COA Policy

Promotion and Tenure Standards and Procedures

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Texas Tech University is a comprehensive university with academic programs at both the undergraduate and the graduate levels. Therefore it is essential that its faculty be dedicated to achieving excellence in teaching, research and creative activity, and professional service in order to preserve and strengthen the vitality of the University.

I. Introduction

A. Purpose

The purpose of this document is to set forth the College’s standards and procedures for awarding promotion and/or tenure to College of Architecture faculty members. The document has been approved by the College of Architecture Promotion and Tenure Committee, in consultation with the Dean of the College. It is based upon the policies of the Board of Texas Tech University as they relate to Promotion and Tenure Standards and Procedures. It becomes operational only after approval by a majority of the tenure-track and tenured faculty members and the Dean of the College of Architecture.

Several working assumptions were identified during the course of the document’s preparation. A set of promotion and tenure standards and procedures for the College of Architecture should:

1. be compatible with standards and procedures operating at the University level;
2. clearly identify those qualities which are common to the College’s various programs of study, 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 across program lines;
4. reflect the collective understanding and will of the College of Architecture faculty regarding their responsibilities as members of that faculty;
5. establish standards which ensure maintenance of the highest degree of excellence within the college’s various professions and programs;
6. provide a meaningful role for peer review, thereby further safeguarding the collective interest of the College faculty.
7. provide meaningful guidance and assistance to the Dean of the College 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.
B. The College of Architecture

1. The College of Architecture’s Approach to Education.
The College of Architecture is strongly committed to teaching and teaching receives the greatest emphasis in the educational processes. This emphasis includes both knowledge of the subject matter and the ability for positive communication. Variations in the subject matter of architectural curricula are extensive and efforts to keep abreast of current developments can be very demanding. Communication methods for different subject situations also create different competent evaluation.

Recommendation for Promotion and Tenure is to be based on the quality of accomplishments and does not require participation in every category listed.

Research, creative activity, professional and citizenship involvement each have an effect on the ability and performance of a faculty member as a teacher and as a representative of the College. Such involvement is encouraged but not at the expense of the basic commitment to teaching.

The College is presently composed of academic programs in Architecture (5-year Professional degree and 4-year Non-Professional); in addition, the College offers dual degree programs in Architecture and Civil Engineering, Architecture and Business Administrations. It also directs an interdisciplinary Ph.D. program in Land Use Planning, Management and Design. Each program accepts as its primary mission the production of well-prepared graduates who are equipped to contribute in their respective professions at a high level of competence and distinction. The College also encourages and supports interdisciplinary cooperation on matters of mutual concern externally with other disciplines represented at Texas Tech. As a group, the College’s programs present students with a liberal education program which emphasizes those artistic, scientific, and technological capabilities essential to the practice of the profession tempered by a strong sense of public responsibility. Each program requires a total commitment by faculty and students alike, to responsible professionalism and service to society. These standards and guidelines are drawn in the belief that a capacious and inclusive view of scholarly activity is the vital interest of the individual, the College and the University, as well as to society as a whole. As such, the College affirms the principle that knowledge is acquired, disseminated, and ultimately valued through various avenues of scholarship; research or discovery; synthesis or integration; application and teaching.

Each of the College’s disciplines is recognized as making an important and unique contribution to the College’s rich and diverse academic environment. These disciplines are bound together, however, in their attention to the common spirit of creative an imaginative concern for the human environment as revealed in the following of objectives:

1. to provide an organization for direct interaction among students, faculty, and professionals involved in all aspects of the visual arts, design, and the planning of structures, communities, and environments;
2. to improve educational opportunities for the increasing number of people entering programs in the design, planning, and development professions;
(3) to provide opportunities for all students at the University to undertake studies in design and the built environment;
(4) to foster creative thought, scholarship, and research on an interdisciplinary basis as well as on an individual basis;
(5) to serve as a design resource for the University, the Community, the State, the Nation, and the World.

2. Implication for Promotion and Tenure.
Promotion in rank is a matter of critical importance to the professional development and personal growth of each faculty member. The College of Architecture presents its candidate to the University for evaluation on the basis of evidence submitted in response to clearly-defined standards. A decision on promotion and/or tenure is made on the basis of both the University's standards and those which are unique to a particular college. The following statements further define the academic environment of the College of Architecture, and are intended to establish the framework within which faculty evaluation for promotion and tenure will be carried out.

a. The College commits itself to the highest standards of excellence in its teaching programs as well as in the research, scholarship, creative and service activities of its faculty members. The College of Architecture faculty recognizes the role that continuous improvement in knowledge, experience, and ability plays in their ability to instruct and influence students within its discipline and profession. Excellence in teaching and research is of paramount importance to the fulfillment of the University’s mission, while high-quality achievement—continuous and visible—in creative works, research, scholarship, and service is an obligation in all faculty positions. In the promotion process, the College and candidates are jointly responsible for the development and presentation of evidence which manifests these standards of excellence.

b. The College of Architecture recognizes the equivalency of significant professional and creative involvement with scholarly activities when such involvement contributes to academic excellence. The program is characterized by a diversity of academic and professional specialization. Our promotion standards must reflect this diversity. The faculty recognizes the symbiotic relationship among, and significant contributions of, each of our various orientations; the College benefits from an appropriate balance among these educational elements. The full range of design, planning, and construction-related activities—whether scholarly productivity, artistic or design creativity, or unique formulations or applications of theory—will be considered equally significant as potential contributions to academic excellence.

c. The College of Architecture recognizes the role of its faculty in contributing creatively to the arts, sciences, and technologies of their respective disciplines in concert with their academic duties. In belief that theory leads to practice and practice leads to theory, the expectation of the College and the University is to encourage and maintain an active faculty which is continuously striving to advance knowledge and to enhance the quality of professional practice. Subject to College, University, and Board of Regent’s Policies, involvement in current professional activities is basic to academic excellence. Documentation of a candidate’s participation in his or her profession or discipline is an important element in evaluation. Professional activity alone, however, is not considered equivalent to scholarly activity. Only when the profession activity contributes to public
discourse and value does it warrant consideration as scholarly activity. Evidence of the public value of professional activity is necessary for advancement in rank and for tenure. Examples of such evidence are given in section II.B of this document.

II. Standards for Promotion and Tenure

Performance evaluation is an essential part of the process by which faculty members are promoted in academic rank, and receive tenure. Properly conceived and conducted, evaluation should also provide a continuous dialogue between the administration and the instructional faculty on how one’s activities relate to the goals of the program, College, and University, and should contribute significantly to one’s personal and professional development.

In general, faculty members in the College of Architecture will be evaluated on the basis of the evidence of the contributions to knowledge in the following areas: (1), teaching; (2), research, scholarship, and creative activity; (3), and service. The expectation of the College and the University is that the faculty will be engaged in these activities at the highest level in the nation.

A. Teaching

The work of the professor is of consequence only to the extent that it is understood by others. Too often teaching is viewed as a routine function. Teaching should be viewed as absolutely fundamental to scholarship. For teaching to become scholarship, however, it must extend beyond the bounds of passive learning. Instead it should transform and extend knowledge itself. Without quality teaching, the continuity of knowledge will be broken and the store of human knowledge dangerously diminished. Effective teachers exhibit command over their subject matter in classroom discussions or lectures. They present material to students in an objective, organized way that promotes the learning process. They present the subject matter with logic and conviction, and are able to awaken in students an awareness of the relationship of their subject to other classes, fields of knowledge, and cultures. They display concern and respect for their students. They are recognized by their students and university colleagues as persons who guide and inspire their students. They strive continuously to broaden and deepen their knowledge and understanding of their discipline, seek to improve the methods of teaching their subject, keep informed about new developments in their field, use appropriate instructional technologies, and prepare educational materials that are up-to-date and well-written. Excellence in teaching implies a broad perspective toward higher education that encompasses more than effective teaching. A faculty member’s influence and reputation as a teacher should be demonstrated further by student and peer evaluation, awards, and by authorship of professional articles, texts, lectures, and other publications on pedagogy.

Excellence in academic advising should serve to augment evidence of excellence in teaching. Academic advising is an obligation of all faculty. As an advisor, faculty should interact constructively with their advisees. Faculty are expected to be knowledgeable about scheduling, curricular and extracurricular matters, and policies and procedures, and are
expected to aid students in making wise use of University resources to enhance their educational and personal development. They assist students in learning to make intelligent decision for themselves. Evidence of excellence in advising may be demonstrated by student and peer evaluation, by awards and publications of the students under the direct tutorial advisement of the faculty member, presentation and/or publication of conference papers, and citations by others as examples of effective teaching.

To be considered for promotion and/or tenure in the College of Architecture, a candidate’s promotion materials must include a documentation of the evidence of effective teaching. Such evidence must include a student evaluations summary. This alone, however, is insufficient to demonstrate excellence as an educator. The concept of an educator implies a broad perspective toward higher education that encompasses more than effective classroom teaching. It involves such things as leadership in developing new educational programs, innovative ways of teaching, and the ability to attract graduate students, particularly at the post-graduate level. Excellence in teaching must extend beyond the classroom and should include evidence of broad pedagogical influence. Such evidence may include:

1. authorship of textbooks;
2. publication of instructional material;
3. publication of professional articles and papers, conference presentations and proceedings on pedagogy;
4. extensive work in curriculum revision of teaching methods for the program or College;
5. citations in publications on pedagogy;
6. award recognition for teaching or advising;
7. award recognition or publication of student work under direct tutorial supervision of a faculty member;
8. recognition of excellent teaching by peers at comparable institutions.

B. Scholarship, Research, and Creative Activities:

Research and creative activity are functions that serve to advance the discipline or the state of the art. Evidence of research and creative activity includes written publications, nonprint presentations, funded grant applications and reports, exhibits, and artistic performances. Textbooks and innovative instructional materials having significant value beyond this campus may be considered contributions to research and creative activity. In the College of Architecture this may reach across the entire range of activities represented by the various disciplines. No one category of activity is held superior to any other. The College recognizes that scholarship is necessarily of differing kinds. No single model of research or scholarly activity should prevail at the expense of broadening and deepening the educational experience of the student. Scholarly activity in the College and the University should be aimed at the full scope of academic work. In all cases, the criteria for assessing the quality of research, scholarship, or creative and artistic activity will be the extent to which the evidence demonstrates: (1) a contribution to the advancement of knowledge or creative expression, (2) the enhancement of quality in the development of professional practice, (3) a contribution to teaching effectiveness, and (4) an acknowledged respect by one’s professional peers at a national level, and international level. Documentation of evidence must be presented as a requisite for advancement in rank. Examples of such evidence include:

1. referred publications
2. design awards
(3) successful execution of funded research projects  
(4) literary publications, books and book chapters  
(5) participation in juried or invitational shows, exhibitions, or competitions  
(6) invited lectures, shows, performance, and presentations  
(7) papers published in refereed proceedings of conference and symposia  
(8) papers presented at conferences and symposia  
(9) citations of the work in other publication  
(10) other articles and publication  
(11) patents  
(12) development and publication of computer software  
(13) publication of books or exhibition reviews in scholarly journals  
(14) editorships of scholarly journals  
(15) Professional Registration and/or certification

In general terms, quality is of greater importance than quantity. In cases where the work is a joint effort with others, there must be clear evidence that the individual under consideration has assumed a significant role in the conduct of the work and co-authors identified. For advancement in rank, and for the granting of tenure, faculty must show a continuous pattern of creative activity while at Texas Tech.

C. Service
It is the expectation of the college, and the University that faculty members shall contribute significantly to the University, their professions, disciplines, and to the public at large. Service may be divided into two types:

1. Service to the University
   Faculty members play a vital role in the functioning of the University at all levels by participating effectively in faculty governance and in the formulation of a program, College and University policies, or by carrying out administrative duties and responsibilities. Service within the University is an obligation of all faculty members, and is requisite for advancement in rank and for tenure. Service may be constituted by membership on program, College or University committees, through development of policies and procedures, through representation of the College and the University on regional, national, and international education and/or professional boards, by active participation in faculty and/or student associations, by participation in continuing education, student services, recruitment, or other similar activities.

2. Service to Professions and Disciplines
   In addition, faculty members are expected to make service contributions to technical, professional, and scholarly societies appropriate to their academic discipline. Faculty members may also provide service related to their professional expertise, to the public, and to other agencies. Service to one's profession includes the holding of offices, serving on committees, organizing conferences or meetings, serving on boards of directors or other related activities.

3. Public Service
   In addition, faculty members are expected to make service contributions to local, state, federal and international government agencies and non-profit or quasi-public organizations appropriate to their technical, professional and scholarly activities.

4. Continuing Professional Education
   There is rapidly escalating need for postgraduate continuing education opportunities for members of the allied architectural, planning, design, and development professions to broaden and to deepen their knowledge and understanding both in general terms
and in specialized sub-discipline within each field. Faculty participation in continuing education activities constitutes a service to the public, to the professions and disciplines, and to the University and should serve as a crucible where theory and practice interact.

5. Summary of Service Expectations
In all categories of service, documentation of these activities should include the nature and the level of participation in the service category, including, but not limited to: offices held, reports authored, task forces chaired, and continuing education materials presented.

III. Qualifications for Academic Rank

While promotion and tenure determinations are separate and distinct, similar standards and procedures apply to both. The presentation of quality requires that all persons recommended clearly satisfy the general criteria presented herein. Fairness requires that these criteria be applied as uniformly as possible.

A. PROMOTION

The qualifications listed below constitute the minimum standards for promotion within the College of Architecture. The qualifications incorporate, by direct reference, the standards in force at the University level. The College herein describes such additional qualifications which are consistent with University Policies. Promotion is based on the intrinsic merit of the individual’s work. It recognizes the faculty member for meeting the criteria of the next higher level in the professional hierarchy. The decision is based on an evaluation of contributions to knowledge, the University and to the public in teaching, research, scholarship, creative activity, and service.

(1) Minimum requirements for advancement in rank from Instructor to Assistant Professor:
For promotion to the rank of Assistant Professor, there must be clear evidence that the candidate has demonstrated the potential ability to make original and innovative contributions of their chosen field. The evidence shall be composed of:
   a. A Ph.D., Doctorate, or other terminal degree in the field.
   b. Clear evidence of effective teaching.
   c. Clear evidence of creativity.

(2) Minimum requirements for advancement in rank from Assistant Professor to Associate Professor:
For promotion to the rank of Associate Professor, there must be clear evidence that the candidate has demonstrated the ability to make original and innovative contributions to their chosen field.
   a. Sufficient time in grade
   b. A Ph.D., Doctorate, or other terminal degree in the field
   c. Clear evidence of effective teaching
   d. Clear evidence of creativity while at Texas Tech
   e. Clear evidence of contributions to Texas Tech in meaningful ways by service to the University, to the public, or to appropriate professional organizations.
A candidate for promotion to the rank of Associate Professor should satisfy the first four of these qualifications. Marginal qualifications in any of these areas might be compensated by strength in the fifth.

(3) Minimum requirements for advancement in rank from Associate Professor to Professor:
For promotion to the rank of professor there should be clear evidence that the candidate has demonstrated consistent performance in the making of original and innovative contributions that are nationally and internationally recognized for excellence.
   a. Sufficient time in grade. Generally, six or more years in rank are expected. Three years at the Associate Professor rank.
   b. A Ph.D., Doctorate, or other terminal degree in the field.
   c. Significant contributions as an educator, sufficient to demonstrate excellence in teaching.
   d. Clear evidence of significant contributions to knowledge through research, scholarship or other creative activity at a national and international level, and publications.
   e. Evidence that the candidate is making substantial contributions to Texas Tech by service to the University, to the public, or to the profession.
   f. Broad national recognition in terms of visiting professorships, invitations to give papers or seminars, memberships on national committees, offices in professional societies, or other appropriate honors.

A candidate for promotion to the rank of Professor should satisfy clearly the first four of these qualifications and should have some demonstrable accomplishments in the last two.

B. PROMOTION PROCEDURES

1. General

Consideration of individual promotion applications should occur annually on the basis of the schedule established by the University. It is inappropriate to base Promotion or Tenure on the number or percentages of individuals in the various academic ranks.

2. Initiating Considerations

Individuals may be nominated by their colleagues or may seek promotion on their own initiative. In either event, it is the responsibility of the individual to prepare a dossier and make it available for review by the Promotion and Tenure committee at least one month before the annual meeting of the committee. Detailed and specific evidence of effective teaching should be included in the dossiers of faculty members being recommended for Promotion and Tenure. Evidence should include peer evaluations and student evaluations conducted over a reasonable period of time. Faculty colleagues should be asked to evaluate the objectives, methods, and materials of courses designed and/or taught by the individual. Wherever possible, evaluation should also include evidence concerning the continuing performance of student taught by the candidate.

3. Peer Review and Counseling

The effectiveness of a faculty can be measured, to some degree, by the extent to which the faculty engages in a candid personal and professional dialogue. When this dialogue is of a high
order, informal counseling does occur and the need for more formal counseling is reduced. However, formal counseling should be provided through progress reports, guidance for professional development and assistance with promotion and tenure procedures and processes.

4. **Outside Solicitations**

Comments from qualified persons outside of Texas Tech University shall be solicited and become part of the candidate’s dossier. Letters from reviewers shall be solicited by the Dean and selected in consultation with the candidate. Such persons should be asked to comment on the quality of published research or creative activity of a candidate, on service to professional or other organizations, on the candidate’s teaching in a visiting capacity in another university, or on relevant matters within their competence to judge. Respondents should be informed that the letters become a component of the dossier which will be confidential and not disclosed to the candidate during the tenure and promotion approval process, but this information is discoverable in case of litigation.

Minimum number of respondents from outside the University:

- For promotion from Instructor to Assistant Professor – Three letters.
- For promotion from Assistant Professor to Associate Professor – Six letters.
- For promotion from Associate Professor to Professor – Ten letters.

Packets to be sent to outside reviewers should be in a tabbed three-ring binder and consist of:

- Vita
- **Summary of Scholarship (written in the third person)**
  - Research
  - Creative Activities
  - Scholarship Activities
- **Examples** of scholarship
  - Publications
  - Evidence of creative activity
  - Peer reviewed/juried work

5. **Formal Consideration**

The order of consideration at the annual meeting should be from lowest rank to highest and from longest time in current rank to shortest.

A formal vote shall include all professors for promotion to the rank of professor, all professors and associate professors for promotion to the rank of associate professor, all faculty members holding a professorial rank for promotion to the rank of assistant professor, and all tenured faculty for the tenure decision. Evaluations by the tenured faculty of individual applicants and their presentations should be openly but confidentially discussed prior to voting, with written evaluations presented if desired by the voting faculty. Faculty votes are unsigned and confidential.
Any faculty member, not in attendance, must have provided an absentee ballot on the proper form prior to the meeting, in order for their vote to be counted. Votes will not be accepted after the meeting.

Each candidate will be notified by the Dean of the formal action immediately after the meeting adjourns.

If the University Review Committee takes exception to the action of the College such exception should be communicated to the College in writing so that it may reconsider. If the College of Architecture reaffirms the previous action, the matter should be submitted without prejudice to the next highest authority.

Members of the faculty employed by the University full-time and who hold the rank of assistant professor, associate professor, or professor are eligible for tenure consideration.

**Ratings for Publications**

5 = Outstanding recognition in field, highly prestigious refereed.
4 = Highly respected in field, refereed.
3 = Good reputation, selective in publication, refereed.
2 = Average, fairly easy to publish in, typically refereed.
1 = Below average publication, not discriminating on articles published.
0 = Not to be counted as publication.
S = Special publication not ranked above.

**Ratings for Creativity**

5 = Outstanding recognition in field, highly prestigious, regional or national award.
4 = Highly respected in field, local award.
3 = Good reputation.
2 = Average.
1 = Below average.
0 = Not to be counted as creative activity.

**Ratings for Professional Service**

5 = Outstanding recognition in field, highly prestigious.
4 = Highly respected in field.
3 = Good reputation.
2 = Average.
1 = Below average.
0 = Not to be counted as professional service.

**Appeals**
If individuals are persuaded that judgments about their applications have been based on prejudice or misunderstanding, they may appeal according to University procedures.

**TENURE PROCEDURES**

Consideration for tenure should be identical to that indicated for promotion except that: the purposes of tenure differ from those of promotion; the probationary period must be adequate to insure thoroughness in judgment of the performance of the candidate; and all tenured faculty are eligible to vote on any tenure decision. The faculty strongly believe that tenure should not be recommended by the Dean, except by the affirmative vote of the faculty. To facilitate the presence of this entire voting group at the annual meeting, consideration of candidates for tenure should occur prior to promotion considerations.

1. See Faculty Handbook, Appendix A – Tenure Policy

**New Procedures adopted by Tenured Faculty – October 6, 2008**

1. Meeting notification: e-mail, 7 day notice
2. Faculty should have their package for faculty review ready for administrative review the week before it must be available.
3. Package for faculty review is the 1st Monday in November.
4. Voting meeting will be the 2nd Thursday in November.
5. Faculty can submit votes one week before voting date.
6. No late votes will be accepted after the votes have tabulated.