

Georgia Tech: Standards & Procedures for RP&T

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I. Introduction

A. Purpose

The purpose of this document is to set forth the college's standards and procedures for reappointment and for awarding promotion and/or tenure to College of Architecture faculty members. The document has been prepared by the College of Architecture Reappointment, Promotion, and Tenure Committee, in consultation with the dean of the college as constituted in the college Governance Document. It is based upon the policies of the Board of Regents of University System of Georgia, and the Georgia Institute of Technology as they relate to Promotion and Tenure Standards and Procedures [\(1\)](#). It became operational only after approval by a majority of the tenure-track and tenured faculty members and the dean of the College of Architecture.

Several working assumptions were identified during the course of the document's preparation. A set of promotion and tenure standards and procedures for the College of Architecture should:

1. be compatible with standards and procedures operating at the Institute level;
2. clearly identify those qualities which are common to the college's various programs of study, but which may be distinct from those of other academic units within the Institute;
3. focus on standards which can be implemented in a spirit of consistency and fairness across program or departmental lines.
4. reflect the collective understanding and will of the College of Architecture faculty regarding their responsibilities as members of that faculty;

5. establish standards which ensure maintenance of the highest degree of excellence within the college's various professions, disciplines, and programs;
6. provide a meaningful role for peer review, thereby further safeguarding the collective interest of the College faculty;
7. provide meaningful guidance and assistance to the Dean of the College, department or program directors, and the faculty as a whole in matters of faculty evaluation in the process of reappointment, promotion, and tenure.
8. be stated in a clear and unambiguous manner, thereby minimizing the dangers of confusion and misinterpretation.

B. The College of Architecture

1. The College of Architecture's Approach to Education.

Since its inception in 1974, the College of Architecture has been charged with, and has accepted, a unique role within the Institute. The College is an assemblage of independent disciplines which find common ground and language in the creative application of art and science to the enrichment of the human condition.

The College is presently composed of the academic programs in Architecture, Building Construction, City Planning, and Industrial Design. In addition, the Music Department is located in the College of Architecture and also serves all academic programs within the institute. Each program accepts as its primary mission the production of well-prepared graduates who are equipped to function in their respective professions at a high level of competence and distinction. The College also encourages and supports interdisciplinary cooperation on matters of mutual concern, both internally among the design, planning, and development professions, and externally with other disciplines represented at Georgia Tech. As a group, the college's programs present their students with a liberal education program which emphasizes those artistic, scientific, and technological capabilities essential to the practice of their respective professions, tempered by a strong sense of public responsibility. Each program, department, and discipline requires a total commitment, by faculty and students alike, to responsible professionalism and service to society. These standards and guidelines are drawn in the belief that a capacious and inclusive view of scholarly activity is in the vital interest of the individual, the college and the Institute, as well as to society as a whole. As such, the college affirms the principle that knowledge is acquired, disseminated, and ultimately valued through various avenues of scholarship: research or discovery, synthesis or integration, application, and teaching.(2)

Each of our disciplines is recognized as making an important and unique contribution to the College's rich and diverse academic environment. These disciplines are bound together, however, in their attention to the common spirit of creative and imaginative concern for the human environment as revealed in the following objectives:

1. to provide an organization for direct interaction among students, faculty, and professionals involved in all aspects of the visual arts, design, construction, and the planning of structures, communities, and environments;
2. to improve educational opportunities for the increasing number of people entering programs in the design, planning, and construction professions;
3. to provide opportunities for all students at the Institute to undertake studies in the fine arts, design, and the built environment.
4. to foster creative thought, scholarship, and research on an interdisciplinary basis as well as on an individual basis;
5. to serve as a planning, design and construction resource for the Institute, the community, the state, the nation, and the world.

2. Implications for Promotion and Tenure.

Promotion in rank is a matter of critical importance to the professional development and personal growth of each faculty member. The College of Architecture presents its candidates to the Institute for evaluation on the basis of evidence submitted in response to clearly-defined standards. A decision on promotion and/or tenure is made on the basis of both the Institute's standards and those which are unique to a particular college. The following statements further define the academic environment of the College of Architecture, and are intended to establish the framework within which faculty evaluation for reappointment, promotion, and tenure, will be carried out.

- a. The college commits itself to the highest standards of excellence in its teaching programs, as well as in the research, scholarship, creative and service activities of its faculty members. The College of Architecture faculty recognizes the role that continuous improvement in knowledge, experience, and ability plays in their ability to instruct and influence students within its constituent disciplines and professions. Excellence in teaching and research is of paramount importance to the fulfillment of the Institute's mission, while high-quality achievement--continuous and visible--in creative works, research, scholarship, and service is an obligation in all faculty positions. In the promotion process, programs, departments, and candidates are jointly responsible for

the development and presentation of evidence which manifests these standards of excellence.

- b. The College of Architecture recognizes the equivalency of significant professional and creative involvements with scholarly activities, when such involvement contributes to academic excellence. Each of our programs and disciplines is characterized by a diversity of academic and professional specializations. Our promotion standards must reflect this diversity. The faculty recognizes the symbiotic relationship among, and significant contributions of, each of our various orientations; the college benefits from an appropriate balance among these educational elements. The full range of art, design, planning, and construction-related activities--whether scholarly productivity, artistic or design creativity, or unique formulations or applications of theory--will be considered equally significant as potential contributions to academic excellence.
- c. The College of Architecture recognizes the role of its faculty in contributing creatively to the arts, sciences, and technologies of their respective disciplines in concert with their academic duties. In the belief that theory leads to practice and practice leads to theory, the expectation of the College and the Institute is to encourage and maintain an active faculty which is continuously striving to advance knowledge and to enhance the quality of professional practice. Subject to college, Institute, and Board of Regent's Policies, involvement in current professional activities is basic to academic excellence. Documentation of a candidate's participation in his or her profession or discipline will be an important element in evaluation. Professional activity alone, however, is not considered equivalent to scholarly activity. Only when the professional activity contributes to public discourse and value does it warrant consideration as scholarly activity. Evidence of the public value of professional activity is necessary for advancement in rank and for tenure. Examples of such evidence are given in section [II.B](#) of this document.

II. Standards for Promotion and Tenure

Performance evaluation is an essential part of the process by which faculty members are reappointed, promoted in academic rank, and receive tenure. Properly conceived and conducted, evaluation should also provide a continuous dialogue between the administration and the instructional faculty on how one's activities relate to the goals of the program, department, college, and Institute, and should contribute significantly to one's personal and professional development.

In general, faculty members in the College of Architecture will be evaluated on the basis of the evidence of the contributions to knowledge in the following areas: (1), teaching; (2) scholarship, and creative activity; (3), and service. The expectation of the College and the Institute is that the faculty will be engaged in these activities at the highest level in the nation.

A. Teaching

The work of the professor is of consequence only to the extent that it is understood by others. Too often teaching is viewed as a routine function. Teaching should be viewed as absolutely fundamental to scholarship. For teaching to become scholarship, however, it must extend beyond the bounds of passive learning. Instead it should transform and extend knowledge itself. Without quality teaching, the continuity of knowledge will be broken and the store of human knowledge dangerously diminished. Effective teachers exhibit command over their subject matter in classroom discussions or lectures. They present material to students in an objective, organized way that promotes the learning process. They present the subject matter with logic and conviction, and are able to awaken in students an awareness of the relationship of their subject to other classes, fields of knowledge, and cultures. They display concern and respect for their students. They are recognized by their students and university colleagues as persons who guide and inspire their students. They strive continuously to broaden and deepen their knowledge and understanding of their discipline, seek to improve the methods of teaching their subject, keep informed about new developments in their field, use appropriate instructional technologies, and prepare educational materials that are up-to-date and well-written. Excellence in teaching implies a broad perspective toward higher education that encompasses more than effective teaching. A faculty member's influence and reputation as a teacher should be demonstrated further by student and peer evaluation, awards, and by authorship of professional articles, texts, lectures, and other publications on pedagogy.

Excellence in academic advising should serve to augment evidence of excellence in teaching. Academic advising is an obligation of all faculty. As an advisor, faculty should interact constructively with their advisees. They are expected to be knowledgeable about scheduling, curricular and extracurricular matters, and policies and procedures, and are expected to aid students in making wise use of Institute resources to enhance their educational and personal development. They assist students in learning to make intelligent decisions for themselves. Evidence of excellence in advising may be demonstrated by student and peer evaluation, by awards and publications of the students under the direct tutorial advisement of the faculty member, presentation and/or publication of conference papers, and citations by others as examples of effective teaching.

To be considered for promotion and/or tenure in the College of Architecture, a candidate's promotion materials must include a documentation of the evidence of effective teaching. Such evidence must include student evaluations in the standard Institute format, as well as peer review of teaching performance. This alone, however, is insufficient to demonstrate excellence as an educator. The concept of an educator implies a broad perspective toward higher education that encompasses more than effective classroom teaching. It involves such things as leadership in developing new educational programs, innovative ways of teaching, and the ability to attract graduate students, particularly at the post-graduate level. Excellence in teaching must extend beyond the classroom and should include evidence of broad pedagogical influence. Such evidence may include:

1. authorship of textbooks;
2. publication of instructional material;
3. publication of professional articles, conference presentations and proceedings on pedagogy;
4. extensive work in curriculum revision of teaching methods for the program, school, department, or college.
5. citations in publications on pedagogy.
6. award recognition for teaching or advising.
7. award recognition or publication of student work under direct tutorial supervision of a faculty member.
8. recognition of excellent teaching by peers at comparable institutions.

B. Scholarship, Research, and Creative Activities:

Institute Policy states, "...creativity is characterized by the making of original and innovative contributions" ... to the advancement of knowledge (3). In the College of Architecture this may reach across the entire range of activities represented by the various disciplines. No one category of activity is held superior to any other. The College recognizes that scholarship is necessarily of differing kinds. No single model of research or scholarly activity should prevail at the expense of broadening and deepening the educational experience of the student. Scholarly activity in the college and the Institute should be aimed at the full scope of academic work as identified in Scholarship Reconsidered (4). In all cases, the criteria for assessing the quality of research, scholarship, or artistic activity will be the extent to which the evidence demonstrates:

1. a contribution to the advancement of knowledge or creative expression,
2. the enhancement of quality in the development of professional practice,
3. a contribution to teaching effectiveness, and

4. an acknowledged respect by one's professional peers at a national level, and international level.

Documentation of evidence must be presented as a requisite for advancement in rank. Examples of such evidence include:

1. refereed publications;
2. design or performance awards;
3. successful execution of funded research projects;
4. literary publications, books and book chapters;
5. participation in juried or invitational shows, exhibitions, or competitions;
6. invited lectures, shows, performances, and presentations;
7. papers published in refereed proceedings of conferences and symposia;
8. papers presented at conferences and symposia;
9. citations of the work in other publications;
10. other articles and publications;
11. patents;
12. development and publication of computer software;
13. publication of book or exhibition reviews in scholarly journals;
14. editorships of scholarly journals.

In general terms, quality is of greater importance than quantity. In cases where the work is a joint effort with others, there must be clear evidence that the individual under consideration has assumed a significant role in the conduct of the work. For advancement in rank, and for the granting of tenure, faculty must show a continuous pattern of creative activity while at Georgia Tech.

C. Service

It is the expectation of the college, and the Institute that faculty members shall contribute significantly to the Institute, their professions, disciplines, and to the public at large. Service may be divided into two types:

1. Service to the Institute

Faculty members play a vital role in the functioning of the Institute at all levels by participating effectively in faculty governance and in the formulation of program, department, college, and Institute policies, or by carrying out administrative duties and responsibilities. Service within the Institute is an obligation of all faculty members, and is requisite for advancement in rank, and for tenure. Service may be constituted by

membership on program, department, college, or Institute committees, through development of policies and procedures, through representation of the college and the Institute on regional national, and international education and/or professional boards, by active participation in faculty and or student associations, by participation in continuing education, student services, recruitment, or other similar activities.

2. Service to Professions and Disciplines

In addition, faculty members are expected to make service contributions to technical, professional, and scholarly societies appropriate to their academic discipline. Faculty members may also provide service, related to their professional expertise, to the public and to other agencies. Service to one's profession includes the holding of offices, serving on committees, organizing conferences or meetings, serving on boards of directors or other related activities.

3. Public Service

In addition, faculty members are expected to make service contributions to local, state, federal, and international government agencies and non-profit or quasi-public organizations appropriate to their technical, professional, and scholarly activities.

4. Continuing Professional Education

There is a rapidly escalating need for postgraduate continuing education opportunities for members of the allied art, architectural, planning, design, and development professions to broaden and to deepen their knowledge and understanding both in general terms and in specialized sub-disciplines within each field. Faculty participation in continuing education activities constitutes a service to the public, to the professions and disciplines, and to the Institute and should serve as a crucible where theory and practice interact.

5. Summary of Service Expectations

In all categories of service, documentation of these activities should include the nature and the level of participation in the service category, including, but not limited to: offices held, reports authored, task forces chaired, and continuing education materials presented.

III. Qualifications for Academic Rank

According to Institute Policy, "Promotion and Tenure decisions are made separately, and guidelines for evaluation relative to each of these are required. The philosophy underlying the two decisions differs, although the criteria used as a basis for each decision are similar. The performance of a faculty member may justify promotion, but not the awarding of tenure. The converse can occur, although it is not likely." (5)

A. Promotion

The qualifications listed below constitute the minimum standards for promotion within the College of Architecture. These qualifications incorporate, by direct reference, the standards in force at the Institute level. The College herein describes such additional qualifications which are consistent with Institute Policies. Promotion is based on the intrinsic merit of the individual's work. It recognizes the faculty member for meeting the criteria of the next higher level in the professional hierarchy. The decision is based on an evaluation of the evidence of contributions to knowledge, the Institute and to the public in teaching, research, scholarship, and creative activity, and service.

1. Minimum requirements for advancement in rank from Instructor to Assistant Professor:

For promotion to the rank of Assistant Professor, there must be clear evidence that the candidate has demonstrated the potential ability to make original and innovative contributions to their chosen field. The evidence shall be composed of:

- a. A PhD, Doctorate, or other terminal degree in the field.
- b. Clear evidence of effective teaching.
- c. Clear evidence of creativity.

2. Minimum requirements for advancement in rank from Assistant Professor to Associate Professor:

For promotion to the rank of Associate Professor, there should be clear evidence that the candidate has demonstrated the ability to make original and innovative contributions to their chosen field.

- a. Sufficient time in grade. Generally, five or more years in grade are expected. Three years in grade, at least two of them at Georgia Tech, or two years of relevant professional experience plus two years as an assistant professor at Georgia Tech are a minimum requirement.
- b. A PhD, Doctorate, or other terminal degree in the field.
- c. Clear evidence of effective teaching.
- d. Clear evidence of creativity at while at Georgia Tech.
- e. Clear evidence of contributions to Georgia Tech in meaningful ways by service to the Institute, to the public, or to appropriate professional organizations

A candidate for promotion to the rank of Associate Professor should satisfy the first four of these qualifications. Marginal qualifications in any of these areas might be

compensated by strength in the fifth.

3. Minimum requirements for advancement in rank from Associate Professor to Professor:

For promotion to the rank of professor there should be clear evidence that the candidate has demonstrated consistent performance in the making of original and innovative contributions that are nationally and internationally recognized for their excellence.

- a. Sufficient time in grade. Generally, six or more years in rank are expected. Three years at the Associate Professor rank, at least two of them at Georgia Tech, or two years of relevant professional experience plus two years as an Associate Professor at Georgia Tech are considered a minimum requirement before promotion.
- b. A PhD, Doctorate, or other terminal degree in the field.
- c. Significant contributions as an educator, sufficient to demonstrate excellence in teaching.
- d. Clear evidence of significant contributions to knowledge through research, scholarship or other creative activity at a national and international level.
- e. Evidence that the candidate is making substantial contributions to Georgia Tech by service to the Institute, to the public, or to the profession
- f. Broad national recognition in terms of visiting professorships, invitations to give papers or seminars, memberships on national committees, offices in professional societies, or other appropriate honors

A candidate for promotion to the rank of Professor should satisfy clearly the first four of these qualifications and should have some demonstrable accomplishments in the last two.

B. Tenure

The qualifications listed below constitute the standards for tenure within the College of Architecture. These qualifications incorporate, by direct reference, the standards in force at the Institute level. Tenure relates to the individual's value to the Institute. In accordance with the Institute Policies, the decision to award tenure is based on an assessment that the individual's performance is outstanding and that their "capabilities and interests, as manifested in performance, most closely support the objectives of the Institute, the college, and the instructional unit". To be considered for tenure, a faculty member's performance must be judged to be at or above the level appropriate to her or his professorial rank."[\(6\)](#) Only "full-time" Assistant Professors, Associate Professors, and Professors are eligible for tenure. The term "full-time" is defined in Section 3.2.3 of the

Institute Policies. Unless prior service has been awarded at the time of the initial appointment, five years at the rank of Assistant Professor or higher is the minimum length of service at Georgia Tech to be eligible for tenure. If at the completion of seven years of service, an individual has not received tenure, the expectation will be that the Institute will not renew the contract of that individual. Section 6.0, "Faculty Status and Grievance Committee" of the Faculty Handbook states the policies and procedures related to promotion and Tenure.

IV. Procedures for Reappointment, Promotion, and Tenure Review

Board of Regents' policies require that the President of each institution of the University System, "recommend to the Board of Regents, through the Chancellor, the initial appointment of faculty members and administrative employees of each institution, the salary of each, and all promotions and tenure awards." (7) Thus, it is the Board of Regents who has the authority to promote and grant tenure. All other reviews leading up to the action by the Regents are in the form of a recommendation. All recommendations for appointment, reappointment, promotion, or tenure originate in the individual instructional unit and proceed through several levels of review prior to the President's recommendation to the Regents. The individual faculty member is responsible, with the assistance of the program director or department chair, for the preparation of a dossier for the purpose of documenting their performance in relation to the criteria stated in sections II and III above and in accordance with Section 3.2, Institute Policies. At Georgia Tech, there are two types of reviews related to reappointment, promotion, and tenure: "administrative reviews" and "full reviews". All decisions on promotion and tenure are "full" reviews. This means that the review occurs at all levels of the program, college, and Institute. Normally, the third year review (often referred to as a "critical" review) is also a full review. All others are deemed to be "administrative". Administrative reviews are internal to the college, but can involve a full review if deemed necessary by the dean, or requested by the candidate. In addition to these reviews, the administrative officers of the program and the college are responsible for providing all faculty with a written review of their progress. This shall occur on an annual basis.

For all administrative and full reappointment reviews, the program director, the college RP&T committee, and the dean shall render a recommendation on reappointment selected from among the following options:

- **Reappointment:** A reappointment recommendation signifies a positive performance of the faculty member toward promotion and/or tenure.
- **Reappointment with Counsel:** A reappointment with counsel recommendation signifies that while the faculty member's performance is regarded as positive overall,

improvements in one or more categories of activity are needed to ensure the candidate's successful progress toward promotion and/or tenure.

- **Reappointment with Warning:** A reappointment with warning recommendation indicates that significant problems exist in one or more categories, such that continuation of the existing pattern of activity is likely to result in a failure to achieve either promotion or tenure. If the decision is 'reappoint with warning' then the subsequent annual review process will be the same as the third year review.
- **Non-Reappointment:** signifies that the candidate should expect no contract to be offered beyond the following academic year.

A. Reappointment (administrative)

- **Program Director:** The program director shall carefully assess the dossier of the individual faculty member's performance in terms of the criteria set forth in Sections II and III above, and transmit, in writing, her or his recommendation of the outcome of that assessment to the dean, through the College Reappointment, Promotion and Tenure Committee.
- **Reappointment, Promotion, and Tenure Committee:** The Reappointment, Promotion, and Tenure Committee shall carefully assess the dossier of the individual faculty member's performance in terms of the evidence of significant accomplishment according to the criteria set forth in Sections II and III above. The Committee shall vote, by secret ballot, as to the recommended outcome of their assessment. The outcome of the vote shall be transcribed and transmitted to the dean, along with a summary of the discussion of the committee, including arguments pro and con on the performance of the faculty member.
- **Dean:** The dean shall carefully review and assess the dossier and the recommendations of the program director and the Reappointment, Promotion, and Tenure Committee. The dean shall then make her or his decision regarding the reappointment, promotion, and/or tenure status of the faculty member, and shall communicate the results of the decision to the faculty member, subsequent to the deliberations and actions of the Provost, the President, and the Board of Regents.

B. Full Reappointment, Promotion and Tenure Review

- **External Review:** The purpose of external review is to provide an independent assessment of the intrinsic merit of the creative work of the individual, its value to the professional and academic communities, and to the public at large. External evaluations

from outside the Institute shall be solicited by the Office of the Dean, in consultation with the candidate and the program director. These letters shall be solicited with the understanding that, insofar as possible, access to them will be limited to persons involved in the promotion/tenure decision. The letter of solicitation sent by the Dean shall be worded to request an evaluation of the quality of contributions to the fields, not of the quality of the individual. A copy of the individual's resume and other relevant materials should accompany the letter of request. The referees should be asked to be specific and to comment on particular aspects of the candidate's research and scholarship and provide an assessment of its impact on the field, and where possible, to provide a comparison of the work to that of others in the field at the same stage of their career. At least four such letters must be included (two from persons named by the candidate and the other two from individuals named by the program director), and up to six such letters (three from persons named by the candidate and three persons named by the program director) may be included. The program director should convey the letters with an explanation of why those persons were selected in terms of their general qualifications in the field, as well as their specific contributions to this review. To preserve confidentiality, the letters themselves should be conveyed with the dossier to the RPT committee via the office of the dean and subsequently to the dean and the Provost's committee. The letters of evaluation shall be retained in the office of the dean.

The external referees shall not render a judgment as to the question of promotion or tenure, but rather on the value of the work itself. All promotion and tenure cases shall include an external review process. Third year, full reviews should include an external review. Evaluations from the external review process are to be collected by the office of the dean, who shall forward them to the program directors through the college reappointment, promotion, and tenure committee.

- **Program Director:** The program director shall carefully assess the dossier of the individual faculty member's performance in terms of the criteria set forth in Sections II and III above, and transmit, in writing, her or his recommendation of the outcome of that assessment to the dean through the Reappointment, Promotion, and Tenure Committee of the College. In the case of tenure, the program director shall carefully review the performance of the faculty member in regards to the criteria for tenure as set forth in Section 3.B of this document and in accordance with Institute Policies, and shall transmit their recommendation on tenure to the dean, through the college reappointment, promotion, and tenure committee.

- **Reappointment, Promotion, and Tenure Committee:** The Reappointment, Promotion, and Tenure Committee shall carefully assess the dossier of the individual faculty member's performance in terms of the evidence of significant accomplishment according to the criteria set forth in Sections II and III above. The committee shall vote, by secret ballot, as to the recommended outcome of their assessment. Separate votes will be taken on questions of promotion, and on questions of tenure. The outcome of the vote shall be transcribed and transmitted to the dean, along with a summary of the discussion of the committee, including arguments pro and con on the performance of the faculty member.
- **Dean:** The dean shall carefully review and assess the dossier and the results of the external review process, the recommendations of the program director, and the college reappointment, promotion, and tenure committee. The dean shall transmit the dossiers, together with his or her recommendations, the program director's recommendation, the evaluations from external review process, and the reappointment, promotion, and tenure committee's recommendation to the Provost's. The dean shall make his or her recommendation to the Provost's committee, in accordance with the procedures as outlined in section 3.3.3.1 of the Institute Policies.
- **Provost's Committee (Institute Promotion and Tenure Committee):** The Provost, in accordance with Institute Policies, shall constitute an advisory committee. This committee consists of the six college deans, and eight representatives of the faculty. Faculty representatives shall hold the rank of Professor with tenure. Each college shall have a voting representative on the committee. The Provost for Academic Affairs chairs the meeting, but does not vote. Each dean presents the faculty member's case to the committee. The deans and college representatives do not vote on faculty from their own colleges. The vote of the Committee is recorded and together with the dossier is transmitted to the executive vice president.
- **Provost:** The Provost considers all the information that has been compiled, transmits the complete dossier along with his or her recommendations to the President. The Provost then notifies the deans of the recommendations concerning faculty within their own colleges.
- **President:** The president considers all the information that has been compiled. For full reviews, the President notifies the dean of her or his decision. For promotion and/or tenure, the president transmits the complete dossier along with her or his recommendations to the Board of Regents and also notifies each faculty member of the recommendation made to the Regents, and the Regents' action.