

This pdf contains the *Guidelines for Tenure and Promotion Evaluation Tyler School of Art | Temple University* Revised June 2014 for seven departments in seven Addenda

followed by

the *School of Environmental Design (Department of Landscape Architecture and Horticulture and Department of Community and Regional Planning)* *Tenure and Promotion Procedures and Guidelines* approved June 16, 2011 for two departments in Addendum eight.

**Revised: June 2014**

## **Guidelines for Tenure and Promotion Evaluation**

### **Tyler School of Art | Temple University**

The Tyler School of Art includes seven departments:

**Architecture:** (Undergrad. and graduate degree program) — Addendum 1.

**Art History:** (Undergrad., graduate and doctoral curriculum) —  
Addendum 2.

#### **Art Education and Community**

**Arts Practices:** (Undergrad., graduate and doctoral work in conjunction  
with the College of Education) — Addendum 3.

**Crafts:** (Undergrad. and graduate terminal degree curriculum) —  
Addendum 4.

**Foundation:** (Undergrad.) — Addendum 5

**Graphic Arts & Design:** (Undergrad. and graduate terminal degree curriculum) —  
Addendum 6, 6.1, 6.2.

**Painting, Drawing & Sculpture:** (Undergrad. and graduate terminal degree curriculum) —  
Addendum 7.

Standards for assessing outstanding performance for promotion and tenure are based on external measures of excellence in the field, identified by the faculty of each department, as supported by the department Chair, and approved by the Dean. These Tenure and Promotion Guidelines have been developed in compliance with the TAUP Contract, the Tyler School Tenure and Promotion Guidelines, and the Presidential Policy on Promotion and Tenure. The candidate for tenure and promotion is responsible for reviewing and understanding the requirements for promotion and tenure in all of these documents and providing the necessary documentation as outlined in the guidelines. These guidelines are designed to ensure a fair and systematic process, from the departmental to the university level. Each candidate will be individually evaluated.

The following is a guideline of documents typically submitted by candidates in Tyler School of Art who are applying for tenure and/or promotion. Everything listed does not apply to every candidate, but the documents listed represent materials generally applicable across departments.

Information about specific materials that must be included in the promotion and tenure application is available in the new Temple University Guidelines for Review of Tenure and Promotion Applications ([www.temple.edu/vpfaculty](http://www.temple.edu/vpfaculty)). Candidates should also review the

Organizational Outline for Promotion and Tenure Files available on the same website.

Candidates for tenure and/or promotion must demonstrate outstanding achievement as a faculty member, with teaching and research/scholarship/creative activity given primary consideration in the evaluation process, and service given secondary consideration. Candidates should also refer to Article II, "Promotion and Tenure Standards and Procedures for Faculty," of the then-current TAUP-TU Collective Bargaining Agreement ([www.taup.org](http://www.taup.org)).

The candidate has the responsibility to meet Temple University's standards and expectations for tenure and promotion and to document his/her work in teaching, research/scholarship/creative activity, and service for the tenure file. The candidate should provide a current curriculum vita and copies of scholarly or creative work and any appropriate materials documenting research/scholarship/creative activity, teaching, and service that he or she wishes to be considered in support of the application.

These Guidelines for Tenure and Promotion Evaluation, Tyler School of Art/Temple University, are effective for all tenure and promotion actions beginning in the 2013-14 academic year. However, it is recognized that some candidates for tenure and promotion may have already prepared their cases in compliance with the previously approved Guidelines. Therefore, for all tenure and promotion cases for 2013-14: if in the candidate's estimation, his or her case is enhanced by employing the previously approved Guidelines rather than these Guidelines, then the Candidate may opt to employ those prior Guidelines.

## **1. LETTER OF APPLICATION**

The application for tenure or promotion must be accompanied by a cover letter in which the candidate discusses the merits of the application and briefly summarizes the material.

## **2. TEACHING & INSTRUCTION**

The Tyler School of Art is dedicated to maintaining the highest standards of teaching in various fields of the visual arts, including studio art, design, architecture, art education, and art history. As evidence of outstanding teaching/instruction, the candidate for promotion/tenure must demonstrate solid mastery of his/her subject and teaching excellence. The considerations for subject mastery and teaching excellence are set forth below, as are the documents that should be submitted to the tenure/promotion application to demonstrate mastery and excellence.

### **A. Subject Mastery**

- teaching a range of courses (all departments)
- conducting graduate student reviews (all departments)
- serving on student review/jury teams (all departments)
- conducting student teacher supervision (Art/Art Education)
- supervising internships or independent studies (all departments)
- supervising graduate assistantships (all departments)
- directing/advising theses, dissertations, master's projects (all departments)

- staying familiar with advancements in the field (all departments)

## **B. Components of Teaching Excellence**

- command of the subject and evidence of continued growth in the subject field
- grasp of the general objectives of the department and its programs
- curriculum and new course development
- ability to organize instructional material and present it with authority and logic
- innovation in teaching methods
- use of instructional materials
- appropriate learning objectives
- ability to arouse curiosity and inspire, stimulate and motivate students
- spirit and enthusiasm which vitalizes learning and teaching
- ability adapting to changes in student population and educational trends
- extent, skill and participation in the general guidance and advising of students
- Foundation teaching when applicable <sup>1</sup>

## **C. Documents to be Submitted**

For purposes of evaluation, the tenure/promotion dossier should show documentation of teaching, including but not limited to, the following information:

- course syllabi
- peer evaluations  
Tenure track candidates must have at least two peer evaluations each year. The observations are to be from the department Chair or another member of the department or, in cases where another tenured faculty member of an appropriate rank is not available within that department, another faculty member from the Tyler School of Art who is qualified to evaluate the designated area of teaching or a tenured at-large member of the Tyler School of Art faculty selected by the candidate.
- peer review letters with information about the peer review process
- SFF survey results summary and SFF evaluation forms
- supplemental course materials
- teaching evaluations of thesis and dissertations where applicable:
  - a list of information pertaining to each document including: student name, degree program, semester of entry; last semester of course work, title of project, semester proposal completed (or “in process”), semester document completed or projected
  - an evaluative statement from Chair of Examining Committee for students who
  - have completed a defense  
optional: an evaluative statement about the process from the student if degree has been completed

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<sup>1</sup> Teaching Evaluation: Foundation Department

All tenure-track faculty members who teach in Foundation must have their teaching reviewed. The review process requires the Chair of Foundation to submit to the candidate’s P&T Committee a separate review of teaching for the Foundation course. The candidate’s P&T Committee is required to integrate this information in the overall teaching evaluation of the candidate.

- other materials related to teaching, including but not limited to:
  - a description of materials submitted in this category
  - art, design or architecture exhibition records
  - student awards and prizes
  - student work in discipline-related publications (juried competitions, books or articles referencing student work produced under the direction of the candidate)
  - other achievements of students and alumni
  - doctoral dissertations
  - letters from distinguished peers and/or professionals
  - letters from students
  - lectures presented in public venues
  - invited lectures, lecture/demonstrations, public charrettes, installations, and classes
  - organization of speaking engagements for pedagogical purposes by artists, designers, architects or others.
  - pedagogical articles
  - organization of student exhibitions in public spaces at Tyler/Temple or outside of Temple.
  - documentation of visual works produced (slides, prints, DVD, portfolio, etc.)

### **3. RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY**

Important considerations are the quality, volume and regularity of the candidate's artistic and/or scholarly contributions. Important to consider are the size/proportion of the contributions, their time/labor intensity, whether the works are in planning, under review, frequent, completed, or published, and the extent to which the work supports the candidate's concurrent responsibilities in teaching and service.

#### **A. Publications**

Including but not limited to: published or in-press articles, essays, books, book chapters, other publications, edited scholarly volumes or collections, journals and reference works, published abstracts, book reviews. For purposes of evaluation, the tenure/promotion dossier should include, but should not be limited to, the following information:

- a copy of the work published, in-press, completed, or in-progress
- a copy of published reviews of the work
- information about the author order and role in the publication
- information about the review process for each publication
- the stature of journals in which the work is published
- information about the peer-review process required for publication
- extent to which books and journals are held by major libraries

#### **B. External Funding for Grants, Awards, and Commissions**

- document all attempts to obtain external funding (see External Support Form at [www.temple.edu/vpfaculty](http://www.temple.edu/vpfaculty))
- provide documentation of reviews by funding agencies and notices of awards

#### **C. Professional Creative Activities**

- papers and presentations at professional meetings and events
- architectural and urban design projects, built or speculative commissions, installations
- graphic/interactive design projects and commissions, proposed or produced
- competition entries
- commissioned research reports
- exhibitions or curating of exhibitions
- jurying competitions/exhibitions/publications
- work in discipline-related publications (juried competitions and books or articles about or referencing the candidate)
- organizing of conferences and symposia and participation in design charrettes
- documentation of technological or socio-cultural research initiatives

#### **D. Other Recognition**

- prizes
- awards
- artist residencies or visiting scholar invitations

For purposes of evaluation, the tenure/promotion dossier should include, but should not be limited to documentation of the prize or award and information about the institution and/or awarding agency.

### **4. SERVICE**

#### **A. Service within Temple University**

- department, college, and/or University committee service
- Area Head
- assistance/advising for student organizations
- developmental activities
- student advising
- lab/studio management

#### **B. Service outside Temple University**

- service to the local, regional, national or international community
- service to the profession including, but not limited to, responsibilities in academic and professional associations, journal editor, manuscript reviewer, member of accreditation panel or program review committee, association officer or committee member, member of examining or licensing bodies or similar governmental entities, member of grievance or professional practice committees, member of advisory commissions, advisor for government agencies or private entities, member of board of directors.
- contribution to a service, non-profit or non-governmental organization

#### **C. Documents to be Submitted**

For purposes of evaluation, the tenure/promotion dossier should include, but should not be limited to, the following information:

- documentation of the type and scope of service

- any possible documentation or information concerning the outcome of the service

## **5 EXTERNAL EVALUATION**

External evaluation of the candidate's creative accomplishments, professional standing, and potential in the field should be obtained from at least three independent outside referees prior to a tenure decision being made. These are required to be from individuals whose position at their institutions is at a level higher than that of the candidate. As recommended by the University guidelines, all departments strongly consider the assessment in the letters of outside evaluators, particularly in regard to Research/Scholarship/Creative Activity.

## **6 P&T EVALUATION PROCESS**

Standards of excellence for promotion and tenure are based on external measures of excellence in the field, identified by the faculty of each department, as supported by the department Chair and approved by the Dean.

In the spring preceding each academic year, the Collegial Assembly elects a P&T Committee to serve the next academic year.

In the spring preceding each academic year, each department appoints or elects a departmental P&T committee to serve in the coming year. Individual members of this committee serve for a period of 2 years.

By Oct 1, the Dean's office shall provide the calendar for the dates of submission to the Promotion and Tenure Committee for timely review; this information will be shared with the Chair of the Promotion and Tenure Committee. The calendar is typically provided to each candidate by the appropriate Department Chair no later than the first two weeks of the new academic year.

### **Procedures for Promotion and/or Tenure**

Promotion and/or tenure reviews take place in each candidate's first year and for candidates without tenure in their third and sixth probationary years, or any year when they are candidates for promotion.

Each Department appoints or elects a P&T committee in the spring preceding the academic year. To vote on the case, the faculty member must have reviewed the materials in advance and must be in physical attendance at the meeting(s) in which deliberations are held and at the separate meeting in which voting is held.

The tenure-track contract renewal process for each department in Tyler is as follows:

- Review by departmental P&T committee, with written recommendation to the Chair
- Review by Department Chair, with written recommendation to the College P&T Committee
- Review by College P&T committee, with written recommendation to the Dean
- Review by the Dean with written recommendation to the Provost, and copy to department

Chair

### **Procedures for Contract Renewal or Non-Renewal**

Refer to the current TAUP contract for process

### **Responsibility of Departmental P&T Committee**

Refer to the current TAUP contract for process.

Tenure:

- mentoring of candidate after first year of tenure track
- annual class observations and review of teaching, research and service activities
- undertake contract renewal reviews
- undertake P&T reviews, normally in 3<sup>rd</sup> and 6<sup>th</sup> years
- prepare a written recommendation to the department Chair after contract renewal and P&T reviews
- advise candidate on strengths and weaknesses after all reviews

Promotion:

- Inform candidate of procedures and materials required
- Evaluate submission and write written recommendation to the Chair

### **Responsibility of the Department Chair**

Refer to the current TAUP contract for process.

- establish departmental P&T Committee
- mentoring of candidates in first year of tenure track
- annual review of teaching, research and service activities (report to be kept in file)
- distinguish between contract renewal and P&T and observe their different requirements:
  - contract renewal evaluations require external evaluations sixth year
  - all P&T evaluations require external evaluations and complete binders as required by the faculty contract and the Office of the Provost
- maintain all records and archives of each candidate
- review written recommendations of the department's P&T Committee
- make independent recommendation to the Dean based on the materials provided by the P&T Committee and independent review of candidates' materials

### **Responsibility of the Dean**

Refer to the TAUP contract for process.



## **Addendum 1**

### **Department-Specific Examples for Promotion and Tenure Evaluation**

#### **Architecture**

##### **Tenure Evaluation**

Candidates for tenure in architecture should demonstrate that they meet the standards of outstanding performance and continuing promise for outstanding performance in research, scholarship or creative activity as required by the University's guidelines and TAUP contract, accompanied by a record of outstanding teaching. Outstanding performance for promotion and tenure is based on external measures of excellence in the field. Research, scholarship and creative work in architecture involve activities that creatively synthesize existing ideas or produce new knowledge or insights. Tenured faculty members are expected to be thought leaders in their field and will have an identifiable area of work in a field that the Department considers important for the future. Because a department of architecture requires faculty with diverse capabilities, individuals can have intellectual impact on their field in a variety of ways, including through their research, scholarship, design or practice. Candidates should indicate the primary manner in which their contribution to the field is made and provide evidence of this as detailed below. In all cases, candidates must have made a sustained contribution across a number of projects in accordance with an annually revised research plan indicating research goals and objectives. The work must be viewed as innovative or groundbreaking by leaders in their field. In architecture, much important work occurs in teams and this is encouraged. However, the contribution of the individual being considered for tenure or promotion should be singled out and highlighted.

The following is taken as evidence for tenure in:

##### **1. Research Track**

For individuals whose primary contribution is in research and scholarship about architecture, evaluation is based on publication of research findings and validated scholarly contributions. The two trajectories are 1) research that builds on a body of design and practice, and is focused on further examination and discovery that is best addressed in the academic setting, and 2) scholarly research that focus on themes of architectural discourse (for example history, theory, urbanism, practice modes, technologies, etc.). Dissemination and validation of work will vary with the specifics of architectural discourse, but the candidate must demonstrate expertise through a record of blind peer reviewed publication. The following are examples of acceptable placements and types of publications, this list is not exhaustive: blind peer reviewed conference presentations and proceedings or blind peer reviewed articles, books, and book chapters. The candidate's body of work can include dissemination in architectural publications by organizations that represent the range of architectural research and scholarship such as American Institute of Architects (AIA), American Collegiate Schools of Architecture (ACSA), Architectural Research Centers Consortium (ARCC), European Association of Architectural Educators (EAAE), ACADIA: International Network of Design Researchers, Environmental Design Research Association (EDRA), Society of Architectural Historians (SAH). For articles, chapters and books, the journal or press should be appropriate to subject matter (for example, Birkhauser, Princeton Architectural Press, MIT Press, or other university

presses). The body of work in the research and scholarship track can include other evidence of scholarly development, including peer reviewed catalogue essays, invited publications, creative works as part of the research process, peer reviewed external grants to support research, participation in conferences as responder, lecturer, session chair, and conference organizer. This work should be presented on at least a regional and national level and the candidate should show that the work is part of current architectural discourse and does or will have impact nationally and internationally.

## **2. Creative Activity (Design and Practice) Track**

### **Design and Practice**

For individuals whose primary contribution is in design and practice of architecture, evaluation is based on creative works. The two trajectories are: 1) design inquiry that considers questions based in the practice of architecture and 2) built works. In each case evaluation will first consider the significance of what has been done. Dissemination, critical acclaim, and forms of validation will vary with the specifics of inquiry and area of expertise (for example, digital technology, building technology, community based practice, public policy, and so on). The candidate must demonstrate an accumulation of projects and/or built works to make the case for tenure. The following are examples of acceptable venues, this list is not exhaustive: juried competition awards, professional awards, and the publication of projects or built works in refereed or professional journals including awards from the American Institute of Architects (AIA), the American Collegiate Schools of Architecture (ACSA), National Council of Architecture Review Boards (NCARB), and national or international journals focused on architectural design such as Architectural Record, Architectural Design, Domus).

The body of work in the design and practice track can include other evidence of scholarly development, including catalogue essays, invited publications, chapters in edited books, peer reviewed conferences and conference proceedings, peer reviewed grants to support research, favorable reviews of work by important critics in the field, invited publications, monographs of built works, commissioned or funded technical reports, invited lectures and exhibitions, participation in conferences as responder, lecturer, session chair, and conference organizer. This work should be presented on at least a regional and national level and the candidate should show that the work is part of current architectural discourse and does or will have impact nationally and internationally.

### **Promotion**

Promotion to the rank of Associate Professor is awarded to a faculty member who demonstrates a record of outstanding performance and continuing promise of outstanding performance as a faculty member. This standard is demonstrated by carrying out an independent research, scholarly, design or practice agenda and having an important influence on their field through the work they produce. He/she will have a record of high quality teaching in fields important to the Department's academic agenda. He/she will have a significant body of work known by leaders in their field and exhibit the intellectual and personal qualities expected to lead to an appointment to a professorship.

Promotion to the rank of Professor indicates a mature scholar or practitioner whose achievements have won outstanding approval by peers inside and outside the University and whose presence on the faculty enhances the prestige of the University. The principal criteria for promotion to the rank of professor will be whether the individual is considered to be a leader of his or her field nationally or internationally, whether there has been a sustained pattern of contributions across many projects and whether the candidate is likely to remain productive into the future. Contributions to professional societies, advisory panels, and/or public service are counted as evidence of leadership. Professors are expected to assume responsibility for guiding the Department and take on leadership roles in the Department, School and University. Professors need to assure that their more junior colleagues are mentored well, become effective teachers, and are offered opportunities to develop productive careers. They set the intellectual tone for the Department, and should always be looking for ways of engaging their colleagues in productive inquiry.

## **Teaching**

Teaching will be evaluated through an annual review of a tenure track faculty's teaching methods by the Department Promotion and Tenure Committee. A written summary of each review will be prepared by the Committee and made available to the candidate and put in his/her file. A copy also will be kept in the Committee's file. The Committee must schedule at least one classroom visit a semester and write a summary of that visit in order to obtain and demonstrate a broad overview of the candidate's performance.

The annual review must include: presentation of actual student work or digital files of student work from each class taught that year; presentation of teaching methods and objectives for each class with a written summary by the candidate of teaching procedures; syllabi, bibliographies, informational handouts, articles, and any other information that is appropriate. The Temple University Course and Teaching Evaluation form must be included for each course taught by the candidate during the period covered by the annual review. This form must be administered by the procedure outlined in the evaluation instructions that accompany the Course and Teaching Evaluation form.

A peer review/class visit of the candidate's teaching by a member of the Promotion and Tenure Committee must occur during one class each semester. The time and date of the review of this peer review/classroom visits will be scheduled during each semester, following conferral with the candidate. After the faculty member observes a class and writes a summary report, a copy of the compiled summary reports is given to the candidate by the Committee Chair. The candidate shall have the opportunity to discuss the written summary reports with the Committee. The compiled summary reports and any written response from the candidate will be kept in the candidate's file.

A chronology of invitations to other parts of the University, to other universities and schools of architecture and allied disciplines and the nature of the contribution made should be documented.

Evaluation of teaching performance will be made against the following criteria. Outstanding performance can be achieved through the accumulative effect of evidence across all of the following categories:

- Performance in the classroom
- Command of the material of the course

- Familiarity with current ideas and developments in the disciplinary area and its teaching
- The ability to shape new courses at all academic levels
- Innovation in teaching methods and course offerings
- Advising and accessibility to students
- Objectivity and fairness in the evaluation of student performance
- Student achievement and awards

## **Service**

The tenure and promotion committees expect the candidate to perform service for his/her department, School, University, community, and field. Service is an important consideration for assessing outstanding performance, overall, but one that is given secondary importance to teaching and research/creative work. The candidate will be asked to submit a service resume in addition to his/her teaching and research resume.

A service resume may include the following categories:

- Contribution to Departmental activities or a Departmental committee
- Contribution to collegial activities or a collegial committee
- Contribution to University activities or a University committee
- Contribution to a TAUP committee
- Contribution to student organizations
- Contribution to a professional organization
- Contribution to a service, non-profit or non-governmental organization through the use of professional expertise

Material evidence submitted under the category of service may take the form of published committee reports, letters of commendation, assumption of leadership roles within the academic community and its governance, participation in the maintenance of professional organizations and in the execution of their charge etc.

## **Addendum 2:**

### **Department-Specific Examples for Promotion and Tenure Evaluation**

#### **Art History**

##### **For tenure/promotion to Associate Professor**

###### **Research/Scholarship**

To achieve an “outstanding” evaluation for research, the candidate should demonstrate a body of work of professional achievement, especially undertaken beyond the dissertation. In most cases, the candidates will be expected to have a book-length manuscript in proof or published form, from a press that evaluates manuscripts by a blind peer review process, or equivalent product of scholarship, such as a scholarly catalogue connected to a major exhibition at an important museum. The manuscript, if it originated as a doctoral thesis, will show development of the topic so that the work exceeds the dissertation. In unusual cases, the candidate may substitute a significant number of nationally or internationally recognized, peer-reviewed examples of work, provided they are of sufficient length and quality. In addition, the candidate will demonstrate independent work that goes beyond the doctoral dissertation whether it be through blind peer-reviewed articles, edited books, book chapters, book reviews, catalogue essays, papers given, grants obtained, or any other evidence of a scholarly development. Participating in conferences as lecturer, responder, session chair, conference organizer, curating exhibitions and related activities can provide further evidence of scholarly achievement. This work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

###### **Teaching/Instruction**

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (SFFs and peer review) will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. S/he should participate in the graduate programs of the Department by advising theses and dissertation, serving on master's thesis and doctoral examination and dissertation committees. S(he) should oversee directed researches and serve on MFA review committees, if appropriate. It is expected that the candidate be a member of the graduate faculty in good standing. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses. The candidate should help build the contents of the Department mages database and suggest ways to improve the holdings of Temple's libraries.

###### **Service**

The tenure and promotion committees expect the candidate to perform service for his/her department, School, University, community, and field. Service is an important consideration for assessing outstanding performance, overall, but one that is given secondary importance to

teaching and research/creative work. Service may come in the form of individual or committee work or community service. Such service may include, but is not limited to: attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students (especially as Undergraduate Advisor or Graduate Chair); curating exhibitions; and working in the community within the candidate's area of expertise. Some of these activities overlap with the "Research/Scholarship" category.

## **For Promotion to Full Professor**

### **Research/Scholarship**

In addition to the requirements for promotion to Professor, the candidate should provide clear evidence of outstanding performance and promise of continued outstanding performance as demonstrated by considerable prominence in the field. Within Art History, this will normally occur after the publication of a second book or catalogue, or publication of numerous articles, in blind peer-reviewed presses or nationally and internationally prominent venues. The candidate's national and international standing and evidence such as prizes or awards for the scholarly work or evidence of successful applications for grants will be weighed heavily.

### **Teaching/Instruction**

In addition to the requirements for promotion to Professor, the candidate will provide evidence of outstanding performance and promise of continued outstanding performance as demonstrated by sustained efforts within the graduate programs of the School, including continued membership on MFA review committees, MA theses, and PhD examinations and dissertations. Teaching awards and prizes will also contribute in this category. The candidate is further expected to have engaged in certain activities such as mentoring more junior faculty, developing teaching programs and curriculum for the Department and developing cross-departmental professional projects as well as, potentially, having been invited to teach, lecture, or participate in nationally-recognized programs outside of his own.

### **Service**

In addition to the requirements for promotion to Professor, the candidate should have developed a leadership role within the Department, School and University and provided leadership to professional organizations and service to the community.

### **Addendum 3:**

#### **Department-Specific Examples for Promotion and Tenure Evaluation**

##### **Art Education and Community Arts Practices**

###### **Tenure Committee**

The Department's Tenure Committee will consist of all full-time tenured faculty members, including those on leave, who have served at least one full year in the Department as a full-time member, excluding those holding administrative positions. A candidate under consideration for tenure cannot vote on his/her own candidacy, however, at his/her option may address the Tenure Committee during the first meeting when deliberations take place. The members of the Department's Tenure Committee shall elect a chair to preside over the meeting. The Chair of the Department Tenure Committee cannot be the Department Chair. To vote on the case, the faculty member must have reviewed the materials in advance and must be in physical attendance at the meeting(s) in which deliberations are held and at the separate meeting in which voting is held.

###### **Promotion Committee**

The Department Promotion Committee will consist of all full-time Presidential faculty, not under consideration, who have served at least one full-year in the Department as a full-time faculty member and who hold a higher rank than that of the person being considered. Faculty who have served in the Department for less than one year will be invited to participate in promotion recommendations but shall not have voting privileges. The Department Chairperson shall convene the Department's Promotion Committee. The Department Promotion Committee will elect a committee chair that is not the Department . To vote on the case, the faculty member must have reviewed the materials in advance and must be in physical attendance at the meeting(s) in which deliberations are held and at the separate meeting in which voting is held.

###### **The Annual Review with the Candidate for Tenure**

The candidate may call upon the Department Chairperson for advice in the preparation of materials in advance of the annual review. The Department's Tenure Committee will review the status and performance of the candidate for tenure annually and provide minutes of the review. If necessary, the Tenure Committee will meet to affirm the minutes. Following this, the Department Chairperson will convey in writing to the candidate the opinions and advice of the Department Tenure Committee, as well as his/her own to the candidate. The candidate will acknowledge in writing the receipt of this report. The candidate has the right to respond in writing to the contents of the report. The candidate's response, if any, will be kept on file in the Department.

###### **Consideration for Tenure**

During the fall semester the Department's Tenure Committee (observing the University's tenure calendar) will meet to consider and vote on the candidacy for tenure. (*See Tenure Committee*).

###### **Preliminary Meeting with the Candidate for Promotion**

In the spring semester prior to the candidate's promotion review the Department Chairperson will meet with the candidate. The Department's Promotion Committee will then meet in the spring semester to conduct a preliminary review of the candidate's performance in teaching, research and service. Following this meeting the Department Chairperson will convey the opinions and advice of the Department's Promotion Committee, as well as his/her own to the candidate. The Department Chairperson will write a narrative report of this meeting which the candidate will read and sign if he/she is in agreement with its contents. The narrative report will be kept on file in the Department.

### **Consideration for Promotion**

During the fall semester the Department's promotion committee (observing the University's Promotion Calendar) will meet to consider and vote on the candidacy for promotion. (*See Promotion Committee*).

### **Materials to be Submitted by Candidate**

The candidate will present a detailed curriculum vitae, documentation of research, list of exhibitions, exhibition catalogues, reviews of exhibitions, list of grants, and/or examples of published work and/or slides. The candidate must include documentation of service to the Department, college, University, community, and to his/her field. In addition to the specified materials, the candidate for tenure or promotion may submit for consideration whatever materials he/she believes will support his/her candidacy. The Department Chairperson may be consulted in regard to the choice and preparation of materials. Materials shall be available to the Department two weeks prior to the deliberation.

### **Areas of Evaluation**

Candidates for tenure and promotion will be evaluated in the three areas of teaching, research, and service. The candidate's performance in each will be evaluated separately. Refer to the current TAUP contract for complete evaluation information. In the event of conflict between department procedures and guidelines and those stated in the current Temple-TAUP collective bargaining agreement ("the Contract"), the contract will take precedence.

### **Teaching**

The Department's course evaluation form will be used in the assessment of the candidate's teaching performance in all courses each semester until the tenure review. The candidate for promotion must have administered the Department's course evaluation form in all courses during the two semesters prior to the promotion review. While great importance is placed on the results of the student evaluations, other factors may be considered, for example, direct observation of classes, unsolicited letters, course syllabi, undergraduate and graduate student advising, independent thesis work, student supervision in internship and student teaching placement sites.

### **Service**



The tenure and promotion committees expect the candidate to perform service for his/her department, School, University, community, and field. Service is an important consideration for assessing outstanding performance, overall, but one that is given secondary importance to teaching and research/creative work. Service roles in both art education and community arts include contributions locally, regionally, nationally, and internationally. Outstanding service is defined as that which goes beyond routine committee participation and is truly substantive, for example: editorships, editorial boards, chairs of national special interest groups in and outside of the art education field, arts exhibition juries, foundations, workshops

Boards:

- Boards of any of the Scholarly Organizations Listed under Research/Creative Work
- College Art Association
- Community Arts Advisory Boards

### **Research/Scholarship/Creative Activity**

The following list offers guidelines to the kind of evidence required to indicate outstanding performance in this category. Publishing, conference presentations, arts events, installations, performances and exhibitions all count as research in the fields of Art Education and Community Arts Practices.

Evidence of respect from one's professional field should be included in the candidate's package.

ACADEMIC AREA:

- Books: Single-authored and edited
- Juried and Invited publications: books
- Peer-Reviewed Publications: articles
- Publications: essays
- Publications: book reviews
- Journal and Book Publications: Editorships
- Grants and fellowships
- Regional, national, and international juried and invitational presentations, lectures, papers delivered
- Awards

JOURNALS (including but not limited to):

- Peer Reviewed national and international research and teaching journals in Art Education.
- Invited distinguished journals outside of the art education field, which have editors and editorial boards
- Non-juried published interviews and reviews.

It should be emphasized that all of the lists in the categories below are a highly selective sampling, limited in number, and serve as a representation of possible venues of activity. Art Education and Community Arts Practices, in both national and international venues are

areas that include specialties and sub-specialties. Candidates may well have published in journals, presented papers at conferences, or received grants and awards not on these lists. This should not imply any deficiencies in scholarly activity. Each candidate must be evaluated on a case-by-case basis

#### REFEREED:

International Journal of Education through Art  
International Journal of Education and the Arts  
Visual Inquiry: Learning and Teaching Art  
Studies in Art Education  
The Journal of Art Education  
The Journal of Social Theory in Art Education  
Teaching Artist  
Journal of Arts & Communities  
Leading Community Arts on-line journals  
Visual Arts Research  
The Journal of Cultural Research in Art Education  
Visual Culture and Gender  
The Journal of Art for Life

#### INTERNATIONAL CONFERENCES:

International Congress of Qualitative Inquiry  
InSEA World Congress  
Narrative Matters

#### NATIONAL CONFERENCES:

National Art Education Association  
American Art Therapy Association  
American Educational Research Association  
Animating Democracy  
Imaging America  
Social and Political Thought Conference  
Creative Time Summit

#### TEMPLE AWARDS:

- Lindback Award
- Great Teaching Award
- Temple Research and Creative Achievement Awards
- Stauffer Award

#### EXTERNAL GRANTS/FUNDING SOURCES FOUNDATION:

- Government
- National Endowment for the Arts

- J. William Fulbright Scholar Program
- National Institute of Health

#### National and Regional Foundations

- Knight Foundation
- Cummings Foundation
- Mid-Atlantic Foundation

#### COMMUNITY ARTS PRACTICES AREA:

- Facilitating, curating, and directing community arts installations, performances or exhibitions
- Building ongoing partnerships and collaborative projects with community members, neighborhood leaders, families, organizations, students
- Publication of books, articles, book chapters
- Grants or fellowships
- Review of a community arts performance/exhibition
- Awards

#### **Studio Area:**

- Exhibitions in museums
- Exhibitions in galleries or alternative or non-profit spaces of significance (Significance is indicated by the connections of these spaces with other noted artists and shows)
- Residencies
- Grants, fellowships, awards
- Exhibition reviews
- Publications: reviews of exhibitions, exhibition catalogs, inclusion in books or articles
- Juried exhibitions

Note: In addition to the candidate's personal contributions, collaborative Work/Co-Authored presentations and publications/papers or co-authorships are well respected and reflect the way in which art educators and community artists practice. The candidate's personal contributions should be well delineated.

#### NOTE: LONG-TERM STRUCTURAL NEEDS OF THE INSTITUTION

If it becomes apparent that the long-term needs of the department, school, or university make the attainment of tenure unlikely the candidate for tenure must be notified by the department chairperson at the earliest possible date. It is expected that an anecdotal record will accompany the candidate for each annual review so the candidate is fully apprised of suggested improvements in the areas of teaching, research, and service toward promotion and tenure.

## **Addendum 4:**

### **Department-Specific Examples for Promotion and Tenure Evaluation**

#### **Crafts**

The Crafts Department includes undergraduate and graduate curriculum in studio, seminar, and professional development courses.

Faculty members in Crafts are expected to exhibit creative works, maintain an excellent level of teaching accomplishment, and provide service to the Department, college and University.

This document is intended to describe standards for promotion and tenure that apply specifically to the Craft Department disciplines of Ceramics, Glass, Fibers and Material Studies, and Metals/Jewelry/CAD-CAM. The candidate for tenure and promotion is responsible for reviewing and understanding the requirements for promotion and tenure in all of these documents and providing the necessary documentation as outlined in the guidelines mentioned above. These guidelines are designed to ensure a fair and systematic process, from the Departmental to the University level. Because the curriculum in the Departments overlaps various studio areas, each candidate will be evaluated on a case-by-case basis.

The Crafts Department recognizes that the very nature of these disciplines requires an extraordinary faculty commitment to the Department in terms of service to the area in which a faculty member is appointed. More than any other department, by the very nature of these disciplines and complex facilities, faculty in the Crafts are required to participate in studio management, oversight, maintenance, advising, mentoring, and other activities at a level that is beyond the scope and requirement of other areas. Active participation in these activities is required in order to maintain outstanding teaching, research, and service. As such, these activities shall be weighed heavily.

Due to the small number of faculty in each area (one or two tenured or tenure-track faculty per area), the Department recognizes that the Area Head takes on a significant level of commitment to the area including but not limited to all advising; curriculum development and implementation; training, mentoring, and supervision of adjunct faculty; advising and supervision of student groups; planning, organizing, and overseeing visiting artists, student exhibitions, major events, development activities, and recruitment; budget; scheduling; hiring; and safety. As such, service as Area Head shall be weighed heavily as a factor in the areas of Teaching and Service as appropriate to the specific activity.

#### **For tenure/promotion to Associate Professor**

##### **Research/Scholarship/Creative Activity**

To achieve an “outstanding” evaluation for research, the candidate should demonstrate a body of work of professional achievement, especially undertaken beyond the MFA level. This would include museum exhibitions, solo exhibitions at significant venues in major cities, national and international, invitational/juried group exhibitions at significant venues, inclusion in

contemporary surveys, and inclusion in public collections, and significant private collections. The Department recognizes that Philadelphia, as a major east coast city, is host to many venues of national and international standing, as are New York, Baltimore, and Washington DC. Given the diversity of works produced in the varied areas of the Department, venues shall be evaluated for significance in relation to the specifics of the area of the candidate's focus. Frequency of exhibition shall be understood in relation to the area of focus; for example, exhibitions of large-scale installations may occur less frequently than group exhibitions, but shall be weighed accordingly.

Other measures of outstanding performance include but are not limited to participation in national conferences, art fairs, international conferences and international biennials. Recognition of outstanding performance also takes the form of awards of fellowships, grants and residencies and in reviews, articles, and/or inclusion in printed and digital publications.

Participating in conferences as conference organizer, session chair, lecturer, responder, curating exhibitions and related activities can provide further evidence of significant achievement in field of discipline. These activities, in the context of a studio artist's work, are analogous to producing a one-person exhibit. This work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact nationally and/or internationally.

### **Teaching/Instruction**

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (SFFs) will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. S/he should participate in the graduate programs of the Department by overseeing directed research and serving on MFA review committees. Innovative teaching, use of technologies, an active role in student advising, and strong student evaluations are the goals for both graduate and undergraduate courses. The candidate should actively participate in the curricular developments of the BFA and MFA programs.

### **Service**

To achieve an "outstanding" evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the Department, School, University, and profession. This may come in the form of individual or committee work or community service. Such service may include, but is not limited to: attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students (especially as Undergraduate Advisor or Graduate Chair); curating exhibitions; and working in the community within the candidate's area of expertise. Some of these activities overlap with the "Research" category, such as but not limited to, invitations to lecture at other institutions, serving as an external evaluator, or exhibition juror, are also considered service to the field.

## **For Promotion to Full Professor**

### **Research/Scholarship/Creative Activity**

In addition to the requirements for promotion to Professor, the candidate should provide clear evidence of considerable prominence in the area of focus, beyond the work that was included in the promotion to Associate Professor. This will normally occur after/with the establishment of a nationally notable exhibition record (solo, group, invitational, and/or juried) at significant venues. The Department recognizes that Philadelphia, as a major east coast city, is host to many venues of national and international standing, as are New York, Baltimore, and Washington DC. Given the diversity of works produced in the varied areas of the Department, venues shall be evaluated for significance in relation to the specifics of the area of the candidate's focus. The candidate's national and international standing as evidenced by residencies, fellowships, visiting artist lectures/workshops, and awards for creative research will also be considered in relation to the exhibition record. Frequency of exhibition shall be understood in relation to the area of focus; for example, exhibitions of large scale installations may occur less frequently than group exhibitions, and shall be weighed accordingly.

### **Teaching/Instruction**

In addition to the requirements for promotion to Professor, the candidate will provide evidence of sustained efforts within the graduate programs of the School, including continued membership on MFA review committees. The candidate is further expected to have engaged in certain activities such as mentorship to junior faculty, development of teaching programs and curriculum for the Department and developed cross-departmental professional projects and may have been invited to teach, lecture, or participate in nationally-recognized programs outside of his/her own.

### **Service**

In addition to the requirements for promotion to Professor, the candidate should have developed a leadership role within the Department, School and University within significant committees and provided leadership to professional organizations and service to the community.

## **Addendum 5:**

### **Department-Specific Examples for Promotion and Tenure Evaluation**

#### **Foundation**

Foundation includes undergraduate faculty members in the Foundations Department who may periodically teach in other departments of the college. Faculty members in Foundation are expected to exhibit creative work and/or publish scholarly works, maintain an excellent level of teaching accomplishment, and provide service to the Department, college and University. This document is intended to describe standards for promotion and tenure that apply specifically to the discipline of Foundation studio teaching.

#### **For Tenure/Promotion to Associate Professor**

##### **Research/Scholarship/Creative Activity**

To achieve an “outstanding” evaluation for research, the candidate should demonstrate a body of work of professional achievement, especially undertaken beyond the MA or MFA level. Because Foundation is a synthetic area, bringing together knowledge and experience from a range of studio and critical fields, the body of work considered for promotion and tenure may be broader than in some other disciplines, including not only exhibitions, but also publications of original scholarship. The distinction between ‘outstanding’ achievement and other noteworthy accomplishments will be made in the degree of peer review each item requires and the discourse it generates. Preference will be shown for curated, invited, or juried exhibitions, for blind peer reviewed articles, edited books, chapters in books, book reviews, catalog essays, papers given, grants obtained, or any other evidence of scholarly development. Research in the form of the development of processes or materials that are brought to market, trademarked, patented, or otherwise recognized as significant advances shall also be regarded as evidence of significant accomplishment. Participating in conferences as conference organizer, session chair, lecturer, responder, curating exhibitions and related activities can provide further evidence of scholarly achievement. These activities, in the context of a studio artist’s work, are analogous to producing a one-person exhibit. This work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

##### **Teaching/Instruction**

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from periodic teaching reviews (SFF) will play a role in this evaluation, as will observations by the candidate’s tenure review committee. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. S/he should participate in the graduate programs of the college by serving on MFA review committees, if appropriate. It is expected that the candidate be a member of the undergraduate faculty in good standing. Innovative teaching, use of technologies, appropriate advising, and strong student evaluations are the goals for both graduate and undergraduate courses. The candidate actively participates in the development of Foundation curricula in the relevant area of his/her practice,

including the creation of teaching supplements and evaluation tools for use by the Department's full and part time faculty.

### **Service**

To achieve an "outstanding" evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the Department, School, University, and profession. This may come in the form of individual or committee work or community service. Such service may include, but is not limited to: attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students; and working in the community within the candidate's area of expertise. An effort should be made to clearly distinguish between service activities and those considered for the "Research/Scholarship" category.

### **For Promotion to Full Professor**

#### **Research/Scholarship/Creative Activity**

In addition to the requirements for promotion to Professor, the candidate should provide clear evidence of considerable prominence in the various fields that Foundation encompasses. This will normally occur after the maintenance of a nationally notable exhibition record (as indicated by critical discourse surrounding the appearance of work at exhibition), and/or after the publication of a second book or catalogue, or publication of numerous articles, in blind peer-reviewed presses or nationally and internationally prominent venues. The candidate's national and international standing and evidence such as prizes or awards for the scholarly work or evidence of successful applications for grants will be weighed heavily.

#### **Teaching/Instruction**

In addition to the requirements for promotion to Professor, the candidate will provide evidence of sustained efforts within the programs of the School, including continued membership on MFA review committees. Teaching awards and prizes will also contribute in this category. The candidate is further expected to have engaged in certain activities such as mentor to more junior faculty, development of teaching programs and curriculum for the Department and developed cross-departmental professional projects and may have been invited to teach, lecture, or participate in nationally-recognized programs outside of his own.

### **Service**

In addition to the requirements for promotion to Professor, the candidate should have developed a leadership role within the Department, School and University within significant committees and provided leadership to professional organizations and service to the community.



## **Addendum 6:**

### **Department –Specific Examples for Graphic Arts and Design Department**

#### **Area-Specific Examples for Promotion and Tenure Evaluation**

##### **Graphic Arts & Interactive Design**

This document is intended to describe standards for promotion and tenure that apply specifically to teaching the discipline of Graphic Arts and Interactive Design.

##### **For tenure/promotion to Associate Professor**

###### **Research/Scholarship/Creative Activity**

To achieve an “outstanding” evaluation for research/scholarship/creative activity in Graphic Arts and Interactive Design, the candidate must present documentation of a body of work that has received significant professional recognition. The candidate’s work should be recognized on a regional and national level, and there should be strong evidence that this work does or will have impact internationally. Peer review will determine the relative significance of the candidate’s documented activities and achievements.

Graphic Arts and Interactive Design is a studio discipline in which professional practice can consist of client-based and/or self-authored design work. In addition to the production of actual design work, professional designers can also engage in writing and speaking about design in a variety of contexts. In professional design practice, the following activities could be viewed as analogous to a fine artist’s one-person exhibition: curated, juried or edited exhibitions or publications, juried design work in online design portals, communities, juried competitions, awards, work accepted into major collections, commissioned work, authoring or editing of design books or articles in design publications, consultation on or contributions to design books, writing in design blogs and online design communities, pre-publication book reviews, catalog essays, lectures at outside academic or professional institutions and organizations, invitations to jury or curate exhibitions or competitions, participation in conferences (organizer, session chair, lecturer, panelist, or responder), papers delivered, presenting online design webcasts, interactive digital installations, or grants obtained. The development of processes or materials that are brought to market, trademarked, patented, or otherwise recognized as significant to the field would also qualify as evidence of research excellence.

###### **Teaching/Instruction**

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, the ability to interact and communicate effectively and appropriately with students and peers, and the capacity and willingness to teach at all levels of the design program, sophomore through graduate.

Outstanding teaching is documented through the following: insightful and supportive critique of student work, project outcomes that meet the standards of the design program, participation in the development of Graphic Arts and Interactive Design curriculum, innovative approaches to

teaching, use of current and appropriate technologies, organizing speakers and workshops, organizing exhibitions of student work, engaging in independent studies or internships, consistent inclusion of student work in senior and/or graduate level design portfolios, scholarly or professional mentoring, participation in student projects for the public good, interdisciplinary initiatives, invitations to teach, lecture, or participate in nationally-recognized educational institutions outside of Tyler, service on MFA review committees, awards for teaching, and student work produced in the candidate's classes that is accepted for publication in national or international design publications or exhibitions, online publications, design portals, online design communities and/or student work that wins awards in local, national or international design competitions.

Observations by the candidate's peers within the area and Department and the candidate's tenure review committee as well as information from periodic teaching reviews (SFF/CATES) will play a role in the evaluation of teaching.

## **Service**

To achieve an "outstanding" evaluation for service, the candidate should demonstrate active participation in the affairs of the area, Department, School, University, and the design profession. A clear distinction is made between service activities and those considered for the "Research/Scholarship/Creative Activity" and "Teaching" categories.

Service may come in the form of individual or committee work or community service. Such service may include, but is not limited to: serving as area head or Department Chair, supervising area facilities; active service on college or university committees, participation in Open House or Foundation Presentations, mentoring adjunct faculty, attending conferences; *pro bono* consulting for non-profit organizations, working in the community within the candidate's area of expertise, advising or mentoring students and alumni, or engaging in fundraising activities.

## **For Promotion to Full Professor**

### **Research/Scholarship/Creative Activity**

In addition to the requirements for Professor, the candidate for Full Professor should provide clear evidence of national and international prominence in the field of Graphic and Interactive Design. The candidate's standing should be documented as described in this document. The candidate's record of significant achievements and honors in the discipline after his/her year of tenure will be the primary consideration.

### **Teaching/Instruction**

In addition to the requirements for Professor, the candidate for Full Professor must demonstrate consistent engagement in a wide variety of teaching activities as described in this document. A candidate for Full Professor must contribute significantly to the design program in a variety of ways: consistent high quality of his/her student work, recognition of student work through its inclusion in publications, exhibitions and competitions, awards and honors directly linked to student work produced under the candidate's supervision, active participation in curriculum development within the discipline and mentorship of junior or adjunct faculty and students. The

candidate will also be expected to show sustained participation in the graduate programs of the School, including continued membership on MFA review committees.

## **Service**

In addition to the requirements for Associate Professor, the candidate for Full Professor must have developed a strong leadership role within the area, Department, School and University. This leadership may include serving as Area Head, chairing and/or serving on significant committees and other University groups, active participation in professional organizations and other types of service to the college, University and community.

## **Documentation of Research/Scholarship/Creative Activity in Graphic and Interactive Design can include the following:**

### **Publications**

Publishing in Graphic and Interactive Design includes a candidate's design work and/or writing.

*Examples of national and international publications include:*

- *365: AIGA Year In Design, The Annual of the AIGA* (juried)
- *American Illustration* (juried)
- *Applied Art Magazine*
- *The Art Directors Club of New York Annual* (juried)
- *Communication Arts Magazine* (all juried annuals including: Advertising, Design, Illustration)
- *CMYK Magazine* (juried)
- *Creativity Annual* (juried)
- *Graphis* (all juried annuals including: Advertising, Annual Report, Book Design, Branding, Design, Logo, Poster, Promotion, etc)
- *How Magazine* (all juried annuals including: International Design, Promotion Design, Interactive Design)
- *Metropolis Magazine*
- *Novum, Munich, Germany*
- *Print Magazine* (all juried annuals including: Regional Design, Interactive Design)
- *The Type Directors Club of New York Annual* (juried)

*Examples of major design publishers include:*

- Abrams
- Laurence King Publishing
- Rockport
- Taschen
- Thames and Hudson

- Thomson/Delmar Learning
- Watson-Guptill, etc.

**International Conferences (including but not limited to):**

- Aspen Design Summit
- Hawaii International Conference on Arts & Humanities
- IDCA, International Design Conference in Aspen
- Icograda Design Week

**National Conferences (including but not limited to):**

- AIGA (American Institute of Graphic Arts) Design Conference
- AIGA Business and Design Conference
- AIGA Design Education Conference
- How Design Conference
- ICON (The Illustration Conference)
- UCDA Conference (University & College Designers Association)

**Exhibitions/Competitions (including but not limited to):**

- 365: AIGA Annual Design Competition and Exhibition
- The China International Poster Biennial
- The Colorado International Invitational Poster Exhibition
- Communication Graphics, AIGA
- Ekoplagát, the International Triennial of Environmental Posters, Slovak Republic
- Festival d’Affiches de Chaumont, France
- Fourth Block Triennial of Eco Posters and Graphics, Kharkov and Moscow
- Golden Bee, Moscow International Biennale of Graphic Design
- Good 50 x 70, The Project that Helps Social Communication
- The Hong Kong International Poster Triennial
- The International Biennial of Socio-Political Posters, Auschwitz, Poland
- Lahti Poster Biennial, Finland
- International Biennial of the Poster in Mexico
- The International Triennial of the Political Poster, Mons, Belgium
- Taiwan International Poster Design Awards
- Trnava Poster Triennial, Slovak Republic
- Annual Awards Exhibition of the Type Directors Club of New York
- The International Poster Biennial, Warsaw, Poland

**Prizes and Awards (including but not limited to):**

- American Institute of Graphic Arts: Certificate of Excellence
- Art Directors Club of New York: Gold, Silver, Merit
- Graphis Poster Annual: Gold Award
- How Magazine’s Design or International Design Awards: Certificate of Merit

- Print Regional Design Annual: Certificate of Design Excellence
- Type Directors Club of New York: Citation for Typographic Excellence
- Awards given for International Design Competitions (see above: Exhibitions/Competitions)

**Collections (including but not limited to):**

- Brandenburgische Kunstsammlungen Cottbus/Museum für Zeitgenössische Kunst Fotografie und Plakat, Cottbus, Germany
- Center for the Study of Political Graphics, Los Angeles, California
- Colorado State University International Poster Collection, Fort Collins, Colorado
- The Cooper Hewitt Museum
- Hong Kong Heritage Museum, Hong Kong
- The Israel Museum, Jerusalem
- The Ján Koniarek Gallery, Trnava, The Slovak Republic
- City of Lahti Poster Museum, Lahti, Finland
- The Lauri Tarasti Collection of Environmental Posters, Lahti, Finland
- Les Silos/Maison du Livre et de l’Affiche, Chaumont, France
- Massachusetts College of Art Poster Collection, Boston
- Museum für Kunst und Gewerbe, Grafische Sammlung, Hamburg, Germany
- The Museum of Modern Art
- The Museum of Arts, Zilina, Slovakia
- Musée de la Publicité, Les Arts Decoratifs, Paris
- Plakatsammlung Tini und Erdmut August, Osnabrück, Germany
- Poster Collection, Warsaw, Poland
- The Poster Museum, Wilanów, Poland
- Taiwan Poster Design Association, Taipei, Taiwan/The Republic of China
- The University of Connecticut International Poster Archives, Storrs, Connecticut

**Design and Design Related Blogs (including but not limited to):**

- Brand New
- Design Observer
- Design Envy
- Design Work Life
- The Dieline
- Grain Edit
- No Plastic Sleeves
- Swiss Miss
- Under Consideration
- We Love Typography

**Interactive (including but not limited to):**

- Juried online design communities such as coolhomepages.com, newstoday.com.
- Juried online forums and events such as flashforward.com, flashgoddess.com, idonline.com, & communicationarts.com.

- Juried online competitions such as <http://www.resfest.com>,  
<http://www.horizoninteractiveawards.com>, <http://sxsx.com>, <http://www.bafta.org>,  
<http://www.webbyawards.com>, <http://www.interactivemediaawards.com>,  
<http://max.adobe.com/experience/maxawards/>,  
<http://www.adobe.com/cfusion/showcase/index.cfm>, <http://www.dandad.org/awards>,  
<http://www.thefwa.com/>, <http://www.howdesign.com/design-competitions/interactive-design-awards/>,  
<http://enter.oneclub.org/>, <http://www.pixelawards.com/>,  
<http://www.w3award.com/>, <http://www.webaward.org/>

## **Addendum 6.1:**

### **Area-Specific Examples for Promotion and Tenure Evaluation**

#### **Photography**

This document is intended to describe standards for promotion and tenure that apply specifically to the discipline of Photography.

#### **For tenure/promotion to Associate Professor**

##### **Research/Scholarship/Creative Activity**

To achieve an “outstanding” evaluation for research/creative work, the candidate should demonstrate a body of work of outstanding professional achievement. This will be demonstrated by showing their work in both regional and national / international exhibitions and publications. These may include recognized venues such as major museums, University, commercial, or not-for-profit galleries with their work selected through a curatorial or juried process. The candidate is expected to have their work selected for both one-person and group exhibitions, with the one-person exhibition being a higher level of accomplishment. Additionally, recognition of the candidate’s work may be demonstrated by reviews in print or on-line publications of regional or national significance, as well as in exhibition catalogues.

The most important factor in achieving an “outstanding” evaluation is that the candidate’s work is validated through a peer-review, curatorial or juried process. In addition, the candidate may demonstrate accomplishment in their creative work by being a visiting artist, lecturing on his/her work in invited venues, presenting workshops, participating in national conferences as lecturer, session chair, or conference organizer, and by curating exhibitions. Artist residencies, fellowships, awards, grants, and selection of the candidate’s work for public art/community-based projects may provide further evidence of achievement. Published writing, such as reviews of other artist’s work or exhibition catalogues may also be considered as evidence of accomplishment in that the candidate is contributing to the critical discourse in their field. All work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

##### **Teaching/Instruction**

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews will play a role in this evaluation, as will classroom/studio observation by area/Departmental colleagues. Additionally, the candidate should participate in the undergraduate program by engaging in mentoring of graduate and undergraduate students and ongoing curriculum development. The candidate should participate in the graduate programs of the Department by serving on MFA committees throughout the School and teaching graduate level classes in accordance with area needs. It is expected that the candidate be a member of the graduate faculty in good standing. Innovative teaching, use of new technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses.

## **Service**

To achieve an “outstanding” evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the area, Department, School, university, and profession. This may come in the form of individual or committee work or community service. Such service may include, but is not limited to, advising students, assisting with the annual student show, organizing other student shows on or off campus, working in the community within the candidate's area of expertise, and serving on professional boards in the field. Some of these activities overlap with the “Research/Scholarship” category.

## **For Promotion to Full Professor**

### **Research/Scholarship/Creative Activity**

In addition to the requirements for promotion to the Professor level, the candidate for Full Professor should provide clear evidence of considerable prominence in the field. Within Photography, this will normally occur after the exhibition of the candidate’s creative work in nationally and internationally prominent venues with reviews of the work. The candidate’s national and international standing will be weighed heavily by evidence such as one-person exhibitions, numerous group shows, prizes or awards for creative work, visiting artist lectures, workshops, and/or residencies.

### **Teaching/Instruction**

In addition to the requirements for promotion to the Professor level, the candidate for Full Professor will provide evidence of sustained efforts within the graduate programs of the School, including continued membership on MFA review committees. Teaching awards and prizes will also contribute in this category. The candidate is further expected to have engaged in certain activities such as serving as a mentor to more junior faculty, developing teaching programs and curricula for the Department, and receiving invitations to teach, lecture, or participate in nationally-recognized programs outside of Tyler School of Art.

## **Service**

In addition to the requirements for promotion to the Professor level, the candidate for Full Professor should have developed a leadership role within the area, Department, School, and University, demonstrated by participation and valuable contributions made on significant committees, service as area head or in other administrative duties, and service to professional organizations and the community.

Note: As recommended by the University guidelines, the Department strongly considers the assessment in the letters of outside evaluators, particularly in regard to Research/Creative Work.



## **Addendum 6.2:**

### **Area-Specific Examples for Promotion and Tenure Evaluation**

#### **Printmaking**

This document is intended to describe the standards for promotion and tenure that apply specifically to the discipline of Printmaking.

#### **For tenure/promotion to Associate Professor**

##### **Research/Scholarship/Creative Activity**

To achieve an “outstanding” evaluation for research/creative work, the candidate should demonstrate a body of work of professional achievement. This will be demonstrated by showing their work in both regional and national exhibitions. The candidate will be expected to show their work in recognized venues including University, commercial or not-for profit galleries with their work selected through a curatorial or juried process. The candidate is expected to have their work selected for both one-person and group exhibitions, with the one-person exhibition being a higher level of accomplishment. Additionally the candidate’s work needs to be reviewed in print or on-line publications of regional or national significance or in exhibition catalogues. The most important factor in achieving an “outstanding” evaluation is that the candidate’s work is validated through a peer-review, curatorial or juried process. In addition, the candidate may demonstrate accomplishment in their creative work by being a visiting artist, presenting lectures on their work, presenting workshops, participating in national conferences as lecturer, session chair, conference organizer, or by curating exhibitions. Artist residencies, fellowships, awards, or selection of their work for a public art/community based projects provide further evidence of achievement. Published writing, such as, reviews of other artist’s work or exhibition catalogues may also be considered as evidence of accomplishment in that the candidate is contributing to the critical discourse in their field. All work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

##### **Teaching/Instruction**

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (SFFs) will play a role in this evaluation as will classroom/studio observation by area/Departmental colleagues. Additionally the candidate should participate in the undergraduate program by engaging in mentoring of graduate and undergraduate students and ongoing curriculum development. She or he should participate in the graduate programs of the Department by serving on MFA committees throughout the School and teaching when possible graduate level classes. It is expected that the candidate be a member of the graduate faculty in good standing. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses.

## **Service**

To achieve an “outstanding” evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the area, Department, School, University, and profession. This may come in the form of individual or committee work or community service. Such service may include, but is not limited to advising students, assisting with the annual student show, organizing other student shows on or off campus, and working in the community within the candidate's area of expertise, serving on professional boards in the field. Some of these activities overlap with the “Research/Scholarship/Creative Activity” category.

## **For promotion to Full Professor**

### **Research/Creative Activity**

In addition to the requirements for Professor, the candidate should provide clear evidence of considerable prominence in the field. Within Printmaking, this will normally occur after the exhibition of their creative work in nationally and internationally prominent venues with reviews of the work. The candidate's national and international standing and evidence such as, one-person exhibitions, numerous group shows, prizes or awards for creative work, visiting artist lectures, workshops or residencies will be weighed heavily.

### **Teaching/Instruction**

In addition to the requirements for Professor, the candidate will provide evidence of sustained efforts within the graduate programs of the School, including continued membership on MFA review committees. Teaching awards and prizes will also contribute in this category. The candidate is further expected to have engaged in certain activities such as mentor to more junior faculty, development of teaching programs and curriculum for the Department and developed cross-departmental professional projects and may have been invited to teach, lecture, or participate in nationally-recognized programs outside of his/her own.

### **Service**

In addition to the requirements for Professor, the candidate should have developed a leadership role within the Department, School and University within significant committees and provided leadership to professional organizations and service to the community.

## **Addendum 7:**

### **Department-Specific Examples for Promotion and Tenure Evaluation**

#### **Painting, Drawing & Sculpture**

Faculty members in PDS are expected to exhibit creative work and/or publish scholarly works, maintain an excellent level of teaching accomplishment, and provide service to the Department, College and University.

This document is intended to describe standards for promotion and tenure that apply specifically to the disciplines of painting, drawing, sculpture and critical theory. Because the curriculum in the departments overlaps various studio and scholarly areas, each candidate will be evaluated on a case-by-case basis.

#### **For tenure/promotion to Associate Professor:**

##### **Research/Scholarship/Creative Activity**

###### **Studio Faculty**

To achieve an “outstanding” evaluation for research, the candidate should demonstrate a body of work of professional achievement, especially undertaken beyond the MFA level. This would include museum exhibitions, solo exhibitions at significant venues in major cities national and international, group exhibitions in New York and other major cities at significant venues, inclusion in contemporary surveys, and inclusion in public collections. Juried exhibitions are not considered significant in the disciplines of painting, sculpture and drawing.

Other measures of excellence include but are not limited to participation in national conferences, art fairs, international conferences and international biennials. Recognition of excellence is seen in the awards of fellowships, grants and residencies and in reviews and articles in major journals and books.

Participating in conferences as conference organizer, session chair, lecturer, responder, curating exhibitions and related activities can provide further evidence of scholarly achievement. These activities, in the context of a studio artist’s work, are analogous to producing a one-person exhibit. This work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

###### **Critical Theory Faculty**

To achieve an “outstanding” evaluation for research/scholarship, the candidate should demonstrate a body of work of professional achievement, especially undertaken beyond the terminal degree. In most cases, the candidates will be expected to have a book-length manuscript under signed contract, in proof or published form, from a press that evaluates manuscripts by a peer review process, or equivalent product of scholarship, such as a

scholarly catalogue connected to a major exhibition at an important museum. The manuscript, if it originated as a doctoral thesis, will show development of the topic so that the work exceeds the dissertation. In unusual cases, the candidate may substitute a significant number of nationally or internationally recognized, peer-reviewed examples of work, provided they are of sufficient length and quality. In addition the candidate will demonstrate independent work that may include a significant number of nationally or internationally recognized examples of work, peer-reviewed articles, edited books, book chapters, book reviews, catalogue essays, papers given, grants obtained, or any other evidence of a scholarly development. Participating in conferences as lecturer, responder, session chair, conference organizer, curating exhibitions and related activities can provide further evidence of scholarly achievement. The journals most important to the Department are those that focus on interdisciplinary practices and critical thinking as an appropriate venue for discussions of art driven by questions of form, content, style, and site in relation to questions of participation and collaboration, public and agency. This work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

### **Teaching/Instruction**

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (SFFs) and peer review will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. S/he should participate in the graduate programs of the Department by overseeing directed research and serving on MFA review committees. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses. The candidate should actively participate in the curricular developments of the BFA and MFA programs.

### **Service**

To achieve an "outstanding" evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the Department, School, University, and profession. This may come in the form of individual or committee work or community service. Such service may include, but is not limited to: attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students (especially as Undergraduate Advisor or Graduate Chair); curating exhibitions; and working in the community within the candidate's area of expertise. Some of these activities overlap with the "Research/Scholarship" category. Invitations to lecture at other institutions are also considered service to the field.

### **For Promotion to Full Professor**

#### **Research/Scholarship/Creative Activity**

##### **Studio Faculty**

In addition to the requirements for promotion to Professor, the candidate should provide clear evidence of considerable prominence in the field. This will normally occur after with

establishment of a nationally and internationally notable exhibition record at significant and prominent venues. The candidate's national and international standing as evidenced by fellowships and awards for creative activity will be weighed heavily.

### **Critical Theory Faculty**

In addition to the requirements for promotion to Professor the candidate should provide clear evidence of considerable prominence in the field. This will normally occur after the publication of a second book, additional catalogues, and publication of numerous articles, in blind peer-reviewed presses nationally and internationally. The candidate's national and international standing as evidenced by fellowships and awards for scholarly work will be heavily weighed.

### **Teaching/Instruction**

In addition to the requirements for promotion to Professor, the candidate will provide evidence of sustained efforts within the graduate programs of the School, including continued membership on MFA review committees. The candidate is further expected to have engaged in certain activities such as mentor to more junior faculty, development of teaching programs and curriculum for the Department and developed cross-departmental professional projects and may have been invited to teach, lecture, or participate in nationally-recognized programs outside of his own.

### **Service**

In addition to the requirements for promotion to Professor, the candidate should have developed a leadership role within the Department, School and University within significant committees and provided leadership to professional organizations and service to the community.

**Senior Vice Provost for Faculty  
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To: Teresa Soufas, Dean

From: Diane C. Maleson, SVP Faculty Development & Faculty Affairs



Re: Approved Tenure and Promotion Guidelines

Date: June 16, 2011

Attached are the School of Environmental Design's approved tenure and promotion guidelines. These documents will be in effect for the 2011-2012 academic year.

For tenure/promotion cases in the 2011-12 academic year, you should inform candidates in writing that, because the attached guidelines were not approved prior to May 1, 2011 (the deadline mandated by the President), they have the option of electing to use guidelines that were in place prior to the approval of the guidelines now in effect. If the candidate would like to do so, s/he must indicate this election in writing or else s/he will proceed according to the guidelines now in effect. Appropriate reviewing bodies involved in the candidate's tenure and/or promotion review should likewise be informed of the candidate's election.

Please remember that, for use in ensuing years, these or any redrafted guidelines must be specifically approved by December of the previous year (that is, for use in the 2012-13 academic year, these guidelines must be re-approved by December 31, 2011).

Also, please note that in the event your faculty creates any supplemental discipline specific or departmental guidelines, it is important to make sure that those documents are consistent with the School of Environmental Design's tenure and promotion guidelines.

# **School of Environmental Design (Department of Landscape Architecture and Horticulture and Department of Community and Regional Planning) Tenure and Promotion Procedures and Guidelines**

**Approved by the School of Environmental Design faculty at their meeting of December 7, 2006  
Minor revisions made September 29, 2009 to reflect organizational and contractual changes.**

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## **I. General Tenure and Promotion Procedures**

The Tenure and Promotion Procedures for the Department of Landscape Architecture and Horticulture and the Department of Community and Regional Planning of School of Environmental Design have been developed in compliance with the TAUP contract and the President's Guidelines for Review of Tenure and Promotion Applications. The levels of review for tenure and promotion of School of Environmental Design faculty includes in consecutive order: the Department Tenure and Promotion Committee; the Department Chairperson; the Personnel Committee of the School of Environmental Design, and the Dean of the College of Liberal Arts. Files are then forwarded to the Council of Deans and/or the University Tenure and Promotion Advisory Committee; the Provost; the President and the Board of Trustees (in cases involving tenure). Recommendations for promotion are made to the President, who has the authority to promote faculty. Recommendations for tenure are made by the President to the Board of Trustees, which has sole authority to grant tenure.

In all cases, the standard for the award of tenure and promotion is "outstanding performance and the continuing promise of outstanding performance" by a faculty member. Teaching/Instruction and research/scholarship/creative activity shall be primary in this evaluation. University service, service to the profession/discipline, and discipline-based community service shall be secondary.

## **II. General Tenure and Promotion Guidelines**

The Tenure and Promotion Guidelines for the Department of Landscape Architecture and Horticulture and the Department of Community and Regional Planning of School of Environmental Design have been developed in compliance with the general guidelines of the University and the President's Guidelines for Review of Tenure and Promotion Applications. The TAUP contract and the President's Guidelines for Review of Tenure and Promotion Applications remain the operative documents for

decision-making on renewal, promotion and tenure; and candidates in these categories are responsible for reviewing and understanding the requirements set forth. To the extent there is any conflict between these Guidelines and either the TAUP Contract or the President's Guidelines for Review of Tenure and Promotion Applications, those documents are controlling. The following guidelines conform to the University and Presidential guidelines, but provide more specifics relative to the field of Landscape Architecture, Horticulture, and Community and Regional Planning. These disciplines often engage in interdisciplinary research, teaching, and/or service. Therefore, significant achievements in the three areas of activities may be accomplished through cross-discipline venues.

### **III. Landscape Architecture and Horticulture**

#### **A. Scholarship of Landscape Architecture and Horticulture**

The disciplines of landscape architecture and horticulture span a wide scope including science, applied research, professional practice, planning, design, and/or art. In landscape architecture and horticulture, scholarly activity may be accomplished and realized in a variety of ways. While research and publication are considered traditional academic measures, this Department considers other types of scholarly, professional, and creative pursuits. The Department judges the individual research and/or creative work on the basis of its originality and its contribution to the intellectual life of the discipline/s. Temple University's Department of Landscape Architecture and Horticulture uniquely combines scholarly activity, teaching, and service within and across both disciplines, thus occasioning faculty contributions in one or both fields.

#### **B. Quality and Significance of Scholarship**

Quality and significance of scholarship is a key criteria for determining faculty promotion and tenure. Criteria for evaluating quality and significance include original research and a contribution to the discipline. A candidate must prepare a detailed statement articulating his or her goals and contributions to landscape architecture or horticulture scholarship. This statement must specifically be supported by a portfolio of publications and other documents that substantiate the record.

#### **C. Evaluation of Publications and Presentations**

Scholarly contributions and original research and creative work may appear in the form of: 1) articles in refereed professional and scholarly journals; 2) significant scholarly books or textbooks published by a reputable press; 3) invited chapters in scholarly books or textbooks; 4) articles of leading professional journals and/or magazines; 5) published book reviews; 6) awards for juried creative work; 7) awards in juried professional design competitions; and 8) juried exhibits of creative work. The candidate's portfolio should include documentation of the work, describe its importance, the stature of the journal or other forum in which it was published, the rigor and selectivity of the reviewing process, and the impact that the work has had on the profession including the frequency with which the work is cited (as applicable) and the extent to which the publication is available in major libraries. Published reviews of the work, if available, should be included in the portfolio. Awards garnered for creative design work and research should be from recognized and/or reputable state, national or international organizations such as the American Society of Landscape Architects and American Society for Horticultural Science. The candidate should present relevant evidence indicating the importance of the work and the rigor of the peer-review or jury process.

There is a limited outlet of academic journals within the small field of landscape architecture. Many of the journals do not have journal rankings and impact factors. Examples of academic journals in the field of Landscape Architecture include one North American journal: *Landscape Journal*, two European



journals: *Landscape Research* and *Journal of Landscape Architecture* (recently established by the European Council of Landscape Architecture Schools (ECLAS)), and one Oceania journal: *Landscape Review*. Non-refereed, research-oriented articles in professional journals and magazines such as *Landscape Architecture* may have important readership bases. Publications in this outlet are highly selective and may be a key aspect of a candidate's scholarship.

A wide range of academic journals can be found in the field of horticulture and related fields such as forestry. Examples of academic journals in horticulture include: *Journal of the American Society of Horticultural Science*, *HortScience*, and *HortTechnology*. Literally scores of other reputable journals also publish important findings in the field. For example, *Arboriculture and Urban Forestry* does not have a high impact factor, but it has very wide readership bases and is used by practitioners and professionals as well as scientists.

The candidate needs to explain the rationale for choosing particular publication outlets. If s/he chooses to publish in non-refereed publications, s/he needs to indicate how the non-refereed publications represent contributions to horticultural or landscape architectural scholarship.

Books in press can be considered, especially in tenure decisions but a candidate must submit a letter of confirmation from the publisher, as well as a current draft of the work. Textbooks must demonstrate a contribution to new knowledge in the discipline. The candidate may demonstrate the potential impact of work in press through evidence such as the standing of the press and reviews by evaluators selected by the press.

When a publication has multiple authors, the order of authorship needs to be clearly indicated on the curriculum vitae and the candidate must provide a statement detailing each author's contribution to the publication.

Editing of scholarly volumes or collections, journals, and reference works (e.g., encyclopedias) as well as other published contributions, such as published abstracts and book reviews, need to be presented in terms of the reputation, selectivity, and reviewing procedures of the publisher; published reviews; and the extent of citation.

While published instructional materials would usually be considered as contributions to teaching/instruction, they may be considered research/scholarship when they introduce new scholarly information, reorder scholarship in innovative ways, or organize existing scholarship so as to significantly modify theories in the field.

Papers and presentations presented in any format at peer reviewed professional meetings make a contribution to research/scholarship/creative activity. Invited lectures may contribute to scholarship, and often represent recognition of a candidate's achievement in the field. The candidate needs to clarify the prestige of the meeting at which a presentation was made, its review process, the scope of the meeting (e.g., local, national), and the character of the audience.

#### **D. Evaluation of Teaching/Instruction**

The candidate's statement of scholarship must include a discussion of teaching goals, experience, and accomplishments. Teaching/instruction will be evaluated based on: 1) peer evaluations of seminar or studio presentations; 2) Student Feedback Forms (SFF); 3) systematically solicited feedback from students as part of the review process (candidates should not themselves solicit letters from students);

4) prizes, awards and other formal recognition of outstanding teaching effectiveness; 5) published textbooks and pedagogical articles; and 6) pedagogically oriented presentations at peer reviewed conferences.

### **E. Evaluation of Service**

Outstanding discipline-related service to the community and larger world, University, professional organizations, and scholarly disciplines is valued in promotion and tenure decisions. When the candidate describes his or her service, distinctions must be made between important and nominal assignments, brief and extended service, regular and sporadic participation, leadership roles and mere participation. Measures of effectiveness must be specified; merely holding committee or other assignments does not meet the standard for service. Examples of notable service include faculty leadership in the design and implementation of design build projects, such as the Philadelphia Flower Show exhibits and the Ambler Arboretum garden projects.

## **IV. Community and Regional Planning**

### **A. Scholarship of Community and Regional Planning**

All faculty members of Community and Regional Planning are expected to embrace the notion of scholarship as the responsibility for advancing knowledge, strengthening the effectiveness of professional planning practice and improving society. The following expressions of scholarship apply equally to Research, Teaching, and Service.

1 **Discovery.** Discovery is the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. It is active experimentation, or exploration, with the primary goal of adding to the cumulative knowledge in a substantive way and of enhancing future prediction of the phenomena.

2 **Integration.** Integration places isolated knowledge or observations in perspective. Integrating activities make connections across disciplines, theories, or models. Integration illuminates information in a revealing way. It brings divergent knowledge together or creates and/or extends new theory.

3 **Interpretation.** Interpretation is the process of revealing, explaining, and making knowledge and creative processes clear to others. In essence, interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.

4 **Application.** Application involves asking how state-of-the-art knowledge can be responsibly applied to significant problems. Application primarily concerns assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes.

### **B. Quality and Significance of Scholarship**

Quality and significance of scholarship is a key criteria for determining faculty promotion and tenure. Criteria for evaluating quality and significance include the following:

1 **Clarity and Relevance of Goals.** Goals, objectives and basic questions of inquiry need to be clearly

defined. The overall focus of the candidate's scholarship needs to have coherence and purpose with clear direction for continuing work.

2 **Mastery of Existing Knowledge.** A scholar must be well-prepared and knowledgeable about developments in his or her field.

3 **Appropriate Use of Methodology and Resources.** A scholar must address inquiries with carefully constructed logic and methodology.

4 **Effectiveness of Communication.** Scholars should possess effective oral and written communication skills to convert knowledge into language that is understood by appropriate audiences.

5 Significance of Results. Scholars need to demonstrate the impact of their work and how their work is used by others.

6 Consistently Ethical Behavior. Scholars must conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, peers, and others who participate in or benefit from their work.

A candidate must prepare a detailed statement articulating his or her goals and contributions to planning scholarship. This statement must specifically address the aforementioned criteria and be supported by a portfolio of publications and other documents that substantiate the record.

The field of Community and Regional Planning places particular value on planning practice and community involvement which strengthens and enhances both planning research and teaching. Such engagement can contribute to planning scholarship and credit should be given with documentation of positive impacts. Emphasis, however, should be placed on widely disseminating knowledge gained in a community-based project in order to share its significance with those who do not benefit directly from the project.

### **C. Evaluation of Publications and Presentations**

Scholarly contributions may appear in the form of quality articles, essays, books, book chapters, and similarly published works. The candidate should discuss the importance of the work, the stature of the journal or other forum in which it was published, the rigor and selectivity of the reviewing process, and the impact that the work has had on the profession including the frequency with which the work is cited and the extent to which the publication is available in major libraries. Published reviews of the work should be included in the portfolio. The judgment of faculty committees, the department chair, academic administrators and external evaluators who have read a work will also serve as a measure of its worth.

There is a wide range of academic journals in the field of Community and Regional Planning and related fields. Examples include the *Journal of the American Planning Association*, *The Journal of Planning Education and Research*, *The Journal of the Regional Science Association*, *The Journal of the American Water Resources Association*, and others. The candidate needs to explain the rationale for choosing particular publication outlets. Non-refereed professional journals and magazines such as *Planning* may have important readership bases; publication in these outlets can be a key aspect of a candidate's scholarship. Similarly, publication in a popular press such as the *Philadelphia Inquirer* can be crucial to informed public dialogue. Newspaper articles about a candidate's work may serve a similar function. In each case, the candidate needs to clearly explain how non-refereed publications represent contributions to planning scholarship.

Books in press can be considered, especially in tenure decisions. The candidate may demonstrate the potential impact of works in press through evidence such as the standing of the press and reviews by evaluators selected by the press. Reviewers and external evaluators will be expected to read and evaluate the manuscript.

When a publication has multiple authors, the order of authorship needs to be clearly indicated on the curriculum vitae and the candidate must provide a statement detailing each author's contribution to the publication.

Editing of scholarly volumes or collections, journals, and reference works (e.g., encyclopedias) as well as other published contributions, such as published abstracts and book reviews, need to be presented in terms of the reputation, selectivity, and review procedures of the publisher; published reviews; and the extent of citation.

While published instructional materials would usually be considered as contributions to teaching/instruction, they may be considered research/scholarship when they introduce new scholarly information, reorder scholarship in innovative ways, or organize existing scholarship so as to significantly modify theories in the field.

Papers and presentations presented in any format at professional meetings make a contribution to research/scholarship/creative activity. Invited lectures may contribute to scholarship, and often represent recognition of a candidate's achievement in the field. The candidate needs to discuss the prestige of the meeting at which a presentation was made, its review process, the scope of the meeting (e.g., local, national), and the character of the audience.

#### **D. Evaluation of Teaching/Instruction**

The candidate's statement of scholarship must include a discussion of teaching goals, experience, and accomplishments. The full range of teaching responsibilities needs to be documented including university courses, professional education and community outreach; teaching at various campuses or locations; supervising internships; advising students; supervising senior capstone and graduate theses; and involvement with teaching-related student activities. Development of curricula and courses is an important contribution to teaching/instruction. Innovations in teaching methods or instructional methodology, including technological advances, should be documented and assessed.

Teaching/instruction will be evaluated using peer evaluations, Student Feedback Forms (SFF), and systematically solicited feedback from students as part of the review process (candidates should not themselves solicit letters from students). Student work including studio reports, master's theses, student-published materials, client and conference presentations are examples of appropriate evidence of teaching effectiveness along with prizes, awards, and other formal recognition of outstanding performance in teaching/instruction.

#### **E. Evaluation of Service**

Outstanding discipline-related service to the community and larger world, University, professional organizations, and scholarly disciplines is valued in promotion and tenure decisions. When the candidate describes his or her service, distinctions must be made between important and nominal assignments, brief and extended service, regular and sporadic participation, leadership roles and mere participation. Measures of effectiveness must be specified; merely holding committee or other assignments does not meet the standard for service.

Faculty may engage in professional service activity for compensation within the limits of the University's extra compensation policy. Unless the work product of such services is available for general circulation to the community and can be evaluated by reviewers, such professional service is not normally regarded as community service.