

Criteria for Promotion and Tenure
College of Design, Construction and Planning
University of Florida

Introduction

The process of tenure and promotion within the College of Design, Construction and Planning (DCP) involves the assessment of candidates at the Department/School, College, and University levels. The College criteria, presented in this document, adhere to the most current University tenure and promotion guidelines and Collective Bargaining Agreement. The College criteria fully support the tenure and promotion criteria established in its DCP departments and schools. Additionally, it is important to note that individual candidates, who are entering the promotion/tenure process, holds the primary responsibility for preparing their review materials in accordance with University, College, and School/Department regulations. Becoming fully acquainted with and carefully adhering to the tenure and promotion criteria and guidelines at all three levels, will help the candidate in preparing the strongest case possible.

College Tenure/Promotion Criteria

Tenure/promotion with the College of Design, Construction and Planning reflects traditional goals of higher education: the transmission of knowledge through teaching; the generation of knowledge through research or creative scholarship; and service to the academe and discipline. Every faculty member is required to achieve distinction in at least two of these three areas, normally these are teaching and research or creative scholarship with strong performance in service. The distinction of a candidate is defined as demonstrating an excellent and sustained record of achievement, demonstrated by well-known and discipline-specific evaluative measures in the disciplines and areas of the College. In short, distinction is based on complex information that includes sustained productivity, creativity, innovation, and positive impact on students, the immediate academe and the academic discipline(s) of the candidate. Therefore, promotion/tenure requires a demonstrated record of positive contribution to the life of the department, school, college, and university.

The academic units of the College of Design, Construction and Planning must meet criteria of the national accrediting agencies representing the following disciplines and associated professions within the College: Architecture, Construction Management, Interior Design, Landscape Architecture, and Urban and Regional Planning.

The practice of these professions is regulated by state laws and subject to in-depth examination as the legal basis for practice. A faculty member is expected to participate actively within their academic and professional communities.

The faculty in the College are comprised of individuals in four different tracks: tenure track, lecturer, research professor and research scholar. The roles and responsibilities vary within these tracks, yet each one makes critical contributions to the College’s academic mission. The College fully supports opportunities for advancement through ranks for all faculty as illustrated in the four sections of this document guidelines that represents each of the aforementioned faculty tracks.

Table 1. Ranks for the Four Faculty Tracks

Tenure Track	Lecturer Track	Research Professor Track	Research Scholar Track
Assistant Professor	Lecturer	Research Assistant Professor	Assistant Research Scholar
Associate Professor	Senior Lecturer	Research Associate Professor	Associate Research Scholar
Professor	Master Lecturer	Research Professor	Research Scholar

The academic units of the College of Design, Construction and Planning must meet the criteria of the national accrediting agencies represented by each of the professions. The practice of these professions is regulated by state laws and subject to extensive examination as the legal basis for practice. A faculty member is expected to participate actively within their academic and professional communities.

The following guidelines are intended to facilitate the promotion process, to ensure that certain important items are included, to assure consistency with University guidelines and the Collective Bargaining Agreement, and to assist the candidate in preparing the strongest case possible.

Expectations of teaching, research productivity, and service vary between the units of the College of Design, Construction and Planning (Architecture, Construction Management, Interior Design, Landscape Architecture, Urban Planning) as well as between each disciplinary focus. Each school and department have developed guidelines that detail these expectations.

TENURE ACCRUING TRACKS

Teaching

The candidate should demonstrate evidence of a sustained commitment to excellence in teaching. It is acknowledged that there is great variability in the degree and approach to teaching among the various disciplines within the departments. For example, some disciplines may regularly teach courses involving large numbers of students, whereas others provide individual instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be considered in evaluation of faculty performance.

Activities that may be considered as part of one's teaching record include preparation and delivery of live and online courses including lectures, studios and labs; engagement in service learning; new course development and innovation; curricular innovation; research mentoring at the undergraduate, master and doctoral levels; visiting critic, lecturer or juror in UF classes or at other universities; and academic advising. Appropriate measures on which to evaluate teaching performance may include a clear and succinct teaching narrative; course materials; student evaluations; peer evaluations; evaluations from alumni; and awards for teaching contributions with consideration given to the prestige of the award(s). Activities and measures should be considered holistically when determining distinction.

Research and Creative Scholarship

Candidates should demonstrate a sustained record of excellence in funded and unfunded research, scholarship, and creative activities, all of which contribute to the expansion and application of knowledge and quality of the instructional programs of the College's academic units. The evaluation of a candidate's record will be made by peers with similar expertise and interests and include an assessment of (1) quality and significance and (2) dissemination, including distribution to scholars, professionals, and the general public. Appropriate measures to evaluate performance include: originality, focus, consistency and continuity, influence, publication and/or exhibition in respected venues, and student development.

In the College of Design, Construction and Planning, for promotion to Associate Professor with tenure, there should be evidence of a body of work of sufficient quality and dissemination that has produced at least the beginning of a national reputation for significant and creative contributions in the candidate's field. In addition, there should be evidence of the promise of continued intellectual growth and productivity. For promotion to Professor, an established national/international reputation is expected, as well as the indication of sustained high-

quality work. The important aspect of evaluating research is the quality and dissemination of the activity and not the nature of that activity.

Distinction in research, scholarship, and creative activities is especially evident through the documentation of productivity included in the packet and the evaluation of that record by internal and external reviewers in light of expectations of productivity at major research universities.

Service

All candidates are expected to perform service; but overall commitment to service during the probationary period of junior faculty members is expected to be less than that for senior faculty. Two broad categories of service include: (1) internal to the unit, college and university; and (2) external. The latter includes service to (a) the wider academic and professional communities; and (b) public constituencies at the local, state, and national/international levels. In their tenure and promotion criteria, Schools and Departments will provide performance examples that demonstrate adequacy and distinction in service for each of these categories.

Service may be assigned by the Chair or Director (such as service on committees, departmental administration, etc.) or may be elective (leadership in professional organizations, service on advisory boards, service on university committees, etc.) Assigned service must be completed adequately for minimal job performance. Leadership in service should be recognized as distinguished performance. Distinguished service of high quality and quantity should be recognized as evidence for promotion. The College adheres to the Collective Bargaining Agreement policy 19.1.8 at this time: *Consideration for promotion during an administrative appointment shall be based on the faculty duties and shall not be based on the administrative portion of the assignment.*

NON-TENURE ACCRUING TRACKS

LECTURER TRACK

Faculty who occupy ranks within the Lecturer track (i.e., Lecturer, Senior Lecturer, Master Lecturer) have a primary focus on teaching and service and may engage in applied research that enhances teaching. The teaching appointments may include both required and elective undergraduate and graduate courses delivered in person and virtually. Both internal and external is expected. For example, internal service to the department, school, College, or University can range from committee work to coordinating accreditation visits to acting in the role of Undergraduate Coordinator. External service can support the design and construction professions. Examples include serving on State of Florida review boards, national accreditation site visitor teams, student competition juries, or journal review boards. Service is expected to maintain cutting-edge industry knowledge and experience

such as developing technologies, materials or high-performance building standards and codes. Maintaining this type of currency is invaluable across programs within the College of Design, Construction and Planning. Further, the promotion trajectory shall show increasing levels of distinction in teaching where accomplishment in curricular development, award-winning practices and student performance and in some cases meritorious pedagogical scholarship and/or creative scholarship.

This should be reflected in their assignments and effort reports. At the discretion of the academic unit and the individual faculty member, their assignments may also include applied research, not to exceed 10% of the assignment. Finally, some lecturers also may be elected to serve on the graduate faculty.

RESEARCH PROFESSOR TRACK

Faculty who occupy ranks within the Research Professor track are expected to emphasize the generation of knowledge through research, scholarship, and creative activities. This should be reflected in their assignments and effort reports. At the discretion of the academic unit and the individual faculty member, their assignments may also include the transmission of knowledge through teaching; and the use of knowledge through service.

Every faculty member in this track is expected to achieve distinction in research, scholarship, and creative activities, and to demonstrate strong performance in teaching and/or service. Distinction is defined as an excellent and sustained record as demonstrated by well-known evaluative measures in the disciplines and areas of the College and is based on complex information that includes productivity, innovation and creativity, and positive impact on students, the community, and the academic discipline of a candidate.

Research and Creative Scholarship

Candidates should demonstrate a sustained record of excellence in funded and unfunded research, scholarship, and creative activities, all of which contribute to the expansion and application of knowledge and quality of the instructional programs of the College's academic units. The evaluation of a candidate's record will be made by peers with similar expertise and interests and include an assessment of (1) quality and significance and (2) dissemination, including distribution to scholars, professionals, and the general public. Appropriate measures to evaluate performance include: originality, focus, consistency and continuity, influence, publication and/or exhibition in respected venues, and student development.

In the College of Design, Construction and Planning, for promotion to Associate Research Professor, there should be evidence of a body of work of sufficient quality and dissemination that demonstrates national reputation for

significant and creative contributions in the candidate's field. In addition, there should be evidence of the promise of continued intellectual growth and productivity. For promotion to Research Professor, an established national/international reputation is expected, as well as the indication of sustained high-quality work. The important aspect of evaluating research is the quality and dissemination of the activity and not the nature of that activity. Distinction in research, scholarship, and creative activities is especially evident through the documentation of productivity included in the packet and the evaluation of that record by internal and external reviewers in light of expectations of productivity at major research universities.

Teaching

If assigned to teaching, the candidate should demonstrate evidence of a sustained commitment to excellence. It is acknowledged that there is great variability in the degree and approach to teaching among the various disciplines within the departments. For example, some disciplines may regularly teach courses involving large numbers of students, whereas others provide individual instructions to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be considered in evaluation of faculty performance.

Activities that may be considered as part of one's teaching record include preparation and delivery of live and online courses including lectures, studios and labs; engagement in service learning; new course development and innovation; curricular innovation; research mentoring at the undergraduate, master and doctoral levels; visiting critic, lecturer or juror in UF classes or at other universities; and academic advising. Appropriate measures on which to evaluate teaching performance may include a clear and succinct teaching narrative; course materials; student evaluations; peer evaluations; evaluations from alumni; and awards for teaching contributions with consideration given to the prestige of the award(s). Activities and measures should be considered holistically when determining distinction.

Service

All candidates are expected to perform some level of service with the total effort to be determined by the faculty member and their academic unit. Commitment to service during the probationary period of junior faculty members is expected to be less than that for senior faculty. Service may be assigned by the Chair or Director (such as service on committees, departmental administration, etc.) or may be elective (leadership in professional organizations, service on advisory boards, service on university committees, etc.) Assigned service must be completed adequately for minimal job performance.

The broad categories of service are twofold: (1) internal service to the unit, college and university; and (2) external service to (a) the wider academic and professional communities; and (b) public constituencies at the local, state, and national/international levels.

The tenure and promotion criteria of the Schools and Departments within the College of Design, Construction and Planning will provide performance examples that demonstrates distinction in service and provide examples for each category.

Leadership in service should be recognized as distinguished performance. Distinguished service of high quality and quantity should be recognized as evidence for promotion. The College adheres to the Collective Bargaining Agreement policy 19.1.8 at this time: *Consideration for promotion during an administrative appointment shall be based on the faculty duties and shall not be based on the administrative portion of the assignment.*

RESEARCH SCHOLAR TRACK

Faculty who occupy ranks within the Research Scholar track are expected to emphasize the generation of knowledge through applied research and/or to successfully manage revenue generating programs that support their chosen area of academic focus. This should be reflected in their assignments and effort reports.

At the discretion of the academic unit and the individual faculty member, their assignments may also include the transmission of knowledge through teaching; and the use of knowledge through service.

Every faculty member in this track is expected to achieve distinction in applied research, or in the management of revenue generating programs that support their chosen area of academic focus. Distinction is defined as an excellent and sustained record as demonstrated by well-known evaluative measures in the disciplines and areas of the College and is based on complex information that includes productivity, innovation and creativity, and positive impact on the academic discipline of a candidate, and the community.

Research and Creative Scholarship

Candidates should demonstrate a sustained record of excellence in funded research, or in administrative oversight of a research center or other income-generating entity dedicated to the expansion and application of knowledge. The evaluation of a candidate's record will be made by peers with similar expertise and interests and include an assessment of quality and significance. Appropriate measures to evaluate performance include: originality, focus, consistency and continuity, influence, and application.

In the College of Design, Construction and Planning, for promotion to Associate Research Scholar, there should be evidence of a body of work of sufficient quality that has contributed at least to the beginning of a national reputation for significant contributions in the candidate's field. In addition, there should be evidence of the promise of continued intellectual growth and productivity. For promotion to Research Scholar, an established national/international reputation is expected, as well as the indication of sustained high-quality work. Distinction in research, is especially evident through the documentation of productivity included in the packet and the evaluation of that record by internal and external reviewers in light of expectations of productivity at major research universities.

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Service

Service may be assigned (such as service on committees, departmental administration, etc.) or elective (leadership in professional organizations, service on advisory boards, service on university committees, etc.), but should always be coordinated with the Chair or Director. Assigned service must be completed adequately for minimal job performance.

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