



Faculty Appointment and Tenure Handbook

Adopted 9.2014 | Minor revisions 5.2016

College of Fine Arts
Carnegie Mellon University

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- Links within the college document to online university policy documents
- Links within the school appendices to corresponding titles in the college document (i.e. 1.0 in college document corresponds with 1.0 in school appendices). Roll cursor over titles to identify links.
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The **green** text in the college document represents language taken directly from university policy documents and is intended to provide clarity through context.

GOALS FOR UPDATING THIS HANDBOOK

The charge to update the CFA handbook entailed conducting a thorough review of the previous 2005 operating document to determine if/where corrections and updates were necessary and where improved clarity and consistency could be achieved. Distinguishing the differences between Tenure Track and Teaching Track roles and evaluation criteria was a high priority. Additionally the document needed to clearly distinguish between university policy language and CFA policy interpretations. Finally tables were designed for additional clarity and visual support.

THE HANDBOOK PROCESS

The process of updating this CFA handbook was designed to be fully inclusive; all full-time faculty (tenure and teaching) were provided the opportunity to participate. The approach to this document was developed in two parts; the first part updated the college document and its interpretation of university policies. The second part focused on development of the school appendices in response to the college and university documents.

NOTABLE CHANGES

This college document and school appendices represent significant updates to the 2005 documents they replace. Notable changes include:

- Criteria has been added for the role of teaching-track faculty and clarity given to its distinction from tenure-track faculty [2.3 & 3.3.2]
- Casebook documentation guidelines and requirements have been updated [3.2]
- The number of required letters from the candidate and SRC for the candidate's casebook has been clarified [3.3]
- The opportunity for candidates to exclude names from the list of external evaluators has been added [3.3.1 and 3.3.2]
- Language has been added about the opportunity for school SRCs to allow teaching track faculty to participate in SRC discussions and deliberations [4.1.1A]

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1. INTRODUCTION

This document applies to all full-time tenure track faculty, teaching track faculty, research faculty, and special faculty appointments in the College of Fine Arts (CFA). It supplements the Appointment and Tenure Policy of Carnegie Mellon University (CMU) and specifically fulfills the requirement described in the university policy that: *Because of the diversity of academic environments and faculty activities in the university's colleges and schools, each of these units has a document, here called that college's or school's Appointment and Tenure Policy, describing its own detailed criteria and methods for evaluating each candidate for an appointment or tenure decision. . . The Appointment and Tenure Policy of each college or school must conform to the provisions of the present university policy; to the extent of any inconsistency between a college's or school's policy and this university policy, the latter shall prevail.*" <http://www.cmu.edu/policies/documents/Tenure.html#policies>. Individuals and committees are responsible for becoming familiar with the full university, college, and school policy documents.

The purpose of this handbook is to document policies, which enable the College of Fine Arts to develop and maintain an excellent faculty, aid candidates in understanding the criteria against which their performance will be evaluated, and for successful presentation and evaluation of their work in the faculty review process. Faculty track appointment and promotion schedules are defined later in this document in accordance with the university's Appointment and Tenure Policy, and other faculty track policies. Criteria specific to each school are located within the appendices to this document. While each school may employ some specific interpretations to reflect its particular characteristics, the general policies described in this document are mandatory for all schools. Note: Adjunct appointments are generally made to cover temporary teaching or other needs and can be either special faculty appointments or more commonly instructional staff appointments. If special faculty status is extended to the adjunct, then the appointment would be governed by the University's policy on Special Faculty Appointments and any provisions of this document that are relevant to special faculty.

In accordance with university policy, the *Appointment and Tenure Policy of the College of Fine Arts is amended as needed from time to time, by the college with the approval of the dean, and with opportunity given for consultation with the faculty of each school.* Amendments to policy interpretation by schools within school appendixes are also needed from time to time and are submitted to the college council and dean for approval. CFA policy creation and amendments are *subject to review by the University Committees on Faculty Appointments* <http://www.cmu.edu/policies/documents/Tenure.html#committees>.

1.1 College of Fine Arts Process Overview

In all cases, the faculty tracks involving reappointment or promotion or initial appointment cases at a rank above the level of assistant professor, assistant teaching professor, or assistant research professor, a school-level review committee shall be convened and chaired by the head of the candidate's school or a designated chairperson. The membership of that committee will follow this CFA policy handbook and the appendix section representing their school. In cases in which the school's potential committee membership is too small, e.g. for review of promotion to full professor, or the evaluation of interdisciplinary work, the school's head in consultation with the dean, will augment the committee membership with other Carnegie Mellon University faculty members with suitable expertise to evaluate the candidate. The School Review Committee and school head will separately make a recommendation concerning each candidate to the College of Fine Arts College Review Committee.

The College Review Committee, after consideration of the information presented regarding the candidate and the recommendations of the School Review Committee and school head, will make a recommendation to the dean of the college.

The dean, upon consideration of all information and recommendations available at that point in time, will then make a recommendation for the candidate under consideration and present his or her recommendation to the appropriate university committee. This process then continues to the provost, the president, and the board of trustees for final disposition.

The process within the College of Fine Arts for reappointment and promotion is intended to ensure that at each stage the relevant committee is diligent in disclosing all the strong and weak points of each candidate, and that each committee's recommendations are judicious and conform with publicly stated criteria, so that candidates are treated equitably.

1.2 School Interpretations

This handbook includes an appendix from each school in the College of Fine Arts that interprets and summarizes policies related to appointments and tenure as they pertain to that school. While the schools will address these policies in individual ways, each interpretation must conform to the provisions of the college policy and to the university policy. To the extent of any inconsistency in the end between a school's interpretation and the college policy, the latter will prevail.

A school's interpretation is established and amended, as needed, by the respective school's tenured faculty and the head of school. The head of the school can appoint non-tenure track faculty, e.g. teaching track or research track faculty, to work on their school interpretations as merited. The interpretation is subject to review and approval by the college council of the College of Fine Arts, and the university non-tenure and tenure committees. <http://www.cmu.edu/policies/documents/Tenure.html#procd>

1.3 Confidentiality

It is the continuing responsibility of the college and the individual schools to maintain records of the credentials and development of its entire faculty, and documents which are current and pertinent to the review process. The dean will have the responsibility of maintaining these records and protecting their confidentiality in a manner consistent with university policies for such documents.

Confidentiality must be maintained by all parties throughout the review process to ensure an equitable evaluation of the candidate's qualifications. Special care must be taken to ensure confidentiality of all documents furnished by students, alumni, faculty, and staff, as well as evaluations provided by external referees as they are considered strictly confidential. To support confidentiality, any references or passages that might compromise the identity of the referee cannot be included in the school and college summaries. Additionally, the list of referees who might be asked for evaluations and the list of those who actually responded must be held confidential. Any questions about the confidentiality of materials created and maintained in the faculty review process should be directed to the Provost or Office of General Counsel.

2. GENERAL PRINCIPLES AND GUIDELINES

Faculty appointment and tenure decisions are governed by the contributions the candidate has made and is expected to make to the excellence of the university, the advancement of the candidate's academic field, the quality of education, and the functioning and welfare of the university community. An affirmative decision on initial appointment, reappointment or promotion, or on the granting of tenure does not guarantee subsequent affirmative decisions. It should be noted that advancement of otherwise qualified candidates may be denied because of budgetary constraints or because their talents and interests do not sufficiently fulfill the needs or promote the goals and priorities of the university. <http://www.cmu.edu/policies/documents/Tenure.html#faccriteria>

This section intends to guide review committees at the school and college levels in making judgments that are based on evidence of excellence are consistent with school, college, and university goals. It describes the appointments recognized by the College of Fine Arts and their respective guidelines. Appointment policies are organized with respect to the distinction established in the university policy between, tenure track faculty, teaching track faculty, research faculty appointments, and special faculty appointments. Tenure track appointments are made at the ranks of instructor, assistant professor, associate professor, and professor; years counted toward the tenure decision deadline begin with the first appointment at the assistant professor level or above, recognizing that credit for prior service may be appropriate under the University's Appointment and Tenure Policy. Teaching track appointments are made at the ranks of assistant teaching professor, associate teaching professor, teaching professor. The research faculty, within the meaning of this policy, consists of persons with the ranks of assistant research professor, associate research professor, and research professor.

2.1 General Criteria

The evidence required for appointment and tenure decisions is conveniently organized under two categories: Teaching and Other Educational Activities and Research, Scholarly, or Artistic Activities. The specific designation of activities in each of these categories, the weight given to each activity within its category, and the nature of the required documentation will vary between CFA schools. The university also provides a category for Other Considerations. These categories are interpreted below by the College of Fine Arts. <http://www.cmu.edu/policies/documents/Tenure.html#faccriteria>

2.1.1 TEACHING AND OTHER EDUCATIONAL ACTIVITIES

<http://www.cmu.edu/policies/documents/Tenure.html#teaching>

Teaching is a very important function in the College of Fine Arts and the evaluation of teaching should be particularly thorough in considering the following factors: knowledge of subject, effective pedagogy, contribution to curricular developments, respect for academic freedom and academic responsibility, quality of student work, and recognition as a quality educator by colleagues and current and former students.

2.1.2 RESEARCH, SCHOLARLY, ARTISTIC ACTIVITIES OR PROFESSIONAL PRACTICE

<http://www.cmu.edu/policies/documents/Tenure.html#research>

- A. Research, scholarly, or artistic activities are those activities that lead to the production of new knowledge; to increased problem-solving capabilities, through creativity, design and analysis; to original critical or historical theory and interpretation; or to the production of art or artistic performance. Accepted standards for evidence of research, scholarly, and artistic activities vary considerably among the professions represented in the schools of the College of Fine Arts. These standards, regarding the quality, quantity, and sources of evidence, are described for each school in its appendix.
- B. Professional Practice: Schools within the College of Fine Arts give importance to professional performance, practice, or its execution and therefore its schools give particular attention to these kinds of activities, and the quality of evidence of those activities that occur outside the university. These activities may be discipline-specific, interdisciplinary, and social in dimension. The relevance of professional work outside the university for appointment and tenure consideration will be at the discretion of the schools based on guidelines provided in school appendices.

2.1.3 OTHER CONSIDERATIONS

<http://www.cmu.edu/policies/documents/Tenure.html#other>

Candidates for appointment and tenure decisions may also carry out professional activities that should be considered: e.g., consulting, public service, service in professional and technical societies, and editorial work on professional journals and other publications. Insofar as such activities either contribute to, or are an extension of, either of the two categories of activities described above, they should be considered when evaluating qualifications under each of these two categories.

SERVICE: UNIVERSITY, COLLEGE AND SCHOOL

It is expected that every faculty member will contribute, by means of his or her expertise and the commitment of reasonable time and effort, to the functioning and welfare of the university community, and of his or her academic unit in particular, through such activities as chairing or serving on committees and councils, providing professional supervision of educational, research and other scholarly university resources, etc. Quality of the contributions in this area of service, as well as substantial failure to attend to it, forms the basis for judging a candidate's service. Specific interpretations for evaluating service are located in each school appendix.

2.1.4 APPLICATION OF CRITERIA - TENURE TRACK FACULTY

<http://www.cmu.edu/policies/documents/Tenure.html#application>

For initial appointment, reappointment, and promotion at all ranks, competence is required, at a level appropriate to the respective stage of the candidate's career, both in Teaching and Other Educational Activities and in Research, Scholarly, or Artistic Activities. For the granting of tenure (including initial appointment with indefinite tenure), the candidate must in addition be outstanding, or show promise to be outstanding, in at least one of the two categories by demonstrating a high level of capability in the production, dissemination, or application of knowledge or aesthetic

experience.

The preceding provisions notwithstanding, there should always be room in the university for an individual so exceptionally outstanding in either Teaching and Other Educational Activities alone, or Research, Scholarly, or Artistic Activities alone, with qualifications meeting the needs and promoting the goals of the institution, that he or she should clearly be appointed, retained, or promoted.

2.1.5 APPLICATION OF CRITERIA - TEACHING TRACK FACULTY

Since the primary duties of Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor concern teaching, the main criterion for appointment and promotion is excellence in teaching. However, it is recognized that the diverse characteristics of the different CFA schools may make it appropriate for them to set additional criteria.

2.2 Tenure Track Faculty

The tenure track faculty of Carnegie Mellon University consists of persons with the ranks of instructor, assistant professor, associate professor and professor (this last rank is sometimes referred to as full professor, to prevent confusion). Full professors of particular distinction may be honored by conferring on them the title of university professor.

This section defines the tenure track faculty appointments and terms of appointments. Additional criteria may be further specified in the school's interpretations. While special circumstances may require a faculty appointment to be changed from the tenure track to the teaching track or special faculty appointment, such a change is not appropriate merely to avoid an unfavorable tenure decision. For comprehensive description of the goals, objectives, and scope of tenure track faculty refer to: <http://www.cmu.edu/policies/documents/Tenure.html#goals>

2.2.1 INSTRUCTOR

The rank of instructor is reserved for persons who are in the process of completing the customary preparation in the relevant field, whether that is the doctorate, a terminal professional degree, or an appropriate apprenticeship; no one who has completed such preparation may be appointed or reappointed at the rank of instructor.

The term of an appointment at the rank of instructor is one year, and no one may be appointed to more than three terms at this rank, whether consecutively or not.

Instructors possess knowledge of the subject to be taught, basic competence in teaching, and show capability for research, scholarly, or artistic activities. At each re-appointment, there must be evidence that continued preparation or apprenticeship is progressing toward the next rank.

2.2.2 ASSISTANT PROFESSOR

Assistant professors possess, in addition to the qualifications for an instructor,

demonstrated effectiveness in teaching; an appropriate level of education or professional experience; evidence that research, scholarly, artistic, or professional activities are being recognized by others; and evidence that criteria for further appointment or promotion can be met at the appropriate time.

The term of an appointment at the rank of assistant professor is three years, and no one may be appointed to more than two terms at this rank, whether consecutively or not.

In CFA, assistant professors are typically considered for reappointment to a second three-year contract in the fall of their third year of service. At this stage, the candidate is expected to demonstrate progress. Satisfactory progress at this stage is defined somewhat differently from school to school, but all candidates for reappointment must show competence in the classroom and demonstrate a clear trajectory toward meeting the criteria for promotion to the rank of associate professor.

2.2.3 ASSOCIATE PROFESSOR

A candidate for initial appointment at, or promotion to, the rank of associate professor should have, in addition to the qualifications of an assistant professor, a record of accomplishment that indicates clearly that he or she is a potential leader who in due time will be sufficiently well established to deserve indefinite tenure and is on the path to promotion to the rank of professor.

The College of Fine Arts typically considers promotion of an assistant professor to associate professor without tenure during the fall of the candidate's sixth year of service.

Indefinite tenure is granted to a candidate whose record shows that the leadership and reputation inherent in the attributes of a full professor are established or are clearly in the process of being established. For the granting of tenure at the rank of associate professor, the candidate will be evaluated in accordance with the expectations described in subsection 2.2.5 for indefinite tenure. Consideration for tenure typically takes place in the fall of the ninth year of service.

2.2.4 PROFESSOR

A candidate for initial appointment at, or promotion to, the rank of professor should be very well established in his or her field. The successful candidate will usually be a recognized leader who has made outstanding contributions in teaching and other educational activities or in research, scholarly or artistic or professional practice activities (as defined in subsection 2.1.2B), and has achieved a national or international reputation.

Promotions to the rank of professor are only made with indefinite tenure. Initial appointments at the rank of professor are normally made with indefinite tenure; exceptional cases are described in the university policy. In CFA, there is no typical timetable for the promotion of an associate professor to professor.

2.2.5 INDEFINITE TENURE

Indefinite tenure is granted to a candidate whose record shows that leadership and reputation inherent in the attributes of a full professor are established or clearly in the process of being established. Faculty who are developing towards tenure must:

- Demonstrate high levels of activity in development and acquisition of significant knowledge and demonstrating artistic expression through research, scholarly and artistic activities, or professional practice activities (as defined in subsection 2.1.2B), and in disseminating knowledge and artistic creation through teaching, lecturing, publishing, exhibiting, composing, writing, performing, designing, or building.
- Have established or be in the process of establishing a reputation through leadership.

2.2.6 TENURE TIMELINE

<http://www.cmu.edu/policies/documents/Tenure.html#timely>

If a candidate has no prior service that has been credited then a tenure decision must be made not later than the end of the candidate's ninth year, per university policy. In the CFA, consideration for tenure typically occurs in the fall of the ninth year. A typical timeline is illustrated below in Table 1. Some cases may deviate from the typical timeline and be considered earlier, after consultation with the head and dean. Other timeline considerations include:

- In case a final decision is negative, the appointment shall continue, by means of a terminal appointment if necessary, until the later of: (a) the expiration of the current term of appointment; and (b) the 30 June (31 December if the expiring appointment is at the rank of instructor) next after the 1 July immediately following the notification of the decision.
- Faculty hired with some number of years of previous service (see the University Appointment and Tenure Policy for the determination of years of previous service) will generally follow the above timetable, with the years of previous service advancing the timeline for the tenure decision as set forth in university policy. <http://www.cmu.edu/policies/documents/Tenure.html#previous>
- Standard timing for appointment, promotion, and indefinite tenure decisions in the CFA for faculty hired as first term assistant professors is as follows (see Table 1 for a visual description of the schedule): Throughout the document the number of years refers to years on the tenure clock as defined by university policy.

TABLE 1:	TYPICAL TENURE AND PROMOTION TIMELINE (assuming no credited prior experience)
YEAR 1	1st appointment as assistant professor begins
YEAR 2	
YEAR 3	Review for 2nd appointment as assistant professor.
YEAR 4	2nd term as assistant professor begins if a favorable decision was made. See 2.2.6 for unfavorable decisions.
YEAR 5	
YEAR 6	Review for promotion to associate professor without indefinite tenure.
YEAR 7	1st year as associate professor begins if a favorable decision was made. See 2.2.6 for unfavorable decisions.
YEAR 8	
YEAR 9	Indefinite tenure review as an associate professor.
YEAR 10	Indefinite tenure as an associate professor begins if the decision was favorable. See 2.2.6 for unfavorable decisions.

2.3 Teaching Track Faculty

<http://www.cmu.edu/policies/documents/Lecturers.html>

Since the primary duties of assistant teaching professor, associate teaching professor, and teaching professor concern teaching, the main criterion for appointment and promotion is excellence in teaching. However, it is recognized that the diverse characteristics of the different colleges may make it appropriate for them to set additional criteria such as curriculum development, program leadership, and student advising and mentoring; national or international impact, and keeping current with their evolving discipline as defined by their school.

In addition to CMU service, a candidate may have external professional activities, e.g. professional practice/performance, public service, service in professional and technical societies, or work on professional publications or events. Insofar as such activities either contribute to, or are an extension of, the general criteria as defined in section 2.1 of this document, they should be considered when evaluating a candidate's qualifications for reappointment or promotion.

It is expected that every faculty member will contribute, by means of his or her expertise and the commitment of reasonable time and effort, to the functioning and welfare of the university community, and of his or her school in particular, through such activities as chairing or serving on committees and councils, providing professional supervision of educational, research, and other scholarly university resources, etc. The quality of the contributions in this area of service, as well as substantial failure to attend to it, forms the basis for judging a candidate's service.

An appointment in the teaching track does not establish an expectation of consideration for reappointment or promotion. Timely notice shall be given of every decision not to reappoint an assistant teaching professor, associate teaching professor, or teaching professor or to let an appointment (other than a terminal appointment) lapse. Notice is timely if given one year before the expiration of the term of appointment. In order to comply with this provision, it

may be necessary to extend a term by an additional appointment of up to one year, designated as a terminal appointment, the decision not to reappoint or to let the appointment lapse notwithstanding.

Faculty members should not be considered for appointments as assistant teaching professor, associate teaching professor, and teaching professor merely because attainment of tenure is unlikely.

2.3.1 ASSISTANT TEACHING AND ASSOCIATE TEACHING PROFESSOR APPOINTMENTS

Appointments to the position of assistant teaching professor are for renewable terms of three years, which may continue indefinitely. Initial appointment as, or promotion to, associate teaching professor is also for a three-year term and renewable, but subsequent reappointments as associate teaching professor are for five-year terms. Associate teaching professors are expected to demonstrate exceptional mastery in teaching with a substantial impact on the university's educational mission.

2.3.2 TEACHING PROFESSOR APPOINTMENTS

Appointments as teaching professor are for renewable five-year terms. Appointments at this rank are made only for extraordinary accomplishment in teaching and fundamental contributions to the university's educational mission. Initial appointments at, and promotions to, the rank of teaching professor are subject to approval by the provost, who may request the opinion of the University Tenure Committee in any individual case. (Note: in practice, the provost submits all teaching track reappointments and promotion cases for university committee review.)

2.3.3 TEACHING TRACK TIMELINE

The School Review Committee (SRC) timeline for reviewing teaching faculty cases is the same as tenure track faculty. Timely notice shall be given of every decision not to reappoint an assistant teaching professor, associate teaching professor, and teaching professor. Notice is timely if given one year before the expiration of the term of appointment (penultimate year). In order to comply with this provision, it may be necessary to extend a term by an additional appointment of up to one year, designated as a terminal appointment. Typical terms for appointment, reappointment, and promotion decisions for teaching track faculty are as follows (see Tables 2A, 2B, and 2C for a visual description).

TABLE 2(A):	ASSISTANT TEACHING PROFESSOR APPOINTMENT TIMELINE
YEAR 1	1st appointment as assistant teaching professor begins
YEAR 2	
YEAR 3	Review for reappointment as assistant teaching professor.
YEAR 4	New 3 year appointment as assistant teaching professor begins if a favorable decision was made. If the decision was unfavorable then this year is provided as the terminal year.
	A three-year assistant teaching track contract is renewable indefinitely.

TABLE 2(B):	ASSOCIATE TEACHING PROFESSOR APPOINTMENT TIMELINE
YEAR 1	1st appointment as associate teaching professor begins with a three-year contract.
YEAR 2	
YEAR 3	Review for reappointment as associate teaching professor.
YEAR 4	Five-year appointment as associate teaching professor begins if a favorable decision was made. If the decision was unfavorable then this year is provided as the terminal year.
	A five-year associate teaching track contract term is renewable indefinitely.

TABLE 2(C):	TEACHING PROFESSOR APPOINTMENT TIMELINE
YEAR 1	Teaching professors are appointed in five-year contract terms.
YEAR 2	
YEAR 3	
YEAR 4	
YEAR 5	Review for reappointment as teaching professor.
YEAR 6	Five-year appointment as teaching professor begins if a favorable decision was made. If an unfavorable decision was made then this is the terminal year.
	A teaching professor contract is renewable indefinitely.

2.4 Research Faculty Appointments

<http://www.cmu.edu/policies/documents/ResearchFac.html>

These academic appointments are at the ranks of assistant research professor, associate research professor, and research professor. These designations are specific to research faculty positions and may not be used for any other positions in the university. Research faculty are seldom used in the College of Fine Arts; if used they would follow the guidelines set forth by university policies.

2.5 Special Faculty Appointments

<http://www.cmu.edu/policies/documents/SpecialFclty.html>

This policy recognizes a range of needs in each school for special faculty appointments which are important to the mission of the school and not covered by the tenure and teaching tracks. These positions are regarded as conferring faculty status, but are not subject to all of the same policies that regulate regular faculty appointments. The appropriate use of special faculty appointments is outlined in the university policy. In particular, faculty members should not be considered for special faculty appointments, nor have their appointments changed from a tenure track appointment to a special appointment, merely because they are unlikely to attain tenure.

Special faculty appointments are for full-time appointments. Every special faculty appointment or reappointment shall be for a term of at most three years. Appointments made under (2.5.1A) below may not be renewed consecutively beyond an aggregate of three years.

A special faculty appointment establishes no claim to consideration for reappointment. Nevertheless, whenever an appointment is made for a term of one year or more and reappointment is neither ruled out by this document nor by the specific terms of the appointment, timely notice shall be given to the appointee of the decision to reappoint or to let the appointment lapse. Notice is timely if given four months before the expiration of the term if such term is of less than two years, and six months before term expiration if the term is of two years or more.

2.5.1 SPECIAL FACULTY APPOINTMENT CRITERIA

Criteria for special faculty appointments, as interpreted for the needs of individual schools, are described in school appendices. The criteria for a specific appointment must reflect the special needs stated in that appointment. Special faculty appointments are not to be regarded as an alternative to regular faculty appointments; they are appropriate only in the following cases:

- A. Post-doctoral fellowships and similar special instructorships; visiting professorships; and positions for visiting professionals;

VISITING FACULTY APPOINTMENTS

Appointments designated as visiting are appropriate for faculty who typically contribute in areas of special skill or experience which are important to the academic mission of the college or school, but which represent limited term needs, not requiring continual reappointment. Visiting professionals (e.g. artists-in-residence) are considered under this category.

Titles for such faculty will consist of the term 'visiting' and a brief term indicating the appointee's area of expertise and/or contribution to the academic mission. Visiting faculty will not be reappointed to consecutive appointments that aggregate to more than three academic years.

Appointments of visiting faculty for a year or longer will be made by the head of the school, with the approval of the dean of the College of Fine Arts, after consultation with the SRC. Individual or consecutive appoint-

ments aggregating to one academic year or longer, and any visiting appointments at the rank of professor, will also require consultation with the SRC.

- B. Research funded by external contracts, when research faculty appointment is not appropriate; Each research appointment made under (B) requires a review by the department and by a college review committee before any reappointment that would extend it beyond an initial four years or beyond three years since the reappointment following the latest review.

RESEARCH APPOINTMENTS

Special faculty research appointments are appropriate for faculty who contribute mainly to the research mission of the college or school, where research is broadly understood to include original scholarly and artistic activities. Research appointments may involve limited teaching responsibilities. These appointments are typically supported by external funding which may be available for a limited time.

Research appointments for a year or longer will be made by the head of the school, with the approval of the dean of the College of Fine Arts, after consultation with appropriate faculty members. Individual or consecutive appointments aggregating to one academic year or longer, and any research appointments at the rank of professor, will also require consultation with the SRC.

- C. Teaching or research, when the need is temporary, or as long as such teaching or research is available only through the employment of persons who would not qualify for regular faculty appointment; the performance of activities which, although so restricted to the teaching of routine skills or to support functions in research as to be considered not strictly academic, nevertheless require the employment of persons of sufficiently high caliber and specific talent as to justify the conferring of faculty status in order to attract and retain them, without requiring of them all the activities normally expected of regular faculty members;
- D. Courtesy appointments of holders of full-time, non-academic administrative positions for academic activities in fields in which they are specially qualified; occasional specialized instruction by persons appointed under category (B).

Each college shall also establish procedures for a review, at suitable intervals, of special faculty appointments made under (C) and (D).

Initial special faculty research appointments and reappointments will be made by the head of the school, with the approval of the dean of the College of Fine Arts, after consultation with appropriate faculty members and the SRC.

2.6 Joint Appointments

Joint appointments between a school in the College of Fine Arts and one or more other schools or colleges in the university follow the provisions put by the university document. <http://www.cmu.edu/policies/documents/Tenure.html#joint>

Joint appointments between two or more schools within the CFA will also follow these guidelines, but special provisions for such appointments may be further defined in the Criteria and Guidelines for Appointment and Tenure statements of each school, provided that they conform to the provisions of the university policy.

2.7 Other Stipulations Concerning Appointment And Tenure Policy

For all appointment and tenure decisions, the faculty member shall be notified promptly in writing of the departmental recommendation by the department head and of the dean's recommendation by the dean. Upon the written request of the faculty member, the department head or the dean, as the case may be, shall provide a written statement of the reasons for the recommendation, provided the faculty member agrees in writing that the statement is confidential and may be used for no other purpose than to discuss the reasons with the department head, the dean, the provost, or the president, if the faculty member so chooses, or to submit the statement to the Faculty Review Committee in support of a grievance arising eventually out of a negative recommendation by the president to the board of trustees. <http://www.cmu.edu/policies/documents/Tenure.html#procd>

2.8 Mentoring

The College of Fine Arts seeks to be a welcoming and supportive community for all of its faculty, staff, and students. To help new and junior members of the faculty succeed, senior faculty stand ready to assist as mentors.

2.9 Casebook Feedback

Faculty, especially non-tenured, are welcomed to request an informal review of their casebook for feedback from the tenured faculty on their teaching and research, artistic and scholarly, and professional work (other considerations), and service activities.

2.10 Leaves of Absence

If a faculty member who has taken a leave of absence pursuant to university policy believes that the activities associated with that leave prevented that faculty member from developing his or her research and teaching career (e.g., as may be the case with a family leave, a personal leave, or a public service leave), then that faculty member may make a written request to the school head and dean that:

(a) in solicitation letters to outside reviewers, states that the usual review clock has been extended because the candidate has taken a leave pursuant to and consistent with university policy and, further, that no adverse inference should be drawn against the candidate for having taken a leave; and (b) in the context of departmental, college/school and/or university reviews, advises participants at the outset of the review at each level that the review clock

has been extended because the candidate has taken a leave pursuant to and consistent with university policy. The unit head and/or dean should further advise internal reviewers that the candidate should not be penalized for having taken a leave granted pursuant to university policy. As a result, reviewers should not consider the nature of or reasons for the leave, and the candidate’s productivity should be evaluated based upon the period originally established as his/her promotion and/or tenure clock pursuant to university policy and/or college/school policy.

3. DOCUMENTATION

A comprehensive description of each candidate’s activities is required for initial appointment, reappointment, promotion, and tenure reviews in the College of Fine Arts. This section describes the kinds of documentation required for various appointments and tenure reviews, the procedure by which documentation is collected, and the organization of the documentation file (casebook).

These documentation policies focus primarily on the requirements for tenure track and teaching track faculty appointments. Overall descriptions and links to more comprehensive university policies and documentation requirements for research and special faculty appointments are also found in this section.

Faculty cases are reviewed by the School Review Committee (SRC), the College Review Committee (CRC), and by the appropriate university committee, depending on the track. Faculty case reviews occur in the fall. In exceptional circumstances, and with the approval of the provost, cases will be reviewed in the spring. Case preparation for the fall review begins in the prior spring. Cases presented in the spring are typically special cases such as new hires that begin the following fall, or faculty with outside offers that need a response. If there are cases for a spring review, SRC and CRC meetings are scheduled so that the college process is completed by mid-April. The university committees meet at the end of November or early December and in late April if there are any cases to be reviewed.

Table 3 provides the casebook documentation timeline. The sections following the timeline describe the specific casebook materials for various faculty candidates.

TABLE 3:	DOCUMENTATION TIMELINE/FALL REVIEW
OCTOBER (PRIOR YEAR)	Dean’s office confirms the school’s list of candidates whose cases for reappointment, promotion and/or tenure are due for review the following year.
MARCH	First phase of candidate documentation due. Candidate must provide Phase One documentation immediately after spring break to the head of school. The purpose of this documentation is to establish and solicit evaluators.
JUNE	The second phase of documentation represents a robust representation of candidate work. This is sent out to evaluators for assessment and letters of evaluation.
AUGUST	The third and final phase of documentation, assembled by the candidate, must be available to the SRC by mid-August.
OCTOBER	Schools complete SRC process and provide case documentation to the Dean’s Office by mid-October.
	DOCUMENTATION TIMELINE/SPRING REVIEW

TABLE 3:	DOCUMENTATION TIMELINE/FALL REVIEW
	Any cases intended to be submitted for spring review must be approved by the dean. Each School then establishes deadlines such that the SRC process is completed and case documentation is provided to the Dean's Office by the end of March.

3.1 Summary Procedure Documentation

Initial appointments of an academic year or more in length, in the tenure track (instructor or assistant professor), teaching track (assistant teaching professor), or equivalent faculty in any other category (i.e. research or special tracks), are not subject to a comprehensive review by the SRC, CRC and the university committees. These reviews instead follow a summary procedure. The summary procedure is in consultation with SRC or appropriate faculty and must have approval of the dean. Initiation of the summary procedure is done by each school (see section 4.0 of this document for more information on procedures). Documentation for these appointments includes:

- Vitae – organized into the following categories:
 - Education
 - Professional appointments/employment
 - Professional activities
 - A summary of school, college, and university service (committee memberships, etc.).
- Appropriate references from inside and/or outside evaluators
- Results of consultation with appropriate faculty
- Recommendation of the head of the school
- Dean's Approval

Initial appointments at higher levels follow the guidelines for those levels found in this section.

3.2 Documentation for Tenure Track, Teaching Track, and other Faculty Appointments

The candidate for review is responsible for assembling documentation for his or her casebook and delivering it to the relevant school head or SRC chairperson. The head of the school and the SRC will contribute letters, evaluations, and other relevant documentation to complete the casebook for each candidate. It will be the prerogative of the SRC, the CRC, the head of the school, and the dean to request documentation beyond that which is listed as minimum. The documentation should be organized consistent with the outline in section 3.4. PDF will be the format for all documents where possible and appropriate. Confidential safekeeping of the documentation will be provided by the head of the school during the school-level review, and by the dean during the college-level review.

The candidate's casebook will develop over three phases.

- The purpose of the first phase is to assemble basic documentation for the SRC to establish a list of potential evaluators to provide letters of evaluation of the candidate's case as described in section 3.3.
- The second phase materials establish the candidate's main case. This well organized document is distributed to evaluators for letters of evaluation.
- The purpose of the third phase is to provide candidates an opportunity to update the casebook with significant additions and provide non-tenured faculty, solicited by the SRC, an opportunity to provide written evaluation.

The required documentation and timeline for each phase are outlined in the subsections below. The required casebook materials differ somewhat for tenure and teaching track candidates and therefore are specified separately.

3.2.1 TENURE TRACK CASEBOOK DOCUMENTATION

For fall reviews, a list of candidates for reappointment, promotion, or tenure will be provided to the dean's office by the heads of school one year prior. The dean's office will confirm the list with the heads in October of the year prior. For spring reviews, heads will consult with the dean and seek approval to put cases forward because spring reviews are for special cases. Confirmation of candidate names that have been approved for spring review will be provided as soon as they are available.

A. Phase 1 - Documentation (Basic)

The candidate provides basic documentation. It must be available to the head of the school immediately after spring break for the purpose of establishing and soliciting evaluators as described in section 3.3.

Documentation required in this phase is as follows:

- A curriculum vitae (c.v.) for sending to evaluators. Ordinarily this includes: the candidate's education, academic appointments, teaching experience, professional experience, publications and presentations, and service (university, college, and school). It is arranged in reverse chronological order with most recent items first. It is expected that this will be the most current candidate c.v. however, an updated c.v. can be provided with the phase 2 documentation.
- A list of names and addresses of potential evaluators (professional, peers, students, and alumni) as described in section 3.3, including their titles and brief descriptions of their positions and/or rationale for choice, contact information including permanent and summer addresses, email address, and phone number.

B. Phase 2 Documentation

The second phase of the candidate's documentation is for distribution to evaluators for letters of evaluation. It is to be provided no later than

early June for fall reviews. Each school may set an earlier date. For spring reviews, schools are to set deadlines to receive documentation that allows for the SRC process to be completed by the end of March. The dean and provost must approve of the scheduling of any case in the spring.

Documentation required in this phase is as follows:

- Curriculum vitae
- Candidate's philosophy and intentions regarding teaching and educational, artistic and scholarly, and/or relevant professional practice activities

C. Phase 3 Documentation

The third phase of documentation represents an opportunity to update the casebook before the SRC reviews it and then sends it forward to the CRC and university committee. Updates at this phase are for those deemed significant by the SRC chairperson and were not available in phase 2 (i.e. performance, activity or other had not yet taken place). Any updates must be provided to the SRC by mid-August for fall reviews; for spring reviews the SRC and CRC meetings are to be scheduled so that the college process is completed by mid-April.

- Documentation required in this phase, if applicable, is as follows:
- A curriculum vitae
- Any updates to teaching and educational, artistic and scholarly, and/or professional activities

3.2.2 TEACHING TRACK CASEBOOK DOCUMENTATION

A. Phase 1 Documentation (Basic)

This documentation must be available to the head of the school immediately after spring break. Documentation required in this phase is as follows:

- A curriculum vitae (c.v.) for sending to evaluators. Ordinarily this includes: the candidate's education, academic appointments, teaching experience, professional experience, and publications and presentations related to teaching and service (university, college, and school). It is arranged in reverse chronological order with most recent items first. An updated c.v. can be provided with the phase 2 documentation.
- A list of names and addresses of potential evaluators (professional, peers, students, and alumni) as described in section 3.3, including their titles and brief descriptions of their positions and/or rationale for choice, contact information including permanent and summer addresses, email address, and phone number.

B. Phase 2 Documentation

The second phase of the candidate's documentation is for distribution to evaluators for letters of evaluation. It is to be provided no later than early June for fall reviews. Each school may set an earlier date. For spring reviews, schools are to set deadlines to receive documentation that allows for the SRC process to be completed by the end of March. The dean and provost must approve of the scheduling of any case in the spring.

Documentation required in this phase is as follows:

- Curriculum vitae
- Candidate's philosophy and intentions regarding teaching and educational activities

C. Phase 3 Documentation

The third phase of documentation is for circumstances where a candidate has updates to the casebook, deemed significant by the SRC chairperson, which were not available in phase 2 (i.e. performance or other activity that had not yet taken place). Any updates must be provided to the SRC by mid-August for fall reviews; for spring reviews the SRC and CRC meetings are to be scheduled so that the college process is completed by mid-April.

Documentation required in this phase, if applicable, is as follows:

- Updated curriculum vitae
- Any updates to teaching and educational activities

3.2.3 RESEARCH TRACK CASEBOOK DOCUMENTATION

The research track casebook materials are identical to those described in subsection 3.2.1 for tenure track faculty; however, the educational materials are customized to evaluate the relevant educational contributions of the candidate. In some cases, those contributions may be limited to those described in the university policy of research faculty appointments: *Typically this will be accomplished by supervising graduate and post-doctoral research, development of educational programs, and educational publications.* In some cases in CFA, research track faculty might not have any teaching responsibilities. Letters from outside referees are required for all promotions, and for every other evaluation of candidates at the associate research professor or research professor ranks.

3.2.4 DOCUMENTATION FOR SPECIAL FACULTY APPOINTMENTS

A. Reappointments

Reappointment documentation for special faculty should, in addition to the items described in 3.1, include the following as appropriate to the appointment:

- Record of previous service at Carnegie Mellon University

- Candidate's philosophy and intentions regarding teaching and educational, artistic and scholarly, and/or professional activities
- Summaries of student evaluation surveys

B. Justification

Documentation for all special faculty will also include a written description of the special nature of the position by the school head, justifying it with respect to the university policy on special faculty appointments.

3.2.5 COMPLETE DOCUMENTATION

The head of the school and the chairperson of the SRC assemble the complete documentation. It must be available before the end of September (mid-February for spring review) to the SRC and the head of the school, but to no others, for the purpose of SRC deliberations as described in subsections 3.3.4 and 3.3.5. In addition to the casebook documentation assembled over the three phases, the following additional documentation will be added to the casebook:

- Evaluations by non-tenured faculty where solicited by the SRC
- Letters of evaluation
- Summaries of student evaluation surveys

Following deliberations, the complete casebook documentation will have added to it:

- SRC vote, recommendation and case summary
- Recommendation of the head of the school

3.2.6 SUPPLEMENTARY MATERIALS

Evidence of teaching and educational, artistic and scholarly, and relevant professional practice activities that are not evident in the curriculum vitae, or otherwise communicated through materials required in the case documentation, or are intended to complement documentation materials listed above, may be included as supplementary materials. Such evidence may include: syllabi, examples of student work/performances, personal work/performances, publications, or other types of materials that might be deemed relevant. Materials may be produced in analog or digital formats appropriate for dissemination and viewing (CDs DVDs, manuscripts, Web addresses, etc.).

Supplementary materials are viewed primarily by the SRC and CRC. Schools vary in their practices of providing access to supplementary materials to external reviewers (see the relevant school appendix or administrators for more information). The SRC should advise candidates on appropriate supplementary material formats for distribution to external and internal reviewers. Original materials remain the property of the candidate and will be returned at the conclusion of the review process.

3.3 Letters of Evaluation

3.3.1 FOR TENURE TRACK FACULTY

Each candidate will submit a list of evaluator names of his/her choosing. The SRC will also generate a list of names of evaluators of its own choosing. Through consultation with the head of school and/or SRC chair about the candidate's list, the candidate can also submit a request of no more than two names he or she would like to be excluded as evaluators along with the reason for exclusion. The head and/or SRC chair will consider this request however this activity must be done without the SRC list being shared with the candidate or in any other way compromising the confidentiality of the SRC's list.

The names of external evaluators are to be provided with title, brief description of position and/or rationale for choice, contact information including permanent and summer addresses, email address, and phone number of persons who can address the criteria for his or her case. This list should include persons in the following categories:

- Outside evaluators
- School peers and peers in other units of the university, if appropriate
- Alumni who were students of the candidate, if possible.
- Students of the candidate

The number of persons to be included in each category varies in response to the circumstances of the individual case. Ordinarily the number of evaluators will be guided by the numbers and expectations below. The numbers below represent the minimum number of letters that must be part of the completed case. Therefore, it is expected that candidates will be required to submit more names in order to yield the numbers below. Each school will determine the number of names required for each rank in order to achieve the case minimum. This information will be located in the school appendix.

- A. Promotion to, or reappointment as assistant professor: Opinions evaluating the candidate's educational activities; research, scholarly, or artistic; or professional practice activities.
- Outside Evaluators: A minimum of six letters must be included in the casebook: three from the candidate's list and three from the SRC's list.
 - CMU Peer Evaluators: Optional for candidate and the SRC
 - Alumni Evaluators: A minimum of six letters must be included: three from the candidate's list and three from the SRC's list.
 - Current Students: A minimum of six letters must be included: three from the candidate's list and three from the SRC's list.

- B. Promotion to or reappointment as associate professor without tenure: Opinions evaluating the candidate's potential for leadership in educational activities; research, scholarly, or artistic activities; professional practice activities; and service on all levels, which could, in due time, be sufficient for promotion to the rank of professor with tenure.
- Outside Evaluators: A minimum of six letters must be included: three from the candidate's list and three from the SRC's list.
 - CMU Peer Evaluators: Optional for the candidate and the SRC.
 - Alumni Evaluators: A minimum of six letters must be included: three from the candidate's list and three from the SRC's list.
 - Current Students: A minimum of six letters must be included: three from the candidate's list and three from the SRC's list.
- C. Tenure as associate professor: Opinions evaluating the quality and scope of the candidate's leadership in educational activities; research, scholarly, or artistic activities; professional practice activities; and service on all levels. Evaluation of the candidate's potential for excellence and leadership which could in due time be sufficient for a promotion to the rank of professor.
- Outside Evaluators: A minimum of six letters must be included: three from the candidate's list and three from the SRC's list.
 - CMU Peer Evaluators: Optional for the candidate and the SRC.
 - Alumni Evaluators: A minimum of six letters must be included: three from the candidate's list and three from the SRC's list.
 - Current Students: A minimum of six letters must be included: three from the candidate's list and three from the SRC's list.
- D. Promotion to professor: Opinions evaluating the candidate's national or international leadership and excellence in educational activities; research, scholarly, artistic, or professional practice activities; and service on all levels.
- Outside Evaluators: A minimum of ten letters must be included: five from the candidate's list and five from the SRC's list.
 - CMU Peer Evaluators: Optional for the candidate and the SRC.
 - Alumni Evaluators: A minimum of ten letters must be included: five from the candidate's list and five from the SRC's list.
 - Current Students: A minimum of ten letters must be included: five from the candidate's list and five from the SRC's list.

See Table 4 for a visual representation of the required evaluation letters for tenure track faculty.

TABLE 4: LETTERS OF EVALUATION FOR TENURE TRACK FACULTY									
	Outside		CMU Peer		Alumni		Current Students		Min # of letters
	Candidate	SRC	Candidate	SRC	Candidate	SRC	Candidate	SRC	
REAPPOINTMENT AS ASSISTANT PROFESSOR	3 min	3 min	optional	optional	3 min	3 min	3 min	3 min	18
PROMOTION TO ASSOCIATE PROFESSOR W/O INDEFINITE TENURE									
TENURE AS ASSOCIATE PROFESSOR									
PROMOTION TO PROFESSOR	5 min	5 min	optional	optional	5 min	5 min	5 min	5 min	30

3.3.2 FOR TEACHING TRACK FACULTY

Each candidate will submit a list of evaluator names of his/her choosing. The SRC will also generate a list of names of evaluators of its own choosing. Through consultation with the head of school and/or SRC chair about the candidate's list, the candidate can also submit a request of no more than two names he or she would like to be excluded as evaluators along with the reason for exclusion. The head and/or SRC chair will consider this request however this activity must be done without the SRC list being shared with the candidate or in any other way compromising the confidentiality of the SRC's list.

Candidate names are to be provided with title, brief description of position and/or rationale for choice, contact information including permanent and summer addresses, email address, and phone number of persons who can address the criteria for his or her case. This list should include persons in the following categories:

- Outside evaluators (if applicable)
- CMU peer evaluators (school peers and peers in other units of the university)
- Alumni evaluators who were students of the candidate
- Current student evaluators

The number of persons to be included in each category varies in response to the circumstances of the individual case. The numbers below represent the minimum number of letters that must be part of the completed case. Therefore, it is expected that candidates will be required to submit more names in order to yield the numbers below. Each school will determine the number of names required for each rank in order to achieve the case minimum. This information will be located in the school appendix.

- A. Reappointment as assistant teaching professor: Opinions evaluating the candidate's teaching, educational activities, service, and additional criteria specific to the candidate's school as defined in the school appendix.
- Outside Evaluators: Optional for the candidate and the SRC.
 - CMU Peer Evaluators: A minimum of six letters is required: three from the candidate's list and three from the SRC's list.
 - Alumni Evaluators: A minimum of six letters is required: three from the candidate's list and three from the SRC's list.
 - Current Student Evaluators: A minimum of six letters is required: three from the candidate's list and three from the SRC's list.
- B. Promotion to or reappointment as associate teaching professor: Opinions evaluating the candidate's potential for leadership in teaching and educational activities, service, and additional criteria specific to the candidate's school as defined in the school appendix.
- Outside Evaluators: Optional for the candidate and the SRC.
 - CMU Peer Evaluators: Optional for the candidate and the SRC.
 - Alumni Evaluators: A minimum of six letters is required: three from the candidate's list and three from the SRC's list.
 - Current Students: A minimum of six letters is required: three from the candidate's list and three from the SRC's list.
- C. Promotion to teaching professor: Opinions evaluating the candidate's national or international leadership and excellence in teaching and educational activities; service on all levels.
- Outside Evaluators: Optional for the candidate and the SRC.
 - CMU Peer Evaluators: A minimum of five letters is required from the candidate; solicitation letters by the SRC are optional.
 - Alumni Evaluators: A minimum of ten letters is required: five from the candidate's list and five from the SRC's list.
 - Current Students: A minimum of ten letters is required: five from the candidate's list and five from the SRC's list.
- D. Reappointment as teaching professor:
- Outside Evaluators: NOT REQUIRED
 - CMU Peer Evaluators: A minimum of five letters is required from the candidate; solicitation letters by the SRC are optional.
 - Alumni Evaluators: A minimum of five letters is required from the candidate; solicitation letters by the SRC are optional.

- Current Students: A minimum of ten letters is required: five from the candidate's list and five from the SRC's list.

The head of the school or chair of the SRC will solicit letters of evaluation from the candidate and SRC lists. An annotated complete list will be included in the case file, indicating the source of each name on the list (candidate or SRC), a short biography, and whether an evaluation was received. If no evaluation was received, the reason for this omission will also be annotated where possible. These annotations and lists will be included in the final casebook.

See Table 5 for a visual representation of the required evaluation letters for teaching track faculty.

TABLE 5:	LETTERS OF EVALUATION FOR TEACHING TRACK FACULTY								
	Outside		CMU Peer		Alumni		Current Students		Min # of letters
	Candidate	SRC	Candidate	SRC	Candidate	SRC	Candidate	SRC	
REAPPOINTMENT AS ASSISTANT TEACHING PROFESSOR	optional	optional	3 min	3 min	3 min	3 min	3 min	3 min	18
PROMOTION TO ASSOCIATE TEACHING PROFESSOR	optional	optional	optional	optional	3 min	3 min	3 min	3 min	12
REAPPOINTMENT AS ASSOCIATE TEACHING PROFESSOR	optional	optional	optional	optional	3 min	3 min	3 min	3 min	12
PROMOTION TO TEACHING PROFESSOR	optional	optional	5 min	optional	5 min	5 min	5 min	5 min	25
REAPPOINTMENT AS TEACHING PROFESSOR	not required	not required	5 min	optional	5 min	optional	5 min	5 min	20

3.3.3 OUTSIDE EVALUATORS

This is the principal means of evaluating a candidate's recognition for excellence and leadership in his or her field. Outside evaluators should be drawn, as appropriate to the individual case, from individuals who otherwise are in a position to judge candidate's contributions and are professionals equal to and/or of greater professional academic stature than the candidate. Evaluators shall be from the candidate's field or allied fields, and from educators in the candidate's field or allied fields at other academic institutions.

3.3.4 PEERS IN THE UNIVERSITY

The evaluations of peers from other units of the university who are involved in joint teaching or research with the candidate will be solicited to ascertain the quality of the candidate's contribution to the larger educational mission of the university.

3.3.5 ALUMNI STUDENTS OF THE CANDIDATE

Evaluations from former students of the candidate who are alumni of Carnegie Mellon University or other universities will be selected from the candidate and SRC lists to ascertain the effectiveness of the candidate's teaching from the perspective of a new or seasoned professional.

3.3.6 CURRENT STUDENTS OF THE CANDIDATE

The list of students from whom opinions are solicited will be drawn from the candidate's list and a list prepared by the SRC. In addition, all current students in the school will be given the opportunity to provide a voluntary evaluation of the candidate. A timely notice posted in the usual places for school notices will announce this opportunity.

All individual student evaluations, solicited or voluntary, must be signed and dated; anonymous evaluations may not be used in any case. Electronic submissions are acceptable through a CMU email account or approved CMU support service. Submitting through these electronic options will not require a signature.

When anonymous student evaluation surveys (e.g. Faculty Course Evaluations or FCE's) are submitted, only summary data are to be included, not individual student response sheets or any summary of anonymous student comments.

3.4 Organization of the Casebook

At the conclusion of school's deliberations, the documentation file (casebook) for each case will be organized in accordance with the following outline for delivery to the dean. The documentation will include a set of original documents and electronic copies. The organization of the file will be as follows (if different, teaching track faculty documents should follow the requirement outline in subsection 3.2.2).

- I. Overview cover sheet (see appendix)
- II. School documents
 - a. Recommendation of the head of the school
 - b. SRC case summary, recommendation and vote
 - c. Minority opinion, if any
- III. Candidate's documents
 - a. Curriculum vitae
 - b. Candidate's philosophy and intentions regarding teaching and educational, artistic and scholarly, and professional activities.
- IV. Teaching and educational activities
 - a. Summary of teaching assignments
 - b. Summary of student evaluation surveys
- V. Evaluators' documents
 - a. Annotated list of evaluators
 - b. Letters of evaluation from:
 - i. Outside evaluators
 - ii. Peers in the university, if appropriate
 - iii. Alumni who were students of the candidate, if appropriate
 - iv. Students of the candidate
 - v. Other letters

4. SCHOOL LEVEL PROCEDURES

<http://www.cmu.edu/policies/documents/Tenure.html#policies>

There are two degrees of thoroughness of the procedure, depending on the nature of the decision. A summary procedure is prescribed for: initial appointment and reappointments at the rank of instructor; initial appointment at the rank of assistant teaching professor, initial appointment at, and promotion to, the rank of assistant professor; and transfer appointments, without promotion, of a faculty member (within CMU) already appointed with indefinite tenure. A comprehensive procedure is prescribed for all other cases, viz.: reappointment at the rank of assistant professor; initial appointment and reappointment at, and promotion to, the rank of associate professor; initial appointment at, and promotion to, the rank of professor; and all tenure decisions. The procedures for dealing with joint appointments are prescribed in the subsection on joint appointments.

For both procedures, the School Review Committee (SRC) is the body through which appointment and tenure procedures are regulated. Confidentiality must be maintained by all parties throughout the review process to ensure an equitable evaluation of the candidate's qualifications.

4.1 The School Review Committee (SRC)

A School Review Committee (SRC) will exist in each school at all times. All members of the SRC are expected to be diligent in the exercise of their committee responsibilities.

The purposes of the SRC will be to:

- Assemble evaluations and other documentation relevant to each case.
- Argue the merits of each case, bringing to bear appropriate objectives and criteria of the school.
- Recommend an action in each case, and provide written statements clarifying the argument that led to the recommendation.
- Prepare cases for consideration in the college review process.

4.1.1 COMPOSITION OF THE SRC

The SRC will be composed of all tenured faculty members (including joint appointments who were extended voting rights) as voting members; the head of the school is an ex officio, non-voting member. Tenured faculty who are on leave of absence may retain their membership in the SRC if they can participate fully in all of the cases before the SRC, full participation being defined as “live interaction” via telephone conference call, videoconference, voice-over-Internet, and Web cam or other “synchronous” communication systems that may be available at the time. Otherwise, they will not be members of the SRC for the duration of their leave. It is expected that by whatever means a faculty member on leave chooses to participate remotely, he/she will take whatever steps may be necessary to safeguard the highly confidential nature of the communication and information being shared. Faculty on phased retirement may participate if they desire but under the same conditions as described for faculty on leave. See section 4.3.3.

The specific composition of the SRC for the review of each case will depend on the

rank of the candidate being reviewed. In principle, a candidate should be reviewed by all tenured faculty members whose rank equals or exceeds the rank proposed for the candidate, with the exception that the head of the school will participate in the review regardless of his or her rank. Under this principle, professors will evaluate cases of tenure at the rank of professor and promotions to professor. Professors and associate professors with tenure will review cases of tenure at the rank of associate professor, promotions to associate professor with or without tenure, reappointments at the rank of assistant professor, and other cases.

No SRC, in general or as specifically composed for any case, will have fewer than five members, not counting the head of the school. If a school does not have an adequate number of eligible faculty members, additional faculty will be appointed as members of the SRC for specific cases by the dean, on the recommendation of the SRC. Additional faculty may be considered from among emeritus faculty of the school, faculty in other schools of CFA, and faculty in other units of the university.

No member of the SRC will participate in SRC meetings during the review of his or her own case.

4.1.1A TEACHING TRACK FACULTY PARTICIPATION

At the discretion of each of the schools, the SRC can invite teaching track faculty, who are at or above the rank of the candidate being considered, to participate and deliberate.

4.1.2 CHAIRPERSON

A member of the SRC with the rank of professor will serve as chairperson of the SRC for a term of one year. A chairperson will not serve for two consecutive terms without the approval of the dean. Faculty members with administrative appointments (dean, associate dean, assistant dean, head, associate head) will not serve as chairperson.

Every year, by mid-April, the SRC will select its chairperson for the next year and report his or her name to the dean.

4.1.3 THE HEAD OF THE SCHOOL

As an ex officio member of the SRC, the head of the school will participate in all deliberations regarding a case, but he or she will not participate in the vote.

4.2 Initiation of Summary Procedure

<http://www.cmu.edu/policies/documents/Tenure.html#procedures>

The summary procedure is prescribed for: initial appointment and reappointments at the rank of instructor; initial appointment at the rank of assistant teaching professor; initial appointment at, and promotion to, the rank of assistant professor; and transfer appointments within CMU, without promotion, of a faculty member already appointed with indefinite tenure.

In general, the summary procedure adheres to the broad principles of the comprehensive procedure as stated under section 4.3, but is adapted to the circumstances of the individual school, as stated in the appendix for each school.

4.3 Initiation of Comprehensive Procedure

A comprehensive procedure is prescribed for reappointment at the ranks of assistant professor and assistant teaching professor; initial appointment and reappointment at, and promotion to, the ranks of associate professor and associate teaching professor; initial appointment at, and promotion to, the ranks of professor and teaching professor; and all tenure decisions.

Initiation of the review procedure is determined by the schedule of new faculty negotiations; the schedule of mandatory reviews for reappointment, promotion or the granting of tenure; or allowed as an early decision, as described in the university policy. In October, the dean, in consultation with the heads of the schools, will initiate the review process of the cases to be considered in the following year. In each school, the head of the school will call the first SRC meeting and ascertain that all candidates are accounted for.

Exceptions to the October initiation date may be justified for some cases, but in no case shall the date be so late as to preclude a thorough review.

The head of the school will notify each candidate in writing of the need for documentation and its scope, and send the necessary letters requesting evaluations as indicated in section 3.2.

If requested by the candidate, the head of the school and the chairperson of the SRC will meet with the candidate to answer questions about the review process.

4.3.1 DELIBERATIONS

School deliberations are expected to proceed by an orderly sequence of steps in order to provide for review by all the SRC members of the school and other evaluators as deemed appropriate, pursuant to the purposes of the SRC as stated in section 4.1, above.

4.3.2 EVALUATIONS BY NON-TENURED FACULTY

Where relevant to the case, the SRC may request non-tenured faculty to submit an evaluation of a candidate based on the basic documentation and personal viewpoints. These evaluations must be signed and dated. They will be added to the documentation by mid September.

4.3.3 OPINIONS BY TENURED FACULTY ON LEAVE AND NON-TENURED FACULTY

Tenured faculty who are on leave of absence and not fully participating in SRC deliberations, and non-tenured faculty may, of their own accord, submit a written, signed, and dated opinion regarding a candidate; see subsection 4.1.1. Such opinions should be received before mid September.

4.3.4 DELIBERATIONS, VOTE AND SUMMARY BY THE SRC

The SRC and the head of the school will meet to deliberate each case as it relates to the philosophy and direction of the school. Based on the complete documentation and SRC deliberations, which include each member, the SRC will prepare a written recommendation regarding the future of the candidate at Carnegie Mellon University.

The final SRC vote will be in a four-tier form following the university guidelines: Definitely Yes (3), Probably Yes (2), Probably No (1), and Definitely No (0). Absentions are not permitted. Missing votes must be explained in writing.

The recommendation will summarize the case for reviewers at the college and university levels. Care must be taken to clarify the issues, arguments, and recommendations in a way which is accessible to those who are not familiar with the disciplines represented by the school and the candidate. The recommendation must include the vote by all the SRC members who have participated in the SRC discussion, except the head of the school, and must be signed by the voting members. It will be added to the documentation. SRC members who can not participate in the deliberation may not vote, but may submit written opinions for the SRC discussion.

Under the exceptional circumstance where a split decision cannot be adequately summarized in a single statement, two separate statements may be submitted.

4.3.5 EVALUATION AND RECOMMENDATION OF THE HEAD OF THE SCHOOL

Following the deliberations, the head of the school will provide his or her own individual evaluation and recommendation and add it to the documentation. A summary of this evaluation and recommendation will be provided to the SRC chairperson for the information of the committee.

4.3.6 NOTIFICATION OF THE CANDIDATE

The head of the school will promptly notify the candidate in writing regarding the school's decision. This notification will be limited to the anonymous, aggregate recommendation of the SRC and the recommendation of the head of the school. Additional information may be provided to the candidate under the provisions of the university policy.

4.4 Disposition of SRC Document

The head of the school and the SRC chairperson will prepare the documentation that will be delivered in electronic format, along with the original set of hard copy documents, to the

dean. The electronic version will be forwarded on to the College Review Committee (CRC). The documentation for each case will be organized in accordance with the outline in section 3.4.

5. COLLEGE-LEVEL PROCEDURES

<http://www.cmu.edu/policies/documents/Tenure.html#policies>

This section describes the significance of the college-level review, and the procedures by which it distinguishes itself from reviews at the school level. It concludes with policies regarding the college's role during and after university-level reviews.

5.1 The College Review Committee (CRC)

A College Review Committee (CRC) will exist in the College of Fine Arts at all times. It comprises faculty and administration acting on behalf of the whole college. All members of the CRC are expected to be diligent in the exercise of their committee responsibilities. Confidentiality must be maintained by all parties throughout the review process to ensure an equitable evaluation of the candidate's qualifications (refer to section 1.3 for special considerations).

The purposes of the CRC will be to:

- Ascertain that cases, as prepared by the SRCs, reflect appropriate school objectives and criteria, and that the recommendations are based on clear and objective evidence and persuasive argument.
- Review college-level objectives and criteria and bring these to bear upon the cases in argument leading to CRC recommendations.
- Prepare cases for consideration in the university review process.

5.1.1 COMPOSITION OF THE CRC

The CRC is composed of the heads of the schools and one school member from each of the SRCs as voting members; the dean and the associate deans are ex officio, non-voting members.

5.1.2 SCHOOL MEMBERS

One member of the SRC of each school will serve on the CRC for a term of two years. The same member will not serve two consecutive terms. Faculty members with administrative appointments (associate dean, assistant to the dean, associate head) will not serve as the school member on the CRC. A school member may be, but need not be, concurrently serving as chairperson of the SRC.

Every other year, by mid April, each SRC will select or elect (based on the school's practice) a member who will serve on the CRC for the next two years. This new member will begin working with the CRC in the following fall. The schools of architecture and art will conduct these elections in odd-numbered years; design,

drama and music will conduct these elections in even-numbered years.

5.1.3 CHAIRPERSON

The chairperson of the CRC will be one of the school members who is in the second year of his or her term. The chairperson is selected by the SRC members and the duties may be shared. The chairperson is a voting member of the committee.

5.1.4 THE DEAN AND ASSOCIATE DEANS

As ex officio members of the CRC, the dean and the associate deans will participate in all deliberations regarding a case, but will not participate in the vote.

5.2 Procedures

College procedures are expected to involve a thorough deliberation of each case pursuant to the purposes of the CRC, as defined in section 5.1, above. For each case, the deliberations will conclude with a written recommendation including a summary of the issues, evidence, arguments, opinions, and reservations arising in the deliberations; a recommendation for appointment, promotion, tenure, or termination; and a report of the vote on that recommendation.

5.2.1 PARTICIPATION

The head of the school will present the cases from his or her school and, with the school's representative, be available for questions from the committee. All members of the CRC are expected to participate in deliberations. At any time, for example in situations of split school recommendations, the CRC may invite or agree to invite others to participate in the deliberation of a case. Those who are so invited for deliberation will not be present during voting.

No member of the CRC will participate in CRC meetings during the review of his or her own case.

5.2.2 VOTE AND SUMMARY BY THE CRC

Each voting member of the CRC will have one vote by which to express his or her individual recommendation based on the presentation and deliberation of the case before the CRC. The final CRC vote will be in a four-tier form following the university guidelines: Definitely Yes (3), Probably Yes (2), Probably No (1), and Definitely No (0). Abstentions are not permitted. Missing votes must be explained in writing.

The CRC will prepare a written recommendation for each candidate, summarizing the CRC deliberation and vote, and referring to appropriate objectives and criteria at the school and college levels. The chairperson will assign the author(s) of this letter. The recommendation will be submitted to the dean with the signature of each voting member.

5.2.3 DEAN'S EVALUATION AND RECOMMENDATION

Following the deliberations, the dean will provide his or her own individual evaluation and recommendation for each candidate and add it to the documentation. A summary of this evaluation and recommendation will be provided to the CRC.

5.2.4 NOTIFICATION OF THE CANDIDATE

The candidate will be promptly notified in writing, by the dean, of the decision of the college. This notification may be limited to the aggregate recommendation of the CRC and the dean's recommendation. Additional information may be provided to the candidate under the provisions of the university policy.

5.3 Representation on University Committees

The college is represented on the university committees by the dean and one or more members of the CFA faculty appointed in accordance with the university policy.

The dean will be responsible for the presentation of cases before the university committees.

5.4 Disposition of CRC Documentation

At the conclusion of the college review, each candidate's file will consist of the complete documentation plus the following, added to the documentation in a form which is consistent with the outline in section 4.4.

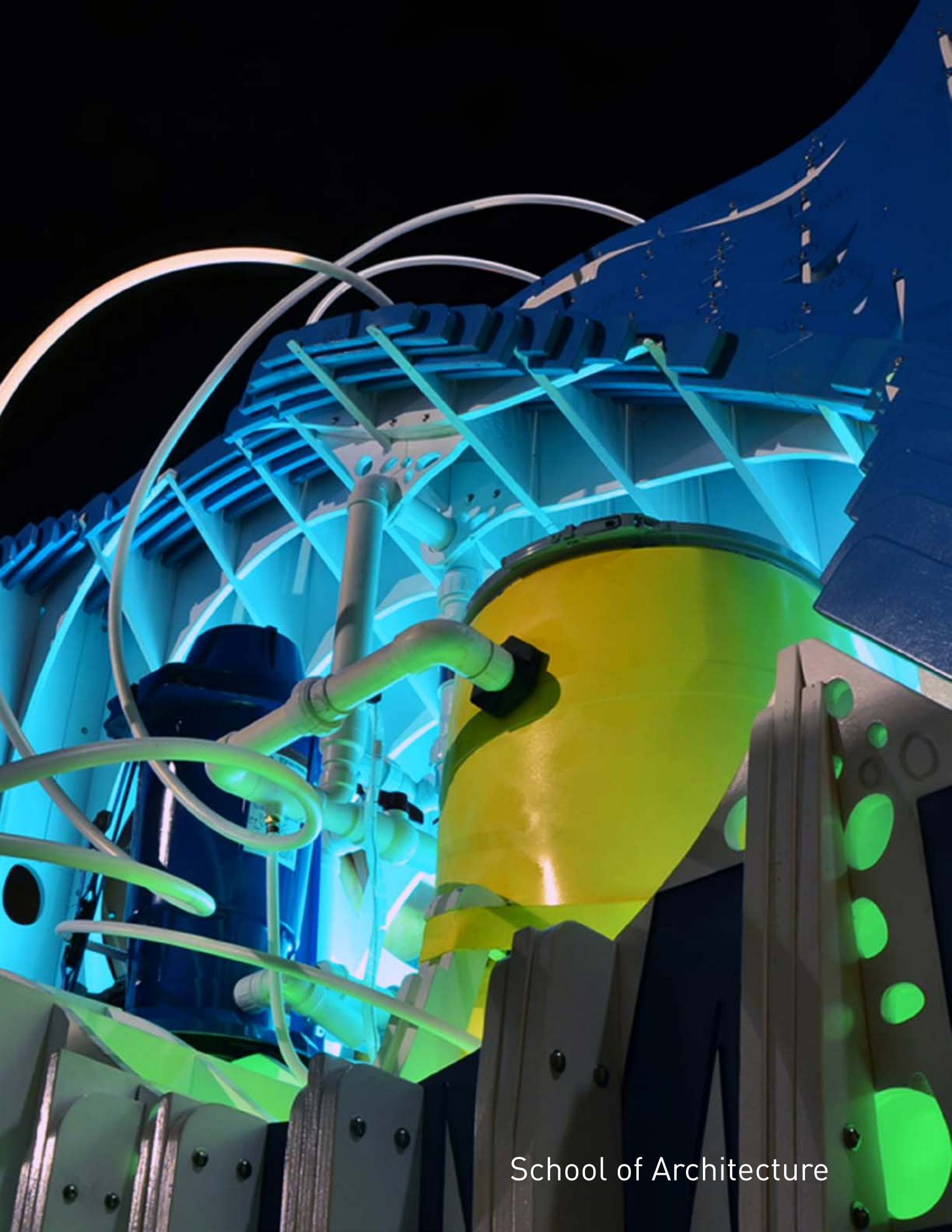
- The recommendation of the CRC
- The recommendation of the dean

The dean and the CRC chairperson will prepare the documentation for delivery in electronic format to the appropriate university review committee. At the conclusion of the university reviews, the university and the dean each will retain a copy of one set of the case documentation and relevant supplementary materials in a manner consistent with applicable university policies. Original materials will be promptly returned to the candidate.

Faculty Appointment and Tenure Handbook

School Appendices

College of Fine Arts
Carnegie Mellon University



School of Architecture

SCHOOL OF ARCHITECTURE

GUIDELINES FOR APPOINTMENT, PROMOTION AND TENURE

1. INTRODUCTION

This appendix provides detailed interpretations of the college handbook in several areas. For additional information, refer to the college and university handbooks. To aid in navigation between the college document and this appendix, the headings in this document are numbered to correlate with and link to the college document.

Confidentiality: Refer to this section in the college document. All schools within CFA are expected to abide by the written statement on confidentiality.

Mission Statement: Our mission/vision statement guides our school's work. Refer to school's website for the most updated version.

2. PRINCIPLES AND GUIDELINES

2.1 Criteria and Guidelines

These guidelines describe general criteria and expectations with respect to the three major areas into which faculty activities in the School of Architecture are likely to fall: (1) teaching and other educational activities; (2) research activities, scholarly activities, artistic activities, and/or professional practice; (3) and other considerations. These expectations apply to work in each of these categories. There is no presumption that a candidate's body of work is restricted to only one category. The guidelines serve faculty members and provide a reference for the School Review Committee.

2.1.1 TEACHING AND OTHER EDUCATIONAL ACTIVITIES

Through effective teaching and other educational activities a member of the faculty should demonstrate: a thorough knowledge of the field from pedagogical and professional perspectives, the ability to convey knowledge and skill to the student, and a commitment to the welfare of the school and its students. Candidates will also be evaluated for their leadership and commitment to the school and the university, and participation in activities that help to ensure the excellence of both. They need to demonstrate the capacity to contribute to the strategic development of the school and the university. Educational activities include, but are not limited to, the development of new or reconfigured courses, curricula, degree programs, pedagogic methods and training programs; advising students; admissions and portfolio reviews; lecturing in colleague's courses; participating in critiques, reviews, and juries; and participating on Master and PhD graduate committees. It is also expected that faculty members conduct themselves according to the highest professional, academic, and ethical standards.

2.1.2 RESEARCH ACTIVITIES, SCHOLARLY ACTIVITIES, ARTISTIC ACTIVITIES AND/OR PROFESSIONAL PRACTICE

Refer to Section 2.1.2 Research Activities, Scholarly Activities, Artistic Activities and/or Professional Practice for College Interpretations

All Tenure Track faculty in the School of Architecture are expected to conduct research work, scholarly work, artistic work and/or engage in professional practice that elevates the field. It is also expected that faculty members conduct themselves according to the highest academic, professional and ethical standards.

Examples of faculty activities include but are not limited to:

Research and Scholarly Activities: This category applies to faculty engaging in original research in one or more architectural disciplines. Work is expected to be original and innovative, leading to the production of new knowledge or methods which contribute to the field. Evidence and findings should be well documented, and the work should be publicly disseminated. Peer review plays an important role in documenting the significance of the research or scholarly contribution. Examples of research and scholarly activities include, but are not limited to, doctoral dissertations, articles published in scholarly or technical journals, books published by an academic press, conference papers delivered at significant conferences, chairing/ editing of the proceedings of significant conferences, curation of museum exhibitions, publication of exhibition catalogues, etc.

Artistic Activities: This category includes activities such as participation in competitions; participation in gallery exhibitions; a significant client base; publication or citation in prominent periodicals, books and/ or online outlets; work in areas such as painting, drawing, sculpture, fabrication and installation. The significance of a body of work must be self-evident or persuasively argued and demonstrated by the artist. When built upon the work of others, the work should break new ground or the work should be pursued with rigor that allows others to build upon its results.

Professional Practice: This category includes work performed for clients and should add significantly to the body of knowledge in the field; be used by other practitioners; and contribute to the educational mission of the School. The work includes but is not limited to the creation of aesthetically engaging architecture, development of new or improved construction techniques and details, new and improved techniques for representing or manufacturing physical objects, techniques for more effective interaction with clients, contractors, financiers and regulators, techniques for planning, and management of projects, construction and facilities. Evidence of excellence and a regional or national reputation in professional work must be demonstrated by publication or citation in prominent periodicals, books and/ or online outlets, critical acclaim, awards, public exhibitions or lectures, or other such forms of exemplary work.

2.1.3 OTHER CONSIDERATIONS (SERVICE)

Tenure Track faculty are expected to contribute a fair share of time to routine and special service related to creating and maintaining an academic environment that is forward-looking and stimulating. This expectation applies particularly at the school level and it includes but is not limited to: assigned advising of undergraduate stu-

dents, participation at mid and final studio reviews, participation on graduate student thesis committees and defenses, and membership on school committees. Good citizenship at the college and/or university level is also expected and it includes but is not limited to: membership on college or university committees. In addition, significant service to professional societies and organizations is recognized as a valuable contribution.

2.2 Tenure Track Faculty Criteria

Tenure-track faculty in the School of Architecture are evaluated for appointment, reappointment, promotion, and indefinite tenure based upon the quality of their performance in the categories of (1) teaching and other educational activities; (2) research activities, scholarly activities, artistic activities, and/or professional practice; and (3) other considerations.

Assistant Professor: Appointments to the position of assistant professor are for candidates who have begun to establish peer recognition in their field and have a record of contributions to their field according to the criteria stated above.

Associate Professor without Tenure: Appointments to the position of associate professor without indefinite tenure are for candidates who in due time will establish a national/international reputation in their field and have a significant record of contributions to their field according to the criteria stated above.

Associate Professor with Indefinite Tenure: Appointments to the position of associate professor with indefinite tenure are for candidates that are clearly in the process of establishing, a well documented national/international reputation in their field and have a sustained and significant record of contributions to their field according to the criteria stated above.

Professor: Appointments to the position of professor are for candidates who have established a well documented national/international reputation in their field and have a sustained and significant record of contributions to their field according to the criteria stated above.

2.3 Teaching Track Faculty Criteria

Teaching-track faculty in the School of Architecture are evaluated for appointment, reappointment, promotion based upon the quality of their performance in the categories of teaching and other educational activities, and other considerations (as defined in the College guidelines). The School of Architecture may use the expertise of teaching track faculty to further the other educational activities and needs of the school beyond direct teaching. Examples of other educational activities may include, but are not limited to, developing curriculum, mentoring and advising students, participating in undergraduate reviews and undergraduate or graduate student thesis committees, contributing to strategic planning and communication materials, partaking in the design and use of physical spaces and technologies. In addition to CMU service, a candidate may have external professional activities e.g. professional practice/performance, public service, service in professional and technical societies, or work on professional publications or events. Insofar as such activities either contribute to, or are an extension of, the general criteria as defined in section 2.1 of this document, they should be considered when evaluating a candidate's qualifications for reappointment or promotion.

Assistant Teaching Professor: Appointments to the position of assistant teaching professor are for those who have a record of professional expertise appropriate to the School's curricular needs, are prepared to provide service to the School, and are able to produce quality student work from courses. Reappointments to the position of assistant teaching professor are based on having established professional record of teaching expertise appropriate to the School's curricular needs, and commensurate service to the School, with evidence of high quality student work from courses.

Associate Teaching Professor: Appointments to the position of associate teaching professor are for those who have an established professional record of teaching expertise appropriate to the School's curricular needs and commensurate service to the School, college and university. Associate teaching professors are expected to demonstrate exceptional mastery in teaching with a substantial impact on the School's educational mission, with evidence of high quality student work from courses.

Teaching Professor: Appointments to the position of teaching professor are for those who have an extraordinary accomplishment in teaching and commensurate contributions to the School's educational mission as well as service to the college and university, with evidence of high quality student work from courses.

2.4 Research Faculty Appointments

<http://www.cmu.edu/policies/documents/ResearchFac.html>

Refer to Section 2.4 Research Faculty for College Interpretations.

Research faculty appointments in the School of Architecture will follow the guidelines established by the university. Details of each appointment will be provided in the faculty appointment letter.

2.5 Special and Visiting Faculty

<http://www.cmu.edu/policies/documents/SpecialFclty.html>

Refer to Section 2.5 Special Faculty for College Interpretations.

2.5.1 SPECIAL FACULTY CRITERIA WHO ARE NOT STUDIO PROFESSORS (AS DEFINED BELOW)

Non-Studio Special Faculty in the School of Architecture will follow the guidelines established by the university. Details of each appointment will be provided in the faculty appointment letter.

2.5.2 STUDIO PROFESSORS

The Studio Professor title permits the appointment of faculty with exceptional practice-based skills to a multi-year contract under the University Special Faculty policy. Studio Professors fall under Category C (ii) in the University's Special Faculty Appointments Policy. The Studio Professor title is designed to recognize the need for full time instructional faculty with a projected or demonstrated effectiveness in studio teaching whose contributions come primarily from professional expertise, rather

than from research and scholarly activity. As a Studio Professor, one must maintain a teaching load of two studios plus one additional course per academic year. Further, whether continuing in active practice or not, Studio Professors are expected to remain current in the field.

Promotion within the Studio Professor track is dependent upon effectiveness in teaching and professional expertise or professional practice at a high level of achievement and demonstrated recognition for exemplary, critical, reflective and/or award-winning work as the basis of appointment and promotion. Studio professors that are under consideration for reappointment and/or promotion will be reviewed by the SRC in the penultimate year of their contract.

Associate Studio Professor is the first level of appointment in the studio professor track: Appointments to the position of Associate Studio Professor are for terms of three years. Appointments or reappointments to the position of associate studio professor are for candidates who excel in teaching and professional expertise, and have achieved recognition in these areas. Evidence of excellence and regional or national reputation in professional work, whether in the past or present, must be demonstrated by publication in periodicals and books, critical acclaim, awards, public exhibitions, or other such forms of exemplary work. Individuals at this rank are expected to be role models of excellence in their profession. A minimum of ten years of professional experience is required for initial appointment at this rank.

Studio Professor: Appointment to the position of Studio Professor is for terms of three years. Promotion to or reappointment to the position of studio professor are for candidates who perform outstanding teaching and attain regional, national or international recognition for professional expertise. Similar criteria as those for the associate studio professor level apply with expected quantitative differences in the number and/or impact of achievements. Faculty are expected to have attained broad peer recognition of their work in the profession and teaching. Individuals in this rank are expected to represent the most distinguished levels of achievement. The number of years of professional experience for first appointment at this rank is more than fifteen years with acknowledged leadership in the field.

Initial appointments to the Studio Professor track and the specification of the term and salary arrangements are subject to the approval of the dean, except in cases where the person holds or has held a regular faculty position at Carnegie Mellon University at the rank of assistant professor or a higher rank in which case the Provost must approve the initial appointment.

The process for reappointment or promotion on the Studio Professor track will be consistent with the provisions of the University's Special Faculty Appointments Policy, except that Studio Professors must be reviewed formally for reappointment or promotion during the penultimate year of an appointment. The review timetable and general process for reviewing faculty on other tracks will be followed. The only distinction will be that Studio Professor cases will be reviewed by the SRC, with the Dean rendering the final decision.

2.6 Joint Appointments

Joint appointments are used for faculty who are recognized for their research activities, scholarly activities, artistic activities and/or professional practice, and that span disciplines and colleges. In the case of joint appointments, faculty are expected to contribute to teaching and service to the School commensurate to their appointment and decided upon in consultation with the head of the school. The specific terms of the appointment will be negotiated between partnering schools and defined as part of the appointment letter. This letter will include such details as casebook documentation requirements and how the joint review will be conducted, i.e. whether one department/school leads a standard internal and external review process and the other contributes a letter of evaluation, or some combination.

2.7 Other Stipulations Concerning Appointment and Tenure Policy

Refer to Section 2.7 Other Stipulations for College Interpretations.

2.8 Mentoring

The School of Architecture seeks to provide a supportive environment for all its faculty, staff and students. To help members of the faculty succeed, the School of Architecture strives to be a collegial community. Early in their university employment, in consultation with the Head of the School, new faculty will be encouraged to identify someone whom they would like to serve as their mentor.

2.9 Casebook Feedback (SRC Informal Faculty Reviews, and Casebook Guidance)

The SRC encourages School of Architecture faculty to request informal reviews at any time, but the committee especially encourages nontenured faculty, teaching track and studio faculty to meet with the committee during the year prior to their review early in the Spring semester for guidance and feedback on assembling his or her case.

2.10 Leaves of Absence

Refer to Section 2.10 Leaves of Absence for College Interpretations.

3. DOCUMENTATION (CASEBOOK)

The Head of the School is responsible providing instructions for, examples of and the preliminary review of a candidate's documentation to strive for the highest academic and professional standards. All work presented in the supplementary materials should clearly identify and distinguish the contribution of collaborators, assistants and others that were instrumental to inventing, producing, or disseminating the work. Student work should be identified; the role of students in the candidate's work should be articulated.

4. THE SCHOOL REVIEW COMMITTEE (SRC)

The main responsibility of the SRC is overseeing the reappointment and promotion of tenure track, teaching track and studio faculty. It is composed of the School's faculty with indefinite tenure. The SRC reviews faculty who are up for appointment, reappointment, and promotion according to the schedule and protocol that is set down in the College of Fine Arts Appointment and Tenure Policy Handbook (CFA Handbook). As permitted by the college handbook, each year the School of Architecture SRC Committee Head will notify candidates when case books are due in the process

End of School of Architecture appendix.



School of Art

SCHOOL OF ART

GUIDELINES FOR APPOINTMENT, PROMOTION AND TENURE

1. INTRODUCTION

This appendix provides more detailed interpretations of the college handbook in several areas. Where there is no specific interpretation, refer to the college and university handbooks. To aid in navigation between the college document and this appendix, several of the headings in this document are numbered to coordinate with, and are linked to, the college document.

Confidentiality (further details in the college document): All schools within CFA are expected to abide by the written statement on confidentiality.

Our mission/vision statement guides our school's work. (Refer to school's website for the most updated version).

SCHOOL OF ART MISSION

Educational: To provide an environment for learning and creating, which develops in the individual student the knowledge, skills and commitment necessary to work as an artist in society.

Artistic: to expand the multidisciplinary and interdisciplinary practice of art by striving to inform it with knowledge from the culture-at-large; and to cultivate a broad-spectrum approach to artistic possibilities, which respects tradition and encourages innovation.

Social: To provide the world with diverse, inquisitive and informed artists who use artmaking in a variety of ways to create a meaningful relationship with society, which sustains the relevance of art, locally, nationally, and internationally.

2. PRINCIPLES AND GUIDELINES

2.1 Guidelines and Criteria

The university describes the following performance categories for assessing faculty: teaching and other educational activities (includes service); research, scholarly, artistic activities, or professional practice.

Faculty candidates in the School of Art are assessed according to the performance categories of teaching, artistic and/or scholarly work, and service, as described below.

2.1.1 TEACHING AND OTHER EDUCATIONAL ACTIVITIES

All faculty are expected to participate in a consistently effective and constructive manner in the undergraduate and graduate programs of the school. Evaluation of teaching effectiveness can include, but is not limited to, peer review of student work quality, written evaluations from current and former students, and faculty course evaluation scores.

Teaching and educational activities should demonstrate: a thorough knowledge of the field from pedagogical and professional perspectives; the ability to convey knowledge to the student in ways that develop their talents; a commitment to the creative welfare of the school and its students; and recognition by academic peers involved in respected art programs.

2.1.2 ARTISTIC AND/OR SCHOLARLY WORK

Significant, original artistic and/or scholarly work is expected of all candidates for appointment, reappointment, promotion, and tenure. Studio faculty should focus on and are evaluated primarily on creative practice, production and presentation. Art history and theory faculty should focus on and are evaluated primarily on scholarly research and publications.

2.1.3 OTHER CONSIDERATIONS: SERVICE

All faculty are expected to contribute a fair share of their time to routine and extraordinary duties related to creating and maintaining an academic environment that is forward looking and intellectually and creatively stimulating. This expectation applies particularly at the school level, but some service at the college and/or university level is also expected, especially for promotion to ranks above assistant professor.

2.2 Tenure Track Faculty Criteria

Tenure-track faculty in the School of Art are evaluated for appointment, reappointment, promotion, and tenure based upon the quality of their performance in the categories of teaching, artistic and/or scholarly work and service, in and outside of the School.

Assistant Professor: A promising or established professional record with potential for eventual national/international visibility combined with demonstrated teaching expertise appropriate to the School's curricular needs.

Associate Professor: An established professional record with national/international visibility; an effective and substantial teaching record; and active and constructive contributions to the School's mission through a productive combination of creative/scholarly practice, teaching and service.

Professor: A well-documented national/international reputation in the appropriate field; and/or a sustained and significant contribution to the vision, mission and direction of the School through a productive combination of creative/scholarly practice, teaching and service.

Indefinite Tenure: To be retained and tenured by the School of Art, a faculty member must demonstrate significant accomplishment and commitment among the stated performance categories.

2.3 Teaching Track Faculty Criteria

The School of Art does not have teaching track appointments.

2.4 Research Faculty Appointments

Research faculty appointments in the School of Art will follow the guidelines established by the University. Details of each appointment will be provided in the faculty appointment letter.

2.5 Visiting Faculty and Special Faculty Appointments

Visiting Faculty who hold special full-time appointments are selected and retained for temporary terms based on the following factors:

- Artistic and/or scholarly performance, especially in areas not covered by tenure-track faculty or in fields that cross or combine the School's media concentrations or that combine art with other disciplines.
- Teaching capabilities, especially in areas not met by tenure-track faculty or where curricular demand exceeds tenure-track faculty availability.
- Ability to meet flexible and short-term curricular needs of the School of Art.

2.6 Joint Appointments

Joint appointments are used for faculty who are recognized for their research and teaching that span disciplines and colleges. In the case of joint appointments, faculty are expected to contribute to teaching and service to the School commensurate to their appointment and decided upon in consultation with the School Head. The specific terms of the appointment will be negotiated between partnering schools and defined as part of the appointment letter. This letter will include such details as casebook documentation requirements and how the joint review will be conducted, i.e. whether one department/school leads a standard internal and external review process and the other contributes a letter of evaluation, or some combination.

2.7 Other Stipulations (further detail in CFA Handbook)

For all appointment and tenure decisions, the faculty member shall be notified promptly in writing of the departmental recommendation by the Head of School and of the Dean's recommendation by the Dean.

2.8 Mentoring

In their first semester of employment, all nontenured tenure faculty, who are on the tenure track, will be assigned a mentor chosen from members of the tenured, senior faculty in the School of Art, in consultation with the Head.

The mentor will advise on the promotion and tenure process and schedule, and offer informal guidance on professional requirements and expectations within the School of Art.

2.9 Casebook Feedback

The School of Art encourages faculty to consult with their mentors on casebook materials before submitting these to the SRC for review.

3. DOCUMENTATION (CASEBOOK)

A comprehensive description of each candidate's activities is required for initial appointment, reappointment, promotion, and tenure reviews in the College of Fine Arts. Refer to section 3.0 in the college document for kinds of documentation required for various appointments, the procedure by which documentation is collected, and the organization of the documentation file (casebook).

In addition to the requirements listed in the CFA Handbook, candidates under review are responsible for presenting to the School Review Committee:

- Documentation of their artistic and/or scholarly work in the digital/hard copy or 'protected' on-line format requested, including a statement discussing their creative/scholarly work and placing it in context.
- Evidence that the work successfully engages and forwards the discipline of art in ways that are appropriate for the School of Art's mission and curricular needs. This evidence can include, but is not limited to: public presentations (exhibitions, lectures, publications, performances, screenings, or commissions), critical reviews, and awards (grants, fellowships, prizes).

4. THE SCHOOL REVIEW COMMITTEE (SRC)

The main responsibility of the SRC is overseeing the reappointment and promotion of tenure track. It is composed of the School's faculty with indefinite tenure. The SRC reviews faculty who are up for appointment, reappointment, and promotion according to the schedule and protocol that is set down in the College of Fine Arts Appointment and Tenure Policy Handbook (CFA Handbook). As permitted by the college handbook, each year the School of Art SRC Committee Head or Head of School will notify candidates when case books are due in the process.

End of School of Art appendix.



School of Design

SCHOOL OF DESIGN

GUIDELINES FOR APPOINTMENT, PROMOTION AND TENURE

1. INTRODUCTION

This appendix provides more detailed interpretations of the college handbook in several areas. Where there is no specific interpretation, refer to the college and university handbooks. To aid in navigation between the college document and this appendix, several of the headings in this document are numbered to coordinate with, and are linked to, the college document.

Confidentiality—Refer to this section in the college document. All schools within CFA are expected to abide by the written statement on confidentiality.

Mission Statement: Our mission/vision statement guides our school's work. Refer to school's website for the most updated version.

2. PRINCIPLES AND GUIDELINES

2.1 Guidelines and Criteria

These guidelines describe general expectations with respect to the three major areas into which faculty activities in the School of Design (SoD) are likely to fall: teaching and other educational activities; research activities, scholarly activities, artistic activities, and/or professional practice; and other considerations (service). The guidelines serve faculty members and also serve as a reference for the School Review Committee. Expectations for Teaching Track and Tenure Track differ, in some cases, and are clarified in this appendix and in the college handbook.

2.1.1 TEACHING AND OTHER EDUCATIONAL ACTIVITIES

All faculty are expected to teach in a consistently effective manner in the undergraduate and/or graduate programs of the school. Through teaching and other educational activities a member of the faculty should demonstrate: a thorough knowledge of the field from pedagogical and professional perspectives, the ability to convey knowledge and skill to the student, and a commitment to the welfare of the school and its students. Examples of teaching and other educational activities include, but are not limited to: planning and teaching of courses, mentoring students, advising students, the teaching of independent study students, curriculum planning, admissions and portfolio reviews, lecturing in colleague's courses, participating in critiques, reviews, and juries, and participating on Master and PhD graduate committees.

2.1.2 RESEARCH ACTIVITIES, SCHOLARLY ACTIVITIES, ARTISTIC ACTIVITIES AND/OR PROFESSIONAL PRACTICE

All Tenure Track faculty in the SoD are expected to produce research, scholarly work, artistic work and/or engage in design practice that elevates the field. It is also expected that faculty members conduct themselves according to the highest

professional standards. Examples of faculty activities include but are not limited to: participation in gallery exhibitions; a significant client base; work published, in print or on-line, in scholarly, research, popular journals, and trade publications; invited talks/workshops at significant venues; patents held; items in production or collections; grants and sponsored research; professional honors and awards; and significant contributions to professional societies and organizations.

2.1.3 OTHER CONSIDERATIONS (SERVICE)

Tenure and Teaching track faculty are expected to contribute a fair share of time to routine and special service related to creating and maintaining an academic environment that is forward-looking and stimulating. This expectation applies particularly at the school level. Good citizenship at the college and/or university level is also expected. Instances of service include but are not limited to: membership on school, college, or university committees—standing and/or ad hoc. In addition, for Tenure Track faculty, significant service to professional societies and organizations, as mentioned in 2.1.2, is recognized as a valuable contribution.

2.2 Tenure-Track Faculty Criteria

Tenure-track faculty in the School of Design are evaluated for appointment, reappointment, promotion, and indefinite tenure based upon the quality of their performance in the categories of teaching and other educational activities; research, scholarly, artistic, and/or professional practice; and service.

Assistant Professor: Appointments to the position of assistant professor are for candidates who show a promising or established record in the stated performance categories with the potential for eventual national/international visibility, combined with demonstrated expertise appropriate to the school's curricular needs and an expectation of service to the school and college.

Associate Professor: Appointments to the position of associate professor are for candidates who have an established and active professional record in the categories identified above with national/international visibility; significant contributions to the school's mission and vision; and service to the school, college, and university.

Associate Professor with Indefinite Tenure: To be retained and tenured by the School of Design, a faculty member must demonstrate active and significant accomplishment and commitment within the stated performance categories, service, and significant contributions to the school's mission and vision.

Professor: Appointments to the position of professor are for candidates who have a well documented national/international reputation in his or her field; and a sustained and significant contribution to the mission and vision of the school.

2.3 Teaching Track Faculty Criteria

Teaching-track faculty in the School of Design are evaluated for appointment, reappointment, promotion based upon the quality of their performance in the categories of teaching and other educational activities, and service. The School of Design may use the expertise

of teaching track faculty to further the other educational activities and needs of the school beyond direct teaching. Examples of other educational activities may include, but are not limited to, developing curriculum, mentoring and advising students, contributing to strategic planning and communication materials, partaking in the design and use of physical spaces and technologies. If agreed on and arrived at in consultation with the Head of School with input from faculty, significant work beyond teaching may be considered in substitution for one or more courses, as a part of the faculty's appointment, (refer to the College document, section 2.3).

Assistant Teaching Professor: Appointments to the position of assistant teaching professor are for those who have a record of professional expertise appropriate to the School's curricular needs, are prepared to provide service to the School, and are able to produce quality student work from courses. Reappointments to the position of assistant teaching professor are based on having established professional record of teaching expertise appropriate to the School's curricular needs, and commensurate service to the School, with evidence of high quality student work from courses.

Associate Teaching Professor: Appointments to the position of associate teaching professor are for those who have an established professional record of teaching expertise appropriate to the School's curricular needs and commensurate service to the School, college and university. Associate teaching professors are expected to demonstrate exceptional mastery in teaching with a substantial impact on the School's educational mission, with evidence of high quality student work from courses.

Teaching Professor: Appointments to the position of teaching professor are for those who have an extraordinary accomplishment in teaching and commensurate contributions to the School's educational mission as well as service to the college and university. Candidates must also show evidence of high quality student work from courses.

2.4 Research Faculty Appointments

Among the full-time professional positions in research at Carnegie Mellon University that are fully supported from sources external to the university, it is proper to make particular provision for those that most clearly resemble regular faculty positions in regard to responsibility in designing, carrying out and managing research—including service as principal investigator when appropriate—quality of publications, supervision of research students, recognition inside and outside of the university, professional activities and active participation in the continuing effort to improve departments, colleges and the university. The main distinction between this group of positions and the regular faculty, stemming from the external nature of the sources of funding and the constraints these impose, is that these positions do not carry eligibility for tenure. Moreover, holders of these positions are not generally obligated to teach regular courses; a more intensive participation is expected of them, however, in the management of research projects. Research faculty appointments in the School of Design will follow the guidelines established by the university. Details of each appointment will be provided in the faculty appointment letter.

2.5 Special and Visiting Faculty Appointments

Special faculty appointments in the SoD will be reserved for visiting professors of the highest order, who can contribute professional knowledge and inspiration to the students in both the undergraduate and graduate programs of the School.

Special faculty appointment criteria

These faculty who hold special part-time or full-time appointments are selected and retained for temporary terms based on the following factors:

- their research, scholarly, artistic and/or professional practice activities especially in areas not covered by tenure-track faculty, or in fields that cross or combine the School's concentrations, or that combine Design with other disciplines;
- their teaching capabilities, especially in areas not met by tenure-track faculty or where curricular demand exceeds tenure-track faculty availability;
- their ability to meet flexible and short-term curricular needs of the School of Design.

2.6 Joint Appointments

Joint appointments are used for faculty who are recognized for their research, scholarly, artistic and/or professional practice activities, and that span disciplines and colleges. In the case of joint appointments, faculty are expected to contribute to teaching and service to the School commensurate to their appointment and decided upon in consultation with the head of the school. The specific terms of the appointment will be negotiated between partnering schools and defined as part of the appointment letter. This letter will include such details as case-book documentation requirements and how the joint review will be conducted, i.e. whether one department/school leads a standard internal and external review process and the other contributes a letter of evaluation, or some combination.

2.7 Other Stipulations Concerning Appointment and Tenure Policy

Refer to CFA Handbook Section 2.7.

2.8 Mentoring

The School of Design seeks to provide a supportive environment for all its faculty, staff and students. To help members of the faculty succeed, the SoD strives to be a collegial community. Tenured faculty will assist as mentors. Early in their university employment, in consultation with the Head of the School, new faculty, both part-time and full-time, tenure track and teaching track, will be encouraged to identify someone whom they would like to serve as their mentor.

2.9 Casebook Feedback (SRC informal faculty reviews, and casebook guidance)

The SRC encourages SoD faculty to request informal reviews at any time, but the committee especially encourages nontenured faculty and teaching track faculty to meet with the committee during the year prior to their review early in the Spring semester for guidance and feedback on assembling his or her case.

3. DOCUMENTATION (CASEBOOK)

A comprehensive description of each candidate's activities is required for initial appointment, reappointment, promotion, and tenure reviews in the College of Fine Arts. Refer to section 3.0 in the college document for kinds of documentation required for various appointments, the procedure by which documentation is collected, and the organization of the documentation file (casebook).

4. THE SCHOOL REVIEW COMMITTEE (SRC)

The main responsibility of the SRC is overseeing the reappointment and promotion of tenure track and teaching track faculty. It is composed of the School's faculty with indefinite tenure and (full) Teaching Professors. Voting privileges are extended to Teaching Professors only in cases of reviewing teaching track appointments. The SRC reviews faculty who are up for appointment, reappointment, and promotion according to the schedule and protocol that is set down in the College of Fine Arts Appointment and Tenure Policy Handbook (CFA Handbook). As permitted by the college handbook, each year the School of Design SRC Committee Head will notify candidates when case books are due in the process. The college also identifies a minimum number of required letters of evaluation.

End of School of Design appendix.



School of Drama

SCHOOL OF DRAMA

GUIDELINES FOR APPOINTMENT, PROMOTION AND TENURE

1. INTRODUCTION

This is a supplement to the College of Fine Arts (hereafter referred to as CFA) Policy on Reappointment and Tenure; this appendix provides School of Drama (hereafter referred to as SoD) specific information regarding faculty appointment, reappointment, tenure and promotion processes. To aid in navigation between the CFA written policy and this SoD appendix, the headings in the SoD document are linked to the corresponding portions of the CFA Policy Document.

Confidentiality - All members of the CFA faculty must abide by the policy on confidentiality as outlined in the Introduction to the CFA Handbook.

Mission: The School of Drama Mission Statement guides the work of the SoD and informs hiring and the generation of criteria for tenure and promotion. Refer to School of Drama's website for the most updated version of the SoD Mission Statement.

2. PRINCIPLES AND GUIDELINES

2.1 General Criteria

These guidelines describe general expectations with respect to the three major criteria as defined by the university: 1) Teaching and other educational activities 2) Research, Scholarly, Artistic Activities and/or Professional Practice 3) Other considerations (Service)

The guidelines serve faculty members and also serve as a reference for the School of Drama's School Review Committee (SRC). Note that expectations for Teaching Track and Tenure Track differ in some cases and are clarified in this appendix using the University Handbook and the College of Fine Arts handbook as references.

2.1.1 TEACHING AND OTHER EDUCATIONAL ACTIVITIES

All faculty members are expected to teach in a consistently effective manner in the undergraduate and/or graduate programs of the school. Subject matter is expected to link to the overall curriculum mission within the School of Drama. In some cases, there may be an overlap of service component and teaching. For example, faculty members who help organize certain school events that enhance student learning contribute in both teaching and service areas (See 2.1.3 for further explanation of service).

Teaching is defined by work that is associated with classroom teaching and related activities. These activities may include, but are not limited to:

- Class preparation and classroom time
- Team teaching
- Evaluation processes such as critiques, conferences, attendance at projects, portfolio reviews

- Advising and mentoring students on class projects outside class hours
- Grading
- Advising, mentoring, and coaching on productions for which students receive credit
- Professional development such as advanced training to enhance teaching-in some cases this can also be considered under professional/artistic activities and practice.

2.1.2 RESEARCH ACTIVITIES, SCHOLARLY ACTIVITIES, ARTISTIC ACTIVITIES, AND/OR PROFESSIONAL PRACTICE

Maintaining professional currency in each faculty member's discipline keeps teaching vital, relevant to professional practice in the field and progressive, in keeping with the School of Drama mission.

The most effective faculty members continue to develop through active professional engagement (professional/artistic activities and practice) and research and scholarly work.

These activities may include, but are not limited to:

- Collaboration on professional productions and media
- Publication, research and other scholarly activities
- Interdisciplinary activities (endeavors involving collaborators outside the sphere of disciplines traditionally involved in the entertainment industry)
- Presentations, participation in panels, conducting workshops at conferences
- Leadership of professional workshops
- Professional Development in the form of advanced training and workshops, as appropriate to the candidate's area (can also be considered under teaching)

2.1.3 OTHER CONSIDERATIONS (SERVICE)

Tenure and Teaching track faculty are expected to contribute time to routine and service related activities creating and maintaining an academic environment that is forward-looking and stimulating. This expectation applies particularly at the school level. Good citizenship at the College and/or University level is also expected. Local and national service is a plus.

Service may include, but not be limited to:

- Serving on committees within the School, College and University
- Sharing one's expertise with different areas within the School, College and University
- Administrative duties such as curricular development, advising, recruitment, serving as liaison between students and the profession
- Coordinating conferences and School, College and/or University events
- Service with professional associations locally, nationally and in some cases,

internationally such as board membership or committees within professional societies.

- Community outreach
- Efforts to increase awareness of diversity issues on and off campus

2.2 Tenure Track Faculty Criteria

Tenure track faculty members within the School of Drama are evaluated for appointment, re-appointment, promotion, and indefinite tenure based upon the quality of their performance in the categories of:

- Artistic activities, Professional Practice and/or Research and Scholarly Activities (as defined above in 2.1.2)
- Teaching and related activities (as defined above in 2.1.1.)
- Service (as defined above in 2.1.3)

Appointment or Reappointment to Assistant Professor

Candidate shows a promising or established record in the stated professional/artistic, performance/production activities and/ or scholarly/research categories, with the potential for significant recognition in his or her field. Along with the professional record, the candidate demonstrates strength or clear potential in teaching as determined by the school's curricular needs. Once appointed at this rank, there is also an expectation of service to the School, College, and University.

Appointment, Promotion to, or Reappointment To Associate Professor

The successful candidate for the position of Associate Professor has an established and active professional record in the categories identified above, with significant presence in and movement toward higher recognition in the field. Along with the professional record, candidates show a demonstrated expertise in teaching as determined by the school's curricular needs. With the appointment to Associate Professor, meaningful contributions to the School's mission and vision, and service to the School, College, and University are also expected.

Appointment to Associate Professor with Indefinite Tenure

The successful candidate for tenure demonstrates active and significant accomplishment and commitment within the stated professional, artistic, interdisciplinary and/or scholarly activities; demonstrated excellence in teaching; and ongoing contributions to the school's mission and vision. Additionally, candidates contribute to service at the School, College and University level and to the greater community.

Please refer to CFA Handbook and University Handbook guidelines on tenure decisions

Promotion to Rank of (Full) Professor

The successful candidate for initial appointment at, or promotion to the rank of professor has made outstanding contributions to his or her field through artistic activities, research and/ or scholarly work. In addition, the candidate has achieved a level of recognized mastery in teaching and/or other educational activities, as outlined College Handbook 2.1.2.b. With

the appointment to Full Professor, the candidate is expected to contribute in an ongoing manner to the mission and vision of the School of Drama. Additionally, the candidate contributes in the area of service at the School, College and University levels and the greater community, in some cases nationally and internationally.

2.3 Teaching Track Faculty Criteria

The School of Drama uses Teaching Track faculty in pursuit of its educational mission. The main criterion category for appointment, renewal, and promotion of Teaching Track Faculty is Teaching and Other Educational Activities. In addition to teaching, the School of Drama includes the following as Other Educational Activities:

- Direct (“classroom”) teaching
- Student advising and mentorship related to class content and/or production
- Direct participation in Drama production processes
- Curricular development
- Outside professional, developmental, scholarly and/or artistic engagement in order to maintain currency and/or relevance in one’s evolving discipline

The appointment process and review schedule for Teaching Track appointments follow the University and College guidelines (Refer to CFA Appointment and Tenure Policy Handbook, sections 2.1.5 & 2.3.)

Secondary Criterion For Teaching Track Faculty

The secondary criterion for appointment, renewal, and promotion of Teaching Track Faculty is service to the School, College and University. In the School of Drama, this may include:

- Administrative duties as assigned
- Service on (non-curricular) committees, as assigned
- Elected service (i.e., College Council, Faculty Senate, etc.)
- Teaching activities not directly related to the School of Drama
- Advising/mentoring not related to classes or production
- Professional services rendered in support of CMU activities
- Ambassadorial activities in support of the School, College or University (including service to the profession-at-large)

Supplementary Criteria For Teaching Track Faculty

The supplementary criteria for appointment, renewal, and promotion of Teaching Track Faculty are artistic, scholarly, professional and research activities where not directly related to Teaching or Service Activities as specified above; and Community Service not directly tied to ambassadorship as specified above.

Appointment or Reappointment to Assistant Teaching Professor

Appointments at this rank may be offered to the candidate who has a record of professional expertise appropriate to the School’s curricular needs, has demonstrated ability to develop

quality outcomes from coursework and production, and are prepared to render service to the School.

Reappointments to this rank are based on an established record of teaching expertise appropriate to the School's curricular needs, demonstrated positive student outcomes from coursework and production, and commensurate service to the School.

Appointment, or Promotion to, or Renewal at, Rank of Associate Teaching Professor

Appointments at this rank may be offered to the candidate who has an established professional record of teaching expertise appropriate to the School's curricular needs, has demonstrated ability to develop quality outcomes from coursework and production, and is prepared to render commensurate service to the School, College and University.

Reappointment at this rank is granted to the candidate who has demonstrated excellence in teaching with substantial positive impact on the School's educational mission, excellent student outcomes from coursework and production, and commensurate service to the School, College and University.

Promotion to this rank is granted to the candidate with an established record of teaching expertise and/or innovation appropriate to the School's curricular needs, excellent student outcomes from coursework and production, and commensurate service to the School, College and/or University.

Promotion or Appointment to Teaching Professor

Promotion to and renewal at the rank of Teaching Professor is granted to the candidate who has an extraordinary record of accomplishment in teaching, outstanding student outcomes from coursework and production, substantial contribution to the School's educational mission and commensurate service to the School, College and University.

2.4 Research Faculty Appointments

Does not currently apply to school of drama.

2.5 Special and Visiting Faculty Appointments

Does not currently apply to school of drama.

2.6 Joint Appointments

Joint appointments are used for faculty who are recognized for their research activities, scholarly activities, artistic activities and/or professional practice, that may span disciplines and colleges.

In the case of joint appointments, faculty are expected to contribute to teaching and service to the School commensurate to their appointment and decided upon in consultation with the head of the school. The specific terms of the appointment will be negotiated between partnering schools and defined as part of the appointment letter.

2.7 Other Stipulations Concerning Appointment and Tenure Policy

Refer to CFA Handbook Section 2.7.

2.8 Mentoring

The School of Drama seeks to provide a supportive environment for all its faculty, staff and students, striving to be a collegial, diverse and inclusive community. To help faculty succeed, senior faculty will assist as mentors.

2.9 Casebook Feedback (SRC informal faculty reviews, and casebook guidance)

The SRC encourages SoD tenure track faculty and teaching track faculty who are eligible for review to meet with the any SRC committee member or members, the head of the school and/or assigned mentors during the year prior to their review early in the Spring semester for guidance and feedback on assembling his or her case materials.

Faculty members are encouraged to be proactive and familiarize themselves with University and CFA handbooks, seek advice from senior faculty and keep abreast of timelines for review dates for their contract specifications.

2.10 Leaves of Absence

Refer to Section 2.10 Leaves of Absence for College Interpretations.

3. DOCUMENTATION (CASEBOOK)

A comprehensive description of each candidate's activities is required for initial appointment, reappointment, promotion, and tenure reviews in the College of Fine Arts. Refer to section 3.0 in the college document for kinds of documentation required for various appointments, the procedure by which documentation is collected, and the organization of the documentation file (casebook).

4. THE SCHOOL REVIEW COMMITTEE (SRC)

The main responsibility of the SRC is overseeing the reappointment and promotion of tenure track and teaching track faculty. It is composed of the School's faculty with indefinite tenure. The SRC reviews faculty members who are eligible for appointment, reappointment, and promotion according to the schedule and protocol that is set down in the College of Fine Arts Appointment and Tenure Policy Handbook (CFA Handbook) and this appendix. CFA policy dictates that each year the School of Drama SRC Committee Chair and Head of the School will notify candidates when casebooks are due in the process.

End of School of Drama appendix.



School of Music

SCHOOL OF MUSIC

GUIDELINES FOR APPOINTMENT, PROMOTION AND TENURE

1. INTRODUCTION

This appendix provides more detailed interpretations of the college handbook document in several areas. Where there is not specific interpretation the college interpretation should be your guide. To aid your navigation between the college document and this addendum several of the headings in this document serve as links to applicable sections in the college document.

Confidentiality – All faculty members within CFA must abide by the statement on confidentiality as written in the college document.

Mission: Carnegie Mellon School of Music combines the strengths of a professional conservatory program with those of an innovative global research university to offer an education that fosters the artistic excellence, discipline, skills and entrepreneurship required by today's competitive, dynamic music field.

2. PRINCIPLES AND GUIDELINES

2.1 General Criteria

The School of Music recognizes that highly qualified faculty may have strengths in a number of specific areas. In such cases, combined criteria may be used to evaluate the faculty.

2.1.1 TEACHING AND OTHER EDUCATIONAL ACTIVITIES

The School of Music expects faculty at all levels to be outstanding teachers. Invitations to present master classes in other educational institutions will be considered positive signs of the faculty's growing regional, national, and/or international stature in the field.

2.1.2 PROFESSIONAL AND ARTISTIC WORK

Faculty professional and artistic activities should serve as an inspiration to their students, and should make a meaningful contribution to the cultural life of the community. It is expected that all Music School faculty members maintain an awareness of current developments in their fields of expertise.

2.1.3 OTHER CONSIDERATIONS (SERVICE)

Music School professors in all areas of specialization must be active participants in the organizational work of the school and the university, and must assist with the auditioning and recruitment of students.

2.2 Tenure Track Faculty Criteria

Tenure track faculty will be expected to maintain an active professional career as well as being excellent teachers. Visibility and leadership in the profession are an important part of their positions in the school. Performing faculty who retire from active performing careers should continue to expand their reputations through presenting master classes in other locations and teaching at prestigious music festivals and summer institutes around the world.

Assistant Professor of Music

An assistant professor must possess evidence that teaching, artistic and professional activities are being recognized by others according to the criteria outlined above.

Associate Professor of Music

An associate professor in the School of Music must possess national recognition of teaching, artistic, and professional activities by authorities in the field, using the criteria outlined above.

Associate Professor of Music (with Indefinite Tenure)

The successful candidate for tenure demonstrates active and significant accomplishment and commitment within the stated professional, artistic, interdisciplinary and/or scholarly activities; demonstrated excellence in teaching; and ongoing contributions to the school's mission and vision. Additionally, candidates contribute to service at the School, College and University level and to the greater community.

Professor of Music

A **Professor of Music in the area of *performance*** must have, in addition to being an outstanding teacher, a significant record of achievement as a recitalist in prestigious concert halls, or as soloist and/or chamber musician with renowned ensembles. A vocal artist must have attained a distinguished record in opera, music-theater, recital work, or as soloist with important ensembles. A professor must also have commercial recordings and positive reviews in prestigious publications.

A **Professor of Music in the area of *composition*** must show, in addition to being an outstanding teacher, a significant body of work; publications by recognized publishers, commercial recordings, performances by recognized artists, and positive reviews in prestigious publications.

A **Professor of Music in the area of *conducting*** must have, in addition to being an outstanding teacher, a significant record of achievement conducting prestigious performing ensembles with substantial and positive professional reviews.

A **Professor of Music in the areas of *music history and music theory*** must have, in addition to being an outstanding teacher, a significant body of research in an area relevant to the School's emphases, a record of significant publications, and positive reviews in prestigious publications.

A **Professor of Music in the area of *music education*** must have, in addition to being an outstanding teacher, a significant record of achievement in teaching at both the pre-college and the university levels, must be a recognized leader in the field of music education locally,

nationally, and internationally, and must have a record of significant publications or presentations.

2.3 Teaching Track Faculty Criteria

The School of Music will utilize the teaching track for three types of full-time faculty positions:

- Excellent teachers in special areas that support the education of music majors but are not degree-granting programs in the school. Examples would include but not be limited to: acting teachers, dance teachers and instructors of keyboard skills for non-piano majors.
- Outstanding teachers in positions of focus within the school (performance, composition, conducting) who are no longer working actively in the profession. This might include performing faculty who had distinguished careers, but who now wish to devote their time to teaching and faculty who have made a career of teaching, and who may not have a national reputation.
- Highly acclaimed musicians who have affiliations in another professional organization, such as the Pittsburgh Symphony Orchestra, Attack Theatre, etc.

Teaching track faculty will be evaluated primarily on their teaching credentials. Professional achievements as a performer, composer, and/or conductor may be considered as additional evidence of artistic stature in the field, but will not replace the primary criterion of excellence as a master teacher. Teaching track faculty without these additional professional activities may be reappointed and/or promoted solely on the basis of their teaching credentials.

An Assistant Teaching Professor must demonstrate evidence that his/her teaching activities are being recognized by others in the field.

An Associate Teaching Professor must have national recognition of teaching activities by authorities in the field.

A Teaching Professor must have a significant record of achievement as a master teacher locally, nationally, and internationally.

2.4 Research Faculty Appointments

The School of Music does not have research faculty appointments.

2.5 Special Faculty Appointment Criteria

Special faculty appointments in the School of Music will be reserved for visiting professors and/or short-term residencies of artists of the highest order, who can contribute professional knowledge and inspiration to the students in both the undergraduate and graduate programs of the School.

2.6 Joint Appointments

Joint appointments are used for faculty who are recognized for their research and teaching that span disciplines and colleges. In the case of joint appointments, faculty are expected to contribute to teaching and service to the School commensurate to their appointment and decided upon in consultation with the School Head.

2.7 Other Stipulations Concerning Appointment and Tenure Policy

No additional interpretation is provided here. Refer to CFA Handbook Section 2.7.

2.8 Mentoring

The School of Music seeks to be a welcoming and supportive environment for all of its faculty, staff and students. To help new members of the faculty succeed, senior faculty stand ready to assist as mentors. Early in their CMU employment, in consultation with the Head of the School, new faculty, will be encouraged to identify someone whom they would like to serve as their mentor.

2.9 Casebook Feedback (previously called ad-hoc)

The School of Music encourages faculty to consult with their mentors on casebook materials before submitting these to the SRC for review.

3. DOCUMENTATION (CASEBOOK)

A comprehensive description of each candidate's activities is required for initial appointment, reappointment, promotion, and tenure reviews in the College of Fine Arts. Refer to section 3.0 in the college document for kinds of documentation required for various appointments, the procedure by which documentation is collected, and the organization of the documentation file (casebook).

End of School of Music appendix.

ACKNOWLEDGMENTS

Thanks to Dean Martin, School Heads and the other members of the college council, SRC Chairs, and the many faculty and staff across the college who have contributed to the development of this handbook. Special acknowledgment is given to the working group whose thoughts, debate, and efforts to help establish appropriate criteria and guidelines for a wonderfully diverse college.

Work Group: Stephen Stadelmeier, Kevin Hines, John Carson, Robert Fallon, Dale Clifford, and Eric Anderson

College Council: Stephen Lee, John Carson, Terry Irwin, Peter Cooke, Denis Colwell, Khee Poh Lam, Andrew Johnson, Wayne C. Chung, Susan Tsu, Marilyn Taft Thomas, Dale Clifford, Richard Pell, Peter Scupelli, Kevin Hines, Robert Fallon, Stephanie Murray, Dan J. Martin, Franco Sclannameo, Eric Anderson

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September 2014

College of Fine Arts
Carnegie Mellon University