

Miami University  
Department of Architecture and Interior Design

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# GOVERNANCE DOCUMENT

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# CONTENTS

## **1.0. Mission and Distinctive Features of the Department of Architecture and Interior Design**

- 1.1. Mission of the Department
- 1.2. Diversity Statement
- 1.3. Structure and Philosophy of the Undergraduate Curriculum
  - 1.3.1. Bachelor of Arts in Architecture
  - 1.3.2. BFA with a major in Interior Design
  - 1.3.3. Undergraduate Minors
- 1.4. Structure and Philosophy of the Graduate Curriculum
- 1.5. Relationship to Professions
- 1.6. Commitment to Community Service
- 1.7. Commitment to Off-Campus Programming
- 1.8. Liaisons to Related Programs at the University

## **2.0. Organization and Governance**

- 2.1. The Faculty
  - 2.1.1. Regular Instructional Faculty
  - 2.1.2. Other Faculty
- 2.2. The Staff
- 2.3. The Chair
- 2.4. Appointed Positions
  - 2.4.1. Director of Graduate Studies
  - 2.4.2. Coordinator of Undergraduate Architectural Studies (CAS)
  - 2.4.3. Coordinator of Interior Design (CID)
  - 2.4.4. Chief Departmental Advisor (CDA)
  - 2.4.5. Coordinator of the Urban Studies Minor
  - 2.4.6. Coordinator of the Landscape Minor
  - 2.4.7. Coordinator of the Art and Architectural History Minor
  - 2.4.8. Coordinator of Admissions and Scholarships
  - 2.4.9. Coordinator of Curriculum
  - 2.4.10. Coordinator of Lecture Series
  - 2.4.11. Coordinator of the Cage Gallery
  - 2.4.12. Coordinator of Internships
  - 2.4.13. Chair, Promotion and Tenure Committee
  - 2.4.14. Coordinator of Publications and Web Site
  - 2.4.15. ACSA Faculty Councilor
  - 2.4.16. Coordinator of Departmental Honors and Scholarships
  - 2.4.17. Coordinator of the Community Design Assistance Group
  - 2.4.18. Director of the Center for Community Engagement in Over-the-Rhine
  - 2.4.19. Coordinator of Computer Studies
  - 2.4.20. AIAS Faculty Advisor
  - 2.4.21. IIDA Faculty Advisor
  - 2.4.22. Unspecified appointed positions as necessary or as determined by the Chair

- 
- 2.5. Committees
  - 2.5.1. Executive Committee
  - 2.5.2. Promotion and Tenure Committee
  - 2.5.3. Undergraduate Admissions and Scholarship Committee
  - 2.5.4. Graduate Committee
  - 2.5.5. Undergraduate Advising Committee
  - 2.5.6. Undergraduate Curriculum Committee
  - 2.5.7. Faculty/Staff Search Committees
  - 2.5.8. Facilities Committee
  - 2.5.9. Lecture Series Committee
  - 2.5.10. Cage Gallery Exhibits Committee
  - 2.5.11. Unspecified/ad hoc committees are formed as necessary or as determined by the faculty or Chair
  - 2.6. College of Creative Arts (CCA) Committee Representatives
  - 2.6.1. CCA Executive Committee
  - 2.6.2. CCA Promotion and Tenure Committee
  - 2.6.3. CCA Committee of Advisors
  - 2.6.4. CCA Divisional Academic Appeals Board
  - 2.6.5. CCA Dean's Advisory Committee
  - 2.6.6. CCA Academic Excellence Committee
  - 2.6.7. CCA Curriculum Committee
  - 2.6.8. CCA Committee for the Evaluation of Administrators
  - 2.6.9. CCA SASA
  - 2.6.10. CCA Student Advisory Committee
  - 2.6.11. CCA Student Recruitment and Admissions Committee
  - 2.6.12. CCA Graduate Committee
  - 2.6.13. CCA Technology Committee
  - 2.6.14. CCA Diversity and Outreach Committee
  - 2.6.15. CCA International Education Committee
  - 2.6.16. Unspecified committee appointments as determined by the CCA
  - 2.7. Representative to University Senate
  - 2.8. Student organizations
  - 2.8.1. Student Advisory Council (SAC)
  - 2.8.2. American Institute of Architecture Students (AIAS)
  - 2.8.3. International Interior Design Association (IIDA) Student Chapter
  - 2.8.4. Unspecified student organizations
  - 2.9. Faculty Meetings
  - 2.9.1. Format
  - 2.9.2. Voting
  
  - 3.0. Issues of Faculty Employment and Relationships**
  - 3.1. Alignment of Department with University Procedure and MUPIM
  - 3.2. Student Complaints about the Quality of Instruction/Academic Grievances
  - 3.3. Grievance Procedures Available to Members of the Instructional Staff

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#### **4.0. Compensation and Benefits**

- 4.1. Determination of Salary Increments
- 4.2. Determination of Summer and Winter Term Teaching

#### **5.0. Rights and Responsibilities**

- 5.1. Principles of Academic Freedom
- 5.2. Statement of Good Teaching practice
- 5.3. Teaching Load
  - 5.3.1. Normal Teaching Load
  - 5.3.2. Course Releases
- 5.4. Faculty Improvement Leave
- 5.5. Assigned Research Appointments On-Campus
- 5.6. Assigned Research Appointment Off-Campus
- 5.7. Office Hours For Instructional Staff
- 5.8. Advising
- 5.9. Intellectual Property
- 5.10. Student Responsibilities
- 5.11. Studio, Classroom and Facilities Conduct
  - 5.11.a. Framework
    - 5.11.a.1. Responsibility
    - 5.11.a.2. Academic Awareness
    - 5.11.a.3. Personal Exploration and Growth
    - 5.11.a.4. Community

#### **6.0. Employment of the Instructional Staff**

- 6.1. Search and Appointment Procedures
- 6.2. Contract of Employment

#### **7.0. Evaluation, Promotion and Tenure of the Instructional Staff**

- 7.1. Evaluation of Members of the Instructional Staff
- 7.2. Statement on the Evaluation of Teaching
- 7.3. Tenure and Promotion
- 7.4. Definitions
- 7.5. Annual Review of Probationary Members of the Instructional Staff
- 7.6. Tenure and Time
- 7.7. Criteria for Tenure
- 7.8. The Tenure and Promotion Process
- 7.9. Rights of a Candidate Who Has Received a Negative Recommendation or Been Denied Tenure or Promotion
- 7.10. Failure to Attain Tenure
- 7.11. Nontenure-Eligible Instructional Staff Positions
- 7.12. Affiliate

#### **8.0. Academic Policies and Procedures for the Instructional Staff**

---

8.1. Attendance and Absence of Instructional Staff

8.2. Classes

8.2.1. Class Sizes

8.2.2. Frequency of Offerings

8.2.3. Scheduling of Courses

8.2.4. Availability of Facilities

8.2.5. Use of Undergraduates as Teachers

8.3. Off-Campus Trips and Class Excursions

8.4. Academic Dishonesty

**9.0. Use of Departmental Property and Resources**

9.1. General Policy Concerning the Use of Building and Facilities

9.1.1. Use of Departmental Building and Facilities by ARC/ID  
Faculty and Majors

9.1.1.a. Computer Lab

9.1.1.b. Wood Shop

9.1.1.c. Materials Library

9.1.2. Use of Architecture and Interior Design Building and Facilities  
by Non-majors

9.2. General Policy Concerning the Distribution of Funding for Field Trips and  
Faculty Development

9.2.1. Funding in Support of Field Trips and Other Class Activities

9.2.2. Faculty Development Funding from the Division and the University

**10.0 Changes in Governance**

**APPENDIX A Teaching Evaluation Plan**

**APPENDIX B Tenure Guidelines**

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## 1.0 Mission and Distinctive Features of the Department of Architecture and Interior Design

### 1.1 Mission of the Department

As defined in its Mission Statement, “Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.”

The Department of Architecture and Interior Design is in agreement with the mission of the University and sees its own aspirations as parallel to those of Miami. At the undergraduate level, the department has a four-year pre-professional degree program in Architecture (Bachelor of Arts in Architecture) and a four-year professional degree program in Interior Design (Bachelor of Fine Arts) accredited by the Council for Interior Design Accreditation (CIDA), with emphasis on broad-based interdisciplinary design education. Our program of graduate studies, the Master of Architecture, forms a continuum with the strengths of the undergraduate degrees, adding breadth and depth, and, in many ways, leads both the theoretical and practical directions of the undergraduate majors in Architecture and Interior Design. The Master of Architecture is accredited by the National Architectural Accreditation Board (NAAB).

These degree programs provide a context for teaching and learning that stresses the intrinsic relationship of the design disciplines in all their material and professional ramifications with the lives of human beings in the built and natural environment as they embrace personal, social, political, economic, and cultural concerns.

### 1.2 [Diversity Statement](#)

### 1.3 Structure and Philosophy of the Undergraduate Curriculum

The program in architecture is a combination of courses that serve the graduate/professional program, the undergraduate/pre-professional program, and the Liberal Education plan of Miami University. The program in interior design is a combination of courses that prepare students to enter professional practice in that field upon graduation or continue advanced studies in either interior design or architecture. Courses serving programs in the Department of Architecture and Interior Design reflect the professional needs of the curriculum as well as the research and personal interests of the faculty and students.

#### 1.3.1 Bachelor of Arts in Architecture

At the undergraduate level, a total of 48 hours in Liberal Education courses is required by the Miami Plan. Architecture students fulfill those credit hours with courses offered throughout the University and within the major.

The remaining requirements in the department total 80 credit hours, bringing the major to 128 credit hours. Several of these required departmental courses also meet requirements of the Miami Plan. Students are free to add additional undesigned electives that bring the total to more than 128 credit hours.

The four-year undergraduate program is intended to provide the student with a foundation in design and liberal arts leading to the Bachelor of Arts in Architecture (formerly Bachelor of Environmental Design). The first two years are spent in studio, drawing, computer literacy, history, technical, and humanities courses, which attempt to introduce the entering and second-year students to the notion that architecture is an interdisciplinary endeavor. The BA and BFA share a curriculum in the first year, with common studios and graphic support courses. The second year is intended to offer a broad range of design issues that illustrate how landscape, urbanism, history, and technology all play significant roles in shaping the environment. This curriculum also

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introduces students to the various fields related to architecture and design, in support of their academic and career planning.

The third and fourth years continue the design studio sequence, affording students a wide variety of choices for that studio experience. In addition, a series of required and elective courses focus on the technical (environmental systems), historical (history and theory), and visual (communications process) components of the program. These courses build on the more general foundation laid in years one and two and allow the students to place particular emphasis on areas of interest.

The BA is a pre-professional program leading to the professional Master of Architecture.

### 1.3.2 BFA with a major in Interior Design

The curriculum of the BFA is the same in the first year as the curriculum for Architecture students, with common studios and graphic support courses. During the second year, Interior Design majors begin to move into their own curriculum, although they still have some common classes with Architecture majors, including the history sequence and the introduction to building technology. However, Interior Design majors begin to focus on the psychology and behavioral aspects of interior space in the second year.

In the third and fourth years, a series of studios and required and elective courses allow students to learn the principles of color, lighting, furnishings, millwork, and other aspects of interior design practice. In the fourth year, a thesis preparation course leads to an independent capstone design thesis project, allowing each student to develop a specialty within the broader discipline.

The BFA is a “first professional” program and is accredited by the Council for Interior Design Accreditation (CIDA).

### 1.3.3 Undergraduate Minors

The Department offers minors in landscape architecture (currently suspended), urban design (offered jointly by the Departments of Architecture and Interior Design, Political Science and Geography), and in art and architectural history (offered jointly by the Art and Architecture and Interior Design departments with assistance from the Department of Classics).

## 1.4 Structure and Philosophy of the Graduate Curriculum

The Master of Architecture (M. Arch.) at Miami is a graduate degree accredited by the National Architectural Accrediting Board (NAAB). It is offered in two tracks:

M. Arch. II: a two-year program for students who have a pre-professional four-year degree in architecture or environmental design from a NAAB-accredited program;

M. Arch. III: a three-and-one-half-year program for candidates with an undergraduate degree in a discipline other than architecture.

Architecture graduate studies at Miami are organized around a spine of studio experiences. Students in the M. Arch. III track begin with a preparatory year (including two summer studios), during which they receive intensive training in the fundamental principles of architectural design, graphic communication (both traditional and digital) and visual analysis, architectural history and theory, and architectural technology. After the preparatory year, M. Arch. III students are admitted to the course work of the M. Arch II program. Students in the two-year program enroll in a sequence of four studios, including a comprehensive studio in the second semester and a thesis studio in the third and fourth semesters. Through their studio work, students become familiar with design integration, including site planning, structure, and environmental systems. Instruction is

amplified by on-site visits and consultation with staff specialists from respected regional firms and through intensive experiences with visiting critics.

All students in the graduate studies program complete a written and design thesis document supported by a thesis advisor and a faculty committee. All theses are individually directed projects, chosen by the student to explore a particular area of personal interest. The thesis is valued as a rigorous culminating and synthesizing activity.

### 1.5 Relationship to Professions

The Department believes that at both graduate and undergraduate levels, the program needs to balance the issues of inclusiveness and breadth with the student's often more focused goal of professional training. This is accomplished by rigorous study of design, history, communication, technology and practice-related issues, but, more importantly, by the Department's effort to make bridges and crossovers among these areas.

Professional preparation and linkages have become increasingly important concerns in the Department of Architecture and Interior Design at Miami. In addition to the studio and curricular structure already mentioned above, the department has taken other steps to ensure professional preparation for its students. [See Advising, Section 5.8.] Specific courses and ad hoc sessions help students learn about organizing their resumes, how to conduct themselves in an interview, how to use their portfolios and application materials most effectively, and how to relate to the professional world when they begin to seek employment. In the fall semester, a meeting is organized to advise undergraduates about applying to graduate schools. Each year, the student organizations sponsor a professional "career fair." Area and regional firms send representatives to the Department to provide information and to recruit students.

Another effort of the department to incorporate professional preparation is the Internship program. Voluntary summer internships with alumni and other participating firms place students in a professional environment, usually the summer after the junior year (although qualified students may begin earlier). The department recommends that each architectural intern either initiate or maintain an Intern Development Program (IDP) record with the National Council of Architectural Registration Boards (NCARB) during the internship. Interior Design internships can also be completed for credit through the Interior Design Experience Program (IDEP); this experience similarly requires formal assessment of the student intern.

The internship program is linked to courses in professional practice in both Architecture and Interior Design. These courses continue to emphasize ethics and professional responsibility in addition to information and experiences that relate to entering the job market. Professional practitioners are brought into the classroom to serve as resources. Where possible, such professionals are from regional firms that offer the department internships.

### 1.6 Commitment to Community Service

The department maintains a strong commitment to community service. This commitment is manifested in the Community Design Assistance Group (CDAG) and in various off-campus studio offerings. An established off-campus location for departmental activities is the Center for Community Engagement in Over-the-Rhine (Cincinnati). The Center houses ongoing programming, and regular off-campus studio experiences focused on the renovation of older buildings. In 2006, the Department initiated a residency program in Over-the-Rhine, which allows selected students to live in (as well as take courses in) the Over-the-Rhine community.

### 1.7 Commitment to Off-Campus Programming

The Department of Architecture and Interior Design promotes international educational experiences and encourages the establishment of off-campus programs on and apart from the MUDEC campus and in other parts of the world.



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## 1.8 Liaisons to Related Programs at the University

The Department of Architecture and Interior Design values and encourages collaboration with other units and disciplines across campus. Currently, department faculty and students demonstrate active participation in a variety of university programs, including the Art and Architectural History major/minor, the Armstrong Institute for Interactive Media Studies (AIMS), the Miami Design Collaborative (MDC), the Global Perspectives on Sustainability minor, and the Institute for Environmental Studies (IES) graduate degree program.

## 2.0 Organization and Governance

Administration of the instructional, professional, and service functions of the department, as outlined in the Miami University Policy and Information Manual (MUPIM) and the College of Creative Arts (CCA) Governance Document, is coordinated by the Chair in conjunction with various program directors, faculty-student committees, and departmental staff.

### 2.1 The Faculty

#### 2.1.1 Regular Instructional Faculty:

The faculty of the Department of Architecture and Interior Design consists of all members of the instructional/administrative staff holding the rank of Professor, Associate Professor, Assistant Professor, Senior Instructor, Instructor, Assistant Instructor or Lecturer, whether tenured or untenured, visiting, full-time or part-time. The faculty represents the legislative body of the Department. For voting eligibility see Section 2.9.2.

#### 2.1.2 Other Faculty:

Other faculty include Emeriti and Adjunct faculty, and International Scholars. For voting eligibility see [Section 2.9.2](#).

### 2.2 The Staff

Unclassified Staff provide specialized professional services in support of the educational mission of the Department, including woodshop management, computer support, research facility management, etc.

Classified Staff are part of the Supervisory, Administrative, and Technical Support Staff (SATSS), and provide office management, accounting, and clerical support for the Department.

### 2.3 The Chair

The Chair shall preside at Departmental meetings, expedite the business of the Department, provide leadership in Departmental planning, and represent the Department in dealings with the administration and other departments. It is understood that the Chair acts as coordinator, representative, and advocate for the Department. In addition the Chair serves as channel of communication between the Department and other offices. The Chair works with the support of the department's Appointed Positions and Committees described below to fulfill ongoing duties including budget, course scheduling and staffing, curriculum oversight, promotion and marketing, student recruitment, and faculty development advising. The Chair also oversees periodic departmental activities including strategic planning, professional accreditation and university program reviews, facilities use planning, and hiring processes.

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## Selection, review, and reappointment of the Chair

### 2.4 Appointed Positions

Various functions, programs, and facilities in the Department are administered by a faculty member appointed by the Chair. These appointments are made at the Chair's discretion for indefinite terms. Directors/coordinators are responsible for keeping the faculty-at-large abreast of program activities and for bringing substantive policy decisions and issues to faculty meetings for deliberation. Reappointment of directors/coordinators is subject to review on an ongoing basis by the full faculty. Any or all annual reappointments may be formally reviewed at any time at the request of one or more faculty members. The process for this review, as requested, will be determined by an ad hoc committee selected by faculty vote. A faculty member holding an appointed position may simultaneously hold a position as a departmental committee chair or member.

Appointed positions include:

#### 2.4.1 Director of Graduate Studies (DGS):

Directs and coordinates graduate programs in Architecture, including curriculum development, promotion and marketing, student recruitment, participation of outside thesis critics and lecturers (in conjunction with Lecture Series coordinator), and graduate student advising. The Director of Graduate Studies serves on the Executive Committee, assists the Chair with graduate course staffing, and oversees the Graduate Committee (typically comprised of faculty with current teaching assignments in the graduate program).

#### 2.4.2 Coordinator of Undergraduate Architectural Studies (CAS):

Coordinates undergraduate program in Architecture, including curriculum development. The CAS serves on the department's Executive Committee, and assists the Chair with course staffing, promotion and marketing, and student recruitment. The CAS assists the Lecture Series coordinator with participation of outside lecturers, and the CDA with student advising.

#### 2.4.3 Coordinator of Interior Design (CID):

Coordinates undergraduate program in Interior Design, including curriculum development. The CID serves on the department's Executive Committee, and assists the Chair with course staffing, promotion and marketing, and student recruitment. The CID assists the Lecture Series coordinator with participation of outside lecturers, and the CDA with student advising.

#### 2.4.4 Chief Departmental Advisor (CDA):

The CDA oversees all academic and career advising for undergraduate majors in Architecture and Interior Design, serves as liaison to the College of Creative Arts and the University, and trains the faculty in advising. Advising efforts are shared, or directed to specific majors, as appropriate.

#### 2.4.5 Coordinator of the Urban Design Minor:

Administers Urban Design minor.

#### 2.4.6 Coordinator of the Landscape Minor:

Administers Landscape minor (currently suspended)

#### 2.4.7 Coordinator of the Art and Architectural History Minor:

Administers Art and Architectural History Minor in conjunction with the Department of Art.

#### 2.4.8 Coordinator of Admissions and Scholarships:

Responsible for undergraduate admissions in conjunction with the Coordinator of Undergraduate Architectural Studies and the Coordinator of Interior Design. Oversees all student recruitment, admissions, transfer admissions, and award of scholarships to incoming students.

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2.4.9 Coordinator of Curriculum

Oversees all program curricula in conjunction with individual program coordinators, including submission and approval of all curriculum changes. Monitors and updates course learning objectives for required courses.

2.4.10 Coordinator of Lecture Series

Responsible for developing annual lecture series, in collaboration with faculty and students.

2.4.11 Coordinator of Cage Gallery

Responsible for developing and publicizing Cage Gallery exhibit schedule.

2.4.12 Coordinator of Internships:

Assists students with temporary and permanent job placement. Acts as clearinghouse for all requests from professional employers, assists student organizations with the annual Career Fair and other career advising functions, coordinates efforts with Miami's Office of Career Services, oversees "for-credit" internships, and assists with the Intern Development Program (IDP).

2.4.13 Chair, Promotion and Tenure Committee

Oversees submission and review of all promotion and tenure material. Serves as liaison to P&T candidates, the Chair, and the College of Creative Arts.

2.4.14 Coordinator of Publications and Web Site:

Responsible for developing and revising all departmental publications and promotional material, including the web site.

2.4.15 ACSA Faculty Councilor:

Serves as faculty liaison to the Association of Collegiate Schools of Architecture (ACSA). Submits regular updates on departmental activities for publication in the ACSA News, and represents the department at regional and national meetings.

2.4.16 Coordinator of Departmental Honors and Scholarships:

Advises honors students and Undergraduate Associates, supervises selection of students to receive departmental honors and upper-class scholarships, and oversees selection and instruction of University Summer Scholars.

2.4.17 Coordinator of the Community Design Assistance Group (CDAG):

Coordinates assignment and execution of all "community design" projects.

2.4.18 Director of the Center for Community Engagement in Over-the-Rhine:

Oversees all curricular and outreach activities associated with Miami's CCE-OTR.

2.4.219 Coordinator of Computer Studies:

Oversees computer instruction and computer facilities in the department.

2.4.20 AIAS Faculty Advisor:

Advises AIAS chapter (see [Section 2.8.2](#)).

2.4.21 IIDA Faculty Advisor:

Advises IIDA student chapter (see [Section 2.8.3](#)).

2.4.22 Unspecified appointed positions as necessary or as determined by the Chair.

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## 2.5 Committees

Various functions, programs, and facilities in the department are administered by committee where diverse input is deemed important and where a committee of the entire faculty is cumbersome. Committees are appointed by the Chair in conjunction with the Executive Committee and/or the Student Advisory Council, and (except where specified below) the constitution of committees (number of members and representation) is determined on an as-needed basis. Committees are typically directed by a Chair or by Co-Chairs. Committees serve for one academic year, but Chair(s) and members may be re-appointed. A faculty member may hold an appointed position in addition to membership in a committee or committees. Committees meet on an as-needed basis. Those committees open to all interested faculty and students shall publish meeting times in advance. Committees are responsible for keeping the faculty-at-large informed of their activities and will bring substantive policy decisions and issues to faculty meetings for deliberation.

Standing committees include:

### 2.5.1 Executive Committee:

This committee advises and briefs the Chair, and helps to develop agendas for faculty meetings. Membership consists of the Chair, the Director of Graduate Studies, the Coordinator of Undergraduate Architectural Studies, the Coordinator of Interior Design, and one at-large representative of the faculty. Meetings are called as needed by the Chair.

### 2.5.2 Promotion and Tenure (P&T) Committee:

This committee evaluates all faculty being considered for tenure and/or promotion. In consideration of promotion, membership consists of all tenured faculty at a rank equal to or above that being sought by the candidate for promotion. In consideration of tenure, membership consists of all tenured faculty. One senior faculty (typically at the rank of Full Professor) serves as Promotion and Tenure Committee Chair (see 2.4.14 and Section 7. Evaluation, Promotion, and Tenure of the Instructional Staff.) The Department Chair sits on the Promotion and Tenure Committee in a non-voting, ex-officio capacity.

### 2.5.3 Undergraduate Admissions and Scholarship Committee:

This committee reviews all admission applications to the undergraduate programs (including transfer applications), coordinates recruiting efforts, and awards scholarships to incoming students. The Coordinator of Admissions and Scholarships serves as committee chair, with participation by the CAS, the CID, and additional faculty as required.

### 2.5.4 Graduate Committee:

This committee reviews all admission applications to the graduate programs, coordinates recruiting efforts, awards scholarships and assistantships, periodically reviews advising policy and curriculum, and reviews all student petitions related to graduate course waivers, substitution, or other variations to the requirements for the Master of Architecture degree. Membership consists of the Director of Graduate Studies, who serves as chair, and additional faculty involved with the graduate program(s).

Ad hoc committees are to be formed as needed, to address specific tasks. These might include:

### 2.5.5 Undergraduate Advising Committee:

This committee addresses advising policy and procedures and specific advising concerns. Membership consists of the Chief Departmental Advisor, and additional faculty and students as required.

### 2.5.6 Undergraduate Curriculum Committee:

This committee addresses curricular issues and works proactively to evaluate courses and curricula and propose revisions as appropriate. In cooperation with the Chair and the program coordinators, this committee also ensures that studio coordinators are assigned at all year levels and that specific faculty are assigned responsibility, as necessary, for content categories (history/theory, communication process, environmental systems + practice). The committee is chaired by the Coordinator of Curriculum, with participation by the program coordinators and additional interested faculty and students.

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#### 2.5.7 Faculty/Staff Search Committees:

Search committees are responsible for the approval, advertisement, and administration of searches, including application review, hosting, and final selection of candidates.

#### 2.5.8 Facilities Committee:

This committee addresses issues related to program facilities, in consultation with building maintenance staff, the University Architect's office, the Associate Provost for space planning, and other individuals or groups responsible for facilities.

#### 2.5.9 Lecture Series Committee:

This committee is responsible for developing, advertising, and coordinating a departmental lecture series, participation of visiting critics, and management of associated budgets, in consultation and cooperation with individual faculty and with the Chair and program coordinators. The committee is chaired by the Coordinator of Lecture Series.

#### 2.5.10 Cage Gallery Exhibits Committee:

This committee is responsible for developing, advertising, and coordinating all Cage Gallery exhibits (or other departmental exhibits as may be required), and management of associated budgets, in consultation and cooperation with individual faculty and with the Chair and program coordinators. The committee is chaired by the Coordinator of Cage Gallery.

2.5.11 Unspecified/ad hoc committees are formed as necessary or as determined by the faculty or Chair.

#### 2.6 College of Creative Arts (CCA) Committee Representatives

Appointments are made by the Chair for one academic year unless indicated otherwise. Faculty may be re-appointed to subsequent terms. CCA Committees include the following (reference CCA Governance Document Section 2.5):

##### 2.6.1 CCA Executive Committee:

Department is represented by the Chair.

##### 2.6.2 CCA Promotion and Tenure Committee:

Department is represented by the Chair of the Promotion and Tenure Committee and one additional tenured faculty member.

##### 2.6.3 CCA Committee of Advisors:

Department is represented by the Chief Departmental Advisor.

##### 2.6.4 CCA Divisional Academic Appeals Board:

Department is represented by one faculty member.

##### 2.6.5 CCA Dean's Advisory Committee:

Department is represented by two faculty members, one senior and one junior. Terms are for two years and are staggered in order to establish continuity.

##### 2.6.6 CCA Academic Excellence Committee:

Department is represented by one faculty member.

##### 2.6.7 CCA Curriculum Committee:

Department is represented by the Coordinator of Curriculum. Term is for two years.

##### 2.6.8 CCA Committee for the Evaluation of Administrators:

Department is represented by one faculty member. Term is for four years.

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### 2.6.9 CCA SASA

Oversees development and administration of all international and domestic off-campus study programs. Responsibilities include coordination and advertisement of all departmental offerings, and assistance with workshop proposal preparation.

### 2.6.10 CCA Student Advisory Committee:

Department is represented by two students from each department, one graduate and one undergraduate, each with at least one year's standing as a Miami University student.

### 2.6.11 CCA Student Recruitment and Admissions Committee:

Department is represented by the Coordinator of Admissions and Scholarships.

### 2.6.12 CCA Graduate Committee:

Department is represented by the Director of Graduate Studies.

### 2.6.13 CCA Technology Committee:

Department is represented by one faculty member (usually the Coordinator of Computer Studies).

### 2.6.14 CCA Diversity and Outreach Committee:

Department is represented by one faculty member.

### 2.6.15 CCA International Education Committee:

Department is represented by the Coordinator of Off-Campus Programs.

### 2.6.16 Unspecified committee appointments as determined by the CCA.

## 2.7 Representative to University Senate:

One faculty representative to University Senate is elected by a majority vote of the quasi-departmental unit of Architecture and Interior Design, and Theatre, in alternating terms. The two departments of the quasi-departmental unit have agreed to alternate terms of three years unless one department yields its term to the other.

## 2.8 Student Organizations

### 2.8.1 Student Advisory Council (SAC): (14) Student representatives are selected as follows:

- (2) from the first-year
- (2) from the second-year ARC class and (1) from the second-year ID class
- (2) from the third-year ARC class and (1) from the third-year ID class
- (2) from the fourth-year ARC class and (1) from the fourth-year ID class
- (3) from the graduate program (one from each year)

Faculty advisors to the SAC include the Chair and other faculty representatives as interested.

### 2.8.2 American Institute of Architecture Students (AIAS)

### 2.8.3 International Interior Design Association (IIDA) Student Chapter

### 2.8.4 Unspecified student organizations.

## 2.9 Faculty Meetings

### 2.9.1 Format:

Meetings are typically held bi-weekly, but no less frequently than monthly, and are scheduled by the Chair. Meetings may also be called at the request of three voting members. Meeting dates and times should be made available at least one week in advance and are ideally set at the beginning of each semester. The Chair shall

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prepare an agenda in advance of each meeting, and agenda items can be added by faculty. The Chair is further responsible for making sure that meeting minutes are kept, recorded, and promptly distributed. Procedures and conduct of faculty meetings are informal except when need for precision and definitiveness of decision requires adherence to Robert's Rules of Order. The Chair may appoint a parliamentarian to assist in the conduct of meetings.

#### 2.9.2 Voting:

A quorum to conduct business and make decisions is 50% of the voting members of the department.

Voting members include:

- All full-time tenured, tenure-track, and visiting members of the faculty holding the rank of Instructor or above. When voting relates to personnel decisions, or at the discretion of the permanent faculty, only full-time *tenured and tenure-track* faculty will vote.
- All continuing members of the faculty who have greater than a half-time appointment.
- All full-time unclassified staff in the department.

There is no proxy voting; only those eligible and present at a meeting may vote. Voting is normally open but can be made secret upon a vote of those present and eligible to vote. Unless otherwise stated in this document, a simple majority is needed for passage of a motion. (Note that specific committees (e.g. Promotion and Tenure) may exhibit more restrictive voting requirements. See Section 7.5.4.)

### 3. Issues of Faculty Employment and Relationships

#### 3.1 Alignment of department with university procedure and MUPIM

All policies described herein related to Faculty Employment and Relationships are to be in conformance with the Miami University Policy and Information Manual (MUPIM). Where discrepancies may occur, information contained in MUPIM shall prevail.

#### 3.2 [Student Complaints about the Quality of Instruction](#)

#### 3.3 [Grievance Procedures Available to Members of the Instructional Staff](#)

### 4. Compensation and Benefits

#### 4.1 [Determination of Salary Increments](#)

#### 4.2 [Determination of Summer and Winter Term Teaching](#)

### 5. Rights and Responsibilities

#### 5.1 [Principles of Academic Freedom](#)

#### 5.2 [Statement of Good Teaching Practice](#)

#### 5.3 [Teaching Load](#)

##### 5.3.1 Normal Teaching Load.

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In determination of its teaching load policy, the Department of Architecture and Interior Design values an equitable distribution of courses among its faculty, and a recognition that other administrative duties and service responsibilities, probationary status, research interests, and characteristics of specific courses may impact teaching assignments. The Department adheres to the following teaching load guidelines:

5.3.1.a. The normal teaching load for full-time faculty in the Department of Architecture and Interior Design shall be one studio and one lecture/seminar each semester (or other equivalent combinations of courses), typically in the range of 15 – 18 credit hours per year. In addition to this, all full-time faculty are expected to participate as chairs and/or readers on 2-3 graduate thesis committees and in year-end studio reviews. This load of 15 – 18 credit hours per year is consistent with the Provost’s “Faculty Workload Norms” document (March 3, 2008), which specifies either a 3-3 or 3-2 yearly teaching load.

5.3.1.b. The Department appreciates the flexibility of the Workload Policy. Conditions such as unusually high service loads, large lecture courses, courses with shared teaching assignments, and courses created for the first time may affect the Chair’s judgment in distributing teaching responsibilities. For faculty holding joint appointments, the Provost’s document says “workloads shall be developed jointly by the relevant department chair(s) and program director.”

5.3.1.c. Faculty are expected to contribute to the instructional mission of the Department by teaching studios and support courses required in the curriculum. Typically, faculty will teach no more than one elective course per year.

5.3.1.d. Teaching loads for probationary faculty are clearly spelled out in “Faculty Workload Norms,” and include a course release in one’s first and second year respectively as well as the expectation that faculty will apply for and be granted an Assigned Research Leave during the probationary period (see [Sections 5.5 and 5.6](#)). Probationary faculty members should not be burdened with the creation of multiple new courses, unless it is in the interest of the faculty member to do so and in consultation with the Chair.

5.3.1.e. Faculty with administrative or significant service assignments may be granted a course release at the discretion of the Chair (typically one course per year). At a minimum, all faculty are expected to teach 12 credit hours per year.

5.3.1.f. Historically, the Chair’s normal teaching load has been one 3 credit hour course each semester (1-1) plus graduate thesis advising. The faculty recognizes that the Chair’s teaching load should be on par with the College of Creative Arts, determined by the Dean and shared with the faculty.

5.3.1.g. The clear expectation and responsibility for all faculty is to contribute at the very highest levels of quality in the three domains of teaching, research/creative activity, and service. If a faculty member over time becomes research inactive, in consultation with the Chair he or she may elect to trade a reduced level of scholarship for additional contributions in the categories of service and/or teaching.

#### 5.3.2 Course Releases

In addition to probationary course releases ([5.3.1.d.](#)) and administrative course releases ([5.3.1.e.](#)), other releases may be granted by the Chair on an ad hoc basis as circumstances permit, in order to support departmental, divisional, or university service, or intensive research or scholarship.

#### 5.4 [Faculty Improvement Leave](#)

#### 5.5 [Assigned Research Appointments – On Campus](#)

#### 5.6 [Assigned Research Appointment – Off Campus](#)

#### 5.7 Office Hours for Instructional Staff

Every member of the instructional staff is expected to establish and maintain regular office contact hours at convenient times each week in order that she or he may be readily available to students and other staff



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members and will strive to be available at other times by appointment as well as by e-mail. Faculty are encouraged to add Tuesday or Thursday contact hours for the convenience of students who cannot make Monday-Wednesday-Friday hours. Office hours must be stated on the course syllabus, announced to students in the staff member's classes near the beginning of each term, posted on the office door and reported to the department administration (who will keep a schedule posted for each faculty member each semester.)

#### 5.8 [Advising](#)

Advising also comprises regular service on graduate thesis committees as a reader or chair. (See [5.3.1.a.](#))

#### 5.9 [Intellectual Property](#)

#### 5.10 Student Responsibilities

Students are responsible for attending all classes and completing all assigned work and taking tests at designated times as outlined in the Student Handbook.

#### 5.11 Studio, Classroom, and Facilities Conduct

The Department of Architecture and Interior Design recognizes that the studio is a principal learning environment for our majors and that studio activity occurs outside of structured classroom time. We therefore strongly value and promote a supportive studio culture as described in this section. The department further recognizes the interdependency of all studio and other course offerings and promotes open and proactive dialogue between the various disciplines represented by these courses, thus modeling a collaborative environment for students.

In conjunction with requirements of the National Architectural Accreditation Board (NAAB), the department adopts the following Studio Culture Policy Statement:

##### 5.11.a. Framework

The studio experience is a time of intense individual and collective effort, resulting in much self-scrutiny. It consists of a pedagogy and language of expression that are radically different from conventional classroom settings. It requires a set of skills not always anticipated by beginning students, including time management, research, teamwork, and clarity of written and verbal presentation.

The design studio is a rich learning environment, a voyage of discovery and growth where discrete disciplines are synthesized in the design process. The Department of Architecture and Interior Design at Miami University emphasizes a studio atmosphere where students take the initiative in learning with instructors. A departmental focus on student/professor interaction is achieved through an appropriate student to instructor ratio. This fosters strong communication during designated studio hours but also allows for interaction throughout the academic week. Critique is encouraged from both faculty and fellow students to create the most helpful instances for learning.

In order to foster successful learning experiences among students and faculty alike, an atmosphere of respect, clear communication, and understanding is necessary. To establish these goals the studio experience should embrace the following four core principles: responsibility, academic awareness, personal exploration and growth, and community.

##### 5.11.a.1. Responsibility

An accredited professional degree in architecture must operate according to a clear set of standards. It is assumed that students and their professors will attend studio regularly and on time; that any anticipated absences or delays be communicated in advance whenever possible; that the work environment be respectful

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in terms of noise level and cleanliness; that studio time be used for studio work; that posted materials relate to studio projects; and that spoken and written language is fully respectful of each individual's integrity. Students shall receive a written syllabus for each studio setting forth a schedule, bibliography/resource list, explanation of grading criteria, and professor's office hours and contact information. Work shall be completed on time and meet established presentation requirements. Reviews will be conducted in an atmosphere of civility.

#### 5.11.a.2. Academic Awareness

The design studio plays a crucial role in student learning in architectural education. The expectations for studio will consume much of the student's time, but it is necessary to emphasize the importance of other academic responsibilities and course requirements. Studio schedules should not interfere with other classroom obligations as much as possible. Therefore, studio reviews should be correlated with due dates in other courses to avoid the kind of congestion that leads students to cut classes or hand work in late. Studio faculty should schedule field trips and other special events during studio time. If the nature of the event requires a student to miss all or part of another class, the studio instructor should clear this with the other teacher so students are not placed in a difficult position.

#### 5.11.a.3. Personal Exploration and Growth

The Department of Architecture and Interior Design encourages students to participate in leadership opportunities through both architectural and university-wide activities. By engaging in experiences inside and outside of the department, students are able to explore values and identity and to understand how these influence their personal perspectives creating opportunities for better design understanding.

#### 5.11.a.4. Community

It is essential studio members work to create an atmosphere of community which strives for inclusivity by respecting gender, race, sexual orientation, and other aspects constitutive of people's identities. The Department of Architecture and Interior Design encourages students and faculty alike to respect members of the respective majors and programs. Studio members prize shared efforts and mutual support in the task at hand. This entails meeting expectations for team projects, helping each other learn new skills, and sharing resources. At the same time, it means recognizing that we all have other concerns in our lives – family, job, health, etc. – and being understanding and supportive of this reality. A healthy balance between these two spheres will enhance student learning and the studio environment. Workloads and due dates can be demanding but should not be unrealistic. While “all-nighters” may sometimes be unavoidable, the Department strives to create a culture that does not accept them as a given. It is essential, for example, that students get the amount of sleep they need to function safely and productively. Mostly it means establishing a culture of generosity that will help ensure that our time at Miami University is one within a positive atmosphere that produces collective success.

### 6. Employment of the Instructional Staff

#### 6.1 [Search and Appointment Procedures](#)

#### 6.2 [Contract of Employment](#)

### 7. Evaluation, Promotion, and Tenure of the Instructional Staff

(See [MUPIM Section 7.5](#), [Appendix A](#) – Teaching Evaluation Plan, and [Appendix B](#) – Tenure Guidelines)

The Faculty of the Department of Architecture and Interior Design believe that a strong educational environment will result from a successful merger of individual faculty goals, department goals and programs, and University policy for effective faculty service in the areas of teaching effectiveness, creative activity/research, and service.

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Each faculty member has the responsibility of:

- formulating his/her own teaching, research and service goals,
- continually evaluating and improving his/her teaching effectiveness,
- informing colleagues of his/her current research, creative efforts and service to the University and the profession.

The Faculty have the responsibility of:

- identifying department goals and developing corresponding programs,
- defining university criteria for tenure and promotion in terms of departmental appropriateness,
- maintaining a current knowledge of each faculty member with respect to teaching effectiveness, professional development and research,
- assisting individual faculty in their evaluation of their own work, and
- evaluating each candidate for promotion or tenure with respect to the appropriate Department criteria.

The balance between an individual faculty member's direction setting and self-evaluation, and the collective faculty's responsibility for departmental direction and effectiveness is of prime importance. The Chair shall advise the individual about concerns about this balance informally and in the annual letter of evaluation.

7.1 [Evaluation of Members of the Instructional Staff](#)

7.2 [Statement on the Evaluation of Teaching](#)

7.3 [Tenure and Promotion](#)

7.4 [Definitions](#)

7.5 [Annual Review of Probationary Members of the Instructional Staff](#)

7.6 [Tenure and Time](#)

7.7 [Criteria for Tenure](#)

7.8 [The Tenure and Promotion Process](#)

7.9 [Rights of a Candidate Who Has Received a Negative Recommendation or Been Denied Tenure or Promotion](#)

7.10 [Failure to Attain Tenure](#)

7.11 [Nontenure-Eligible Instructional Staff Positions](#)

7.12 [Affiliate](#)

## 8. Academic Policies and Procedures for the Instructional Staff

8.1 [Attendance and Absence of Instructional Staff](#)

8.2 Classes

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### 8.2.1 Class Sizes

#### 8.2.2 Frequency of offerings

- Required courses must be offered at least once annually.
- Courses required in minors must be offered at a frequency to fulfill requirements.
- Courses offered to fulfill university liberal education requirements must be offered at a frequency appropriate to satisfy student progress and as acceptable to the Director of the Office of Liberal Education.
- Electives are offered in a variety and frequency that accords as best as possible with the balance of student and faculty interests and other curricular needs.

#### 8.2.3 Scheduling of Courses

Courses should be scheduled throughout the day to provide an ongoing active educational environment. Course scheduling must be flexible to accommodate professional commitments of visiting faculty.

#### 8.2.4 Availability of Facilities

All faculty must use the established process devised by the department for requesting use of break-out spaces, jury spaces, projection facilities, etc.

### 8.2.5 Use of Undergraduates as Teachers

#### 8.3 Off-Campus Trips and Class Excursions

The University Registrar must be able to pinpoint the location of any student who is enrolled in a class at the time that the class meets, whether the meeting is regularly or irregularly scheduled. Off-campus trips by faculty with students are subject to the rules established by the Department and the College of Creative Arts. Faculty are responsible for taking all due precautions for insuring the safety and well-being of students participating on field trips. Information regarding class field trips must be on file in the Departmental office in advance of the field trip, including names and emergency contact information for all participating students and waivers as necessary. Sponsoring faculty are also responsible for providing notification of field trips to other departmental and university faculty when field trips are scheduled outside of class time. When conflicts occur with other scheduled classes, approval for students' participation is at the discretion of the faculty.

#### 8.4 Academic Dishonesty

Refer to MUPIM Section 5.4 Statement of Good Teaching Practices  
Refer to Student Handbook and Graduate Student Handbook.

## 9. Use of Departmental Property and Resources

### 9.1 General Policy Concerning the Use Of Building and Facilities

The use of Alumni Hall and its facilities is regulated in line with [MUPIM Section 16.4](#). Except for lecture spaces that are also scheduled for classes by the Office of the Registrar, the spaces and facilities of the building are generally for use in support of the department's academic mission. Regulations concerning the use of facilities by students are found in Section 5.5 of the Student Handbook.

#### 9.1.1 Use Of Departmental Building And Facilities by ARC/ID Faculty and Majors.

The use of all spaces by architecture and interior design majors is described in the department's Policies Regulating the Use of Alumni Hall, revised 4.2.07, and as stipulated by specific persons responsible for Alumni Hall facilities.

##### 9.1.1.a Computer Lab

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The computer lab is available for general use by majors in the Department of Architecture and Interior Design. Lab computers may be designated for use by specific classes, as pre-approved by the Chair. Use of lab computers and peripherals is in accordance with all policies as posted.

#### 9.1.1.b Wood Shop

The Alumni Hall Woodshop is a facility-resource used as an educational laboratory for students working on projects and assignments related to the curriculum of the Department of Architecture and Interior Design. The woodshop is available for use by students and faculty of the department within strict guidelines. The Shop Manager oversees operations of the shop, including all digital fabrication equipment, welding equipment, etc., supervises graduate assistants and student workers assigned to the shop, and is responsible for maintaining a safe and reliable work environment. Specific policy pertaining to shop use may be instituted at the discretion of the shop manager. Additional policy may be instituted by the faculty or the department Chair with recommendations from the shop manager.

#### 9.1.1.c Materials Library

The collections of the Materials Library are for use by and in support of the faculty and students. Use of this facility is in accordance with all policies as posted.

#### 9.1.2 Use of Architecture and Interior Design Building and Facilities by Non–majors.

Except for the spaces that are scheduled for use by the Registrar, the uses of public and restricted areas (as identified in [MUPIM Section 16.4.D](#)) shall be approved by the Chair of the Department of Architecture and Interior Design in consultation with the executive committee and/or appropriate faculty and/or staff member(s). In general, approval shall be based on how the proposed non–regular use fits into the educational mission of the Department of Architecture and Interior Design.

#### 9.2 General Policy Concerning the Distribution of Funding for Field Trips and Faculty Development

In general, the distribution of funding for field trips and faculty development shall be in a manner that most equitably permits all individuals to fulfill the stated mission of the department.

##### 9.2.1 [Funding In Support Of Field Trips And Other Class Activities](#)

Any funds in support of field trips shall be equitably distributed across the six years (undergraduate and graduate) of the programs in the Department of Architecture and Interior Design, unless special circumstances warrant otherwise.

##### 9.2.2 Faculty Development Funding from The Division and the University

Funding of faculty development activities including faculty travel in support of research follow the guidelines established by the College of Creative Arts. The Chair and/or executive committee act as facilitators in assisting the faculty members who seek such funding.

## 10.0 [Changes in Governance](#)

It is intended that this Governance Document be consistent with both the Miami University Policy and Information Manual (MUPIM) and the College of Creative Arts (CCA) Governance Document. Revisions to this governance document which reflect either MUPIM or CCA Governance Document changes may be made regularly without faculty vote. Other amendments to this document may be made by faculty vote, per the procedures described in Section [2.9.2](#).

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## APPENDIX A

### Teaching Evaluation Plan

#### Introduction

The purpose of this plan is to provide a structure to evaluate and enhance the quality of instruction, and by consequence, enhance student learning in the Department of Architecture and Interior Design at Miami University. Within this Department, the means of design instruction and course content demands considerable direct interaction with students. Small class size in studios, in combination with advising, counseling and critiquing student work, makes the teacher-student relationship complex. This is in contrast with large lecture classes that are also a function of the department.

When implemented, the Evaluation Plan of the Department of Architecture and Interior Design will provide faculty with information useful in improving their teaching (formative evaluation) and documenting their teaching effectiveness for promotion, tenure and/or merit review (summative evaluation). The different uses of formative and summative evaluations suggest distinct evaluation strategies depending on a faculty member's tenure and promotion status. Candidates seeking promotion and/or tenure and/or salary increase should utilize a variety of summative teaching evaluation strategies and present multiple indicators of teaching effectiveness in their documentation dossiers or annual reports. All faculty should use both formative and summative measures in evaluating their teaching. University guidelines ([MUPIM 7.2.C](#)) specify the use of student evaluations for all courses taught, with the exception of independent studies.

#### Formative evaluation

##### Purpose:

Formative teaching evaluation techniques are designed for self-reflective purposes and should aid in the course and teaching development of the instructor. All faculty should use formative evaluations to further teaching effectiveness and student learning. Tenure-track faculty and faculty teaching new courses or using new techniques should be especially mindful of seeking formative feedback for course improvement purposes.

##### Procedure:

Formative evaluations will be carried out at the discretion of the individual instructor and may be conducted by the instructor. Formative evaluation instruments could include, but are not limited to:

- Informal open-ended student questionnaires
- Formal student evaluations
- Classroom discussion
- Student, peer, chair, and/or alumni consultation
- Peer review of classroom instruction or materials
- Peer review of student work
- SGID audits conducted by MCIS (small group diagnostics)
- Faculty mentor review and discussion
- Participation in teaching workshops, seminars, and programs
- Self-assessment

##### Function:

Formative evaluations are designed to provide feedback for the improvement of instruction to the faculty member and for the improvement of student learning. Pursuing formative evaluations is strictly the decision and at the discretion of the faculty member; and the faculty member determines the impact and scope of their use. Formative evaluations cannot be used for promotion and tenure decisions or merit considerations, as indicated in [MUPIM 7.2.C.4](#). Only summative evaluations may be used for the purposes of promotion and tenure and merit considerations.

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### Summative evaluation

#### Purpose:

Summative evaluations provide an assessment of a course and/or an instructor and are used in tenure, promotion and salary decisions. In order to provide a complete picture of an individual's teaching effectiveness, multiple indicators of teaching effectiveness are required. Miami University policy (MUPIM 7.2.C) requires that all faculty conduct student evaluations as one of the evaluative techniques. The Department of Architecture and Interior Design requires that part-time faculty conduct student evaluations at a minimum of all courses, although part-time faculty may choose to use additional measures of teaching effectiveness also. It is the responsibility of the department to conduct these evaluations but at a time to be determined by the part-time faculty.

#### Procedure:

In compliance with [MUPIM 7.2.C](#), the Department of Architecture and Interior Design administers student evaluations in the following manner:

1. All courses taught in the department must be evaluated in order for departmental average data to be useful and meaningful. In cases where a fulltime faculty member teaches courses in other departments, the evaluation form of the Department of Architecture and Interior Design must be employed in addition to any forms required by the other department.

In a timely fashion, prior to the end of the semester (or summer session), the chair will notify all faculty that student evaluation forms are available and request that they schedule a class time with the department office for conducting evaluations. The faculty member provides information on the date, time, and number of students in the class.

Departmental standard forms shall be used in order to assure data comparability. Where courses are team-taught, faculty should be evaluated using separate forms. For situations wherein teaching assistants have significant instructional responsibility, those administering the forms should emphasize that the evaluation covers the instructor (not the assistant); however, the role of the assistant can be considered when evaluating the course itself.

Where teaching assistants actually participate in the teaching, it is appropriate and strongly recommended that they be evaluated.

2. The Department makes the appropriate number of student evaluations available to the individual conducting the evaluation. Someone other than the faculty member, and other than the graduate or undergraduate assistants for the course, must conduct the evaluation. Neither the faculty member nor the assistants may be present during the student evaluation.
3. The evaluations are distributed and collected by the third party and returned to the Architecture and Interior Design department office for processing by the University. The University will process and tally all evaluation data. No evaluations will be processed in the department.
4. Student evaluations are available to each faculty member following the submission of grades each semester. Evaluations will be kept in the Department office and may be reviewed by the faculty member at any time or copied for personal records.
5. These data must be presented in promotion and tenure applications: the course data for each question in comparison to departmental averages from similar courses taught in the department that semester (summer course data shall be compared with departmental means from the previous spring

semester). The response rate for the evaluation must be included (i.e., 10/15 to indicate 10 responses out of 15 enrolled at the end of the semester).

6. Data analysis shall include comparison of means of individual instructors to the departmental means per question. The departmental means for each question shall be calculated in each of the following categories: all departmental courses, all department studio courses, all departmental lecture courses, all graphics courses, and all department seminar courses.
7. The data for each academic year shall be evaluated by the department chair and summarized in each faculty member's annual letter.
8. Student comments for tenure-track faculty shall be reviewed and summarized by a faculty member outside the Department (and typically within the CCA), in order to obtain a balanced assessment of student comments. This information is included in the candidate's promotion/tenure dossier.

#### Additional teaching effectiveness measures

Student evaluations provide only one measure of teaching effectiveness. The Department of Architecture and Interior Design should include other measures in order to enrich the teaching effectiveness data presented. Those seeking promotion and/or tenure and/or salary raises should include two or more measures of teaching effectiveness in their dossiers.

Additional measures of teaching effectiveness include, but are not limited to:

- internal peer review of classroom teaching [see discussion below]
- external peer review of classroom teaching [see discussion below]
- internal review of teaching materials
- external review of teaching materials
- student portfolios
- student examinations and/or papers
- student awards
- chair review of classroom teaching
- chair review of classroom materials
- teaching (faculty) portfolios [see discussion below]
- senior exit surveys
- alumni surveys
- curriculum development activities
- teaching awards

#### Teaching Portfolio

A teaching portfolio can be effective supplemental material in support of a faculty's application for promotion and/or tenure. The teaching portfolio should represent courses taught by the instructor and should include: the course syllabus, project statements, sample tests, readers, anonymous examples of student work representing both passing and failing grades, and an assessment of the course results in light of the objectives stated in the syllabus. The portfolio, to be optimally effective should be initiated at the beginning of full-time employment, or even part-time employment where there is the possibility that the individual will become a candidate for promotion or tenure in the future.

#### Peer Evaluations

Formal peer evaluation for purposes of tenure include the responses of tenured faculty invited by the candidate to participate in or to attend lectures, seminars, or studio reviews. When requested by the applicant for tenure and/or promotion, the applicant's assigned mentor shall ensure that at least one tenured faculty is assigned to attend lectures or participate in design reviews of the probationary faculty. The peer evaluator must submit a brief assessment, in writing, of the course and instructor (and any suggestions for improvement, based on this class or review, on the pertinent syllabus). A copy of this report shall be provided to the instructor, the Chair of the Tenure Committee, and the Department Chair.



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Informal peer evaluations based on direct observation by a tenured faculty of the candidate's teaching practices may be reported to the tenure committee and considered in tenure deliberations. Only teaching practices directly observed by tenured faculty will be considered; hearsay may not be introduced.

**Function:**

The Promotion and Tenure Committee and the chair in making promotion and tenure decisions will use summative measures of teaching effectiveness. The chair in making salary recommendations will also use them. Although summative measures are used in personnel decisions, they may also provide useful information to faculty in teaching improvement and course development.

**Interpretation:**

It is incumbent upon the P & T Committee and the chair to employ a range of data in forming a complete description and assessment of a faculty member's teaching. The level of student-faculty interaction, class size, class format, and the general nature of the course should be considered in evaluating data. Certain distinctions, not typically scrutinized, may be of great importance: e.g.: Is the course being taught by the faculty member for the first time? Is this a new course being evaluated? How much time was given the faculty person to prepare for this course? Furthermore, since it is impossible to conduct student evaluations which eliminate totally the biases of some students, it is appropriate to analyze student responses in light of the instructor's age, sex, ethnicity, and other pertinent criteria; e.g.: whether English is the second language for the instructor. No weight should be given to any student response that is clearly prejudicial or not germane to the course and its teaching.

Multiple indicators, over a period of time, considered in combination with an individual's teaching responsibilities, provide the most complete and accurate representation of teaching effectiveness.

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## APPENDIX B Tenure Guidelines

The Department of Architecture and Interior Design is committed to providing the candidate with as much helpful information and guidance as is practicable and these guidelines are offered as part of that commitment. Candidates are required to meet the criteria enumerated in the Miami University Policy and Information Manual ([MUPIM 7.7](#)) in order to garner a positive recommendation for tenure.

It is difficult, if not impossible, to suggest quantitative guidelines for what is a qualitative assessment. Nonetheless, we have endeavored to do so. These guidelines are aids rather than substitutes for the professional judgment provided by the candidate's colleagues. Thus, legalistic or formalistic interpretation or application of these guidelines must be avoided. Achievement of the quantitative standards set forth in these guidelines does not ensure a positive recommendation for tenure, as tenure is primarily a qualitative assessment. Similarly, there may be cases that do not meet the quantitative standards set forth in the guidelines, which merit a positive recommendation for tenure.

All candidates for tenure in the Department of Architecture and Interior Design should refer to [Section 7](#) of MUPIM, Section 4.5 of the College of Creative Arts Governance Document and [Section 7](#) of the Department's Governance Document for further information on the procedures and criteria for tenure.

### I. TEACHING AND ACADEMIC ADVISING

- A. Tenure-track faculty members should refer to the Department of Architecture and Interior Design Teaching Evaluation Plan ([Appendix A](#)) for a full description of measures of high quality teaching. Tenure candidates are required to provide at least three indicators of teaching effectiveness; one of these must be student evaluations. The Teaching Plan provides examples of measures that can be used in addition to student evaluations. Determination of high quality teaching will be made by the Department of Architecture and Interior Design Promotion and Tenure Committee and the Department Chair based on all of the information provided by the candidate.
- B. According to [MUPIM Section 7.2](#), all faculty should conduct student evaluations for all courses taught. The candidate's evaluation data will be compared with the departmental averages that are provided when student evaluations are analyzed. Candidates are expected to maintain average or above average student evaluations on a consistent basis.
- C. Tenure-track faculty members should use the Teaching Evaluation Plan to select at least two additional measures of the quality of their teaching and provide documentation in the tenure dossier.
- D. Candidates for tenure are expected to maintain an advising load commensurate with faculty members in the area. Candidates may (but are not required to) provide evidence of advising effectiveness.
- E. Curriculum and/or course development are considered additional indicators of teaching quality. Although not all tenure candidates in the Department are expected to develop new courses or curriculum, all are expected to improve the courses they teach on a continuing basis. Evidence of continued course development should be provided in the teaching dossier.

### II. RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

Judgments as to "high quality" research and its "prospective continuation" are made by the Department Promotion and Tenure Committee, the Department Chair, and by external reviewers in the candidate's field. It is important that the candidate document the quality of her/his work by carefully noting all acceptance rates and other measures of quality and/or selectivity. Further, the candidate should note specific

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contributions on any multi-authored scholarship. Because some tenure-track faculty in the Department conduct conventional research, some are involved in creative activities, and some pursue both activities, multiple guidelines are listed below.

Categories of activity include (but are not limited to):

A. Conventional Research

Authored or edited books related to the candidate's field.  
 Articles in refereed journals with international/national stature in the candidate's field.  
 Presentations at conferences of significant professional organizations in the candidate's field.  
 Competitive grants.

B. Creative/Professional Activity

Architectural or interior design commissions (built or unbuilt)  
 Architectural or interior design competitions  
 Design consulting  
 Technical consulting  
 Development of new and meaningful pedagogy  
 Professional licensure or certification (NCARB, NCIDQ)  
 Other design work (furniture, graphic, landscape, product, etc.)  
 Studio art work (painting, sculpture, photography, etc.)  
 Exhibit design  
 Grants in support of any of the above

Each candidate for tenure will create a written "tenure plan" based on the kinds of activities listed here. The plan will be created in consultation with the Department Chair and P&T Committee chair, and presented to the full P&T committee for comment and approval. The plan can be modified as necessary throughout the duration of the probationary period. While it is understood that assessment of scholarship is ultimately "qualitative," as determined by the P&T Committee, the Chair, and the external reviewers, the following guidelines are implicit in the review process and can help in the construction of the tenure plan:

1. Generally, the tenure plan should be *central to the mission* of the department and to the teaching, research, and creative agenda of the candidate.
2. The department expects a pattern of activity that is characterized by a sense of *growth and continuous productivity*. The dossier should evidence potential for continued achievement beyond the probationary period.
3. Generally, *multiple evidence of productivity* is required.
4. Research or creative work must make a contribution to the discipline. Work having a greater level of *impact on the body of knowledge or on the current discourse*, (as evidenced by citation, review, or dissemination) will be deemed to be more valuable in the assessment of quality.
5. The department places value on *built work*, given that it must be resolved at multiple technical and professional levels. Professional consultancy may be understood as "peer reviewed," if the process for selection is appropriately competitive and rigorous.
6. Publication or award made by *peer review* will be deemed more valuable than similar work that is not peer reviewed.
7. Generally, *national and international venues* will be viewed as superior to regional or local venues.

8. The relative *stature of reviewers, venues, publications*, etc. will be considered in the assessment of quality. (It should be noted that a greater value is placed on publications than presentations.)

9. Generally, work completed *during the probationary period* is deemed more valuable than work completed prior to the probationary period. The department recognizes, however, that previous work demonstrates a level and pattern of achievement, and also notes the extensive length of time required to complete architectural and interior design commissions (relative to the time frame to complete work in other creative disciplines).

### III. SERVICE

Candidates for tenure are expected to have significant departmental service in multiple areas. This includes service on departmental committees and participation in departmental activities. Experience on College of Creative Arts and university committees is a valuable addition. Candidates are expected to attend conferences in their field and to provide evidence of involvement in professional organizations as committee members, officers, board members, and presenters. Candidates are urged to pursue distinctive university and or professional service and to articulate the unique impacts of such service on the discipline or on the broader community.

### IV. COLLEGIALITY

The Department of Architecture and Interior Design adheres to the definition and guidelines for collegiality in MUPIM as indicated above.

*Revised 2017*