

DEPARTMENT OF ARCHITECTURE FACULTY PROMOTION AND TENURE

Approved December 3, 2015

BACKGROUND

The promotion and tenure policies of the University System of Georgia are contained in the Policy Manual of the Board of Regents. Policies of Kennesaw State University contain additional elements that reflect the history, structure, and identity of the university and are found in the Kennesaw State University Faculty Handbook.

Policies of the Department of Architecture at KSU contain additional elements that reflect the vision, mission and identity of the program. The process for promotion or tenure at Kennesaw State University culminates in the president's recommendation to the Board of Regents, which is the final authority on promotion and/or tenure decisions.

PURPOSE

The purpose of this document is to set forth the Department of Architecture's standards and procedures for awarding promotion and/or tenure to the department's faculty members. It is based upon the policies and procedures of the University System of Georgia and the policies and procedures of the Kennesaw State University. It is intended as supplemental to such policies and procedures and does not supplant such policies, procedures or criteria therein listed. The document has been approved by the Architecture Peer Committee (Tenure and Promotion Committee), Department Faculty Council, and submitted to the department chair and the dean for implementation.

Several working assumptions were identified during the course of the document's preparation. A set of promotion and tenure standards and procedures for the Department of Architecture at KSU shall:

1. be compatible with standards and procedures operating at the University level;
2. clearly identify those qualities which are of value to the Department of Architecture, but which may be distinct from those of other academic units within the University;
3. focus on standards which can be implemented in a spirit of consistency and fairness;
4. reflect the collective understanding and will of the Architecture faculty regarding their responsibilities as members of that faculty;
5. establish standards which ensure maintenance of the highest degree of excellence within the Department of Architecture;
6. provide a meaningful role for peer review, thereby further safeguarding the collective interest of the Department of Architecture faculty;
7. provide meaningful guidance and assistance to the dean, the department chair and the faculty as a whole in matters of faculty evaluation in the process of promotion and tenure;
8. be stated in a clear and unambiguous manner, thereby minimizing the dangers of confusion and misinterpretation.

CRITERIA FOR PROMOTION AND TENURE

TEACHING CREDENTIALS

The Department of Architecture recognizes the minimum qualifications for employment stipulated by the University System of Georgia (803.01.02). The Department of Architecture also recognizes the credentials for promotion and tenure as stipulated in the KSU Faculty Handbook (3.5 General Expectations for Tenure, Promotion and Post-tenure Review). In keeping with the current university requirements for hire, the Department of Architecture asserts the necessity of a Masters Degree or terminal degree in the field of expertise as a requirement for hire.

The Department of Architecture is committed to the advancement of traditional scholarship, professional practice and creative activity. To be considered for promotion or tenure in the Department of Architecture, a faculty member must meet one of the following minimum requirements:

1. Ph.D. or Doctorate – An earned doctoral degree appropriate to the architectural discipline and from an accredited/recognized institution.
2. Licensure - A U.S. license appropriate to the departmental disciplines. Faculty applicants holding licenses from foreign countries must first obtain reciprocity to satisfy this requirement.
3. Notable Creative Activity in the area appropriate to the discipline to which the teaching responsibilities have been assigned. To be considered under this category the candidate must meet one or more of the following criteria:
 - Developed a nationally recognized body of knowledge in their area of expertise.
 - Developed and shared exceptional and nationally recognized teaching pedagogy and practices in their area of expertise.
 - Developed an exceptional body of recognized professional or creative work in their area of expertise.
 - Notable Creative Activity will be reviewed by a committee of the tenured faculty with the assistance of two external experts chosen by the committee and approved by the department chair, dean and the provost. Candidates may make recommendations for external experts at the request of the committee. External experts will serve to review the work of the faculty applying for promotion and tenure and submit a written report on value of the Creative Activity in respect to the stated criteria. External experts do not participate in the voting action of the committee.
 - The faculty committee's findings are subject to the approval of the department chair, Dean and the Provost.

TIME IN RANK

The Department of Architecture recognizes the provision in the KSU Faculty Handbook for the granting of credit toward promotion and tenure, but prefers that new hires pursue, at the outset, a five-year probationary period. The Department of Architecture acknowledges that the existing university's guidelines also provide for the possibility of any faculty to request early review within the promotion and tenure process. The Department of Architecture recommends the latter course of action versus the seeking of credit by those new hires believing their background justifies compressing the traditional five year probationary period.

CATEGORIES FOR EVALUATION FOR PROMOTION AND TENURE

The Department of Architecture recognizes the criteria for promotion and tenure as outlined in the KSU Faculty Handbook (3.5 General Expectations for Tenure, Promotion and Post-tenure

Review). Evidence for consideration of promotion and tenure should be referenced according to the three categories of evaluation identified under KSU Faculty Handbook (3.3 Basic Categories of Faculty Performance) Evaluation of Faculty- Faculty Ratings Form. Those categories are as follows:

1. Teaching
2. Research and Creative Activity
3. Professional Service

CRITERIA FOR TENURE AND PROMOTION

Faculty candidates for tenure and for promotion must demonstrate evidence of “noteworthy” achievement in the faculty performance categories of 1) Teaching and, 2) Research and Creative Activity. A minimum level of “satisfactory” must be evidenced in the faculty performance category of 3) Professional Service.

Definitions

The College of Architecture and Construction Management uses two terms to define levels of achievement in the promotion and tenure, pre- tenure, and post-tenure processes. The two levels are “noteworthy” and “satisfactory” and are defined as follows:

“Noteworthy” achievement is that which attracts attention because of some special excellence in an area.

“Satisfactory” achievement is that which is sufficient or meets the needs of a specific area.

TEACHING

The Department of Architecture asserts that, as criteria for promotion and tenure, a faculty member must demonstrate teaching effectiveness. An effective educator shall:

1. demonstrate proficiency in, and continued pursuit of, the subject matter to which their teaching responsibilities have been assigned.
2. demonstrate the ability to achieve the objectives of the courses being taught.
3. demonstrate an ability to recognize a student's talents and abilities and to foster them
4. demonstrate leadership.

Listed below (with no attempt to suggest any rank order) are some types of evidence to support performance of a faculty member as teacher and educator.

1. Course and Curriculum Development
 - A. Development of new courses and laboratory or studio experiences, or new approaches to teaching.
 - B. Extensive work in curriculum revision or teaching methods for the school or department.
2. Teaching Skills and Methods
 - A. Summaries of student evaluations for all courses taught during the previous four years or since initial hire.
 - B. Summaries of feedback from students, peer reviews, administration reviews, alumni, and other meaningful sources.

- C. Evidence that feedback has been continuously and effectively used to improve teaching performance, where appropriate.
 - D. Participation in programs, conferences, or workshops designed to improve teaching skills.
 - E. Awards or other forms of recognition for outstanding teaching.
3. Generation of textbooks, Instruction Materials, and Publications on Teaching
- A. Publication of books or articles on teaching methods.
 - B. Publication of new instructional techniques or descriptions of laboratory or studio materials.
 - C. Publication of textbooks (if not listed under Scholarship).
 - D. Expository articles of broad interest exemplifying command of subject, breadth of perspective etc.
4. Education Activities
- A. Supervision of independent Study courses, Thesis projects, Honors Thesis, Graduate Thesis, Dissertations, Field Trips, and Internships.
 - B. Supervision of students working in instructional activities, such as lectures, laboratories, recitations, self-paced instruction or tutoring.
 - C. Visiting Critic, Guest Lecturer, Guest Juror at other Schools, Departments of Architecture.
 - D. Specialized teaching for honors students or for other types of special programs.

RESEARCH AND CREATIVE ACTIVITY

An effective educator shall set an example in scholarship appropriate to the discipline. In keeping with the Department of Architecture's commitment to the advancement of traditional scholarship, professional practice and creative activity, accomplishments in the area of academic achievement are expected to be of high quality and of scholarly, artistic and/or professional significance.

Research and Creative Activity is broadly defined to encompass a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy. It includes the scholarship of: discovery, integration, interpretation, application, as well as the scholarship of pedagogy and learning both within and across disciplines, artistic creativity, and professional practice. Activity in these areas becomes Research and Creative Activity when the work is formally shared with others and thus is subject to review of its quality, value and significance. To provide objective evaluation of creative and professional activities, the program may enlist the use of external peer reviews.

Research and Creative Activity will be considered for tenure and promotion evaluation if it is relevant to the faculty's research, teaching, and/or professional work and if it serves to advance their field or cognate disciplines. In cases where scholarship is a joint effort with others, there must be clear evidence that the individual under consideration has taken a leading role in conducting the work.

Listed below (with no attempt to suggest any rank) are some types of evidence to support Research and Creative Activity in the areas of scholarship, professional practice and creative work:

Scholarship

1. Research. It is assumed that output in this area will make original contributions to the body of knowledge about architecture, architectural practice, or architectural education (this category could include teaching innovations when they are undertaken with a research perspective and are applicable to the field in general). Efforts in this form of scholarship are expected to be in areas consistent with a faculty member's academic preparation and teaching assignments. In many respects, this type of scholarship comes closest to the type of scholarship normally produced in a university. However, reviewers must be aware of the caveat regarding funding indicated below when judging an architecture faculty member's contribution in this area.
2. Grants and Sponsored Programs. Consideration should be given to the development of research proposals, the securing of funding, the ability to engage and support graduate students, the execution of the project, and the critical evaluation of the finished project. It should be recognized that, because of the synthetic nature of architecture, funding within the discipline often tends to lap into other areas: engineering, computer technology, social programs, history, etc. There are few funding programs that sponsor strictly architectural research. Consideration should be also given to the prestige of the funding agency, the impact or the potential of the impact of the work, and the value of the grant.
3. Unfunded Research. Because of the circumstances indicated above, some valuable research might have to be accomplished without funding. In these cases, consideration should be given to the dissemination of this research through publications, presentations, and lectures (see below). External reviewers may also be asked to give assessments of the quality and importance of this work, its relevance to the field, and its potential to garner future funding or dissemination opportunities. In the case of work in its beginning stages, it is expected that the candidate would include a development plan that indicates possible funding sources and venues for dissemination.
4. Publication of Research Work. Consideration should be given to the status of the publication (refereed/non-refereed; national distribution; and professional, scholastic, trade, or popular journal) and the scope of the work (book, chapter in a book, article, or abstract).
5. Reviews and Citations. Consideration should be given to the quality of the work as reviewed in journals and to the frequency with which the candidate's research work is cited or serves as a platform for another researcher.
6. Papers Presented. One of the avenues for dissemination of research work is the presentation of papers at professional conferences. Consideration should be given to the level of the conference (international, national, or regional), whether the papers are refereed or not, and the amount of involvement in the conference (paper given, moderator, panelist). The paper's inclusion in the published proceedings of the conference should also be considered.

7. Invited Lectures. Consideration should be given to the status of the sponsor and the audience (university, association, professional organization, researchers), the scope of the presentation (a series of lectures, a single lecture, or a keynote address), the area of scholarship represented, and critical reviews.
8. Proposal Reviewers and Editorial Boards. The candidate's status might result in invitations to serve on professional or academic panels that review proposals for funding, to referee papers for inclusion in professional or academic conferences, or to sit on editorial boards of professional or academic journals. Consideration should be given to the scope of the work; the prestige of the panel, conference or journal; and the reputation of fellow reviewer's or editorial board members.
9. Awards. Consideration should be given to the type of award given (international, national, regional, or local), whether the award is for a particular piece of research or a body of work, and the prestige of the awarding agency.
10. The faculty candidate must demonstrate the relevancy of scholarship to his or her teaching responsibilities.

Professional Practice

1. Professional Consultation and Architectural Practice. It is assumed that work in this area would demonstrate a contribution to the profession, represent a creative or intellectual stretch beyond normal practice, or be recognized by awards or publication. It is also recognized that contributions in this form of scholarship are difficult and usually slow to develop. Success often depends on several participants beyond the control of the faculty member, and appropriate recognition of contributions is usually accorded to a very small percentage of endeavors. Yet, efforts in this type of scholarship are very important to a professional program. Evidence of work should be documented through visual reproduction. Efforts in this form of scholarship are expected to be in areas consistent with a faculty member's academic preparation and teaching assignments.
2. Professional License. Successful completion of licensure examination is in itself an accomplishment and represents a level of capability to be legally trusted to design buildings. It also signifies a desire to engage in professional activity in architecture.
3. Professional Commissions. While securing commissions to do architectural work does not usually represent normal peer evaluation; it sometimes, especially in public buildings, is the result of a process that involves competition for the project. Consideration should be given to the architect selection process, the prominence of the project, and the reputation of the client.
4. Design Awards. Consideration should be given to the status of the awards program itself (national, regional, state, or local), the sponsor of the awards program (American Institute of Architects, trade organizations, or material suppliers), the reputation of the awards program, and the prestige of the jury. Where it is possible to ascertain, the number of entries juried and the level of award should also be considered. Also to be considered are awards for a body of work and not just a single building or group of buildings.
5. Publication of Professional Work in Journals. Consideration should be given to the status of the publication (book, professional journal, trade magazine, popular journal, newspaper), its distribution (international, national, regional, local), and the type of

- coverage (featured article, article, mentioned as part of larger topic). For publication of teaching activities, consideration should be given to the status of the publication (book, professional journal - refereed or not -, trade magazine, popular journal), its distribution (international, national, regional, local), the type of coverage (featured article, article, mentioned as part of larger topic), and critical reception.
6. Competitions. Design competitions are one way of securing professional work. It is also a means by which an architect/designer can explore ideas without a commission to do a building. Consideration should be given to the level of competition (international, national, regional, or local), the number of entrants, the scope of the work, and the prestige of the sponsor and the jurors (thus the significance of the competition).
 7. Exhibitions. Consideration should be given to the status of the exhibition, whether the entries were juried or not, the prestige of the exhibition's location, whether a one person show or one-piece in a larger exhibition, and documented critical reviews.
 8. Invited Lectures. As a result of professional work, one might be invited to present in a lecture format either a single piece of work or a body of work. The importance here is the dissemination of information and the recognition of the importance of and interest in one's professional work. Consideration should be given to the significance of the audience and sponsor (a university, a professional society, a trade organization, or a civic group), to whether the sponsor is a national, regional, or local group, and to the scope of the presentation (a lecture, participation on a panel, a tour of the building).
 9. Consulting. In the capacity of a professional, one might be asked to assist another organization in a consulting role. Consideration should be given to the nature and scope of the consulting (policy making, technical assistance, or application of expertise), the employing agency (a government group or agency, a private organization, or a firm), the impact of the consultation. Documentation (reviews, published articles or books giving credit to the faculty member, or evidence of the impact of the consulting) of the dissemination of this consultation should be considered.
 10. The faculty candidate must demonstrate the relevancy of the Professional Practice to his or her teaching responsibilities.

Creative Work

1. Artistic Creations. It is assumed that work in this area would exceed simple interest and hobby and demonstrate a contribution to the arts recognized by awards, publication, inclusion in exhibitions and/or public or private collections and represented by either a guild or gallery.
2. Public Commissions. While securing commission to do artistic work does not usually represent normal peer evaluation; it sometimes, especially in public art commissions, is the result of a process that involves competition for the commission. Consideration should be given to the artist selection process, the prominence of the work and the reputation of the patron.
3. Design Awards. Consideration should be given to the status of the awards program itself (national, regional, state or local), the sponsor of the awards program, the reputation of the awards program, and the prestige of the jury. Where it is possible to ascertain, the number of entries juried and the level of award should also be

considered. Also to be considered are awards for a body of work and not just a single work or a series.

4. Publication of Artistic Work in Journals. Consideration should be given to the status of the publication (book, professional journal, trade magazine, popular journal, newspaper), its distribution (international, national, regional, local), and the type of coverage (featured article, article, mentioned as part of larger topic). For publication of teaching activities, consideration should be given to the status of the publication (book, professional journal - refereed or not -, trade magazine, popular journal), its distribution (international, national, regional, local), the type of coverage (featured article, article, mentioned as part of larger topic), and critical reception.
5. Competitions. Competitions are one way of securing commissions. It is also a means by which an artist can explore ideas without a formal commission. Consideration should be given to the level of competition (international, national, regional, or local), the number of entrants, the scope of the work, and the prestige of the sponsor and the jurors (thus the significance of the competition).
6. Exhibitions. Consideration should be given to the status of the exhibition, whether the entries were juried or not, the prestige of the exhibition's location, whether a one person show or one-piece in a larger exhibition, and documented critical reviews.
7. Invited Lectures. As a result of Creative work, one might be invited to present in a lecture format either a single piece of work or a body of work. The importance here is the dissemination of information and the recognition of the importance of and interest in one's artistic work. Consideration should be given to the significance of the audience and sponsor (a university, a professional society, a trade organization, or a civic group), to whether the sponsor is a national, regional, or local group, and to the scope of the presentation (a lecture, participation on a panel, a tour of the building).
8. Proposal Reviewers and Editorial Boards. The candidate's status might result in invitations to serve on professional or academic panels that review proposals for funding, to referee work for inclusion in professional or academic journal or books, or to sit on editorial boards of trade or academic journals. Consideration should be given to the scope of the work; the prestige of the panel, conference or journal; and the reputation of fellow reviewer's or editorial board members.
9. Reviews and Citations. Consideration should be given to the quality of the work as reviewed in journals and to the frequency with which the candidate's artistic work is cited or serves as a platform for review, interpretation or inspiration.
10. Grants and Sponsored Programs. Consideration should be given to creative work that has secured funding or sponsorship. There are few funding programs that sponsor strictly creative work. Consideration should be also given to the prestige of the funding agency, the impact or the potential of the impact of the work, and the value of the grant.
11. The faculty candidate must demonstrate the relevancy of the products of Artistic Creativity to his or her teaching responsibilities.

PROFESSIONAL SERVICE

An effective educator shall set an example in service appropriate to the discipline. KSU identifies areas of faculty service as follows:

1. Service to KSU and Program - service to KSU and the department comes in the form of committee activity and the necessary charges of any faculty in the daily and yearly academic functions of the program.
2. Service to the Profession - service to the profession comes in the form of the lending of expertise to professional organizations. It falls to the faculty to identify which subcategory the professional service applies. What professional community receives the service? Is the professional service to an academic organization (NAAB, ACSA, AAUP, for example.), to a professional organization (AIA, for example) or to a Creative organization (artists' guild etc)?
3. Service to the Community- service to the community comes in two forms;
 - A. The application of expertise pro bono to the community- serving a community organization in the capacity as an expert.
 - B. The application of ones personal time to a community organization- serving as a volunteer for a community organization or charity in a capacity that does not contribute your expertise.

The committee asserts that pro bono work (3.A) and the application of one's personal time (3.B) both are of value in establishing the faculty member as a role model of community involvement and activism for its students.

Nevertheless, the committee also recognizes that the application of one's expertise pro bono to the community serves the greater goals of the program and KSU and therefore carries more weight in the evaluation process for promotion and tenure.

PROFESSIONAL DEVELOPMENT

An effective educator shall set an example in professional development appropriate to the discipline. In keeping with the Department of Architecture's commitment to the advancement of traditional scholarship, professional practice and creative activity, accomplishments in the area of professional development are expected to be of high quality and of scholarly, artistic and/or professional significance. Faculty candidates under consideration for promotion and tenure must demonstrate continued progress in their professional development during the period of evaluation.

Professional Development is broadly defined as those activities that contribute to the maintenance of currency and improve the level of professional and academic proficiency of a faculty member in their field and area of expertise. It is intended as a means to achieve excellence in teaching and professional growth. Professional Development will be considered for tenure and promotion if it is relevant to the faculty's scholarship, teaching, creative and/or professional work and if it serves to advance their knowledge of the field or cognate disciplines.

Professional development activities should be listed under the categories of traditional scholarship, professional practice and creative activity, as a means of clarifying a faculty member's chosen path of development and the unique strengths which they bring to the program in fulfilling its vision and mission. An individual faculty may pursue one or any combination of the three categories as part of their professional development plan.

Listed below (with no attempt to suggest any rank) are some types of evidence to support professional development in the areas of scholarship, professional activity and creative work:

1. Licensure- professional Architect License (or closely related as determined by the department promotion and tenure peer committee)
2. Certifications- Leeds, for example
3. Registration in Classes and or Workshops
4. Attendance of Seminars and Conferences
5. Attendance at Formal Lectures
6. Professional Continuing Education Learning Credits

TEACHING OUTSIDE THE AREA FOR WHICH A FACULTY IS HIRED

The normal practice of the Department of Architecture will be to assign faculty in their declared and demonstrated area of expertise. It may be necessary, however, due to unforeseen circumstances, to deviate from the norm to meet departmental needs in another area. Assignment is an administrative responsibility with due consideration to faculty desires and abilities. Faculty hired to teach in a certain area are expected, as a norm, to teach there. Permanent reassessments are subject to negotiation.