

School of Design and Construction Policies

Part I: School Administration and Faculty

Part II: School Policies for Students

Note: Both Parts I and II are intended to work in concert with University policies, the WSU Faculty Manual, as well as policies of the College of Engineering and Architecture and the College of Agriculture, Human and Natural Resource Sciences. In cases of discrepancy, the Director of the School of Design and Construction will consult with the appropriate parties and issue a clarification.

Part I: School Administration and Faculty

Table of Contents:

- 1.0 Organization
- 2.0 Administration of the School of Design and Construction (SDC)
- 3.0 Faculty
- 4.0 Staff
- 5.0 Policies for tenure of faculty
- 6.0 Policies for promotion of faculty
- 7.0 Policies for professional leave
- 8.0 Grading
- 9.0 Syllabi

1.0 Organization:

1.1 Colleges:

The School of Design and Construction is managed jointly by the College of Engineering and Architecture (CEA) and the College of Agriculture, Human and Natural Resource Sciences (CAHNRS) CEA serves as the lead college and interaction and support for the school is defined through the Memorandum of Agreement (MOA).

1.2 The School of Design and Construction (SDC)

The mission of the School is: *To advance a collaborative educational and research community that fosters diversity, leadership and innovation in the fields of architecture, landscape architecture, interior design and construction management.*

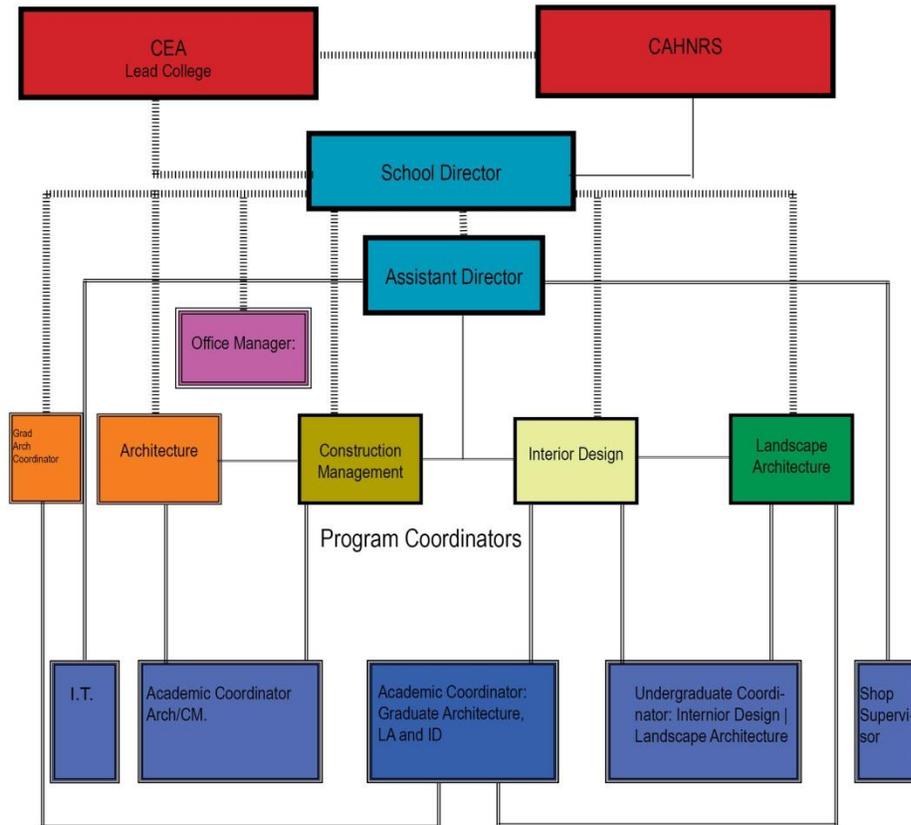
The SDC Policies Parts I and II seek to implement this mission.

1.3 Programs

- 1.1.1 Architecture
- 1.1.2 Interior Design
- 1.1.3 Landscape Architecture
- 1.1.4 Construction Management

2.0 Administration of the School of Design and Construction (SDC). The administration of the school is shown on the diagram below, and summarized as follows:

The School of Design and Construction
 Architecture + Interior Design + Landscape Architecture + Construction Management



2.1 Director: The Director is charged with administering the School of Design and Construction according to the role and responsibilities defined in the WSU faculty Manual. The Director provides leadership and management in logistical support, curriculum development, instruction assignment, monitoring of facilities and equipment, budgeting, external development support, alumni relations, presiding over the SDC Advisory Board and representing the School to the College, University, community and profession. The Director seeks advice and input from the faculty as deemed necessary in various situations through individual contributions, the School's committee system, and the faculty meetings. The Director will articulate to the faculty, college, university, profession, community and students the mission and goals of the School and strive for their fulfillment through an efficient, pragmatic and comprehensive decision-making process.

2.1.1 Appointment of director

2.1.2 The Director is appointed by the Deans of the CEA and CAHNRS in conjunction with faculty input. The process of selecting a director will follow procedures as outlined in the faculty manual.

2.1.3 Term of service for the director The term of service for the director will be four years

2.1.4 Faculty review of director: The faculty are provided an opportunity to review the director each year through a process from the Provosts office. In addition at the end of each four year cycle the deans will engage in a thorough review of the director by engaging faculty input as well as external constituents.

2.2 Assistant Director: The Assistant Director serves as the voice of the school when the director is unavailable. The Assistant Director works on a daily basis to resolve student issues with program coordinators and academic coordinators. The assistant director oversees issues related to facilities and works with director regarding school development, advisory boards and other external issues as deemed appropriate by the director. At the discretion of the director the Assistant Director may have signature authority over state funds.

2.2.1 The Assistant Director is appointed by the director for a four year term. At the discretion of the director he/she may ask faculty to provide a written review of the Assistant Director on a yearly or at the conclusion of the fourth year. The reappointment of the Assistant Director resides with the director.

2.2 Program Coordinators: Each program within the school is led by a Program Coordinator. In addition, there is a Coordinator of graduate programs. Program Coordinators are appointed by the director, with a term of service of 3 academic years. The general duties and responsibilities of Program Coordinators are identified below.

2.2.1 Curriculum: Program Coordinators work with the Director and faculty of the respective disciplines towards the following ends:

- a) Engage with faculty across disciplines to evaluate curriculum changes to individual majors, as well as the School's core curriculum.
- b) Lead and participate in committees as requested by the Director.
- c) Work with the Director to make teaching assignments.

d) Work with and/or supervise Academic Coordinators

2.2.2 Recruitment: Program Coordinators working with Academic Coordinators are the main linkage between new students and the discipline. Program Coordinators work with Academic Coordinators and the Director to ensure that staffing of WSU recruitment events (including Summer Alive!) for each discipline are supported.

- a) Working with the Director and recruitment staff from each college in the design of recruitment materials.
- b) Meeting with or assigning faculty to meet with new students and parents when needed.
- c) Participating in high school recruitment activities when needed.
- d) Participating in recruitment fairs when asked.

2.2.3 Personnel: Program Coordinators work with the Director in the following personnel activities:

- a) Aid in the preparation of tenure and promotion materials for tenure track faculty in the respective disciplines.
- b) Provide input to the Director for the preparation of annual review and 3rd year review for faculty.
- c) Serve as the first contact person for student concerns and issues within the discipline.
- d) Advise the Director regarding hiring of adjunct and permanent faculty.

2.2.4 Accreditation: Program Coordinators aid the Director in the following accreditation activities.

- a) Preparation of self- assessment reports.
- b) Preparation for accreditation visits.
- c) Preparation of yearly reports (if required)
- d) Ensure that curriculum meets accreditation standards.

2.2.5 Development: Program Coordinators assist the Director in the following activities when requested.

- a) Fund raising and meeting with potential donors.
- b) Participating in Professional Advisor Board meetings.
- c) Developing materials for alumni newsletters.
- d) Disseminating material about the program to other institutions.

3.0 Faculty. The individual and collective roles of the faculty are defined in the WSU Faculty Manual which includes free exchange of ideas and criticism while respecting opinions of colleagues and maintaining objectivity in judging others. As well, faculty are appointed with a range of academic titles and terms of service. For a listing of titles and definitions, refer to the University Faculty Manual.

3.1 Teaching, scholarship, creative/professional activity, research and service. The Faculty Implements the essential mission of the School through these activities. All faculty endeavors are expected to advance the professions within the school as well as outreach related to the land grant mission of WSU.

3.2 Curriculum development and implementation. The Faculty plays a critical role in the development and implementation of the School's curriculum and its academic and societal objectives.

3.3 School governance. It is incumbent upon each faculty member to participate in the governance of the School through individual contribution, committee work and faculty meetings. Faculty participation occurs through the School's processes identified above. Once collective decisions are made with input from committees, the faculty meetings and other legitimate sources available to the School Director, it is the responsibility of each individual to abide by these decisions irrespective of their possible difference of opinion. Faculty members are then expected to show respect for such decisions and communicate them properly to the students, to the University, the profession and to the community. When speaking or acting on behalf of the School, efforts must be made to distinguish between personal opinions and the School's policy and procedures, if they differ.

3.4 Tenure and promotion. See Sections 5.0 and 6.0

4.0 Staff The staff of the school consists of the following (in numbers as needed):

4.1 Office Manager. This position serves as the primary support for the Director including coordination of development activities and management of fiscal operations for the School. This includes management of office support for the director and faculty with day to day supervising, communication and report activities. The Administrative Manager serves as the director's confidential secretary. He/she is responsible as the initial contact person for the school with students and guests. He/she ensures the maintenance of the office functionality, documentation, payroll, travel, study tours, inventory and overall office processes. He/she defines, coordinates and monitors workload of student employees. He/she works with the director in the coordination of school activities with donors and school advisory board.

4.2 Undergraduate Academic Coordinator. This position may be diversified between academic coordinators for programs within the SDC (for example: an academic coordinator of architecture and construction management; an academic coordinator for landscape architecture and interior design, etc). Academic coordinators work with Program Coordinators to provide academic advising to prospective and incoming students. Academic coordinators assist students in the selection of appropriate courses, developing degree plans, monitoring progress toward degree completion and student progress throughout their academic careers. Academic coordinators transfer students, field inquiries about program policies, prerequisites and advise potential students regarding course equivalences and transfer credits including transcript evaluations. Work with students on certification requirements, scholarships and scholarship committee, coordinate advising assignments and maintain all student records and files as well as other functions related to the implementation of the undergraduate curriculum. Academic coordinators work in conjunction with the Director, Assistant Director, Administrative Manager of the school

4.3 Graduate Academic Coordinator. The Graduate Academic Coordinator provides support and coordination for the graduate programs in the School of Design & Construction (Architecture, Interior Design, Landscape Architecture and future graduate programs) to include student recruitment, application and admissions processing; course selection and graduation planning advice; course scheduling and management; implementation of program content, policies, procedures, and activities; database development and maintenance related to student retention, recruitment, and admissions; advising faculty, staff, students and the public regarding program content, policies, procedures, and activities; and promoting programs located in the SDC to individuals and organizations. The Graduate Academic Coordinator works in conjunction with the Director, Program Coordinators, Graduate Coordinators, and the Administrative Manager of the SDC.

4.4 Information Systems Coordinator. This position is responsible for coordinating operation, support, and maintenance of all information and computing services for the School of Design and Construction. This position is responsible for maintaining all staff and faculty computers and all computers for the architecture and construction management student labs. This position will coordinate with IT staff from EECS for maintaining active directories and virtual servers. Additionally, this position maintains a service center for printing as well digital security for students and staff.

4.5 Shop Supervisor. The shop supervisor works to ensure that all shop operations are conducted in conformance with standards of safety (please refer for University Risk Management Policies). The supervisor ensures that all students utilizing the shop have acquired the necessary safety training and monitors all work within the shop. In addition the supervisor is responsible for maintaining all equipment within the shop and ordering equipment and materials. The shop supervisor is also responsible for working with the director to establish a yearly budget and to ensure that shop activities are held within the budget.

5.0 Policies regarding tenure of faculty. Based on the mission of the school, teaching effectiveness will be a significant consideration for purposes of granting tenure. Candidates shall provide evidence of continuing excellence and intellectual development in their area of teaching. Candidates shall also demonstrate accomplishments in the areas of: scholarship, creative/professional activity or research, and service

Note: Based upon the MOA between CEA and CAHNRS the following tenure and promotion criteria applies to all current tenured and future candidates within the School of Design and Construction.

- Beginning in academic year 2012-13, tenure and promotion recommendations will be provided by all School faculty for tenure and promotion candidates within the School.
- Tenure and promotion candidates will be advanced within the College they are appointed.
- Tenure and promotion (and annual review) criteria for the School will be completed and approved by the Provost no later than January 1, 2013.
- Third-year reviews will be conducted using the criteria defined in this document beginning Spring 2014.
- Beginning in academic year 2015-16, all tenure and promotion candidates will be evaluated based upon the criteria in this document. In academic year 2013-14 and 2014-15, faculty will have a choice of whether to be evaluated based upon their previous departmental tenure and promotion policies and criteria or those developed and approved by the School's faculty. Faculty will elect the criteria on which they are evaluated for tenure and promotion within three months after the School criteria are approved. Tenure and promotion decisions will be made jointly by both Deans and require joint signatures.

5.1 Faculty mentoring of new faculty. A mentor committee for each new tenure track faculty member will be established to provide guidance, support and feedback relative to each candidate's progress toward tenure and promotion. It is expected that the mentors will work to support each candidate over the five-year cycle leading to the tenure and promotion application in the sixth year. The mentor committee works with its candidate, in conjunction with the Director, to identify areas of excellence, and develop strategies for implementation. This guideline is structured into three stages to reflect the stages described in this section above: Yearly review, Third-year review, Fifth- year review. The procedure outlined here is intended to describe an overall process for tenure track faculty. It defines timelines and priorities for new faculty and their mentors. Ultimately the success of each candidate is the responsibility of the candidate. However this process is established in order to ensure the highest level of communication and support within the School. (For purposes of clarification, the term candidate is used to identify a tenure track faculty).

- 5.1.1 Each untenured faculty member shall work with a mentor committee. The mentor committee is formed by the Director at the onset of the initial year of appointment for the faculty member.
- 5.1.2 The mentor committee should remain intact for the duration of the candidate's trajectory towards tenure, after which the committee dissolves.
- 5.1.3 The mentor committee should consist of a minimum of three members, preferably representing several programs of the School, and appropriate for the candidate's interests and trajectory.
- 5.1.4 The mentor committee self-selects a chair of the committee.
- 5.1.5 Changes to the committee: If a change in committee composition is needed, the Director will work with the candidate and the committee to identify an appropriate replacement. At any time in his or her trajectory, the candidate can also submit a request to the Director for a change in the committee makeup.
- 5.1.6 Some responsibilities of the mentor committee are described in other subsections of Section 5.5.

5.2 Teaching. The assessment of teaching excellence includes

5.2.1 Command of the subject, skill in organizing courses and presenting material, intellectual stimulation, and positive rapport with students

5.2.2 Other aspects of teaching competence include supervision of special studies, development of innovative teaching techniques, new courses, writing of instructional programs, development of software or web pages for instructional purposes, and interdisciplinary course participation.

5.2.3 Appointments, particularly in specialty areas, may place a person primarily in upper or lower division teaching. However, some experience in teaching at both levels should be demonstrated. Every effort will be made by the director to see that opportunity to teach at both upper and lower divisions is created. If no opportunity exists, the director will make a special statement on the candidate's behalf that explains the situation clearly to those evaluating the candidate.

5.2.4 Judgment of teaching effectiveness. Course evaluations are one source of feedback by which to identify consistently high levels of performance. They will not be used to make narrow discriminations based on scores. Classroom contact hours, preparation and evaluation time, contribution to team teaching activities, and size of enrollment are factors that will also be considered.

5.3 Scholarship, Creative/Professional Activity, or Research. Demonstration of accomplishment in these areas will be required. To attain tenure, a person must demonstrate a record of accomplishment that falls within the areas below.

5.3.1 **Scholarship:** Scholarship is defined as the ability to disseminate peer reviewed knowledge related to the discipline to external constituents at regional, national and international venues. Accomplishments in the area of scholarship can be demonstrated in a number of ways. Examples include the following (not prioritized):

- Refereed or reviewed articles published in recognized national or international journals.
- Refereed abstracts and presentations published in conference proceedings.
- Published books representing original work.
- Editorship of recognized regional, national or international journals.
- Research reports in refereed journals or technical bulletins.
- Invited reviews of journal articles or books.
- Fellowships awarded for special study that are documented.
- Published technical or extension bulletins.
- Papers published in conference proceedings.
- Invited jury member for major research grant proposals.
- Invited reviewer for major research grant proposals.

5.3.2 **Creative/Professional Activity:** Creative / Professional activities can be defined as utilizing peer reviewed knowledge and skill sets to create and or build works that provide visual or environmental enhancements to the individual, community or business. Accomplishments in can be demonstrated in a number of ways including the following (not prioritized):

- Design, graphics, art, film, etc. – works completed, with invitation to exhibit or build, or works in progress with significant elements completed, the quality of which has been favorably evaluated by a qualified reviewer. Significant consulting on major projects in the field of architecture, landscape architecture, interior design, engineering or construction.
- Recognition of the above by award or meritorious citation for creative works.
- Published in a recognized journal.
- Showing in significant public exhibition.
- Recognition for work in competitions
- Research outcomes adopted and/or published by local, state, national or international entities.

5.3.3 **Research.** Research is defined as peer reviewed work; accomplishment can be demonstrated in the representative categories (not prioritized) below.

- Recognition for work in competitions.
- Research activity outside the normal teaching assignment that has contributed to innovative instruction.
- Tangible evidence of research in progress, whether unfunded, funded by Washington State University, or by an outside agency. Research completed under Washington State University or state funding.
- Research completed under funding by an outside agency.
- Research results (regardless of sponsorship or funding) published in recognized journals or bulletins.
- Candidates are encouraged to partner with faculty from other disciplines for the submission for grants.

5.4 Service to the Institution, Public, and Profession. Meritorious service is contributive toward tenure/promotion when combined with above accomplishments. Accomplishment can be demonstrated in a number of ways. Examples are listed below (not prioritized):

5.4.1 A major commitment of time (i.e. University task force, special project committee, etc.).

5.4.2 Membership on municipal, county, regional, state, national or international boards, committees, commissions and the like; citizen service.

5.4.3 Participation in school committees.

5.4.4 Participation in college or university committees.

5.4.5 Participation on the board of registration or certification boards, or acting as visiting members of such on evaluation teams.

5.5. Policies regarding annual review. Each faculty member is reviewed annually, as summarized by a formal review submitted by the Director. In writing this review, the Director a) receives a written summary from the faculty member of his or her activities for the year; b) has access to course evaluations; c) in the case of untenured faculty, solicits input from the faculty member's mentor committee (see 5.5.1). The following reflects the criteria utilized by the School of Design and Construction for yearly annual review (rating is on a 5-point merit scale; 1=low; 5=high):

5.5.1 Minimum measures constitute a merit rating of 3.0:

5.5.1.1 Teaching:

- Faculty must teach a minimum of four courses per year. The Director may modify the requirement for three required courses based upon specific needs of the school. (Faculty members with administrative appointments must teach a minimum of two – three courses with the decisions being at the discretion of the director.
- Demonstrating initiatives that improve course content through research, travel, conferences on teaching, special courses, continuing education, software/IT development, pedagogical innovation, etc.
- Demonstrate support for external development of teaching through participation in field trips, site visits, firm critiques, organizing special lectures, symposiums etc.

5.5.1.2 Scholarship, Creative / Professional Activity, or Research:

- Faculty must be recognized through the publication of a minimum of one article, design project, regional conference proceeding, presentation etc. each year. This may be a co-authored. Submission(s) of grant proposals which are not accepted fulfills this requirement.

5.5.1.3 Service.

- Faculty must serve on a minimum of one School, College or University committee.
- Actively participate in student advising when requested by the Director, Assistant Director(s) or program coordinator.
- Actively participate in student recruitment activities when requested by the Director, Assistant Director(s), or program coordinator

5.5.2 Exceeds Expectations (3.1-4.0): The following criteria are in addition to the above and must be demonstrated in order to receive a merit rating of 3.1 – 4.0.

5.5.2.1 Teaching:

- Course evaluations in some way exceed the normative range of quality of teaching in the School (for example: written comments on teaching excellence), in the opinion of the director and (in the case of untenured faculty) of the mentor committee.
- Initiated new course work or proposed new elective courses that expand the curriculum into new areas and/or facilitate the collaborative mission of SDC. Examples include new courses that focus on specific faculty research or interest areas.

5.5.2.2 Scholarship, Creative / Professional Activity, or Research: (One or more of the following).

- Publication of one peer reviewed paper, article, conference proceeding or other publication each year.
- National recognition for research or design projects through national or regional awards.
- Progress towards the publication of a book or monograph with evidence of peer reviewed acceptance contract from publisher.
- Successful external grant submission by local, regional granting agency.

5.5.2.3 Service: (Two or more of the following).

- Participation on national or international committees, peer reviewer or other national or international service.
- Participation on two school, college or university committees.
- Participation on community or regional committees.
- Collaborator or principal organizer for regional conference.

5.5.3 Exceptional Performance (4.1-5.0):

5.5.3.1 Teaching:

- Course evaluations that in some way document exceptional performance in comparison to the normative range of quality of teaching in the School, in the opinion of the director and (in the case of untenured faculty) of the mentor committee.
- Special external recognition for teaching through awards, invited presentations, exhibitions or honors from professional organizations or citations for excellence in teaching.

5.5.3.2 Scholarship, Creative /Professional Activity or Research:

- Publication of a book or monograph through national or international press.
- National or international recognition for research or design projects through peer review.
- Invited keynote speaker at national or international conference or symposium.
- Editor of national or international journal.

5.5.3.3 Service:

- Office holder of national or international committee or board.
- Collaborator or principal organizer for national or international conference.

REVIEW MATRIX. Please refer to Appendix #1 for the Matrix for Annual Review Evaluations.

5.5.4 Yearly Reviews (pertaining to tenure-track faculty)

5.5.4.1 The mentor committee, in conjunction with the Director, will meet with a candidate early in the fall of the initial year of appointment to discuss the tenure process and distribute relevant documentation.

5.5.4.2 The mentor committee will meet with the candidate at least once each semester to discuss progress, provide input and recommendations for the future.

5.5.4.3 The Director, with input from the mentor committee, will utilize the annual review process to discuss tenure and promotion progress with each of the tenure track faculty.

5.5.4.4 Each year (spring semester) mentor committee will organize, in conjunction with the Director, a presentation by their candidate to the School faculty. The intent of the presentation will be to allow all faculty to understand the teaching, research and scholarly activities that were accomplished by the tenure track faculty for the year.

5.5.4.5. At the conclusion of the presentation the mentor committee will distribute a faculty evaluation form (see below) and current vita for the candidate to all tenured SDC faculty. All tenured faculty will have the opportunity to comment on the progress of each candidate. Faculty comments will be collected and summarized by the Director and discussed with each candidate.

5.5.5 Third Year Review (pertaining to tenure-track faculty)

5.5.5.1 During the fall semester of the third year the mentor committee, in conjunction with the director, will work with the candidate to help organize the dossier. This includes candidate's statement, vita, teaching portfolio and other documentation.

5.5.5.2 The mentor committee, in conjunction with the Director, will organize the candidate's faculty presentation in terms of date and time. The Director will distribute and collect faculty ballots from all tenured faculty.

5.5.6 Fifth Year Review (pertaining to tenure-track faculty)

5.5.6.1 During the fifth year the mentor committee will work with the director in identifying external evaluators to review the candidate dossier. The mentor committee will organize reviews and identify internal faculty evaluators for classroom teaching during the spring or fall of sixth year prior to submission of the candidates dossier. During the early fall of the sixth year the mentor committee will work closely with candidates to finalize and complete the dossier and ensure that all materials and requirements are present.

5.5.6.2 During the spring semester the mentor committee, in conjunction with the director, will be responsible for organizing individuals to evaluate classroom performance and write letters of evaluation as well as soliciting outside letters of support.

5.5.6.3 The committee, in conjunction with the Director, will organize the candidate's faculty presentation in terms of date and time. The Director will distribute and collect faculty ballots from all tenured faculty.

5.5.7 The review form: The review form (for years 1, 2 and 4) used by members of the tenured faculty to review tenure-track candidates consists of three sections on a single 8.5"x11" sheet of paper: 1) Teaching, 2) Scholarship, Creative/Professional Activity, or Research, 3) Service. Evaluators are free to write comments for each section, based upon general knowledge of the candidate's performance, the vita, as well as the annual presentation. The Director summarizes all evaluators' comments and meets with the candidate for discussion. While confidentiality of individual evaluations is cordially maintained; candidates do have access to specific comments upon request.

6.0 Policies regarding promotion of faculty. The standard term of service for any rank is six (6) years prior to consideration for promotion. Candidates of any rank seeking promotion for any length of time other than 6 years must receive the written support of the Director.

6.1 Criteria for Promotion to Associate Professor

- 6.1.1 Normally, faculty appointed at the assistant professor rank will be considered for promotion to associate professor rank at the time of tenure consideration. The same criteria, procedures, and professional training requirements will apply as do those for granting of tenure. Evaluation will be based on the fulfillment of these requirements.
- 6.1.2 If tenure-track faculty have been granted early tenure eligibility on the basis of previous teaching or professional experience, they will be evaluated on their accomplishments during their previous six years of experience, with primary importance placed on accomplishments since coming to Washington State University

6.2 Criteria for Promotion to the Rank of Professor. Although there is no specified time-in-rank to become eligible for application for advancement to professor, it is highly unusual for a faculty member to be promoted with fewer than six years at the associate professor rank. Sustained and increasing quality in fulfillment of the criteria for the rank of associate professor must be distinctly identifiable, among these:

- 6.2.1 Demonstrated excellence in teaching is a mandatory requirement for promotion in the School of Design and Construction. In addition to performance related to the instructional criteria stated under tenure, examples of demonstrated excellence in teaching will be required, such as:
 - 6.2.1.1 Special recognition by faculty, students or alumni of outstanding teaching.
 - 6.2.1.2 Recognition of quality innovative teaching experiences.
 - 6.2.1.3 Recognition outside of the region through invited lectures, invited guest teaching appointments, or reviewed journal publication of teaching accomplishments.
- 6.2.2 National and/or international recognition. In addition to the instructional criteria mentioned above, there must be national and/or international recognition for accomplishment in one or more of the areas of teaching, scholarship, creative/professional activity, or research listed under tenure.

7.0 Policy for Professional Leave: The following serves as a school policy regarding the awarding of professional leave for the School of Design and Construction.

- 7.1 All professional leave requests must follow university requirements as outlined each year in the Professional Leave and Retaining Leave Guidelines distributed through the Provost's office.
- 7.2 Faculty members seeking professional leave must submit a one page abstract to the director by September 30th of the year prior to the leave. The abstract should identify the following:
 - 7.2.1 Objective and goals of leave.
 - 7.2.2 Will leave be on campus or off campus.
 - 7.2.3 Deliverables.
 - 7.2.4 Potential funding sources and plans for grant application.

- 7.2.5 Time line of events.
- 7.2.6 Length of leave i.e. one semester (fall or spring) or year.

- 7.3 Faculty members planning annual leave are required to work with the director in determining appropriate faculty who will be willing to cover the courses of the applicant during the leave period.
- 7.4 Faculty who will serve to cover the courses must agree to do so in advance of submitting the leave request.
- 7.5 Once the professional leave is completed the faculty member will be required to make a presentation to the faculty at large regarding their leave and the results. Dissemination of any information that would be of benefit to faculty is encouraged.

8.0 Grading policies. The following reflect School and University policies regarding grading procedures:

- 8.1 Copies of all semester grading books/ evaluation sheets must be submitted to the School Academic Coordinators at the end of each semester. All documents will be retained by the School for a period of five years (University requirement).
- 8.2 Three weeks prior to the end of the semester, students who are receiving a letter grade of C- or lower will receive written notice from the faculty clearly stating the current grade as well a summary of their grades for the semester. A copy of the letter must be copied to the student file.
- 8.3 If a student feels that any grade they received was due to inappropriate application of grading polices, they must first meet with the instructor to discuss the problem. If the student does not find resolution at that level, they may appeal to the Director or Assistant Director of the School. If the student does not find resolution at that level, they may appeal the grade through the School's Academic Affairs Committee. Finally, the student may appeal the grade through the University Academic Grade Appeals.
- 8.4 Based upon the evidence, the instructor may change the grade. Only the instructor and /or University Grade Appeals Board can change a grade.
- 8.5 All faculty members will inform students of their current grades at least every four weeks. This can be accomplished through University digital sites or individual email accounts. Posting of grades is acceptable **only** if the students' last four digits from their respective student ID's are used, and **only** if complete random listing of those last four digits is administered. Each time student grades are posted, a new random order must be displayed (Federal Law). This also applies to posting grades from exams, quizzes, etc.
- 8.6 Studio grades must be distributed to students a minimum of twice each semester in written form (project evaluation sheet is acceptable).
- 8.7 For design studio classes the Director will distribute to the faculty summaries of all studio grades with overall averages for each studio and year at the conclusion of each semester.

9.0 Course syllabi. The following reflect School and University policies regarding course syllabi:

- 9.1 All courses within the undergraduate programs and graduate programs, including studio and seminar courses, will be accompanied by a syllabus (University requirement).

- 9.2 At the start of each semester faculty must submit all course syllabi to the School for exhibition and retaining for accreditation.
- 9.3 All course syllabi must include the office hours of the instructor and all office hours must be posted at the instructor's office.
- 9.4 All course syllabi must state the goals of the course followed by the course objectives. Within these course goals and objectives, the syllabi must list or identify the specific criteria that meets accreditation criteria of either ACCE, ACS, CIDA, LAAB or NAAB for that specific course.
- 9.5 All course syllabi must clearly describe grading processes and procedures as well as grading breakdown for each component of the course (e.g. exams comprise 40% of overall course grade, quizzes 30%, homework 25%, attendance and participation 5%).
- 9.6 For further information on writing a syllabus, please see "Guidelines for Syllabus Creation at WSU" at <http://www.gradschool.wsu.edu/Documents/PDF/GuidelinesforSyllabus.pdf>
- 9.7 At a minimum, all syllabi should indicate how many exams, homework, quizzes, etc. will make up the grade component.
- 9.8 All syllabi must include the following University information concerning requirements and School policies, **Students with Disabilities**, **Academic Integrity** the **Campus Safety Plan**:

Students with Disabilities at www.drc.wsu.edu/

Academic Integrity at <http://academicintegrity.wsu.edu/Default.asp>

Campus Safety Plan at <http://safetyplan.wsu.edu/>

- 9.9 It is the responsibility of the faculty to read and understand the policies from the **Office of Students with Disabilities**, the **Office of Student Conduct** and the **Campus Safety Plan**. Faculty must inform their students to be aware of the requirements in these policies. This may be in the form of a statement included in the syllabi.

Appendix 1: MATRIX for Annual Review evaluations (refer to section 5.4.4)

Note: this matrix pertains to standard tenure-track and tenured faculty reviews. For faculty under other classifications, the Director shall adjust these measures as appropriate.

Teaching: Accounts for 40% of annual review

Does not meet Expectations: Merit Rating 1 - 2	Meets Expectations Merit Rating 3.0 Must demonstrate all of the following.	Exceeds Expectations Merit Rating 3.1 – 4.0 Must demonstrate approx 50% of the following.	Outstanding Achievement Merit Rating 4.1 – 5.0 Must demonstrate approx 20% of the following.
<ul style="list-style-type: none"> • Courses are unorganized and of poor quality. • Course syllabi are not well organized and do not include critical information as established by the school and university. • Quality of work in courses does not demonstrate critical thinking and skill expectations as defined by the school curriculum. • Average course evaluations are below 3.0 • Does not maintain respectful relationships with colleagues, staff and/or students. • Is not available for office hours, or is available to students on a very limited basis. • Cancels class often, has an unacceptable number of guest lecturers, or avoids classroom delivery responsibilities. • Does not participate in mentoring, reviews or graduate committee invited by students. • Does not adhere to gra 	<ul style="list-style-type: none"> • Teaches the required four courses per year three of which are required courses. The Director may modify this requirement based upon specific needs of the school. (Faculty members with administrative appointments teach three courses per year). • Demonstrates initiatives that improve course content through research, travel, attending conferences on teaching, continuing education etc. • Participates in student study tours, site visits, firm critiques, organizing special lectures, critiques, symposiums etc. • Assessment strategies and evaluation criteria for student performance in all aspects of the course are made evident to students and conforms with school grading and syllabi policies. • Collaborates with colleagues on 	<ul style="list-style-type: none"> • Demonstrates interdisciplinary knowledge as a critical component in courses. • Investigates, evaluates and discerningly uses alternate delivery methods or learning opportunities (i.e. service learning, collaborative learning, etc.) in an effort to improve course material. • Actively participates in efforts to evaluate or improve the department's teaching program such as developing curriculum, creating instructional materials that can be adopted by others etc. • Actively shares teaching strategies with colleagues. • Works to mentor young faculty in teaching effectiveness. • Receives school recognition for outstanding teaching. • Continual record of publishing related to teaching. • Involved in teaching 	<ul style="list-style-type: none"> • Consistently receives course evaluation ratings of 4.5 and higher. • Receives college/ university wide recognition for outstanding teaching. • Receives national or international grants for teaching. • Invitation to speak at conferences focused on teaching. • Novel use of teaching methods that receives special recognition. • Special external recognition for teaching through awards, invited presentations, exhibitions or honors from professional organizations or citations for excellence in teaching. • Citations from professional organizations for excellence in teaching judged solely on the merit of classroom performance.

<p>policies of school.</p> <ul style="list-style-type: none"> • Does not engage with Colleagues / regularly at Faculty meetings and seldom an active contributor on issues related to teaching. • No demonstrated effort to improve teaching. • Maintains the same teaching methods year after year 	<p>teaching innovations or curricular development.</p> <ul style="list-style-type: none"> • Adopts some practices reported in literature to improve teaching and learning. • Shows evidence of incorporating diverse literature and interdisciplinary knowledge in courses. • Students demonstrate through coursework written and verbal communication skills, self-reliance, teamwork, global and diverse perspectives. • Participation in studio critiques. 	<p>and continuing education opportunities for professionals.</p> <ul style="list-style-type: none"> • Invited participation in developing curriculum at other institutions. • Invited presentations at other universities on teaching. • Invited participation in studio reviews at other universities. • Plans or conducts some research that may contribute to the literature on teaching and learning. • Taught new courses that expands the curriculum into new areas. • Participation in student competitions that receive recognition • Teaching a course(s) as a core course or stand alone course for one or more departments outside the school or university GER course. 	
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Research and Scholarship: Accounts for 40% of Annual Review

<p>Does not meet Expectations: Merit Rating 1 - 2</p>	<p>Meets Expectations Merit Rating 3.0 Must demonstrate all of the following.</p>	<p>Exceeds Expectations Merit Rating 3.1 – 4.0 Must demonstrate approx 40% of the following.</p>	<p>Outstanding Achievement Merit Rating 4.1 – 5.0 Must demonstrate approx 10% of the following.</p>
<ul style="list-style-type: none"> • Little or no scholarly outputs produced to advance the discipline. • Scholarly output limited to non-peer reviewed publications, papers, posters, or 	<ul style="list-style-type: none"> • Conducts appropriate research or creative activity that advances the discipline. • Demonstration of one of the following: <ol style="list-style-type: none"> 1. Disseminates research material through regional or 	<ul style="list-style-type: none"> • Regularly publishes materials in appropriate national and international blind peer-reviewed media. • Successful external grant submission to local or regional 	<ul style="list-style-type: none"> • Invited keynote speaker at national or international conference or symposium. • Editor of national or international journal. • National or international

<p>presentations.</p> <ul style="list-style-type: none"> • Research or creative scholarship program does not demonstrate a focused, planned effort to advance disciplinary or interdisciplinary knowledge and achieve a national or international reputation. 	<p>national media (non peer reviewed).</p> <ol style="list-style-type: none"> 2. Invited to speak / lecture at civic groups agencies on research topic. 3. Interviewed by media for expertise in research area. 4. Author or co – author for regional/ university publication on research. 5. Participation in community based projects that receive recognition through exhibits or media. 6. Researching with or extending existing research within an establish research center at WSU. 7. 	<p>granting agency.</p> <ul style="list-style-type: none"> • Progress towards the publication of a book or monograph, with evidence of peer reviewed accepted and contract by a regionally significant press. • Publication in national or international peer reviewed publication. • Invited participant or speaker or panelist at regional/ national conference. • Works with industry in developing research material. • Collaborates with researches in other disciplines in grant proposals, publications or projects. • Consulting projects that advance research. • Projects that receive regional awards from professional organizations I.E. ACSA, AIA, NCARB, AGC, ACS, ASLA, etc. • Recognition for research through regional peer review media. • Invited to speak / lecture at other universities or agencies on research topic. • Patents from research conducted at WSU or directly from employment with WSU. 	<p>recognition for research or design projects through peer review</p> <ul style="list-style-type: none"> • Publication of a book or monograph in international or nationally significant press. • Cited as resource by other researchers. • Projects that receive regional, national or international awards from professional organizations I.E. ACSA, AIA, NCARB, NCIDQ, AGC, ACS etc. • Creation of a national or international research center. • The management of a profitable research center. • Revenue obtained and directed from patents attained from employment at WSU.
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Service: Accounts for 20% of Annual Review

Does not meet Expectations: Rating 1 - 2	Meets Expectations Rating 3.0 Must demonstrate all of the following.	Exceeds Expectations Rating 3.1 – 4.0 Must demonstrate approx 25% of the following.	Outstanding Achievement Rating 4.1 – 5.0 Must demonstrate approx 10% of the following.
<ul style="list-style-type: none"> • Does not attend or participate in faculty meetings. • Does not participate on school committee work when assigned. • Does not advise students when assigned. 	<ul style="list-style-type: none"> • Active contributor to faculty meetings. • Participates in school recruitment activities when requested. • Actively participate in student advising or mentoring programs. 	<ul style="list-style-type: none"> • Chairs faculty committees when requested. • Serves on college/ university committees. • Chairs university committee. • Actively works to improve school outreach. • Contributes to organizing conferences. • Critique, judging or reviewing work of organizations affiliated to the School (I.e. Imagine your future). 	<ul style="list-style-type: none"> • Leader in community service activities. • University and external recognition for service. • Maintains leadership in national organizations. • Leadership in organizing national/ international conference. •