

## Criteria for Promotion and Tenure

**Department of Urban and Regional Planning  
School of Landscape Architecture and Planning  
College of Design, Construction and Planning  
University of Florida**

### Preamble

According to the Association of Collegiate Schools of Planning, urban and regional planning “is a systematic, creative way to influence the future of neighborhoods, cities, rural and metropolitan areas, and even the country and the world. Urban and regional planners use their professional skills to serve communities facing social, economic, environmental, and cultural challenges” (ACSP 2016). As such, it embraces the sciences, humanities, and social sciences. Candidates may achieve impacts and distinction through fundamental science, as well as through applied science, humanities and policy studies, case/pilot studies, and creative projects and demonstrations. Sole-authored as well as interdisciplinary, collaborative, and international/cross-cultural approaches to research are valued for advancing the URP discipline.

### Overview

This document describes the promotion and tenure guidelines specific to the Department of Urban and Regional Planning (URP). The department’s guidelines are consistent with those developed by the University and the College of Design, Construction and Planning.

The guidelines are intended for use by all faculty in the department, university administrators and boards, and external reviewers. The Department of Urban and Regional Planning has three faculty tracks with three ranks from initial appointment through two potential ranks of promotion:

<i>Professor Track (tenure track and tenured)</i>	<i>Lecturer Track</i>	<i>Scholar Track</i>
Assistant Professor	Lecturer	Assistant Scholar
Associate Professor	Senior Lecturer	Associate Scholar
Professor	Master Lecturer	Scholar

This document covers expectations of faculty alignment with the URP department and discipline, followed by a discussion of the three faculty activity areas (teaching, research and creative scholarship, and service), and concluding with the assessment of evidence of impacts and distinction for each track and by rank.

## **Alignment with the Department and Discipline**

The candidate should demonstrate a commitment to the discipline of urban and regional planning (URP), as broadly defined by the department's Mission Statement and Strategic Plan. Demonstration of commitment to URP should occur in all three activity areas (teaching, research and creative scholarship, and service), which are discussed in the next section. For promotion and/or tenure, tenure track faculty should demonstrate impact and distinction in at least two of the three primary activity areas, preferably teaching and research. In addition to commitment to URP, candidates may affiliate with planning specializations and related disciplines. As an applied, professional, and normative discipline, URP lends itself to integration of teaching, research and creative scholarship, and service. Examples include teaching studio courses that include research and service, and attending professional conferences for research development, alumni relations, and awareness of field trends. Such "multifunctional" efforts are recognized for impacts and distinction in all three activity areas. Faculty should also model and lead ethical practice as specified by the URP profession and university. Throughout faculty should uphold principles of diversity and inclusion and shall demonstrate shared departmental responsibility.

## **Activity Areas and Evidence of Impacts and Distinction**

Generally, faculty are assigned and evaluated for promotion and/or tenure in three activity areas: teaching, research and creative scholarship, and service. Two of the three are required. This section describes general activities and evidence of impacts and distinction that may apply to all three faculty tracks. Promotion to Associate Professor, Senior Lecturer, or Associate Scholar is based on achieving a significant intermediate level of accomplishment while promotion to Professor, Master Lecturer, or Scholar reflects achieving the most advanced rank of distinction. The impacts and distinction identified for promotion are cumulative as one moves to the intermediate and then to the advanced level. Criteria for specific tracks and ranks are provided in the next section.

### ***Evaluating Teaching Effectiveness***

Teaching activities, at undergraduate, masters, and doctoral student levels, may include preparation and delivery of classroom and online instruction, new course development and innovation, curricular innovation, direction of independent student studies and projects (especially capstones, theses, and dissertations), management of students in research and service projects, academic advising and mentoring, and advancing pedagogy and curricula. This activity area also includes professional development to enhance teaching methods.

Evidence of teaching impacts and distinction include the following:

*Intermediate Level.* Faculty teach a variety of courses, including core (required), major related, applied, and interdisciplinary. Faculty supervise teaching assistants. Faculty use innovative teaching methods and create innovative interdisciplinary courses. Faculty design the overall program curricula, including to address emerging issues and ethics. Faculty receive generally positive student evaluations and peer reviews of teaching. Faculty are recruited to serve on student committees in other units and colleges. Faculty are sought out by students conducting special projects for scholarship and awards, and for advising student clubs and major events. Faculty receive departmental or college teaching awards. Faculty advise students receiving regional or statewide awards for papers, projects, and designs. Faculty incorporate their research and service into teaching, and engage students in their projects and centers. Faculty have impacts and distinction in teaching at the school and college levels.

*Advanced Level.* Faculty serve as external reviewers for student committees (e.g., dissertation) at other universities. Faculty respond to changing student needs and opportunities by creating new degree and certificate programs. Faculty publish textbooks. Faculty develop and provide trainings of new teaching techniques used by other colleges and universities. Faculty publish peer reviewed research of pedagogy and curricula development. Faculty receive university or higher (e.g., national) teaching awards and advise students receiving national awards for papers, projects, and designs. Faculty have impacts and distinction in teaching at the university level and beyond.

### ***Evaluating Research and Creative Scholarship Effectiveness***

Research or creative scholarship can include but are not limited to: publishing peer-reviewed scholarly works, such as journal articles, chapters, and books; producing other research deliverables such as reports; conducting research projects and grants, leading a research center; presenting research and creative works at scholarly and professional conferences; and participating in professional competitions and exhibitions.

*Approach to research.* Scholarship value is determined by the level of impacts and distinction achieved for the discipline and society, as well as by the significance of the societal issues addressed. The total publication output and evidence of sustained performance is evaluated rather than timing, which can be irregular due to necessary phases of professional networking, proposal development, research, and publication, especially if research projects are large.

Evidence of research and creative scholarship impacts and distinction include the following:

*Intermediate Level.* Faculty publish in peer-reviewed journals and equivalent formats, having national or international impacts. Faculty engage in leadership roles (e.g., PI or director) on externally funded projects and programs, and research centers. Faculty serve in leadership roles (e.g., chair or elected board member) on professional organizations or associations. Faculty receive awards for scholarly activity. Faculty are invited to present at regional, statewide, national, and international gatherings. Faculty are visiting scholars, and they host visiting scholars. Faculty incorporate their teaching and service into their research. Faculty have impacts and distinction in research and creative scholarship at the national level.

*Advanced Level.* Faculty hold positions indicating disciplinary and professional peer esteem, such as invited keynote presentations, membership of journal editorial boards, leadership positions in professional societies, and national/international awards. Faculty show a consistent track record of leading (PI) externally funded projects, with emphasis on large awards for interdisciplinary projects from major national and international funding sources. Faculty serve as an editor, contributing editor, or regular writer for a major scholarly publication. Faculty make contributions to policy development at state, national, and international levels. Faculty publish scholarly books. Faculty have impacts and distinction in research and creative scholarship at the national and international levels.

### ***Evaluating Service Effectiveness***

Faculty perform service: (1) internally to the university, at all levels, through administrative and committee assignments, and (2) externally, to the academy, discipline/profession, and society, with public service being central to the planning profession and mission of a land grant university. Service is an important component crossing all faculty lines and ranks. In short, promotion/tenure requires a

demonstrated record of positive contribution to the life of the department, school, college, and university.

Evidence of service impacts and distinction at each rank may include the following:

*Intermediate Level.* (1) Faculty hold leadership/chair positions on department, school, and college committees. Faculty serve on multiple college-, inter-college, and university-level committees. Faculty hold program-level administrative positions, such as graduate coordinator. Faculty review and mentor junior faculty with regard to teaching, research and creative scholarship, and service. (2) Faculty hold leadership positions in academic and professional organizations at the local, regional, and state levels. Faculty host regional and statewide disciplinary and professional events, such as conferences. Faculty lead programs for continuing education training at the regional and state levels. Faculty hold leadership positions in, and receive awards for, local, regional, and statewide public oriented boards and committees. Faculty give invited speeches and conduct public education seminars at the state and multi-state levels. Faculty receive statewide and national media attention. Faculty receive public service awards at the local, regional, and state levels.

*Advanced Level.* (1) Faculty serve on university-level committees of the highest importance and selectivity of members, such as through university-wide elections and stringent criteria for appointment. Faculty hold unit-level and higher administrative positions, such as department chair. (2) Faculty may hold leadership positions in, and receive awards for, academic and professional organizations at the national and international levels. Faculty host national and international disciplinary and professional events, such as conferences. Faculty create new groups and organizations to connect and serve the discipline in different ways. Faculty hold leadership positions in national and international public oriented committees. Faculty give invited speeches and conduct public education seminars at the national and international levels. Faculty receive international media attention. Faculty receive public service awards at the national and international levels.

### **Assessment of Impacts and Distinction by Track and Rank**

Assessment of impacts and distinctions for promotion and/or tenure are relative to the track and rank.

#### ***Professor Track Assessment of Impacts and Distinction***

Professor track faculty are tenure-eligible or tenured, therefore assessing a professor's potential for long-term sustained impact and distinction is critical. Evaluation for promotion of professors will depend upon the candidate's performance and record relating to their specific assignments and employment contract. Professor track faculty have primary activities in all three areas: teaching, research/creative scholarship, and service.

For promotion and/or tenure, professor track faculty should demonstrate impact and distinction in at least two of the three primary activity areas, preferably teaching and research. At a minimum, faculty in the professor track should show consistent development and improvement of teaching practices and performance. In the research area, promotion and/or tenure to the Associate Professor rank requires evidence of national impacts and distinction in peer-reviewed research publications reporting generalizable findings and transferrable practices. Promotion to the Professor rank requires evidence of international impacts and distinction in research, and of shaping the discipline and/or profession. Service contributions are considered if they are significant in impact and distinction.

### ***Lecturer Track Assessment of Impacts and Distinction***

Full-time lecturers at the University of Florida share all of the rights and responsibilities of tenure track faculty members, but are not eligible for tenure. Evaluation for promotion of lecturers will depend upon the candidate's performance and record relating to their specific assignments and employment contract. The primary activity for lecturers is teaching, however some research/creative activities and service, such as program administration, may be assigned and encouraged.

The promotion of lecturer lines shares similarities in promotion and timeframe expectations with tenure track promotions, without consideration of tenure. For lecturers seeking promotion to the senior or master rank, distinction must be demonstrated over a timeframe that is roughly parallel to tenure and promotion expectations.

For lecturers at all ranks, assessment for promotion emphasizes teaching. Impacts and distinction in service and/or research and creative activities can strengthen a candidate's application for promotion. However, in accordance with University guidelines, service and research are complimentary rather than stand-alone factors in the lecturer promotion track.

### ***Scholar Track Assessment of Impacts and Distinction***

Full-time scholars at the University of Florida share all of the rights and responsibilities of tenure track faculty members but are not eligible for tenure. Evaluation for promotion of scholars will depend upon the candidate's performance and record relating to their specific assignments and employment contract. According to the University, the primary activity of scholars is to carry out the equivalent faculty duties in the area of research, creative scholarship, and/or cooperative extension (or similar) programs. These research activities may be funded through external or temporary sources, which often result in professional reports and products, and not necessarily peer reviewed publications. Scholars may also be assigned some duties in the areas of teaching and service, which may include program administration.

The promotion of scholar lines shares similarities in promotion and timeframe expectations with tenure track promotions, without consideration of tenure. For scholars seeking promotion to the senior or master rank, distinction must be demonstrated over a timeframe that is roughly parallel to tenure and promotion expectations.

For scholars at all ranks, assessment for promotion emphasizes research, which may be highly applied, and creative scholarship, as well as other assigned activities in the areas of teaching and service, such as the administration of research centers or programs. Promotion to the Associate Scholar rank requires evidence of at least national impacts and distinction in research and creative scholarship. Promotion to the Scholar rank requires impacts and distinction in research and creative scholarship at the national or international levels. Impacts and distinction in service can strengthen a candidate's application for promotion.