



### III. Reviews

A. Review of progress towards ~~tenure~~ ~~at the University of Toronto~~ ~~in the Department of Architecture~~ ~~and the School of Architecture & Community Design~~ ~~at the University of Toronto~~

## PREAMBLE

*This document contains supplements to the Guidelines for Tenure and Promotion of the University of South Florida, dated 15 July 2014, which are contained herein. Its purpose is define criteria for tenure and promotion according to the standards of the School of Architecture and Community Design (SACD), necessary to conform to its field and discipline, with specific expectations for types and levels of achievement and how they will be measured and documented.*

*The nature of architectural education and professional practice dictates that promotion and tenure decisions should be based upon an ongoing process rather than a set of fixed criteria. Nevertheless, by definition, the minimum criteria contained herein represent a combination of the University's guidelines with*



## 2. Evaluation for Tenure

Evaluation for tenure involves three components appropriate to the unit:

- a) teaching or comparable activity (including advising and mentoring);
- b) research/creative/scholarly work;
- c) service to the University, the profession, and the community.

In addition, collegiality and participation as a citizen of the University are integral parts of faculty performance. Because the decision projects lifetime performance from the first few years of a faculty member's career, tenure must be awarded only as a result of rigorous assessment over a period of time sufficient to judge the faculty member's documented accomplishments, ability, and probability of sustained future productivity. A judgment must be made that the faculty member's record represents a pattern indicative of a lifetime of continued accomplishment and productivity with potential for high impact on the field or society. Each recommendation for tenure should be accompanied by a statement of the mission, goals and educational needs of the department and college and the importance of the contributions the candidate has made and is expected to make in the future toward achieving the mission and goals and meeting the educational needs of the unit and university. Careful consideration must be given to the candidate's ability and willingness to work cooperatively within the department, college, and/or campus.



levels. Community-engaged scholarship may be demonstrated by high- profile products such as reports









- i. Promise of continued growth as a teacher, or in comparable activity appropriate for the unit.
- ii. Promise of independent and/or collaborative research/creative/scholarly work, supported by publications or other appropriate evidence.
- iii. Promise of substantive contributions in the area of service to the University, profession and/or public.
- iv. The doctorate or the highest degree appropriate to the field (or, where appropriate, the equivalent based on professional experience consistent with accreditation standards).

**b. Associate Professor**

- i. A record of excellence in teaching or other comparable activity appropriate for the unit, including a record of such activities as participation on thesis and/or dissertation committees, and successful direction of the work of master's and doctoral candidates, where applicable.
- ii. A record of excellence in independent and/or collaborative research/creative/scholarly work, supported by substantial, high impact and sustained publications or their equivalent. Categories, criteria, and types of evidence for research/creative/scholarly work may vary across colleges and departments. Thus, original or creative work of a professional nature may be considered as equivalent to publications. Evaluation of applied research should consider potential or actual impact on policies and practices. The record should be sufficient to predict, with a high degree of confidence, continuing productivity in research/creative/scholarly work throughout the individual's



than the last year of the probationary period or, for promotion, earlier than the normal point in the post-tenure period, when there is clear evidence that he or she has fully met the applicable criteria and has received endorsement at both department and college levels; additional merit beyond normal criteria for advancement, specified clearly in unit tenure and promotion documents, should not be required.

**C. Exceptions to the standard probationary period**

Ordinarily, a faculty member in a tenure-earning position will either be awarded tenure at the end of the probationary period or be given one-year notice that further employment will not be offered. However, exceptions to the tenure clock may be considered, such as medical exigencies or parental situations covered by FMLA or ADA legislation or other extenuating circumstances approved by the University or as specified in the collective bargaining agreement. A tenure-earning faculty member under such circumstances may request an extension of his or her probationary period. The request must be made in writing and must be approved by the chair of the school, College dean, and Provost. Ordinarily, extensions of more than two years beyond the college's designated probationary period will not be permitted.

<sup>2</sup> [American Council

**A.** Review of progress toward tenure

judgments of their work by third parties. Thus, reviewers may be advised that their names and other identifying information will be held confidentially and that candidates will have access only to the narrative content of their review letters.

#### **IV. COMMITTEES**

##### **A. Number & type of committees**

At the school level, full-time faculty will determine the role of the school (faculty) review committee in developing recommendations for tenure and promotion. Procedures will be specified in

20 September 1999

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April 2015

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*Approved by the Provost's Office 01/21/2021*