



Department of Architecture

Tenure + Promotion Guidelines and Procedures

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DEPARTMENT OF ARCHITECTURE

TENURE AND/OR PROMOTION GUIDELINES AND PROCEDURES

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DEPARTMENT OF ARCHITECTURE

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Introduction

The Department of Architecture is known for its community engagement activities, emphasis on the various elements of city building, and focus on sustainability. In addition to its academic programs, the Department is home to the Center for Sustainable Design and is a partner (with the Department of City + Regional Planning) in the University of Memphis Design Collaborative. The Department of Architecture is administratively housed within the College of Communication and Fine Arts.

Three degree programs are provided within the Department. These are the professional Master of Architecture (M.Arch) degree, the pre-professional Bachelor of Fine Arts in Architecture degree, and the professional Bachelor of Fine Arts in Interior Architecture (formerly Interior Design) degree. The M.Arch “4+2” sequence meets the educational requirements for registration as an architect in Tennessee as well the requirements of the National Council of Architectural Registration Boards (NCARB) for registration in the USA and its territories. It is fully accredited by the National Architectural Accrediting Board (NAAB). The BFA in Interior Architecture is fully accredited by the Council for Interior Design Accreditation (CIDA) and meets the educational standards of National Council for Interior Design Qualification (NCIDQ).

Mission and Goals

The mission of the Department of Architecture is to prepare graduates to enter the professional practice of architecture and/or interior architecture and to serve the Memphis and Mid-South region through research, engaged scholarship, interdisciplinary collaboration, and creative expression that contributes to sustainable, stable communities and enhances the quality of life for all citizens.

The goals of the department are:

- To provide the highest quality professional education through a well-rounded discovery-based curriculum in both the art and science of design with emphasis on processes, professional standards, and the practical application of design and technology;
- To provide research opportunities for faculty and students with emphasis on “hands on” multi-disciplinary projects through which students gain valuable professional experience while providing services to the citizens of the region; and
- To expand opportunities for Architecture and Interior Architecture students by bringing them together with faculty and students in the Department of City + Regional Planning and other programs to address public issues, support stable and sustainable neighborhoods, and develop community visions throughout the region.

Purpose of this Document

The purpose of this document is to provide procedures and criteria for evaluating faculty seeking tenure and/or promotion within the Department of Architecture. The content of this document is based upon the standards of the University of Memphis and its mission as well as the mission and goals of the College of Communications and Fine Arts and the Department of Architecture.

OVERVIEW

The quality of the faculty of any university is maintained primarily through the appraisal, by competent faculty and administrative officers, of each candidate for tenure and promotion. Tenure at the University of Memphis provides certain full-time faculty with the assurance of continued employment during the academic year until retirement, or dismissal for adequate cause, financial exigency, or curricular reasons. Tenure and/or promotion to a higher academic rank can be awarded only by the Tennessee Higher Education Commission upon the recommendation of the president of the university. No other individual or entity may confer tenure or promotion to a higher academic rank at the university.

The tenure and promotion process begins at the department level and requires an understanding of the objectives and aims, not only of the department, but also of the college and university. Criteria to aid in making these appraisals have been formulated by the Department of Architecture and are consistent with the policies of the college, university, and the Tennessee Higher Education Commission, but are tailored to the demands of the Department of Architecture. These criteria are designed to allow the Department of Architecture to maintain the degree of specialization in its faculty that the profession requires.

ANNUAL REVIEW, MID-TENURE REVIEW, AND TENURE AND/OR PROMOTION REVIEW

Annual Review

The chair of the Department of Architecture evaluates the faculty in the department annually and the results of these evaluations are used as a basis for decisions relating to tenure, promotion, recommendations for salary increases, and other personnel actions, including decisions regarding renewal of tenure-track appointments. The annual review process is conducted in the spring semester and consists of two parts: (1) a review of accomplishments of the prior calendar year, using the previously agreed upon plan of activities for that year as the basis of the review, and (2) establishing a plan of activities for the next year, or for a longer period when appropriate. The review considers the performance of the faculty member in all areas that further the mission of the Department of Architecture as well as the university, including teaching and advising, research and other scholarly or creative activity, public and university service.

The review provides an opportunity for faculty members to be informed whether their performance is satisfactory, or if improvements are necessary. Prior to submitting the conclusions of the review, the department chair will inform the faculty member of the findings and allow the faculty member to verify that the review has been based on full and complete information. These cumulative annual reviews are included and/or integrated in the documentation that is developed for tenure and promotion. When there is a recommendation for non-reappointment of untenured tenure track faculty by the department chair, the department chair will consult with the Tenure and Promotion Committee before submitting a recommendation to the dean.

Mid-Tenure Review

The Tenure and Promotion Committee and the department chair conduct the mid-tenure review during the annual evaluation in the spring of the midpoint of the probationary period. For candidates appointed with a six-year probationary period, the mid-tenure review happens during the spring of the third year of the probationary period. Adjustments to the time the mid-tenure review is conducted will be made for those faculty members who, at the time of appointment, were given credit toward tenure.

The purpose of the mid-tenure review is to provide a candidate with information about his/her progress toward promotion and tenure. The procedure for mid-tenure review is fundamentally the same as that used for tenure and promotion review. The candidate is responsible for presenting an early version of the dossier that will be used later for tenure and promotion. With the exception of the letters from external reviewers, which are not requested until the tenure and promotion review, the dossier follows the same format as the dossier presented for the tenure and promotion review. The dossier should include documentation of the quality of instruction, scholarly activity, as well as outreach/service. The accomplishments of a candidate will be evaluated with respect to quality as well as quantity. In addition to the traditional missions of instruction, scholarship, and outreach/service, the candidate should have also demonstrated a willingness to work with colleagues in supporting the goals and missions of the department, college, and university.

The committee chair will prepare a written report that addresses the strengths and weaknesses of the accomplishments in instruction, scholarship, outreach/service and other job related efforts made by the candidate and submit the report to the department chair. The department chair will prepare a written report that addresses the strengths and weaknesses of the accomplishments in instruction, scholarship, outreach/service and other job related efforts made by the candidate. A copy of the two reports will be presented to the faculty member. The department chair and the committee chair will meet with the candidate to discuss the reports. The candidate has the opportunity to provide a written response to the review, which will then be forwarded with the department review to the dean of the college. The candidate may request a personal meeting and/or file a written response to the views of the committee and chair with the dean of the college.

Tenure and/or Promotion Review

A faculty member on a tenure-track appointment should serve in a faculty position at the university during a probationary period prior to eligibility for application for tenure. The standard probationary period is six years, unless otherwise prescribed in writing and approved by the chair of the Department of Architecture, the dean, the provost, and the president. For a person on a standard six-year tenure calendar, the actual process begins in the spring of the fifth year when the candidate is required to notify the chair of the department that he/she will submit an application for tenure. At this time the candidate is required to also submit a list of external evaluators, along with materials to be used to support the peer review, to the department chair. The department chair will select some of the external evaluators submitted by the candidate, add some of his/her own (with input from appropriate colleagues), and send out requests for peer reviews later that spring.

Absent an approved exception, the formal application for tenure and promotion, and the dossier showing accomplishments, must be submitted in the fall semester of the beginning of the sixth academic year to the department chair. The dossier of the candidate is closed to additions by the candidate at the first meeting of the Department of Architecture Tenure and Promotion Committee. The committee reviews the dossier carefully, prepares a short report on the candidate, and votes whether to support the tenure and/or promotion. The Tenure and Promotion Committee determines, by a majority vote of those present, whether the qualifications of the candidate meet the appropriate criteria. The results of the vote are then forwarded to the department chair. The department chair evaluates the dossier of the candidate, makes a recommendation, and, in cases involving promotion only, meets with the candidate to transmit the recommendations that the committee and chair have made and reasons for those recommendations. When the chair meets with the candidate being considered for tenure (and possibly promotion), he/she should restrict conversation to the recommendations that have been made, but should not at this time address the reasons for the recommendations. The file of the candidate, consisting of the dossier, the recommendation of the Tenure and Promotion Committee, and the recommendation of the department chair are then forwarded to the College Tenure and Promotion Committee. Examples

of scholarly and/or creative activities are not to be forwarded for review, but should be retained at the department so as to be available for the college and campus level reviews, if requested. After deliberations, the dossier and recommendations of the college committee are forwarded to the dean, who reviews the materials and makes his/her own recommendation. The process continues to the provost, the president, the Board of Visitors and the Tennessee Higher Education Commission. At any point during the evaluation process, the candidate may choose to withdraw his/her dossier for promotion from further consideration by writing a letter to the department chair, who will then inform the appropriate administrator and committee chairs. The recommendation of the provost may be appealed to a university appeals committee.

Calendar Guidelines for Reviews

The Department of Architecture follows the Annual Review and Tenure and/or Promotion Review dates and deadlines calendar of the University of Memphis and the College of Communication and Fine Arts. Information may be found on the university [Tenure and Promotion website](#).

If the due date provided below falls on a date that is not a business day (Saturday, Sunday, or university holiday), the due date will be the next business day. NOTE: These dates may be changed from year to year.

EVALUATION CRITERIA

The Department of Architecture offers courses in architecture, interior architecture and design, urban design, city planning, furniture design, architectural representation, and other forms of creative expression. As such, faculty members within the department are expected to contribute in meaningful ways to this diverse multidisciplinary culture. In Tennessee, as in all of the states and territories of the USA, the practice of architecture is regulated by state law (practice act) to protect the health, safety, and welfare of the public. The practice of Interior Design is not regulated in Tennessee. However, an Interior Design Title Act regulates the title "Registered Interior Designer" in Tennessee. Urban design and city planning, although not regulated by state government in Tennessee, have their own national professional standards and organizations.

Definitions of Criteria

Each faculty member is expected to demonstrate a commitment to and competence in teaching, scholarship, and service activities. In a university community, teaching, scholarship, and service are communal responsibilities. However, variation naturally occurs among faculty members in the Department of Architecture as to the balance among these activities. It is important to emphasize that teaching, scholarship, and service are interrelated, and that some activities may span more than one area. For example, journal editorship might be considered scholarship, or service, or both; M.Arch thesis supervision might be considered teaching, or scholarship, or both. Teaching, scholarship, and service should be evaluated individually and collectively during annual review and at the time of tenure and promotion decisions.

Teaching

Teaching is central to the purposes and objectives of the University of Memphis and to the Department of Architecture. It encompasses design studio and classroom instruction including independent studies and internships, course development, mentoring students in academic projects including theses, testing, grading, and the professional development of the faculty member as a teacher. Mentoring students at all levels is an important aspect of teaching; creative and effective use of innovative teaching methods and curricular innovations is encouraged.

In architectural and design education, the studio-centered tutorial method is most commonly used. This involves significant one-on-one instruction in the design studios and professional/technical courses. Students learn through doing. Faculty members in the Department of Architecture are expected to continue instruction and mentoring beyond designated studio periods. The evaluation of teaching should be adaptable to the academic level of the courses (example graduate and undergraduate, upper-level and lower-level undergraduate, and so forth). Since such evaluation is a qualitative process, multiple sources of evidence, including student evaluations for all classes, should be employed. The evaluation should be formative (to improve teaching skills) as well as summative (to judge teaching skills).

Scholarship

Scholarship is a discipline-based, multidisciplinary activity that advances knowledge and learning by producing new ideas and understanding. In the Department of Architecture, scholarship may include conventional research, engaged scholarship, creative activity and/or professional practice.

In *Scholarship Reconsidered: Priorities of the Professoriate*, Ernest L. Boyer proposed that the definition of “scholarship” be broadened beyond the predominant emphasis on the Scholarship of Discovery to encompass the Scholarship of Application, the Scholarship of Integration, and the Scholarship of Teaching.

While all are appropriate within the Department of Architecture, the Scholarship of Application is most applicable to the design professions including architecture, interior design, and urban design. Also called community engagement, this application of professional knowledge and skill to develop solutions to address important problems of consequence to society builds upon knowledge through doing and making.

Although the purpose of any of the four domains is to generate new knowledge and to disseminate it to others in various forms, the scholarship of application focuses on utility to constituencies outside a discipline and more importantly to society in general. This may be demonstrated by professional practice including built and unbuilt works, receipt of significant professional awards and recognition, and participation in professional design competitions.

According to the university policies, scholarship can be divided into five sub-categories: creative activity, inquiry, integration, the scholarship of teaching, and engaged scholarship which includes the scholarship of application. Each department, considering its relevant discipline or disciplines, may emphasize contributions in some subcategories more than others, as described in its mission statement and other relevant departmental documents. Individual faculty members in the Department of Architecture are not expected to contribute in all five subcategories of scholarship. Some overlap in the meaning of the five subcategories is inevitable, and a particular scholarly contribution may fall under more than one subcategory. These subcategories are:

- **Creative activity** is fully accepted as scholarship in the Department of Architecture where such work is appropriate to both professional practice and teaching. A wide range of activities fall under this category. These include professional practice and are listed below.
- **Inquiry** involves rigorous investigation aimed at the discovery of new knowledge within the discipline or area of study; it often serves as the basis for other forms of scholarship and may result in built or unbuilt projects, scholarly publications, funded research, and presentations at professional conferences and other events.
- **Integration** makes meaningful connections between previously unrelated topics, facts, or observations, such as cross-disciplinary synthesis or an integrative framework within the

discipline that results in a project, publication, or presentation in a suitable forum.

- **Teaching scholarship** focuses on transforming and extending knowledge about pedagogy, including appropriate textbooks or educational articles in the discipline. Innovative contributions to teaching, if published or presented in a peer-reviewed forum, also constitute scholarship of teaching. The scholarship of teaching is not equivalent to classroom and/or design studio teaching. Maintaining professional development is relevant for evaluating faculty in the Department of Architecture if it can be demonstrated to have a direct relationship to the scholarship of teaching.
- **Engaged scholarship** now subsumes the scholarship of application. It adds to existing knowledge in the process of applying intellectual expertise to collaborative problem-solving with urban, regional, state, national and/or global communities and results in a written work shared with others in the discipline or field of study. Engaged scholarship conceptualizes "community groups" as all those outside of academe and requires shared authority at all stages of the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final product(s), to participating in peer evaluation.

Conventional research consists of the following:

- discipline-appropriate works such as authored or edited books or chapters;
- discipline-appropriate articles in journals with international or national stature;
- presentations at conferences of significant professional organizations in architecture, interior design, urban design, or related fields;
- competitive grants.

Creative activities and professional practice includes:

- architectural, interior design, urban design, city planning, or engineering commissions (built or unbuilt);
- architectural or design or related competitions;
- design consulting;
- technical consulting;
- other design work (furniture, graphic, landscape, product, exhibit, and so forth);
- professional registration or certification (NCARB, NCIDQ, AICP, PE, LEED AP);
- development of new and meaningful pedagogy;
- studio and performance art (photography, painting, sculpture, and so forth);
- grants in support of any of the above.

Engaged scholarship includes activities which:

- involve academic projects that engage faculty members and students in a collaborative and sustained manner with community groups;
- connect university outreach endeavors with community organizational goals;
- foster mutual productive relationships between the university and the community;
- result in excellence in engaged scholarship through such products as collaborative reports,

design-related projects, peer-reviewed publications, documentation of impact, and so forth;

- result in acceptance of reports, projects, and other deliverables by the clients(s) for implementation or use;
- grants in support of any of the above.

Service

All faculty members are expected to contribute to the mission of the Department of Architecture, the college, the university, and the profession through meaningful service and outreach. These functions may overlap in some instances.

All faculty members will perform basic citizenship service within the university. This includes, but is not limited to serving on departmental committees, advising and/or mentoring students, and participating in college and university committees. Academic advising and/or mentoring of students are important aspects of the university citizenship of many faculty members and will be taken into account in faculty evaluations. In the Department of Architecture, academic advising is generally not performed by all faculty members. However, all faculty members are expected to remain current on advising procedures and to participate when necessary.

Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, advisor to a department professional student organization, and membership on a university search committee.

Service to the profession includes meaningful involvement in professional associations and organizations, professional association leadership, journal editorships, article and grant proposal review, guest lecturing on other campuses, and other appropriate activities related to the academic areas of the department and individual faculty research and professional practice.

Outreach, or service to the community, primarily involves sharing professional expertise with the wider community and should directly support the goals and mission of the Department of Architecture and the university. Under very rare circumstances, acceptable outreach may include non-professionally related activities outside the university. Some faculty members in the Department of Architecture, given the nature of their professional work and areas of expertise, will be more involved in outreach than will others. Community outreach is particularly valuable for an urban university such as the University of Memphis.

Collegiality

All faculty members and staff within the Department of Architecture are expected to contribute to a professional and collegial atmosphere within the department. Because of the collaborative nature of teaching architecture and design, professional and other service, and the types of research and creative projects and activities in which the faculty members of the Department of Architecture are expected to be involved, collegiality is an important element of the tenure and promotion process.

Collegiality may be demonstrated by a willingness to perform work necessary to the mission of the department, to work together in a productive manner, to provide mentorship to others, to respect the ideas of others, and to maintain a professional level regardless of the race, gender, age, or orientation of others with who one may interact. Collegiality should be evaluated only at the department level.

Departmental Criteria Requirements

Teaching

Achievement of criteria in this category will be verified through peer reviews, student evaluations, and other appropriate means.

R=required D=desired A=aspire to

Criteria	Assistant Professor	Associate Professor	Professor
Communicate effectively with students, colleagues, and peers.	R	R	R
Develop and communicate educational objectives clearly and effectively to students and the department.	R	R	R
Continually develop competencies in subject area.	R	R	R
Teach students to think purposely, creatively, critically, and rigorously.	R	R	R
Construct and use effective procedures to evaluate student performance.	R	R	R
Promote and maintain rigorous academic standards.	R	R	R
Synthesize insights to students beyond readily available information.	R	R	R
Gain student respect, inspire confidence, and enthusiasm.	R	R	R
Demonstrate effective teaching.	R	R	R
Take an active role in promoting educational programs in the department.	R	R	R
Effectively involve students in meaningful engaged scholarship and community service.	R	R	R
Meet all student advising/mentoring responsibilities.	D	R	R
Exhibit the ability to teach students research methods and techniques.	D	R	R

Scholarship

This category includes traditional scholarship/engaged scholarship, research, professional work, and other creative endeavors related to the academic mission of the Department of Architecture, the College of Communication and Fine Arts, and the University of Memphis. Achievement of criteria in this category will be demonstrated through visible documentation or tangible products, publications, reports, presentations, buildings, drawings, and recognition by peers outside the university. Peer recognition acknowledges concrete accomplishments of outstanding quality and may be in the form of awards, publications, refereed publications, juried exhibitions, selection of paper presentation, invitations for exhibitions, and invitations for lectures and presentations. The relative quality of recognition should be acknowledged.

R=required D=desired A=aspire to

Criteria	Assistant Professor	Associate Professor	Professor
Demonstrate engagement in creative work/research, such as professional practice, writing, exhibition, and design work.	R	R	R
Demonstrate a capacity for independent thought and intellectual curiosity.	R	R	R
Exhibit creativity and quality in professional work.	R	R	R
Have developed and maintained an understanding of a particular area of expertise within the profession.	A	R	R
Have exhibited the ability to solve abstract and complex intellectual problems.	A	R	R
Have made a practice of clear, thorough documentation, and presentation of work.	A	R	R
Provide evidence of completed creative work/professional practice/research/scholarship of outstanding quality.	A	R	R
Demonstrate a potential for continued creative work/ professional practice/research/scholarship of outstanding quality.	A	R	R

Have achieved peer recognition of completed creative work/professional practice/research/scholarship beyond the university.	A	R	R
Have achieved a nationally/internationally recognized scholarly or creative professional record.	A	D	R
Serve as a consultant in his/her field, especially on complex problems requiring depth of perception, breadth of knowledge, sound professional judgment and creative solutions deserving of public and/or professional notice.	D	D	D
Participate actively in the allied arts, such as furniture design, photography, graphic design, and so forth	A	D	D
Exhibit the ability to conduct rigorous research, and to analyze and communicate the results.	A	R	R
Participate in design competitions.	D	D	D

Service

This category includes service to the individual discipline, department, college, university, the profession, and society. Achievement of criteria will be evidenced through a documented record.

R=required D=desired A=aspire to

Criteria	Assistant Professor	Associate Professor	Professor
Mentor students effectively.	D	R	R
Mentor faculty effectively.	A	D	R
Consistently participate in faculty governance.	D	R	R

Actively participate in program, department, college, and university activities.	R	R	R
Support and promote program, department, college, and university.	R	R	R
Contribute to the community service mission of the department, college, and university.	D	R	R
Serve on program, department, college, and university committees.	R	R	R
Participate in public service activities related to profession.	D	D	R
Demonstrate a consistent leadership role on committees, including being department committee chairs and serving on college and university committees.	A	D	R
Hold a NAAB-accredited professional degree in Architecture. NOTE: Registration as an architect in the USA may be substituted for the professional degree.	R	R	R
Hold or have held professional registration/certification within the USA. NOTE: Registration/certification in a jurisdiction outside the USA may be accepted if deemed substantially equivalent.	D	D	R

DOSSIER

The University of Memphis [Tenure and Promotion website](#) provides detailed information on the dossier, its required contents, forms, tenure and promotion calendar, and more. A candidate who is uncertain of what to include in his/her dossier or how to organize the material should seek help from their department chair and colleagues, particularly those who have served on tenure and promotion committees.

EXTERNAL PEER REVIEW

Both tenure and promotion to associate professor or professor require external peer review of the record of scholarly activity of a candidate by qualified peers who are not affiliated with the University of Memphis. The purpose of external peer reviews is solely to provide an informed, objective evaluation of the quality of the scholarship, research, creative activity or professional practice of the candidate. It is expected that the external reviewers will be selected from peer or comparable institutions with national reputations in architecture and design. Though not an absolute requirement, it is also expected that faculty of higher rank will review faculty of lower rank. For example, full professors should review applicants for promotion to professor.

In order to obtain external reviews in a timely manner, the process of developing the lists of external reviewers, as described below, should be initiated during the spring semester preceding the fall tenure and promotion process.

The candidate shall develop a list, normally four to eight names, of recommended peer reviewers from outside the university. The candidate may also submit a list (with justifications) of persons who may pose a conflict for consideration by the chair of the department and the department tenure and promotion committee. In addition, the chair of the department and the chair of the department tenure and promotion committee will develop a list of outside peer reviewers. At least one of the names suggested by the candidate must be selected by the chairs. No more than one half of the outside reviewers may come only from the list provided by the candidate. The department is solely responsible for supplementing the list provided by the candidate with additional reviewers. The dossier should contain at least four external reviews. If it is not possible to obtain four reviews, the reasons must be documented at the departmental level. For each reviewer, there should be an accompanying paragraph identifying his/her credentials and a statement regarding the nature of the relationship to the candidate (if any). The external reviewers are expected to provide informed, objective evaluations rather than testimonials. Therefore, no more than one external reviewer can be a past mentor, major advisor, or collaborator of the candidate. To the extent possible, the external reviewers for candidates seeking the rank of professor should be professors themselves.

All reviewers should receive the same materials for evaluation; if not, an explanation should be included. Peer reviewers who have agreed to write letters of evaluation should be sent the following: the curriculum vitae of the candidate; a deadline for the written response; a statement that the State of Tennessee has an Open Records Law and that the candidate has access to the outside peer evaluation document; and a letter from the department chair to the reviewer including a request for a written response to the question: "How do you assess the quality of the scholarly and/or creative activity and/or professional practice of the candidate?"

COMPOSITION OF THE TENURE AND PROMOTION COMMITTEE

The Department of Architecture Tenure and Promotion Committee consists of all tenured Associate Professors and Professors. The department chair, in consultation with the Tenure and Promotion Committee, appoints a member as chair of the committee. This is generally the faculty Mentor assigned to the candidate seeking tenure and/or promotion.

The department chair will also appoint, in consultation with tenured faculty members, a representative to serve for a two-year term on the College of Communication and Fine Arts Tenure and Promotion Committee.

REVIEW AND REVISIONS

The department chair with the faculty of the Department of Architecture will review these guidelines at least every five years. Revisions, if any, will be made accordingly.