letters received by the conclusion of the primary review committee's evaluation must be considered and included in the Dossier. Letters received after the conclusion of the primary review committee's evaluation shall not be considered nor included in the Dossier. Only letters acquired by established primary unit procedures will be included in the Dossier.*

*c. The academic unit may include Internal Reviews only by processes explicitly defined in the unit's Role and Scope document. Only Internal Reviews that address established*

*standards and indicators may be considered. The candidate may not solicit external or internal letters.*

## 1. External Peer Review

- a. External peer review appropriate to the candidate's area of research/scholarship/creative activity and which may be derived from a variety of sources is welcome for instructional and service activities, and required for research/scholarship/creative activities for candidates seeking tenure, or promotion to the ranks of Associate Professor or Professor.
- b. External peer reviewers shall be regionally, nationally, or internationally recognized authorities in the field of specialty or endeavor being reviewed, whose interests and expertise are reasonably compatible with the activities of the candidate.
- c. The candidate must submit names of potential external peer reviewers to the School of Architecture Review Committee (refer to 6.01). The candidate will submit a list of 3 names, along with documentation of the qualifications of each suggested reviewer. These will be added to a list generated by the committee.
- d. A final selection of four external peer reviewers will be made from the above described list; one from the candidate's list and three from the committee's list. Their names will remain confidential: under no circumstances shall the identity of the selected peer reviewers be made known to the candidate at any time.
- e. The candidate shall submit materials to the committee in digital format. Dates for these submittals are established annually by the Provost and issued by the College Dean.

## 2. Internal Review

Candidates shall not solicit letters of support or internal reviews for themselves.

- a. Internal peer review appropriate to the discipline of architecture and which may be derived from a variety of sources is welcome for research/scholarship/creative activity and service activities, and required for teaching for all retention, tenure, or promotion candidates.
- b. Internal peer review of teaching is an ongoing process throughout the candidate's career and a formal procedure will occur at specific milestones in preparation for retention, tenure and promotion. This internal peer review will occur through the mechanisms identified below:
- c. Each candidate's design studio course and/or lecture course will be peer-reviewed during their second, fourth and fifth years of hire as well as in the year prior to promotion using the Studio-Dominant Review Evaluation (SDRE) form or the Lecture-Dominant Review Evaluation (LDRE) form.
  - i. The faculty reviewers will be selected by the Director of the School of Architecture, and at least one for each course must be tenure track at or above the rank of the candidate.
- d. Each candidate will submit a Teaching Portfolio in print that will be reviewed by a minimum of three faculty members from within the School of Architecture at or

above the rank of the candidate. Each of these faculty members will conduct a substantive review of the Teaching Portfolio relative to the department teaching criteria and submit a confidential letter to the departmental committee that contains their evaluation of the candidate's teaching effectiveness. The portfolio should be consistent with the items in section 6.01.5. However, the candidate is not expected to include student evaluations.

- e. Faculty may request other forms of internal peer review of teaching such as a Danforth Review.
- f. If the candidate opts to have an internal review of research/scholarship/creative activity, service, or integration they may include those materials with the teaching portfolio.

## **Article VII. Applicable Role and Scope Documents**

**Section 7.01** Retention Review – Candidates for retention are reviewed under the standards and indicators in the Role and Scope Documents in effect on the first day of employment in a tenurable position.

**Section 7.02** Tenure and Promotion to Associate Professor Review – Candidates for tenure are reviewed under the standards and indicators in the Role and Scope Documents in effect on the first day of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope Document by notifying the primary review committee ☐

**Section 7.03** Promotion to Professor Review – The faculty member will be reviewed using standards and indicators in the Role and Scope Documents in effect two (2) years prior to the deadline for notification of intent to apply for promotion.

## **Article VIII. Retention Reviews**

### **Section 8.01 Timing of Retention Review**

Faculty are reviewed for retention in the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy.

### **Section 8.02 University Standard**

The standards for the retention of probationary faculty members are:

1. Effectiveness in teaching, research/scholarship/creative activity, and service during the review period, and
2. Integration of no less than two of the following during the review period: teaching, research/scholarship/creative activity, and service, and

3. Satisfactory progress towards meeting the standards for tenure by the candidate's tenure review year.

## **Section 8.03 Performance Indicators and Weighting**

### **Teaching**

Good teaching fosters critical thinking, develops creativity, and promotes citizenship and professional competency. The indicators listed below are considered the types of activities by which performance in teaching is evaluated. As additional evidence of performance in teaching, the candidate may choose to include other relevant and appropriate indicators not listed here.

1. Performance Indicators related to teaching include:
  - a. The relevance, breadth, and quality of course content.
  - b. The currency of the course content.
  - c. Degree of curricular development and innovation.
  - d. Quality of student work.
  - e. Integration of communications technologies.
  - f. Student assessment of teaching performance.
  - g. Peer assessment of teaching performance.
  - h. Significance of awards, honors, or recognition.

2. Weighting

Factors that affect the **weight** of scholarly products include **quantity, quality, and impact**. Peer review is of higher value than non-peer and external review is of higher value than internal review. It is the responsibility of the candidate to describe the scope and impact of their teaching while informing subsequent committees the context of their teaching activities. The candidate should use the list below to demonstrate the weighting of quantity, quality, and impact of their teaching activity, relative to their rank and years of service.

- a. The candidate has consistently met or exceeded the expectations contained in the letter of hire (as amended, if applicable), annual reviews, and/or expressed in the role and scope statements of the School, College and University.
- b. Positive teaching assessment of the relevance, currency, breadth, and quality of course content and student work.
- c. Generally positive and/or improving student assessment of teaching performance.

### **Research/Scholarship/Creative Activity**

Performance Indicators related to Research/Scholarship/Creative Activity include:  
Research/Scholarship/Creative activity in architecture is intuitive and analytical, original and applied, individual and collaborative, focused in the traditions of the discipline and

inclusive of its relationship to allied disciplines. In recognition of these diverse strategies from which research/scholarship/creative activity emerges the following three fields are identified as appropriate for meeting the School of Architecture's Role and Scope:

- o Discovery: Scholarship, creative endeavors or experiences that increase the body of knowledge within the discipline.
  - o Connectedness: Scholarship, creative endeavors or experiences that reveal connectedness within and between allied disciplines, yielding new insights that increase the body of knowledge within the discipline and allied disciplines.
  - o Application: Scholarship, creative endeavors or experiences that explore how knowledge can be applied to consequential problems in the field of architecture and allied disciplines.
1. Performance indicators related to discovery, connectedness and application of scholarship and creative activity encompass a wide diversity of activities related to physical design, artistic creations, and scholarly publications and presentations. Examples include the following:
- a. Development of intellectual property.
  - b. Creation of impactful knowledge that serves local, national, or international audiences.
  - c. Serving as invited lecturer or moderator
  - d. Awards or honors for research or similar recognition.
  - e. Peer assessment/recognition of the quality of research/creative activity.
  - f. Development of research ideas, and creation of successfully funded grant proposals.
  - g. Management of a research program.

The following are specific areas of research/scholarship/creative activity which may have unique indicators in addition to the above:

**Creative Practice:** Indicators are the presentation of creative practice outcomes for review and evaluation by peers in the academic, architectural or allied disciplines, resulting in recognition or publication.

- Graphic documentation of built or theoretical projects.
- Promoting professional practice activities.
- Encouraging interdisciplinary artistic projects.

**Creative Activities:** Indicators are the presentation of the creative activities for review and evaluation by peers in the academic, architectural or allied disciplines, resulting in recognition or publication.

- Documentation of juried publication/exhibition of creative work.
- Artistic performances.

- Juried exhibitions.
- Coordinating exhibits and events of significant cultural merit.
- Participating in competitions or juried exhibitions.
- Encouraging interdisciplinary creative projects.

Research: Indicators are the presentation of the research for review and evaluation by peers in the academic, architectural or allied disciplines, resulting in recognition or publication.

- Documentation of juried publication/exhibition of research work.
- Sponsored research.
- Grants applied for, received, pending and amount of award.

Scholarly Writing: Indicators are the presentation of the scholarly writing for review and evaluation by peers in the academic, architectural or allied disciplines, resulting in recognition or publication.

- Published scholarly or juried articles, journals, chapters or books.
- Authoring discipline specific professional and/or pedagogical publications.
- Critiquing contemporary and historical literature within allied disciplines.
- Presenting juried or invited papers.
- Invited papers and presentations, books, book chapters, review articles

## 2. Weighting

Factors that affect the **weight** of research/scholarship/creative activity products include **quantity, quality, and impact**. Peer review is of higher value than non-peer and external review is of higher value than internal review. It is the responsibility of the candidate to describe the scope and impact of their research/scholarship/creative activity while informing subsequent committees the context of their research/scholarship/creative activities. The candidate should use the list below to demonstrate the weighting of quantity, quality, and impact related to their research/scholarship/creative activity, relative to their rank and years of service.

- a. Relevance, quality, and breadth of research/creative activity.
- b. The currency of research/creative activity.
- c. Peer assessment/recognition of the quality of research/creative activity at local, regional, national, or international level.
- d. Development and/or innovation represented in research/creative explorations

## Service

### 1. Performance Indicators related to service include:

Performance indicators for Service/Outreach functions should identify the candidate's role such as "chair," "organizer," "coordinator," "administrator," "committee member" and/or "assistant" if applicable.



- a. Performance in outreach/public service and service within professional and/or disciplinary organizations.
  - b. Service to the department, college, university and the profession as well as outreach and service to the public.
2. Areas of service include:
- a. Community Service/Outreach
    - i. Active service on public committees, projects, advisory boards, and other special assignments relating to the faculty member's area of expertise or special interest.
    - ii. Developing the visual, performing, and environmental arts on campus, Statewide, Nationally, and Internationally.
    - iii. Providing opportunities for Montanans of all ages to participate in the arts.
    - iv. Providing and coordinating appropriate volunteer outreach services to the State.
  - b. Academic And Institutional Service/Outreach
    - i. Active participation on School, College or University committees, task forces, etc.
    - ii. Performance of special School, College, or University administrative duties, etc.
    - iii. Contributing to departmental projects and programs.
    - iv. Mentoring faculty colleagues.
    - v. Serving as journal editor or referee of scholarly papers or proposals.
    - vi. Delivery of knowledge and scholarship to constituent groups and the public.
    - vii. Promotion of and/or participation in special ongoing outreach activities of the School including Summer Institute programs, special interdisciplinary programs, special study tours, etc.
    - viii. Organizing and administering/assisting with special School outreach functions such as conferences, lecture and exhibit series, public education series.
    - ix. Providing the opportunity for all University students to gain a basic appreciation of the importance of the arts.
    - x. Maintaining a strong liaison and working with teachers throughout the State to better educate students in the arts.
  - c. Professional Service/Outreach
    - i. Active participation as an officer, task force or committee member of AIA, NCARB, NAAB, etc.
    - ii. Professional writing that is not peer reviewed, intern advising, etc.
    - iii. Applying professional expertise in public service activities.
    - iv. Serving leadership roles in professional organizations.
    - v. Organizing and administering/assisting with special School outreach functions such as continuing professional education.

- vi. Maintaining a strong liaison with professional groups and other organization.
- vii. Membership and/or leadership roles in professional societies

## 2. Weighting

Factors that affect the **weight** of service activities include **quantity, quality, and impact**. As applicable, peer review is of higher value than non-peer and external review is of higher value than internal review. It is the responsibility of the candidate to describe the scope and impact of their service activities while informing subsequent committees of their context. The candidate should use the list below to demonstrate the weighting of quantity, quality, and impact of their service activities, relative to their rank and years of service.

- a. Degree that individual outreach/service activity of faculty member supports current Role and Scope of the School of Architecture, the College, and/or University (see Article I of this document).
- b. Degree of impact of outreach/service activity and/or product to academia, profession and/or community.
- c. Scope of recognition of outreach/service activity at local, regional, national, or international level as appropriate to faculty member's rank and experience.
- d. Consistency and level of active involvement/leadership represented in outreach/service activity,
- e. Degree to which outreach/service activity supports the development of the faculty member's specialty or the profession.

## Integration

Integration: Research, creative endeavors or experiences that reveal connectedness within and between teaching, research/scholarship/creative activity and service/outreach, yielding new insights that increase the body of knowledge within the discipline and allied disciplines.

### 1. Performance Indicators related to Integration include:

General indicators include:

- a. Degree that integration activity of faculty member supports current Role and Scope of the School of Architecture, the College, and/ or University
- b. Relevance of integration activity to academic or professional expertise of faculty member and the potential and/or actual impact of integration performed.
- c. Consistency and level of active involvement/leadership represented in integration activity, as appropriate to faculty member's rank and experience.
- d. Quality of the product resulting from the integration activity.
- e. Degree to which integration supports the development of the discipline or the profession.

### 2. Areas of Integration include:

- a. Research/scholarship/creativity activity through outreach/service activities, or outreach, service activities that are integrated into research/scholarship/creative

activity: Performance indicators are a form of recognition of the integration activity described. The indicators may include the following, for example:

- i. Research/scholarship/creative activity resulting in a community benefit
  - ii. Outreach/service resulting in research/scholarship/creative activity
  - iii. Impactful connections between architecture, its allied fields and other disciplines/areas
- b. Research/scholarship/creative activity integrated into teaching or teaching integrated into research/scholarship/creative activity. Performance indicators are a form of recognition of the integration activity described. The indicators may include the following, for example:
- i. Degree of involvement of students in the candidate's research/scholarship/creative activity, research, or creative activity, resulting in unique learning opportunities for students.
  - ii. Influence of scholarly/creative activity into ongoing or subsequent pedagogical development in the faculty member's teaching responsibilities
  - iii. Degree to which teaching activities, methods, or pedagogical approaches are incorporated into research, scholarship, or creative activities.
  - iv. Impactful connections between architecture, its allied fields and other disciplines/areas
- c. Teaching integrated into service/outreach activity, or service/outreach integrated into teaching. Performance indicators are a form of recognition of the integration activity described. The indicators may include the following, for example:
- i. Degree to which the teaching activity results in a community benefit
  - ii. Degree to which the outreach/service results in unique learning opportunities for students
  - iii. Impactful connections between architecture, its allied fields and other disciplines/areas

## 2. Weighting

Weighting of the integration categories described above are to be drawn from the appropriate teaching, research/scholarship/creative activity, and/or service weighting described in Section 8.03.

### **Section 8.04                    Quantitative and Qualitative Expectations**

Teaching, Research/Scholarship/Creative Activity, Service, Integration

The qualitative expectation of each performance indicator for effectiveness and evidence of progress towards meeting standards for tenure is its value, influence, impact and creativity in regards to the curriculum, program and/or discipline. This must meet the standard of successful performance appropriate to years of service.

## **Section 8.05 Evidence of Performance Indicators**

Refer to Section 8.03 for a list of performance indicators. Materials submitted for performance indicators are described in Section 6.01.

### **Teaching**

The evidence to support effectiveness and progress towards meeting standards for tenure are specific to each indicator. The relevance, breadth, quality of course content, currency of the course content, and degree of curricular or course development and innovation should be supported by deductive evidence, peer testimony, or empirical evidence.

### **Research, Scholarship and Creative Activity**

The evidence to support effectiveness and progress towards meeting standards for tenure are specific to each indicator. The relevance, quality, and breadth of research/scholarship/creative activity, currency of research/scholarship/creative activity, and development and/or innovation represented in scholarship/creative explorations should be supported by deductive evidence, peer testimony, or empirical evidence.

### **Service**

The evidence to support effectiveness and progress towards meeting standards for tenure are specific to each indicator. The relevance, recognition, potential integration, consistency, degree and quality represented in service/outreach should be supported by deductive evidence, peer testimony, or empirical evidence.

### **Integration**

The evidence to support effectiveness and progress towards meeting standards for tenure are specific to each indicator. The relevance, recognition, potential integration, consistency, degree and quality represented in integration should be supported by deductive evidence, peer testimony, or empirical evidence. Examples include:

- Documentation of a presentation of the integration for review and evaluation by peers in the academic, architectural or allied disciplines, resulting in recognition or publication, or recognition by community organizations.

## **Section 8.06 Status of Scholarly Products**

Because candidates for retention will be reviewed early in their career, the School of Architecture considers works that have been submitted for peer review but are not yet accepted, or other preliminary steps toward publication or exhibition. In cases of tenure and promotion, the School of Architecture will not consider works or products that have been submitted, but not accepted at the start of the review process (reference Section 9.05).

## **Article IX. Tenure Review**

### **Section 9.01 Timing of Tenure Review**

Faculty are normally reviewed for tenure in the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy.

### **Section 9.02 University Standard**

The University standards for the award of tenure are:

1. Sustained effectiveness in teaching and service during the review period, and
2. Integration of no less than two of the following during the review period: teaching, research/scholarship/creative activity, and service.
3. Accomplishment in research/scholarship/creative activity.

### **Section 9.03 Performance Indicators and Weighting**

Performance indicators and weighting within the School of Architecture are described in Section 8.03, replacing the standards with sustained effectiveness in teaching and service, sustained integration, and accomplishment in research/scholarship/creative activity as outlined in Section 9.02.

For tenure and promotion reviews, letters of external review will be considered.

The candidate's efforts towards teaching, research/scholarship/creative activity, integration and service are expected to align with the percentages indicated in their contract and to be appropriate to their rank.

### **Section 9.04 Quantitative and Qualitative Expectations**

#### **Teaching & Service**

The qualitative expectation of each performance indicator for sustained effectiveness is its value, influence, impact and creativity in regards to the curriculum, program and/or discipline. This must meet the standard of sustained effectiveness, appropriate to years of service.

#### **Research/Scholarship/Creative Activity**

Qualitative expectation of each performance indicator for accomplishment is its externally reviewed value, influence, impact and creativity in regards to the curriculum, program and/or discipline. This must meet the standard of accomplishment reflected in the quantity, quality, and impact of scholarly activities and products. These activities and products include peer reviewed publications, formal peer-reviewed presentations, or comparable peer-evaluated works appropriate to the discipline. The activities and products must have impact and significance to the public, peers, or the discipline beyond the university.

## Integration

Qualitative expectation of each performance indicator for sustained integration is its value, influence, impact and creativity in regards to the curriculum, program and/or discipline, and appropriate to year of service.

### **Section 9.05 Evidence of Performance Indicators**

Evidence of performance indicators will be documented in the candidate's full dossier. Performance indicators and weighting within the School of Architecture are described in Section 8.03, evidence is described in Section 8.05, replacing the standards with sustained effectiveness in teaching and service, sustained integration, and accomplishment in research/scholarship/creative activity.

### **Section 9.06 Status of Scholarly Products**

In cases of tenure and promotion, scholarly products that have been accepted for publication, performance, or exhibition within the the review period may be considered. The School of Architecture will not consider works or products that have been submitted for peer review but are not yet accepted at that the start of the review process. Scholarly products that have been accepted for publication but not yet published, or published in a journal not readily available through university databases must be included among the candidate's materials. This means that creative scholarly products such as works of art or films are made available be specified.

## **Article X. Promotion to Rank of Associate Professor**

### **Section 10.01 University Standards**

The University standards for promotion to the rank of Associate Professor are the standards for the award of tenure. Appointment at the rank of Associate Professor or Professor does not demonstrate, in and of itself, that standards for tenure have been met.

## **Article XI. Promotion to Rank of Professor**

### **Section 11.01 Timing of Review.**

Normally, faculty are reviewed for promotion after the completion of five (5) years of service in the current rank of Associate Professor, however, faculty may seek promotion earlier if they can establish that they meet the same standards of effectiveness and accomplishment or excellence used in evaluating candidates after five (5) years in rank.

### **Section 11.02 University Standard**

The University standards for promotion to the rank of Professor are:

1. Sustained effectiveness in teaching and service during the review period
2. Sustained integration of no less than two of the following areas during the review period: teaching, scholarship, and service
3. Excellence in research/scholarship/creative activity.

### **Section 11.03 Performance Indicators and Weighting**

Performance indicators and weighting within the School of Architecture are consistent with Tenure (Section 9.03) replacing the standards with sustained effectiveness in teaching and service, sustained integration, and excellence in research/scholarship/creative activity as outlined in Section 11.02.

The candidate's efforts towards teaching, research/scholarship/creative activity, integration and service are expected to align with the percentages indicated in their contract and appropriate to their rank.

### **Section 11.04 Quantitative and Qualitative Expectations**

Teaching, Research/Scholarship/Creative Activity, Service, Integration

The evidence to meet the qualitative expectations for the standards for rank of Professor is assessed by its value, influence, impact and creativity in regards to the curriculum, program and/or discipline. Refer to Section 8.03 for performance indicators and weighting, replacing with standards for promotion to the rank of Professor described in Section 11.02.

The candidate's efforts towards teaching, research/scholarship/creative activity, integration and service are expected to align with the percentages indicated in their contract and appropriate to their rank.

### **Section 11.05 Evidence of Performance Indicators**

Applicable performance indicators will be documented in the candidate's full dossier. Evidence of performance indicators and weighting within the School of Architecture are consistent with retention (Section 8.05) replacing the standards with sustained effectiveness in teaching and service, sustained integration, and excellence in research/scholarship/creative activity.

### **Section 11.06 Status of Scholarly Products**

In cases of promotion to Full Professor, scholarly products that have been accepted for publication, performance, or exhibition within the review period may be considered. The School of Architecture will not consider works or products that have been submitted for peer review but are not yet accepted at the start of the review process. Scholarly products that have been accepted for publication but not yet published, or published in a journal not readily available through university databases must be included among the candidate's materials. The means

that creative scholarly products such as works of art or films are made available must be specified.

## **Article XII. Procedures for Update and Revision of the Unit Role and Scope Document**

The Director shall appoint a Role and Scope Review Committee every year, composed of three tenured and/or tenurable faculty members, to review the current role and scope document. The committee will review the document and, with input from the entire tenured/tenurable School of Architecture faculty of the department, will suggest modifications to the document. As per the faculty handbook, "*All faculty members are entitled to propose changes to Role and Scope Documents of their academic units.*"

In addition:

1. All changes to the role and scope document shall be in accordance with the minimum standards outlined in the faculty handbook.
2. All changes shall follow the approval process outlined in the faculty handbook.

As per the faculty handbook, the department "*will undertake a full review of their Document no less than every three years.*"

## **Article XIII. Approval Process**

### **Section 13.01 Primary Academic Unit Role and Scope Document**

1. Tenurable faculty and administrator of the primary academic unit (Department)
2. Retention, Tenure, and Promotion review committee and administrator of all associated intermediate units (Usually Colleges)
3. University Retention, Tenure and Promotion Committee (URTPC)
4. Provost

### **Section 13.02 Intermediate Academic Unit Role and Scope Document**

1. Promotion and tenure review committee and administrator of the intermediate unit
2. University Promotion and Tenure Committee (URTPC)
3. Provost

### **Section 13.03 University Role and Scope Document**

1. University Promotion and Tenure Committee (URTPC)
2. Faculty Senate
3. Deans' Council
4. Provost