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# Guidelines for Tenure and Promotion

UNIVERSITY OF MANITOBA • FACULTY OF ARCHITECTURE

Architecture • City Planning • Environmental Design • Interior Design • Landscape Architecture

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## 1. PREAMBLE

### 1.1 Introduction

The Faculty of Architecture Guidelines for Tenure and Promotion establish a set of principles for Promotion and Tenure in the Faculty of Architecture at the University of Manitoba and provide a context for the continued pursuit of excellence and new knowledge in Teaching, Scholarship (encompassing Applied Scholarship, Creative Work, Professional Practice, and Research, and Service.

The Faculty of Architecture operates within the Mission of the University of Manitoba. The University's Mission, Goals, Role and Accountability circumscribe the Faculty of Architecture's institutional commitments. The Mission of the Faculty of Architecture supplements the University Mission. In addition, a number of documents and terms of reference are critical to the intent and interpretation of the Guidelines. There are three documents external to the Faculty of Architecture and two internal documents that describe the duties and responsibilities of faculty.

The external documents include the University of Manitoba Policy and Procedures Manual; the Collective Agreement between the University of Manitoba and the University of Manitoba Faculty Association (UMFA); and the University of Manitoba General Calendar, including the *Responsibilities of Academic Staff with Regard to Students* (ROASS). The internal documents amplify these University-wide standards for faculty advancement and performance.

These Guidelines are informed by the unique cultural aspirations of the Faculty of Architecture. The Guidelines encourage faculty to test, explore, and disseminate their Teaching, Scholarship and

Administrative Service in Architecture, City Planning, Environmental Design, Interior Design, and Landscape Architecture.

The Guidelines support faculty advancement at all stages of employment and rank, and include criteria for hiring, evaluation and performance assessment, tenure, and promotion. Confirming the duties and responsibilities of faculty, and the terms by which their progress is to be supported, the Guidelines are intended to delineate ways for assessing excellent contributions to society, outstanding performance of duties and responsibilities, and significant advancement of knowledge.

In keeping with the University's Mission, the Guidelines for Tenure and Promotion recognize the principles of public accountability and service to society-at-large. The faculty are encouraged to advance their work in keeping with their personal ambitions, perspectives, and viewpoints – simultaneously exercising their right to Academic Freedom, while contributing to the advancement of knowledge for the benefit of all constituents.

The Tenure and Promotion Guidelines encourage commitment, dedication and creative disciplinary and interdisciplinary development. They recognize that the demands of academia vary from unit to unit, program to program, and department to department; new research and pedagogical models are evolving constantly; and plurality and diversity in pedagogic and research methodologies are necessary to realize fully the Missions of the University of Manitoba and the Faculty of Architecture.

Recognizing the instrumental role of design in fulfilling the Mission of the University and the Faculty of Architecture, the Tenure and Promotion Guidelines encourage experimentation and creativity in all areas of Teaching, Scholarship and Service.

The Guidelines are intended to assist faculty in articulating the value of their work. They also aim to foster collegiality and dialogue amongst the Faculty of Architecture's constituents – colleagues within the Faculty and the University, the general public, peers, the professions, and students.

## **1.2 Scope**

This document is intended primarily for the purposes of guiding the assessment of Tenure and Promotion applications. It is also intended to be a source of direction for the development of individual faculty career plans – as those plans relate to the broader Faculty and University environments identified in this Preamble. The descriptions of Teaching, Scholarship and Service in the sections following may be used to help faculty identify a program of Teaching, Scholarship and Service at the point of hiring. The Guidelines are intended to help guide evaluation and performance assessment during a faculty member's academic appointment. More particularly, however, these Guidelines are intended to address the full scope and range of expectations related to Teaching, Scholarship and Service.

## **1.3 Application**

The Tenure and Promotion Guidelines are intended for use both by Tenure and Promotion applicants and the committees appointed to review Tenure and Promotion submissions.

The Tenure and Promotion Guidelines provide direction for the foregoing through the identification of examples of **activities** and **assessments** of excellence relevant to Teaching, Scholarship and

Administrative Service. Individuals are not expected to undertake all the identified activities or provide all forms of assessment, but to use the lists as a guide. Further, the examples provided do not preclude other relevant activities and evidence of excellence. Tenure and Promotion Committees are not expected to make use of all the assessment categories, but to use the lists of assessments as a guide.

In employing the categories of Teaching, Scholarship (Creative Work, Professional Practice, and Research) and Service, the Guidelines for Tenure and Promotion recognize that an individual's activities may fall within or across two or more categories. Faculty are encouraged to articulate the interdisciplinary nature of their work.

A weighting of 40 / 40 / 20 Teaching / Scholarship / Service is adopted as the basis on which all faculty are deemed to be working unless a written agreement is made with the Department / Unit Head and Dean or Provost, as appropriate, varying this weighting. The weighting should reflect the breadth of contribution in the Faculty.

The specific ratio will be discussed by the Department / Unit Head and faculty member during the annual performance review, and agreed with the Dean or Provost, as appropriate. In general, however, each department as a whole (and as a result, the Faculty in total) should be at or approach an overall contribution of 40 / 40 / 20 Teaching / Scholarship / Service.

## **2. TEACHING**

The interplay of teaching and learning represents one of the highest forms of the scholarly enterprise in which knowledge and skills are shared. Excellent teaching supports students in their intellectual explorations, and can take numerous forms: lecture assignments, studio teaching, professional development workshops and seminars, continuing education, distance education, international exchanges or studios, together with mentorship and supervisory roles, among others. Colleagues and professionals, community organizations, government agencies, professional organizations, members of the general public and students (both undergraduate and graduate) – all may benefit from faculty members' teaching innovations.

### **2.1 Activities**

- act as studio chair
- consult individually with students
- develop continuing education activities (reading courses, workshops, seminars, and short courses)
- develop service-based learning
- develop or coordinate international studios
- explore innovations in teaching methods, tools or technologies
- experiment with and apply new technologies
- give guest lectures or invited presentations
- integrate current scholarship activities into teaching
- prepare course outlines and syllabi, and articulate course objectives, pedagogical intent, content, schedule, assignments, and evaluation criteria
- supervise graduate theses

- teach undergraduate and graduate courses
- undertake and implement new program development
- undertake curriculum development
- undertake educational or professional development (e.g., attendance at teaching workshops or related study).

## **2.2 Assessments**

- conference presentations on teaching and learning
- course outlines and syllabi (with a description of how courses have been modified over time and why)
- description of how students have been engaged in the faculty member's research
- documentation of local and international studios
- documents related to curriculum development
- documents related to program development
- electronic teaching tools
- extension activities
- graduate theses supervised
- samples of letters written in support of student activities (letters of recommendation for graduate studies, jobs, scholarship, awards)
- off-campus activities (studios, site visits, field trips, design/build activities or other special events)
- peer evaluations
- publications on teaching and learning (refereed and non-refereed)
- samples of student work, theses, extension activities and related products of good teaching
- SEEQs and other student evaluations
- special teaching materials (curriculum materials, manuals, bibliographies, videos, web-sites, and films)
- statement of philosophy on teaching
- steps taken to evaluate and improve teaching
- summary of teaching responsibilities and activities
- teaching awards, honours, citations
- testimonials from students, peers and others familiar with the faculty member's teaching and advising
- and other evidence.

## **3. SCHOLARSHIP**

### **3.1 APPLIED SCHOLARSHIP**

Applied Scholarship is defined as non-remunerative work that draws upon a faculty member's expertise or academic knowledge – for the greater welfare of society-at-large. This includes work that requires multiple abilities and expertise – develop new knowledge; train others in areas of expertise through sharing knowledge and problem-solving skills; help build a community's capacity to generate their own solutions; and disseminate knowledge in accessible and useful ways for the general public and other identified groups. Applied scholarship does not generally include

participation in professional organizations, academic committees or the holding of academic administrative positions.

### **3.1.1 Activities**

- collaborate with public agencies
- conduct research through practice that involves community in the process of knowledge development
- create new knowledge that contributes to public problem-solving or capacity-building
- design, develop and deliver community design charrettes and other participatory events
- develop or participate in service-based learning courses
- disseminate professional knowledge to make it understandable and accessible to citizens
- experiment with and apply new technologies
- participate in task forces or on committees
- provide consultation or technical assistance to government agencies, organizations, community groups or the public
- provide expert witness testimony
- train citizens or professionals in area of expertise (workshops, professional development and continuing education courses)
- undertake demonstration or pilot projects
- or other activities.

### **3.1.2 Assessments**

- appointments to local, state, national or international boards and committees
- books published
- comments from societies or associations, citing contributions
- evidence of contributions to knowledge development, professional practice or professional development
- evidence of leadership role
- grants or contracts
- honours and awards
- impacts and outcomes of programs, projects and initiatives (as documented by client or peer statements, newspaper articles or measurable evaluation studies)
- non-reviewed publications (reports, technical documents, professional or popular publications)
- public presentations or lectures
- publications (refereed and non-refereed)
- quality of programs, projects and initiatives (as evaluated by clients and peers and by measurable data where applicable)
- special materials (manuals, videos, web-sites, software, and films)
- or other works.

## **3.2 CREATIVE WORK**

Creative scholarship includes, but is not limited to, those exploratory practices associated with the visual arts, new media and performance arts, writing arts, product design, and the design of landscapes and built environments – rendered significant through public presentation and review. This form of scholarship often is complemented by written documentation so as to articulate its

value and contributions to knowledge, and disseminated in formats that can be readily cited and retrieved (e.g., exhibition catalogue, video documentary, photographic documentation).

### **3.2.1 Activities**

- deliver conference presentations or invited presentations
- enter competitions
- experiment with and apply new technologies
- give public lectures or presentations
- exhibit of artistic works or designs
- participate in juried shows
- undertake commissions
- undertake curatorial work
- undertake design/build projects
- undertake inventions in the areas of form, materials or technology
- undertake performances
- write publications (refereed and non-refereed)
- or other activities.

### **3.2.2 Assessments**

- adoption of new technologies within the mainstream of design and production
- awards or prizes received
- books published
- conference papers (refereed and non-refereed)
- exhibitions (solo, juried, group)
- funding or fellowship applications
- illustrations, drawings or photographs published
- invited critical articles
- invited presentations
- published critical reviews of work
- residencies
- publications (refereed and non-refereed)
- works used or cited in articles or books by others
- or other works.

### **3.3 PROFESSIONAL PRACTICE**

For the purposes of the Guidelines for Tenure and Promotion, professional practice should be shown to contribute to the advancement of scholarship, excellent design and community well being through the exercise of substantive knowledge and practical skills, the validation of scholarly activity through implementation, and reflective or critical assessments of planning and design processes. Professional practice in general is defined as work (both remunerative and non-remunerative) that draws upon a faculty member's professional skills and expertise, and is usually subject to all policies, regulations and codes of conduct regulating the respective professions. It may be conducted individually or through a corporate partnership. Faculty are referred particularly to Article 12 in the Collective Agreement between the University of Manitoba and the University of Manitoba Faculty Association (UMFA) that relates to outside professional activities.

### **3.3.1 Activities**

- collaborate on projects led by other professional consulting firms
- consult to public agencies or private clients
- deliver/facilitate workshops
- enter design competitions
- experiment with and apply new technologies
- incorporate evaluative, experimental or monitoring components within project programs or mandates
- undertake design commissions
- or other activities.

### **3.3.2 Assessments**

- professional planning and design awards and prizes received
- evidence of contributions to knowledge development, professional practice or professional development
- evidence of contributions to other scholarly activities (e.g., teaching)
- exhibitions of work with critical reviews
- non-reviewed publications (reports, technical documents, professional or popular publications)
- post-occupancy evaluations
- publications (refereed and non-refereed)
- competition entries that have gained recognition
- or other works.

## **3.4 RESEARCH**

Research increases the storehouse of knowledge through application, collection, exploratory discovery, interpretation, invention, synthesis and theory-building – thereby enhancing the quality of life in society. Research involves both qualitative and quantitative methodologies and can take numerous forms: action research, basic discovery research, case studies, demonstration and implementation studies, post-occupancy studies, policy research, research on teaching, and technology transfer, among others. Research involves public dissemination of knowledge, review and assessment of impact, and addresses multiple audiences – colleagues and professionals, corporations and community organizations, government agencies, members of the general public, professional organizations, and students.

### **3.4.1 Activities**

- create new knowledge for the amelioration of identified economic, environmental, political, social, cultural and technological issues
- create new knowledge in the development of technology, products and materials
- create new knowledge that contributes to design innovations, inventions or solutions
- create new knowledge that contributes to the professions
- engage, involve and train undergraduate and graduate students in research
- experiment with and apply new technologies
- undertake innovative or ground-breaking theoretical work
- undertake or disseminate innovative demonstration or pilot projects

- disseminate research findings through conference presentations, workshops, public forums, publications (refereed and non-refereed) and other media
- or other activities.

### **3.4.2 Assessments**

- book reviews or review essays
- books published
- chapters in books
- conference papers or invited presentations
- degree to which opportunities for educating or training students are created
- edited collections
- evidence of research integrated into course content and teaching methods
- funding or fellowship applications
- industrial grants, contracts and collaborative agreements
- invitations to participate in interdisciplinary collaborations with researchers in other faculties or universities
- patents
- popular publications for a general audience
- publications (refereed and non-refereed, or reports or technical documents written for governmental or sponsoring agencies, professional or popular publications)
- research proposals or grant applications submitted
- special materials (manuals, videos, web-sites, software, or films)
- or other works.

## **4. SERVICE**

Service includes those functions which are important and essential for the proper management, function and maintenance of an organization, institution, group or professional body. Service offers the opportunity to: make positive contributions to the communities internal and external to the university; disseminate in useful ways the knowledge developed in the university; and contribute to the high standards and advancement of the professions which we are preparing students to enter. Service activities may and often do require a sense of vision and leadership, thoughtful methodological approaches, administrative organization, and highly refined communication skills.

The Faculty recognizes two types of service activities – internal and external. Internal service includes those activities undertaken by Faculty members that are pertinent to the proper management, functioning and maintenance of the University of Manitoba, the Faculty of Architecture together with its departments, programs, or public services. External service includes those activities undertaken by Faculty members that are pertinent to the proper management, functioning and maintenance of organizations, institutions, groups and professional bodies outside the purview of the University.

### **4.1 Activities**

#### **4.1.1 Internal**

- fundraise
- organize workshops or conferences (local, regional, national, and international)

- participate on department, faculty or university committees (including service to UMFA)
- take part in or chair committees
- take part in or lead special initiatives (strategic planning, special policy development, or program development)
- undertake administrative role (Dean, Department Head, Director of Institute or Program)
- undertake further education to improve administrative skills
- undertake responsibility for special functions (e.g., Faculty gallery, cultural events, symposia, anniversary events, or continuing education)
- or other activities.

#### **4.1.2 External**

- fundraise
- hold office or chair committees in public, private, non-profit or professional organizations
- organize workshops, conferences or special functions
- participate in conference presentations or deliver invited presentations reflecting critically on administrative roles
- participate in local, national or international organizations
- participate on public, private, non-profit or professional boards
- serve as a jury member on design competitions
- serve as a reviewer for granting agencies
- serve as a reviewer for journal article submissions
- serve on accreditation boards or committees
- take part in strategic initiatives
- undertake editorial and curatorial work
- or other activities.

#### **4.2 Assessments**

- conference papers or invited presentations
- description of education undertaken to improve administrative skills
- description of funds raised
- description of initiatives and accomplishments
- evidence of leadership role
- grants related to administrative work
- honours and awards received for service
- letters and evaluations from boards, organizations and participants documenting impact with measurable data where applicable
- letters from Faculty peers evaluating work as an administrator
- newspaper articles or other printed media descriptions of events organized
- publications (refereed and non-refereed)
- or other works.