Criteria for Promotion and Tenure

School of Architecture
College of Design, Construction and Planning
University of Florida

Overview

The School of Architecture's Promotion and Tenure guidelines are based on those developed by the University of Florida's Office of Academic Affairs and the College of Design, Construction and Planning. These guidelines are also consistent with the relevant sections of the Collective Bargaining Agreement between UF and the United Faculty of Florida.

Alignment with the School and Discipline

The candidate should demonstrate a commitment to the discipline of architecture, as broadly defined by the School of Architecture's current Mission Statement and Strategic Plan, its accrediting body the National Architectural Accrediting Board (NAAB), and the definition of a professional architect as outlined by National Council on Architectural Registration Boards (NCARB), which is detailed below.

Demonstration of commitment to the School of Architecture should occur in all activity areas (as indicated in each faculty's assigned responsibilities), which are discussed in the next section.

Mission Statement from the School of Architecture (SoA) Strategic Plan (approved 2015): The School of Architecture at the University of Florida is dedicated to providing an excellent educational experience for students intending to enter the profession of architecture. The primary mission of the School and its programs is to provide a curriculum and educational context that teaches students the means by which they can be responsive to human needs in creating the built environment. Our students must be perceptive, skilled and inventive – capable of acting in a responsible manner in today's profession, while continuing to learn throughout their lives so as to realize a visionary profession for the future. The most important facet of this educational mission is to instill in our students a strong social consciousness and a desire to be active participants in improving the quality of their communities.

In the SoA, teaching, research and study are intended to engage the students and faculty in advanced investigations in their discipline, with the ultimate aim of making it possible for each student and faculty member to make a contribution to the improvement of the built environment. The Architecture program is intended to foster the intellectual growth and development of students and faculty, to develop new knowledge that will materially add to the discipline of architecture and to society as a whole, to act as an integral and contributing part of the intellectual community of the University, and to encourage graduates to utilize their unique talents in the construction of places that contribute in a fundamental way to the betterment of their fellow neighbors.

The definition of an architect based on the National Council of Architectural Registration Boards is as follows: "Licensed professionals trained in the art and science of the design and construction of buildings and structures that primarily provide shelter. An architect will create the overall aesthetic and look of buildings and structures, but the design of a building involves far more than its appearance. Buildings also must be functional, safe, and economical and must suit the specific needs of the people

who use them. Most importantly, they must be built with the public's health, safety and welfare in mind."

Focus Areas from the SoA Strategic Plan: The School of Architecture recognizes design as a synthesis of thinking, analyzing, and making — a process that engages space, historical precedent, sustainability, ecology, urbanity, landscape, built form, and construction toward innovation. Soon to be the country's third most populous state, Florida faces an array of challenges, and the School of Architecture has internationally recognized expertise across many areas of concern for the state in particular and the built environment in general.

The architecture discipline is highly diverse and interdisciplinary, drawing from a well-established range and influence in the public sphere and integrating advanced knowledge of technology, humanities and art into the creation of the built environment. Candidates should briefly explain in their dossiers how their other disciplinary work reinforces their scholarship in the architecture discipline. A candidate's interdisciplinary work is also valued when it includes disciplines in the College of Design, Construction and Planning. Architecture, which is an applied, professional discipline, lends itself to the integration of teaching, research, and service. Faculty should also model and lead ethical practice as specified by the architecture profession and university.

Tracks and Activity Areas

There are currently two faculty tracks in the School of Architecture:

- Professor
- Lecturer

These tracks each have three ranks from initial appointment through two potential ranks of promotion. (Table 1).

Table 1. Ranks for the Two Faculty Tracks

Professor Track	Lecturer Track
Assistant Professor	Lecturer
Associate Professor	Senior Lecturer
Professor	Master Lecturer

Based on assigned responsibilities there are multiple **activity areas** in which candidates are evaluated for assessing qualification for tenure and/or promotion:

Teaching:
Instruction includes: regular classroom teaching and distance/continuing education; direction of capstones, theses and dissertations; 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; academic advising; and all preparation for this work including study to keep current in one's field and/or specific area(s) of expertise.

Research and Scholarship:
Criteria to evaluate performance include: originality; focus; consistency and continuity; influence; publication, presentation, and/or exhibition; and student development. **Originality:** The body of work clearly demonstrates independent and distinct contributions to the discipline. **Focus:** A coherent theme informs the candidate's work and is clearly articulated in the research narrative. **Consistency and continuity:** The School expects candidates to demonstrate a continuing and improving trajectory of production, with an established, consistent program by tenure and promotion review. **Influence:** Indications of influential work include but are not limited to peer-reviewed publications; competitive awards; invitations to speak; citations of work; and studio and professional projects exhibited, published, or funded through grants. The ability to sustain excellence in a program of research, scholarship, creative activities, and/or critical practice[1] is also an indicator of achievement and influence, whether funded or unfunded. Funding should be sought where appropriate, but the School recognizes that funding opportunities may often be limited. **Publication, presentation and/or exhibition in respected venues:** Indicators of excellence include: the quality of publishers and journals; whether publication is subject to peer review and, if so, the rigor of the review process; and the acceptance rates, when available. For indicators of quality of conferences and other venues for scholarship and creative activities, such as exhibitions and competitions, the School looks to the stature of the venue, the rigor of the review process, and the venue's selectivity or other criteria that demonstrate quality. **Student development:** Candidates are expected to advise students, particularly at the graduate level, and to help them develop as practitioners (through competitions, exhibitions, and other venues) and as future scholars.[2]

Service:
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, national and international levels. Service includes but is not limited to active participation on academic and administrative committees at the University, College, and School levels, with a particular emphasis on a candidate's election to committees and service as chair; specific administrative assignments such as advising undergraduate and graduate students. In short, promotion/tenure requires a demonstrated record of positive contribution to the life of the School of Architecture, College, and University.

Further, expectations for external service to the field and profession may include (but not be limited to):
- Service as an editor or a member on editorial boards;
- Reviewer for extramural agencies; organization of conferences, symposia, and/or meetings;
- Chairing and/or moderating sessions at academic conferences or professional meetings;
- Organizing or leading community service projects;
- Active membership and leadership on community, state, national, international, or professional boards or organizations;
- Lecturing and/or teaching at other academic institutions by invitation;
- Participating in activities that help the public to better understand architecture as a discipline and practice;
- Presenting at College and/or University research seminars or symposia.

University and disciplinary service should be directed by or coordinated with the SoA Director.

Each faculty member's teaching, research, and service orientation should be consistent with and relative to the overall School mission as well as his/her personal research interests, teaching emphases, and service focus. In addition, the emphasis of assessment for the three faculty tracks varies based on the particular track. The emphasis for assessment and promotion for each track is:

- Professor Track: Demonstrated distinction in two of the areas of teaching, research and service.
- Lecturer Track: Demonstrated distinction in teaching and service, with consideration of research (when appropriate).

The accomplishment of promotion to Associate Professor or Senior Lecturer is based on achieving an "intermediate" level of accomplishment, and promotion to Professor or Master Lecturer is based on achieving an "advanced" level of accomplishment, described in more detail below. In several respects, the promotion of lecturers shares similarities in the promotion process and timeframe expectations to tenure track promotions (without consideration of tenure). For lecturers seeking promotion to the senior or master rank, distinction (over a timeframe that is parallel to tenure and promotion markers) must be demonstrated. Distinction, according to the University, is identified by a record of achievement that is well above the expected performance of a candidate of similar rank and assignment in the candidate's field.

Promotion Guidelines for Associate Professor and Professor

Associate Professor
- The SoA expects that candidates for tenure and promotion to Associate Professor will demonstrate excellence in teaching or that the quality of teaching will show a positive trajectory toward excellence over time. Teaching evaluations should indicate growth and refinement in the areas of course enhancement, curricular development, and instruction.
- The SoA expects candidates for tenure and promotion to Associate Professor to demonstrate established nationally recognized excellence in a coherent body of work that has made distinct contributions to the discipline and profession of architecture through research, including scholarship, creative activities, and/or critical practice. Scholarship may take the form of published books, peer-reviewed articles in journals or conference proceedings, and editor-reviewed chapters in books, journals, or conference proceedings. Creative activities include but are not limited to: consulting; curation of exhibitions at nationally and internationally recognized venues, symposia, and conferences; commissioned or non-commissioned design activities that are recognized by peers, including competitions, installations, and the production of physical artifacts that are nationally recognized by peers. Critical practice engages academic and professional knowledge through architectural practice as a form of applied scholarship, with evidence of national recognition (see also Note 1).
- The service component of promotion to Associate Professor with tenure includes contributions to the governance and advancement of the School and a demonstrated ability for contributions to the College, University, profession, national level professional bodies, and/or civic community.

<u>Professor</u>
Advancement to Professor includes sustained efforts of all areas indicated above in the Associate Professor Rank with the addition of the criteria below.

- For promotion to Professor, excellence in teaching includes a consistent record of high-quality instruction; active engagement in the curriculum; academic development of graduates who have contributed to the discipline and mentorship of faculty members; and recognition indicated by teaching awards, invitations to teach at peer institutions, presentations of pedagogy at high-quality venues, and high-quality contributions to continuing education. Teaching evaluations should support continued excellence.
- For promotion to Professor, candidates should have a body of scholarship work that has evolved since promotion to Associate Professor, has achieved sustained national and/or international recognition, and promises continued achievement. Influence (described above) holds particular weight in the evaluation of this work, while sustaining originality, focus, and publishing/exhibiting in respected venues.
- For promotion to Professor, candidates are expected to play a substantial service role in the School, College, University, and/or the wider academic, professional, civic communities.

Promotion Guidelines for Senior Lecturer and Master Lecturer

<u>Senior Lecturer</u>
- The SoA expects that candidates for promotion to Senior Lecturer will demonstrate an established record of excellence in teaching and project a positive trajectory of continued excellence. Teaching evaluations should indicate growth and refinement in the areas of course enhancement, curricular development, and instruction.
- The service component of promotion to Senior Lecturer includes contributions to the governance and advancement of the School and a demonstrated ability for contributions to the College, University, profession, and/or civic community.
- Scholarship is not a requirement for advancement at the Senior Lecturer rank, but research activities that made distinct contributions to the discipline and profession of architecture through research, including scholarship, creative activities, and/or critical practice may be considered as evidence of excellence beyond the rank of Lecturer.

<u>Master Lecturer</u>
Advancement to Master Lecturer includes sustained efforts of all areas indicated above in the Senior Lecturer Rank with the addition of the criteria below.
- For promotion to Master Lecturer, excellence in teaching includes a sustained record of high-quality instruction; active engagement in the curriculum; academic development of graduates who have contributed to the discipline; and recognition indicated by teaching awards, invitations to review at peer institutions, and high-quality contributions to continuing education. Teaching evaluations should support continued excellence.
- For promotion to Master Lecturer, candidates are expected to play a substantial service role in the School, College, and wider academic, professional, civic communities.
- Scholarship is not a requirement for advancement at the Master Lecturer rank, but research activities that made substantial contributions to the discipline and profession of architecture through research, including scholarship, creative activities, and/or critical practice may be considered as evidence of excellence beyond the rank of Senior Lecturer.

Evaluation Criteria and Activity Examples

The following sections cover the evaluation criteria and activity examples for achieving either an Intermediate or Advanced level of achievement for the areas of teaching, scholarship, and service:

Measures for Evaluating Teaching Effectiveness

Quality teaching performance requires that the instructor develop teaching strategies that at a minimum produce the student learning outcomes established in the course objectives. Goals for student learning in each course should meet and compliment the goals established by the department's curriculum and its mission and objectives. Student work should demonstrate that established goals have been met.

Table 2. Specific Teaching Activity Examples for Achieving Intermediate and Senior Ranks of Distinction. These examples are a list of activities that would qualify as evidence for promotion. The candidate does not need to accomplish all activity types to qualify for promotion.

Intermediate Level of Teaching Activity	Advanced Level of Teaching Activity
Recognition or awards for supervised students' work or performance in competitions	Sustained record of recognition or competition awards for supervised students' work from state, national and international organizations
Developing a course or significant curricular materials (e.g. syllabi, curricular objectives, teaching cases, software)	Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally (such as adopted by other universities)
Sustained record of serving on MRP committees in the SoA as chair or co-chair	Sustained record of chairing MRP committees in the SoA
Participation on graduate committees	Serving on doctoral committees as chair, co-chair, or member
College, University, or local/regional teaching awards	National or international teaching awards
Supervising teaching by teaching assistants and other students	Mentoring teaching by another faculty
Coordinating faculty in a studio level or coordinated course sequence in the SoA	Coordinating and teaching with faculty from other departments in multi-disciplinary courses or studios
Participation in student mentoring through independent studies, capstones, University Scholars program, graduate school preparation, etc.	Playing a major role in the organization, implementation and evaluation of a regional or national educational activity
Acceptance of supervised student papers for conferences	A sustained record of acceptance of supervised student papers for conferences or publication
Participating in outreach activities for community design projects	Organizing projects or workshops for community outreach and/or assistance
Acting as an education consultant to local or regional bodies, a reviewer for local or regional grants in education, or participation on a local/regional accrediting body	Acting as an education consultant to national or international bodies, a reviewer for national grants in education, or participation on a national accrediting body
Contributing as a reviewer of educational materials or textbook proposals for other institutions	Writing or editing textbooks or equivalent resources adopted by other institutions

Measures for Evaluating Effectiveness of Research and Scholarship

Peer-reviewed publications are considered an important form of research dissemination. Work reviewed and published in books (by reputable publishers), journals and paper presentations at conferences are appropriate measures of a faculty member's contribution to the discipline. Additionally, sponsored grant funded research and the related activities associated with that research (e.g., publications, projects, reports and training) are also effective measures of productivity. In addition, design projects or other creative work that win awards or grants, and/or is published in reputable journals or selected through juried competitions and exhibitions is also considered significant creative work that makes a substantial contribution to the professional discipline.

Table 3. Specific Research and Scholarship Examples for Achieving Intermediate and Senior Ranks of Distinction. These examples are a list of activities that would qualify as evidence for promotion. The candidate does not need to accomplish all activity types to qualify for promotion.

Intermediate Level of Research and Scholarship Activity	Advanced Level of Research and Scholarship Activity
Publications in peer-reviewed journals, conference proceedings, and equivalent formats	Substantial and significant publications as primary author
Regional and national recognition in area of focus	Sustained national/international recognition in area of focus
Invited presentations to regional and national gatherings	Sustained invited presentations to regional/national/international gatherings
Recognition through local/regional design awards or juried exhibitions of creative work	Recognition through national/international design awards or juried exhibition of creative works
Book, chapter, or translation publication in the field or related fields	Sustained scholarly contributions Book, chapter, or translation publication in the field or related fields
Involvement in editing disciplinary publications	Editor, contributing editor or regular invited author for a major publication
Involvement at a regional or national level in the development or implementation of research-based design or planning guidelines or projects	Significant involvement at a regional, national or international level in the development or implementation of research-based design or planning, projects
Receipt of outside funding to support research, scholarship, or creative activities (with emphasis on principal investigator)	Consistent success in obtaining extramural funding through grants or contracts (with emphasis on principal investigator)
Curation of exhibits that are peer recognized or in significant venues in the research category	Sustained curation of exhibits that are peer recognized or in significant venues in the research category

Measures for Evaluating the Impact of Internal and External Service

Table 4. Specific Internal and External Service Activity Examples for Achieving Intermediate or Senior Ranks of Distinction. These examples are a list of activities that would qualify as evidence for promotion. The candidate does not necessarily need to accomplish all activity types to qualify for promotion.

	Intermediate Level of Service Activity	**Advanced Level of Service Activity**
Internal	Substantial contributions to activities related to faculty governance	Leadership position and substantial contribution in activities related to faculty governance
	Substantial contributions to task forces, committees and other groups of the department, school, college and university	Leadership role on task forces, committees and other groups of the department, school, college and university
	Substantial administrative responsibilities for the department, school, or college, e.g., service as graduate/undergraduate coordinator	
External	Substantial contribution to an academic/professional organization such as active membership on a major committee	Leadership role in a national or international professional organization, particularly those pertaining to architecture practice, education, and research, or organizations in allied fields
	Designing and completing a service-learning project that meets curricular objectives while serving an external community	A sustained record of engagement in service-learning projects that meet curricular objectives while serving an external community
	Preparation and presentation of continuing education courses to practitioners, related industry personnel, and the public	Editorial service including member of an editorial board of a major publication
	Organization of regional/ national conferences or conference panels	Organization of national/ international conferences or conference panels

Notes

[1] Critical practice is the methodology used by a critic or observer to understand and evaluate a field of knowledge. Critical practice is grounded in the concepts of critical theory. Professionals employing critical practice skills aim to help people improve outcomes. Analysis is applied to groups working in a particular area of expertise and with identifiable practice skills, and usually to a defined range of problems and situations. Critical practice aims to develop the ability and skill to see beyond the usual concerns of any given profession, into its unintended side effects, causes and consequences, and to do so from a critical and evaluative perspective.

[2] Ernest Boyer's *Scholarship Reconsidered* is a good source for understanding the diversity of research activities that can appropriately be explored in our professional degree program. The range of activities includes:
- The scholarship of discovery. The creation of new knowledge based upon systematic analysis and evaluation.
- The scholarship of integration. The integration/connection/interpretation of existing knowledge(s) to make new knowledge or insights, e.g. cutting across disciplines, placing facts and theories into new contexts, synthesizing diverse facts and methods into new models, etc.
- The scholarship of application. The use of knowledge to identify and solve problems of consequence while adding to the body of knowledge (i.e. the work increases knowledge or provides new methodologies and is more than a repeat of traditional practice). The application may be carried out as a way to test prior ideas, or new insights may arise from critical evaluation of the application.