

**TENURE & PROMOTION GUIDELINES**

**School of Architecture and Community Design  
University of South Florida**

**20 September 1999**

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## **PREAMBLE**

*This document contains supplements to the Guidelines for Tenure and Promotion of the University of South Florida dated 7 August 1998, which are contained herein. Its purpose is to clarify and modify the University document as necessary to conform to the particular requirements and circumstances of the School of Architecture and Community Design (SACD). The nature of architectural education and professional practice dictates that promotion and tenure decisions should be based upon an ongoing process rather than a set of fixed criteria. Nevertheless, by definition, the minimum criteria contained herein represent a combination of the University's guidelines with the School's current structure and academic philosophy. The supplemental portions of the document may be amended by a majority vote of the faculty should this structure or philosophy change. The School of Architecture and Community Design (SACD), headed by a Dean, is a freestanding academic unit that answers directly to the Office of Academic Affairs (Provost).*

*Every faculty member of the School of Architecture and Community Design (SACD) is expected to maintain a level of teaching excellence and to meet high standards of professional integrity, collegiality, and objectivity in furthering the goals of the School and the University. In addition, a person of professional rank must have: either a professional or terminal degree appropriate for his/her discipline; a strong commitment to higher education; and a willingness to assume the responsibilities and obligations appropriate to a University faculty member.*

*The School of Architecture and Community Design (SACD) encourages a broad and diverse faculty. As such, equal recognition must be given to scholarship and practice and to basic and applied research. It is the responsibility of the individual faculty member to establish a research/creative activity agenda and to provide the necessary documentation in support of his/her application for tenure and promotion.*

*Faculty members of the School of Architecture and Community Design (SACD) are expected to provide service and leadership at the school, university, community, and professional levels.*

**UNIVERSITY (USF)  
GUIDELINES FOR TENURE AND PROMOTION  
7 August 1998**

This document presents guidelines for the tenure and promotion process in a manner consistent with the Board of Regents regulations and the Collective Bargaining Agreement. Specific criteria for tenure and promotion must be developed by individual colleges and departments.

**PART A      TENURE**

In order for the University to perform its functions effectively, it is essential that faculty members feel free to express new ideas and divergent viewpoints in their teaching and research. In the process of teaching and research, there must be freedom to question and challenge the "truths." A university must create an atmosphere that encourages faculty members to develop and share different ideas and divergent views and to make inquiries unbounded by present norms. Tenure contributes significantly to the creation of such an atmosphere.

**Board of Regents Rule**

The State University System (SUS) guidelines on tenure is contained in Regent's Rule 6C-5.940 – Tenure and Permanent Status, which reads as follows:

Faculty tenure shall be administered with the following provisions:

- a      The award of tenure shall provide annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.
  
- b      Tenure is awarded upon demonstration of highly competent performance. Tenure criteria shall address the areas of teaching; research and other scholarly activities; and service to the public, the discipline, and the university, including those professional activities consistent with faculty status. These criteria shall take into account the mission and needs of the institution and shall place appropriate emphasis on teaching and teaching-related scholarship. In this regard, the institution shall ensure that teaching is evaluated broadly, including assessment by peers and students, and that teaching performance is prominently considered in the award of tenure.
  
- c      Tenure shall be held as ranked faculty in an academic unit/department and shall not extend to administrative appointments.

## UNIVERSITY OF SOUTH FLORIDA CRITERIA

Proceeding from the framework of Rule 6C-5.940, the University of South Florida's university-wide guidelines on tenure and promotion state:

The University has established minimum criteria for tenure and promotion as follows. Tenure and promotion in the professional ranks will be granted only to persons of significant achievement, especially in teaching, research/creative activity, and service. As a minimum standard for tenure and/or promotion, there must be evidence of strong performance in both teaching and scholarship and outstanding performance in at least one of these (two) areas.

Academic units in which public/professional service receives significant prominence may so recognize service contributions within unit guidelines.

The academic units of the University may further refine these criteria according to standard of the respective disciplines.

### **Evaluation for Tenure**

Evaluation for tenure involves three components: teaching (including advising) or comparable activity appropriate to the unit; research/creative work; and service to the University, profession, and community. In addition, collegiality and participation as a citizen of the University are an integral part of faculty performance. Because the decision projects lifetime performance from the first few years of a faculty member's career, tenure must be awarded only as the result of careful assessment over a period of time sufficient to judge the faculty member's documented accomplishments, ability, and probable future productivity. A judgment must be made that the faculty member's record represents a pattern indicative of a lifetime of continued accomplishment and productivity. The probability period stipulated by the BORT-UFF Collective Bargaining Agreement will be utilized.

### **Teaching**

The first step in the tenure decision process is an evaluation of effectiveness in teaching. A record of effectiveness in teaching consistent with the University guidelines must be established. Unless a determination is made that the candidate is an effective teacher, whether at the departmental or discipline level, tenure will NOT be granted. Thus, it is vital that substantial and diverse information concerning teaching effectiveness be available as part of the tenure application.

Effective teaching requires a thorough knowledge of the subject, the ability to present material in a clear fashion, and the ability to work with, motivate, and serve as a positive role model for students. Like research/creative work, it is best judged by a peer review process, although it is essential that appropriate evaluative review by the chair and the dean also be included. The peer review process may take many forms, for example:

consideration of student evaluations of teaching; class visitations; examination of syllabi, course handouts, examinations, and other course materials; examination of samples of student work, including abstracts of directed theses and dissertations; critiques of public lectures; and reviews of teaching-related books and articles. The teaching evaluation record must speak to the manner in which sought data have been examined.

### **Research/Creative Work**

The purpose of research and creative activity at a University, such as USF, is to make a substantive contribution to the body of knowledge and understanding in one's discipline. For tenure to be granted, a faculty member must have established an original, coherent, and meaningful program of research/creative activity, which is adding substantively to the body of knowledge within the discipline, and through which the faculty member is expected to make a continuing contribution throughout his or her career. A short period of intensive research/creative activity in the years immediately preceding tenure consideration is NOT an acceptable substitute for a continuous and progressive record.

The peer review process is the best means of judging significance and contribution of the candidate's research/creative work. Evaluation at the department (school) level should take into account such information as reviews of books and articles, criticism of creative work, reviews of grant applications, citations of the candidate's work, and the quality of refereed journals and presses by which the candidate's work is published. Objective peer review of the candidate's work by scholars external to the University is required. In addition, evaluative review by the candidate's department chair or director and dean is required. The contribution of a candidate for tenure must be judged against the national standards in the discipline, focusing on the significance of the work and the quality of the contribution made, rather than on the quantity of publications.

### **Service**

The third component to be evaluated includes service to both the University and the external community. In addition to listing administrative and other professional services to the University, an evaluation of the extent and quality of the services rendered should be included. External community service may include work for professional organizations and community, state, and federal agencies. It must relate to the basic mission of the University and capitalize on the faculty member's special professional expertise; the normal service activities associated with good citizenship are not usually evaluated as part of the tenure and promotion process. Because of the diverse missions of the different units and variations in the extent and character of their interaction with external groups, general standards of "external service" are difficult to formulate. However, colleagues and administrators in the field should be able to make and support a judgment about the appropriateness and value of the services rendered.

Each recommendation for tenure should be accompanied by a statement of the mission, goals, and educational needs of the department (*school*), college, and/or regional campus, and the importance of the contributions the candidate has made and is expected to make

in the future toward achieving the goals and meeting the needs. Consideration should be given to the candidate's ability and willingness to work cooperatively within the department (*school*), college, and/or campus.

### **SUPPLEMENTAL SACD CRITERIA**

#### **Teaching**

*a Acknowledging that the School of Architecture and Community Design (SACD) offers a first professional degree in the field of architecture, the School considers teaching to be its primary mission and requires all its teaching faculty to perform at the highest level and be effective in the classroom and the studio. An effective teacher is one who: motivates students to perform to their potential; encourages students to seek directions and fulfill individual goals; is receptive to architectural value systems other than his/her own; is knowledgeable of current trends and changing directions in education and practice; possesses specific expertise within the broad range of architecture; continually improves assigned courses and initiates new ones; advises students personally and professionally; serves on project reviews and contributes to other courses when requested; undertakes projects supportive of the teaching process; and contributes fresh insights and techniques in the classroom and studio.*

*b Evidence of performance in teaching can be exhibited through: evaluations by the Dean; peer evaluations; self evaluation; support from knowledgeable persons within the University; student performance and achievement; and other evidence. This other evidence may include, but is not limited to, publications and awards. Publications of curricular experiments and their findings in peer reviewed journals and/or professional periodicals, and receipt of teaching honors and awards as bestowed by the BOR/SUS (e.g., the TIP and PEP Programs), the American Collegiate Schools of Architecture (ACSA), the American Institute of Architects (AIA), and other related academic and professional organizations, including student groups.*

#### **Research/Creative Work/Practice**

*a Evidence of performance in the area of Research/Creative Work can be exhibited through: the publication of books; the publication of articles in refereed journals of national or regional reputation; the publication of articles in other journals, newspapers, etc.; electronic publication in a refereed context; papers read at international, national and regional conferences; the generation of new knowledge through theoretical/basic research; and solving problems through applied research.*

*b Acknowledgment of research/creative works may include published citations and/or reviews about architecture projects, publications, or exhibits. Additional acknowledgment may be as being selected as a subject for a published article or having works included in an exhibition catalogue, invitational exhibition, or traveling exhibition.*

*c* **Funded and Non-Funded Research:** Candidates are expected to have assumed leadership in establishing, conducting, and disseminating research and engaging others in research activity. Participants in funded research activity must be able to demonstrate successful completion of the research activity, reporting of this activity, and an ability to engage other faculty and/or students in this activity as appropriate. It is expected that research findings, knowledge gained, conclusions, etc., will be disseminated through the publication of books, articles, reports, papers, lectures and other communications.

*d* **Independent Research:** All candidates must show evidence of having engaged in independent research activity associated with their particular field, their professional interest, or teaching. It is expected that such research will be done in both a scholarly and professional manner. The candidate must show evidence of continued intellectual growth through participation in formal continuing education programs, professional meetings, symposium, seminars, lectures, travel, self-study, etc.

*e* **Unpublished Works:** Personally initiated research or scholarship, independent of that associated with classroom and studio teaching, which remains unpublished, not exhibited, or not presented for academic/professional review in recognized forums will NOT be considered sufficient basis for tenure and promotion.

*f* **Professional Practice/Consulting (If Engaged):** The process of obtaining commissions for significant building projects is a strenuous form of peer review that is at least as rigorous and competitive as that encountered in the referee process for review of publications. The design process is a creative, synthetic process that combines the state-of-the-art in approach, technology, human values, and community service that is exemplary as a mode of inquiry in its discipline and execution. The products of this process have historical, theoretical, technological, and social significance that places the making of architecture as one of the primary modes of expression and growth in cultural histories. Recognition of the importance of the rigorous, critical review of architectural thought that the realm of practice offers as a form of scholarship is essential to the growth of architecture as a discipline. Evidence of performance in the area of licensed professional practice and consulting can be exhibited through: building design which advances the state-of-the-art, either theoretically or technically, and/or exhibits high design quality; buildings designed and constructed; design awards given by professional organizations or journals at the local, regional, national, or international level; designs published in professional journals, the popular press, or electronically; competitions entered and won; and creative work in related disciplines.

*g* **Design Competitions, Pro Bono, and Unbuilt Design Work (If Engaged):** The pursuit of scholarship in architectural design through unbuilt projects, installations, small scale projects, or design competition entries may be an important form of research for some faculty. There is a difficulty in obtaining recognition for this work as a series or experiments that actually compose a research agenda because there are few outlets for peer review and publication. Consequently, a review of the candidate's design portfolio, in addition to the standard Tenure and Promotion Application Package, confirming the



*significance of this work is necessary so that an equivalent level of rigor is established relative to others in the university community.*

*h Related Work (If Engaged): Evidence may be established by the formal recognition of other related work in significant invitational or juried art shows, museums, or galleries. Local or regional exhibitions or art shows, which do not enjoy a national or international reputation, will be considered as contributing to potential, but will NOT stand alone as a sufficient basis for tenure and promotion. The reputation of the museums, galleries, and shows will be assessed in the peer review process.*

### **Service and Professional Development**

*a Evidence of performance in the area of service to the School can be exhibited through: leadership and service on School committees; the undertaking of special projects and assignments; participation in the activities and events of the School; active support of the programs of the School, including fund raising and recruitment; and working in a professional manner with other members of the faculty.*

*b Evidence of performance in the area of service to the University can be exhibited through: leadership and service on University Committees; contributions to University programs; and participation in University activities.*

*c Evidence of performance in the area of service to the Community can be exhibited through: initiation of, or participation in School/University extension projects; public service projects; public lectures; membership, participation and holding office in government, public, or private organizations; demonstrated leadership on a major governmental task force, standing committee, council, or board (local, state, regional, national, international). Also, editorship of a refereed and/or professional journal; member of an editorial board; service as a judge/critic for state/national/international organization; service as a reviewer for competitions, grants, publications; service as an expert witness; or service as an outside reviewer for a funding agency.*

*d Evidence in the area of Professional Development can be exhibited through: professional registration; participation in activities that promote architectural education or practice; membership, participation and holding office in professional organizations and learned societies; and continuing education and self-improvement.*

## **ADDITIONAL UNIVERSITY CRITERIA FOR TENURE**

### **Review of Progress Toward Tenure**

It is the responsibility of the department peer committee and department chair or other appropriate administrator (*SACD Dean*) to include a progress toward tenure review as part of the annual evaluation for all faculty in the probationary period for tenure. For those faculty appointed with the full probationary term, a more extensive pre-tenure review will be conducted during the third year. If an individual is credited with tenure-

earning service at the time of initial appointment, the review will be conducted at the approximate mid-point of the probationary period. The mid-point review will be conducted by the department/unit's tenure and promotion committee, the department chairperson, or other appropriate administrator (*SACD Dean*), the college/campus tenure and promotion committee, and the college/campus dean. Upon the request of the faculty member, the review of progress toward tenure will include the Provost.

All mid-point reviews shall address the performance of annual assignments including teaching, research/creative activity, and service during the preceding tenure-earning years of employment. In addition, all reviews should critically assess overall performance and contributions in light of mid-point expectations. The mid-point review will not be as extensive as the formal tenure review that occurs later, but should be based on a set of documents which would include: a current vita; annual evaluations; student/peer evaluation of teaching; selected examples of teaching materials and scholarship; and a brief self-evaluation by the faculty member.

### **Exceptions to the Standard Probationary Period**

Ordinarily, a faculty member in a tenure-earning position will either be awarded tenure at the end of the probationary period or be given notice that further employment will not be offered. However, exceptions to the tenure clock may be considered in some circumstances. A faculty member in a tenure earning position may request in writing to be appointed to a non-tenure earning position without loss of salary rate. Such circumstances might include medical exigencies or parental situations covered by FMLA or ADA legislation or other extenuating circumstances approved by the University. The request must be made in writing and approved by the chair of the department, Dean and Provost. Following the period of appointment to a non-tenure earning position, the faculty member will return to the tenure earning position without qualification and the tenure clock will resume.

### **Tenure Upon Initial Appointment**

In determining the award of tenure upon initial appointment, the guiding principle will be to follow departmental and college, or campus procedures in an expedited process that will not inordinately delay hiring decisions. Specifically, there must be a review of tenure eligibility at all levels. Approval must be obtained from the Office of the Provost prior to making an offer that includes tenure without a probationary period. The Provost shall receive the following information:

- a Written statement(s) of review tenure eligibility at all levels (dean, director, chair, department/campus faculty) – these reviews should occur prior to a request to the Provost to make such an offer, although written statements may follow approval.
- b Candidate's vita.
- c Official starting date for the position.
- d A draft of the letter of offer, which has explicit mention of the tenure offer, pending BOR approval.

- e Brief statement on the unique achievements of the faculty member which supports the basis for tenure.

Upon approval, the University will submit the tenure recommendation to the Board (BOR) for approval at the earliest meeting at which tenure upon appointment is considered.

Persons being considered for administrative appointments, accompanied by academic appointments with tenure, will review with the academic unit in which tenure would be considered and the appropriate dean; the appropriate faculty bodies and administrators will make recommendations on tenure to the Provost.

## **PART B PROMOTION IN ACADEMIC RANK**

### **UNIVERSITY CRITERIA**

As in the case of tenure, the judgment of readiness for promotion to higher academic rank is based upon careful evaluation of a candidate's contributions in teaching, research/creative work, and service; and the sections pertinent to evaluation of these factors for the tenure decision apply as well to promotion. Promotion will NOT be granted unless a determination of the candidate's effectiveness in teaching has been made. Promotion also requires collegiality and participation as a citizen of the University, as this is an integral part of faculty performance.

Standards for ranks of Assistant Professor, Associate Professor, and Professor are as follows:

#### **Assistant Professor:**

- a Promise of continued growth as a teacher.
- b Promise of independent and collaborative research/creative work, supported by publications or other appropriate evidence.
- c Promise of substantive contributions in the area of service.
- d The doctorate of highest degree appropriate to the field.

#### **Associate Professor:**

- a Acknowledged record of success in teaching, including a record of such activities as participation on thesis and/or dissertation committees, and the successful direction of the work of master's and doctoral candidates, where applicable.
- b Focused program of independent and collaborative research/creative work, supported by substantial publications or their equivalent. The record should be sufficient to predict, with a high degree of confidence, continuing productivity in research/creative work throughout the individual's career.
- c Substantive contributions in the area of service.

- d Ordinarily, the rank of Associate Professor is not granted in advance of the tenure judgment.

**Professor:**

- a Acknowledged record of success in teaching, such as a record of participation on thesis and/or dissertation committees, and successful direction of the work of master's and doctoral candidates, where applicable.
- b Established record of productive research/creative work of at least national visibility, supported by a record of substantial publications or their equivalent. Original or creative work may be considered an equivalent. The record should predict continuing high productivity in research/creative work throughout the individual's career.
- c Substantive contributions in the area of service.
- d Unmistakable evidence of significant achievement among peers in one's discipline at the national or international level. True distinction is expected in at least one of the (three) areas of teaching, research/creative work, and service. Any recommendation for promotion to the rank of Professor must contain evidence that such distinction has been identified.
- e As a general guideline, a faculty member normally would not apply for promotion to the rank of Professor without five years of service at the rank of Associate Professor.

***SUPPLEMENTAL SACD CRITERIA***

***Assistant Professor:***

- a *The School of Architecture and Community Design, because it is a graduate program, recognizes the professional Master of Architecture degree as the minimum appropriate degree requirement in the discipline of architecture.*

***Associate Professor:***

- a *The candidate should show products and other evidence of an emerging recognition at a state and regional level of his/her work. This implies that successful candidates will have earned the esteem of their colleagues in the School, University, state, and region for the products of their academic, research, creative work, practice, and/or service.*

***Professor:***

- a *Same as for Associate Professor, but with recognition of the products of their academic, research, creative work, practice, and/or service.*
- b *Published monograph of candidate's professional practice work.*
- c *Promotion to full Professor requires the realization of potential demonstrated in the standards for promotion to Associate Professor. Achievement will be*

*measured in a manner similar to that described for Associate Professor, except that the Tenure and Promotion Committee must be convinced that the candidate has gone beyond potential and has actually established themselves as: excellent teachers; individuals whose research and/or creative works have significant national/international standing; and are significant contributors to the service needs of the school, university, and community.*

## **PART C      TENURE AND PROMOTION**

### **UNIVERSITY CRITERIA**

#### **Tenure and Promotion Committee Membership**

When establishing Tenure and Promotion Committees, departments, schools, and colleges, **whenever possible and practical**, should adhere to the following criteria:

- a      Membership on committees should be elected from the faculty who have received tenure at the University of South Florida and have been appointed at the University for at least two years;
- b      Those eligible to elect committees should be department, school, college, or campus members who hold tenure-track appointments;
- c      Terms of committee members should be staggered and ordinarily should not exceed three years;
- d      Turnover of committee membership should be encouraged through restrictions on consecutive terms, if feasible;
- e      Individuals serving on more than one advisory committee (e.g., department, school, college, or campus) should vote at the department/school level on candidates from their home unit, but not those candidates at other committee levels. Chairs who serve on college committee should refrain from voting on candidates from their own units;
- f      Committees considering candidates for promotion to Professor should be comprised of individuals holding the rank of Professor, unless the faculty in the department/college determine otherwise and so describe another procedure in the appropriate governance document of the unit.

#### **External Letters for Tenure and Promotion Applications**

The department chair (*SACD Dean*) will include in the tenure and promotion packet a minimum of three letters (but not exceeding six) from external reviewers who are expert in the individual's field or a related scholarly field. The candidate and the department chair (*SACD Dean*) will suggest external reviewers. The Tenure and Promotion Committee may also suggest external reviewers. These reviewers should have no significant relationship to the candidate (e.g., major professor, co-author) unless there are mitigating circumstances that would indicate otherwise (e.g., to review scholarship so specialized that few expert reviewers exist). The department chair (*SACD Dean*) and the candidate will jointly select the reviewers. In the event of disagreement, each party will

select one-half the number of qualified reviewers to be utilized. Letter from external reviewers should be in the candidate's file prior to the final recommendations by the Tenure and Promotion Committee. All solicited letters which are received must be included in the candidate's file.

### **Early Tenure and Promotion Consideration**

Decisions on tenure and promotion prior to the time recognized as normal should be considered "early decisions." Early decisions should be identified and justified as such at every level. Truly exceptional performance should be required for a favorable early decision. Further, external reviewers should be advised of the University's expectations for a favorable early decision. As a general guideline, a faculty member normally would not apply for promotion to the rank of Professor without five years of service at the rank of Associate Professor.

## ***SUPPLEMENTAL SACD CRITERIA***

### ***Tenure and Promotion Committee Membership***

*In consideration of the current size of the SACD faculty, all tenured members now sit on the School's Tenure and Promotion Committee. When the number of tenured faculty members reaches nine (9) or more, the tenured faculty shall elect six (6) of its members to serve on staggered three-year terms. The initial election shall select two members to serve for one year, two members to serve for two years, and two members to serve for three years. As in the past, the Committee may be augmented by other USF tenured faculty who regularly teach in the School of Architecture and Community Design.*

Adopted by SACD Faculty: September 1999

Amended by SACD Faculty: November 2005