

SCHOOL OF ARCHITECTURE

Tenure and Promotion Policy

The tenure and promotion policies established in this document define the criteria and guidelines for faculty in the School of Architecture (herein after referred to as the 'SOA') at Prairie View A&M University (herein after referred to as 'the University'). This document has been adopted and approved by the faculty in the School of Architecture.¹

The final authority for granting promotion and tenure within the Texas A&M University System (herein after referred to as 'the System') rests with the System Board of Regents upon the recommendation of the President of the University and the Chancellor of the Texas A&M University System (herein after referred to as 'TAMUS').

The criteria and guidelines contained in this document supplements the Prairie View A&M University Faculty Handbook, and the Texas A&M System's policy on "Academic Freedom, Responsibility and Tenure"(Section 12.01).

Tenure Policy Implementation

This policy will apply to those faculty whose 1st full year tenure-track appointment in the School of Architecture begins in the Fall Semester 2009 or thereafter. Current tenure and tenure-track faculty will be evaluated within the spirit of this policy effective the Fall Semester of 2009 and in accordance with any written criteria established prior to the implementation of this policy. It is the responsibility of the faculty member on tenure track to provide evidence that standards for tenure or promotion are met, and follow the portfolio requirements established by the Office of the Provost (See Exhibit A). It is the responsibility of the Tenure and Promotion Committee and the Dean of the SOA, to assure consistency in the recommendations from the SOA among candidates in a given year and over the different years.

Tenure and Promotion Process

Each faculty member applying for tenure and/or promotion must follow the guidelines described in the Prairie A&M University Faculty Handbook. Each academic program in SOA has Standards for Tenure and Promotion for its faculty members. These standards are clearly stated in Exhibits B through E of this document.

The Dean of the SOA appoints the members of the Tenure and Promotion Committee. The Tenure and Promotion Committee will consist of a minimum of 3 tenured faculty members from the SOA. In the case where there are fewer than three tenured faculty members, the Tenure and Promotion Committee may include one tenured faculty member in a discipline closely related to the applicant's discipline, recruited from another department at the university.

¹ This document was approved by signature of the SOA faculty, April 2009 and Revised 2018.

EXHIBIT A

PORTFOLIO CONTENTS

- 1. Current Vitae**
- 2. Teaching Philosophy**
- 3. Five-Page Summary of Achievement for Past Five Years**
- 4. ~~A.~~ Annual Faculty Performance Reports for Prior Years of Service at the University.**
- 5. Evidence of Achievement in Teaching**
 - Student Evaluations of Teaching
 - Peer Evaluations of Teaching
 - Course Syllabi
 - Student Success Profiles
 - Instructional Innovations
 - Applications of Current Research, Trends or Other Intellectual Products of Teaching
 - Other (Specify)
- 6. Evidence of Achievement in Consumption and Production of Research, Scholarly, and Creative Work**
 - Sample Articles, Monographs, (Place books in separate box or flexible file)
 - Bibliographies
 - Listings of Active Funded Research Projects
 - Listing of Special Projects
 - Letters
 - Patents or commercialization agreements
 - Other (Specify)
- 7. Evidence of Service Achievement**

(Includes student advising, counseling, and other service to students and/or their organizations)

 - Program Citations; Schedules; Publications
 - Video and/or Audio Tapes of Presentations
 - Letters of Invitation and/or Responses to Participation
- 8. A Two-Page Summary of Future Professional Goals and Interests**
- 9. Other Information (Refers to Exhibit B Architecture, Exhibit C Construction Science, Exhibit D Community Development, Exhibit E Art**

Note: Limit portfolio size to 3" ring binder. Submit any other documents separately in a box or flexible files.

Exhibit B Architecture

The following examples of evaluation criteria are meant to serve as guidelines. Indicators added by and specific to the *SOA [examples]* are indicated in italics and bold type, and are set off by brackets.

I. Teaching

a). *Indicators of Excellence in Teaching*

- Selection for a University, College, or professional society outstanding teacher award.
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence.
- Publication of widely adopted or acclaimed instructional materials.
- Outstanding teaching performance as evidenced by outstanding student ratings.
- Outstanding peer evaluations, or outstanding direction of graduate research.
- Development of innovative pedagogical methods and materials.
- Publications with teaching focus in refereed journals.
- Receipt of significant peer-reviewed external funding for teaching.
- Invitation to teach at a domestic or international institution of recognized excellence.
- Receipt of awards for research or academic performance by the faculty member's students.
- Placement of graduate students or postdoctoral fellows into significant academic, scholarly, or professional positions.
- Nominations for teaching excellence by the SOA or by a bona fide award organization. [*example, PVAMU President's teaching award, TAMU Chancellor's Teaching award; AIA/ACSA awards*]

b). *Indicators of Effectiveness in Teaching*

- Development of new courses or major revision of existing courses.
- Direction of graduate student thesis or dissertation research.
- Member of graduate student advisory committees.
- Evidence of high quality in class preparation and interaction.
- Coordination of multi-section courses.
- Service as departmental undergraduate or graduate advisor.
- Significant self-development activities leading to enhanced teaching effectiveness.
- Receiving on a competitive basis internal funding for teaching.
- Participation in the University Honors Program and/or other programs for mentoring the professional development of students.

II. Research, Scholarly, and Creative Work

a). *Indicators of Excellence in Scholarly Activities*

- Publications in leading refereed journals.
- Receiving major fellowship or research award [*or art or architectural commission*].
- Frequent citation in publications [*art or architectural designs*]
- Publication of scholarly book(s).

- Editor or member of editorial board of a major journal.
- Chair or member of an industry based awards or grant program
- Publication of peer-reviewed fiction.
- Juried works in plastic, performing, or diverse arts [*or architecture*].
- Member of review panel [*or critic*] for national or international research [*or art and architectural*] organization [*exhibition or competition*].
- Presentation of invited papers at international and national meetings
- Receiving significant external peer-reviewed funding for research [*art or architectural project*]
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in the research [*or creative activity*].
- Evidence of creative professional practice.

b). Indicators of Effectiveness in Scholarly Activities

- Publications in refereed journals.
- [*Major exhibition or art or architectural commission*].
- Service as a reviewer for major refereed journals or as an ad hoc reviewer for national or international research organizations.
- Publication of a chapter in a scholarly book.
- Editor of scholarly book or chapter of a scholarly book.
- Presentation of papers at regional, national or international meetings of appropriate disciplines.
- Publications in non-refereed but widely recognized journals.
- Continued public activity in plastic, performing, or diverse arts [*or architecture*]
- Significant self-development activities, such as a Faculty Development Leave, that leads to increased [*exhibitions, commissions or*] research and publication effectiveness.
- Publications in refereed journals [*or exhibitions, commissions*] resulting from collaborative efforts with researchers [*artists, architects*] in other fields.

III. Service

a). Indicators of Excellence in Service

- Officer in a regional, national or international professional organization.
- Service on a major governmental commission, task force, or board.
- Administrative leadership role at Prairie View A&M University.
- Program chair or similar position at a regional, national or international meeting.
- Officer in Faculty Senate.
- Chair of major standing, appointed, or ad hoc Prairie View A&M University committee.
- Chair or member of major standing, appointed, or ad hoc Texas A&M University System committee.
- Evidence of excellence in professional service to the local community and public at large, including required and/or volunteer committee work.

b). Indicators of Effectiveness in Service

- Committee chair of regional, national or international professional organization.
- Officer in regional or state professional organization.
- Program chair or similar position for regional or state professional organization meeting.

- Service as an active member of the Faculty Senate.
- Service on University, SOA, and ad-hoc committees and task forces.
- Service as consultant.
- Advisor to student organizations.
- Administrative roles within the department.
- Evidence of professional service to the local community and public at large, including required development training or registration [*examples, AIA and/or, NCARB registration/LEED certification*]
- Significant self-development activities that lead to enhanced service effectiveness.

Exhibit C Construction Science

The following examples of evaluation criteria were are meant to serve as guidelines. Indicators added by and specific to the *School of Architecture [examples]* are indicated in italics and bold type, and are set off by brackets.

I. Teaching

a). *Indicators of Excellence in Teaching*

- Selection for a University, College, or professional society outstanding teacher award.
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence and superior quality of preparation and instruction.
- Publication of widely adopted or acclaimed instructional materials.
- Outstanding teaching performance as evidenced by outstanding student ratings.
- Outstanding peer evaluations, or outstanding direction of graduate research.
- Development of innovative pedagogical methods and materials.
- Development of continuing education and/or on line courses for construction science students and/or industry employees (i.e., OSHA labor & safety instruction).
- Publications with teaching focus in refereed journals.
- Receipt of significant peer-reviewed external funding for teaching and/or course development.
- Invitation to teach at a domestic or international institution of recognized excellence.
- Receipt of awards for research or academic performance by the faculty member's students.
- Placement of Construction Science graduate into significant academic, scholarly, or professional positions.
- Nominations for teaching excellence by the School of Architecture or by a bona fide award organization. [*example, PVAMU President's teaching award, TAMU Chancellor's Teaching award; ACCE, NAHB, AGC or other such professional construction agency/organization awards*]

b). *Indicators of Effectiveness in Teaching*

- Development of new courses or major revision of existing courses that address construction and/or design-build aspects of the construction industry.
- Evidence of high quality in class preparation and interaction.
- Coordination of multi-section courses.
- Service as departmental undergraduate advisor.

- Significant self-development activities leading to enhanced teaching effectiveness.
- Participation in the University Honors Program and/or other programs for mentoring the Professional development of students.

II. Research, Scholarly, and Creative Work

a). Indicators of Excellence in Scholarly Activities

- Publications in leading refereed journals.
- Receiving major fellowship or research award.
- Frequent citation in publications.
- Publication of scholarly book(s).
- Editor or member of editorial board of a major construction based journal.
- Chair or member of an industry based awards or grant program
- Publication of peer-reviewed fiction.
- Member of review panel for regional, national or international research organization.
- Presentation of invited papers or research at international, national or regional meetings of professional or educational organization.
- Receiving significant external peer-reviewed funding for research.
- Significant publication and/or funding resulting from collaborative efforts with researchers in other allied fields where the faculty member occupies a substantial role in the research. Substantial shall be defined as contributing 33% or more in terms of time and/or production to the research and publication/s.
- Evidence of creative professional practice directly related to the construction industry.

b). Indicators of Effectiveness in Scholarly Activities

- Publications in refereed journals.
- Service as a reviewer for major refereed journals or as an ad hoc reviewer for a regional, national or international research organizations.
- Publication of a chapter in a scholarly book.
- Editor of scholarly book or chapter of a scholarly book.
- Presentation of papers at regional, national or international meetings of appropriate disciplines.
- Publications in non-refereed but widely recognized journals.
- Significant self-development activities, such as a Faculty Development Leave, that leads to increased research and publication effectiveness.
- Publications in refereed journals resulting from collaborative efforts with researchers in other related fields.

III. Service

a). Indicators of Excellence in Service

- Officer in a regional, national or international professional organization.
- Service on a major governmental commission, task force, or board.
- Administrative leadership role at Prairie View A&M University.
- Program chair or similar position at a regional, national or international meeting.
- Officer in Faculty Senate.
- Chair of major standing, appointed, or ad hoc Prairie View A&M University committee.
- Chair or member of major standing, appointed, or ad hoc Texas A&M University System

committee.

- Evidence of excellence in professional service to the local community and public at large, including required and/or volunteer committee work.

b). Indicators of Effectiveness in Service

- Committee chair of regional, national or international professional organization.
- Officer in regional or state professional organization.
- Program chair or similar position for regional or state professional organization meeting.
- Service as an active member of the Faculty Senate.
- Service on University, SOA, and ad-hoc committees and task forces.
- Service as consultant.
- Advisor to student organizations.
- Administrative roles within the department.
- Evidence of professional service to the local community and public at large, including required development training or registration [*examples, ACCE, AGC, NAHB, AIA and/or NCARB registration/LEED certification*]
- Significant self-development activities that lead to enhanced service effectiveness.

Exhibit D Community Development

I. Teaching

Teaching performance is evaluated by the tenure and promotion committee, when applicable, the Program Director and/or the Dean. Teaching is understood to include not only classroom performance, but other factors such as preparation for courses, staying current in the discipline, instructional innovation, curriculum improvement and development, course content and requirements, advising, tutoring, mentoring and other activities directly related to student development.

Examples of evidence of teaching quality indicators are:

- Student Evaluations
- Peer Evaluations
- Course Syllabi and supportive teaching material and references
- Instructional Method in relation to Students' Work
- Continuing Professional Development in Teaching and Teaching Area

Faculty's teaching quality will be measured on students' and faculty's peer evaluations, annual performance reviews, along with an evaluation of students' work and evidence of faculty's teachings.

Measurement Criteria Ratings for Teaching

Excellent: In addition to meeting the above teaching expectations.

- Outstanding Student Evaluation Ratings

- Outstanding Peer Evaluations, or outstanding direction of graduate research
- Nominations for teaching excellence by the College, University, or TAMUS.
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence.
- Placement of graduate students into significant academic, scholarly, or professional positions.
- Evidence of service-learning taught with measurable outcomes.
- Invitation to teach at other institutions or college programs.
- Coordinate multi-disciplinary teaching between courses and programs

Effective: In addition to meeting the above teaching expectations.

- Development of new courses or major revision of existing courses
- Develop and teach online courses
- Direction of graduate student thesis or dissertation
- Member of graduate student academic council
- Service as departmental graduate advisor

II. Consumption and Production of Research, Scholarly, and Creative Work

Research, Scholarly, and Creative work include activities that enhance teaching effectiveness and professional development of faculty member. Examples of such activities are as follows.

Applied and Theoretical Research

- Publication of books
- Publications and academic journals
- Research grant applications
- Academic proposals for new programs, courses, or degrees
- White Papers and Case Studies
- Conducting research
- Acquisitions of patents
- Discovery of new treatments or techniques
- Engaging students substantially in service learning that is linked to course content
- Other productivity that unquestionably raise the status of the discipline and/or the University

Professional Program Presentations/Speeches and Participation

- Presenting of papers and research findings
- Attendance and participation in academic and professional conferences, conventions, workshops and seminars.
- Members in academic and professional organizations
- Committee and/or board member of professional organizations
- Presentations at faculty research seminars
- Presentations of research in public forums to enhance the knowledge of the discipline to the general public

Other Professional Development

- Professional Certifications
- Chair positions at meetings of academic organizations
- Roundtable or panel discussion participant
- Participation in professional development workshops
- Reviewer of grant proposal, thesis, dissertation, books or articles.

Faculty's consumption and production of research, scholarly, and creative work quality will be measured on the quality of documented activities from each of the above categories, along with annual performance reviews.

Measurement Criteria Ratings for Research, Scholarly, and Creative Work

Excellent: In addition to meeting the above research, scholarly and creative work expectations.

- Published for local, regional and/or national audiences of professional peers, public hearings and/or presented to pre-jury audiences to enhance and enrich the knowledge on the faculty member's field of study. Faculty can be the PI or Co-PI.
- Publication of scholarly book(S)
- Publications in leading refereed journals
- Member of review panel for research proposal funding.
- Presentation of invited papers at national and/or international meetings
- Evidence of creative professional practice
- Research Grant(s) Awarded
- Chair positions at meetings of academic organizations.

Effective: In addition to meeting the above research, scholarly and creative work expectations.

- Publications in leading refereed journals
- Presentation of invited papers at national and/or international meetings
- Attendance and participation in academic and professional conferences.
- Member in academic and professional organizations
- Direction of graduate student thesis or dissertation

- Member of graduate student academic council
- Service as departmental graduate advisor
- Peer review participant of journal articles, books, chapters, and academic papers

III. Service

Service includes any professional activities that contribute to the accomplishment of the internal and external service mission of the department, college, and university and the community.

Examples of evidence of service quality indicators are:

- Active participation/contribution on university committees
- Holding offices in the community as a representative for the university
- Representing the university at community meeting
- Sponsoring student organizations
- Coordinate and/or sponsor community development project for area community organizations.

Faculty's service quality will be measured on how the activities support the mission of the university, school and department, along with annual performance reviews.

Measurement Criteria Ratings for Service

Excellent: In addition to meeting the above service expectations.

- Officer in a local, regional, national or international professional or community-based organization.
- Evidence of volunteered professional service to the local community and public at large.
- Evidence of public presentations

Effective: In addition to meeting the above teaching expectations.

- Board member in a local, regional, national or international professional or community-based organization
- Member of the faculty Senate, or other committees on campus.
- Direction of graduate student thesis or dissertation
- Member of graduate student academic council
- Service as departmental graduate advisor
- Service as a consultant for community-based projects.

Guidelines for Rating Faculty Portfolios
(Minimum Requirement)

	<u>Teaching</u>	<u>Research/Scholarly Activity</u>	<u>Service</u>
0 Release Time	Effective	Effective	Effective
0 to 20% Release Time	Effective	Excellent	Effective
25 to 50% Release Time	Excellent	Excellent	Effective

Guidelines for Rating Faculty with Administrative Responsibilities Portfolios
(Minimum Requirement)

	<u>Teaching</u>	<u>Research/Scholarly Activity</u>	<u>Service</u>
0 Release Time, Adm.	Effective	Effective	Effective
0 to 20% Release Time, Adm.	Effective	Excellent	Effective
25 to 50% Release Time, Adm.	Excellent	Excellent	Excellent

Tenure/Promotion Requirement for the Community Development Graduate Program

Faculty must have at least the minimum requirements based on the above release time criteria.

Exhibit E Art

I. Teaching

Excellent teaching and evidence of both the faculty's sustained commitment to instruction and the faculty's effectiveness as a contributor to his specialized area (*graphics, painting, sculpture, printmaking, etc.*) and to the intellectual development of students will be evaluated accordingly. The Art Program shall consider the following kinds of evidence as indicators of the quality of the faculty member's teaching performance:

Measurement Criteria Ratings for Teaching

a). *Indicators of Excellence in Teaching*

- Outstanding teaching performance as evidenced by outstanding student ratings.
- Outstanding peer evaluations,
- Publications with teaching focus in refereed journals.
- Publication of book use in classes
- Development of innovative pedagogical methods and materials.
- Receipt of awards for academic / creative performance by the faculty member's students.
- Nominations for teaching excellence by the SOA or by a bona fide award organization, **i.e.**, PVAMU President's teaching award, TAMU Chancellor's Teaching award; Regent Professor, TASA, TAEA,

b). *Indicators of Effectiveness in Teaching*

- Student Evaluations (SOS forms)
- Peer Evaluations
- Course Syllabi and supportive teaching materials
- Current and Innovative instructional methods
- Examples of student artwork (*from studio courses*) or research/essay papers (*from lecture courses*).
- Grade distribution statistical summaries
- Continued professional development in teaching which may include attending workshops, seminars, professional meetings, online training, certification, collaborative teaching, and participation in faculty development activities (*particularly the University's faculty development conference*).

II. Research, Scholarly, and Creative Work

The Art Program faculty must provide documentation to support their level of accomplishment(s). Achievement in the area of creative activity must be of high quality, reveal consistent creative efforts, and should reflect widespread recognition among one's peers. The Art Program will consider the following kinds of evidence as indicators of the faculty's performance in scholarship and creative activity:

Measurement Criteria Ratings for Research, Scholarly, and Creative Work

a). *Indicators of Excellence in Scholarly Activities*

- Retrospective exhibitions
- Publications in leading refereed journals.
- National or International Invitational Exhibitions
- International or national traveling group shows
- Commissions, awards or grants from national organizations, ie National Endowment for the Arts
- Collections & Acquisitions

- Research/Creative articles in art, design, professional or art history journals
- Research/Creative paper presented at regional, national or international scholarly conference
- Book publication or exhibition catalogues,

b). Indicators of Effectiveness in Scholarly Activities

- Publication of reviews or articles on art, design, art history in professional or scholarly journals
- Work reviewed or discussed and/or reproduced in off-campus publications
- Significant leadership of professional organizations
- Commendations related to research/contributions to the field
- Works in progress
- One-person and group exhibition, gallery or museum
- Curatorial work

III. Service

The Art Program faculty is expected to render service to the School of Architecture / Art Program, the University and the community and submit the necessary evidence thereof.

a). Indicators of Excellence in Service

- Officer in a regional, national or international professional organization.
- Service on a major governmental commission, task force, or board.
- Administrative leadership role at Prairie View A&M University.
- Program chair or similar position at a regional, national or international meeting.
- Officer in Faculty Senate.
- Chair of major standing, appointed, or ad hoc Prairie View A&M University committee.
- Evidence of excellence in professional service to the local community and public at large, including required and/or volunteer committee work.
- Presentation of papers to community groups (distinct from research paper presented at scholarly conferences)
- Pro-Bono Art / design service and other work.

b). Indicators of Effectiveness in Service

- Student advising, counseling, and other service to students and/or their organization
- Serve on the SOA / Art Program committees
- Serve on University committees
- Participation in Architecture and Art events, e.g. student recruitment, host guest during special programs/art exhibitions, graduation, annual banquet, ...
- Participation in professional (*community*) organizations, their workshops, competitions, and juries
- Active member of the Faculty Senate.