

**Department of Historic Preservation
College of Design
Guidelines for Faculty Promotion and Tenure
August 2013**

REGULAR TITLE SERIES

As described in the document *Toward Promotion and Tenure: Guidelines for Assessing the Achievement of a Preservation Educator*, published by the National Council for Preservation Education (NCPE), Historic Preservation "... draws on a range of disciplines within the traditional divisions of the university: archaeology, architectural history, architecture, art conservation, business, cultural geography, economics, folklife, history, landscape architecture, law, personnel management, planning, political science, public administration, real estate, sociology and tax accounting" (p. 1). Thus, historic preservation can best be described as interdisciplinary in nature and diverse in its content and focus. Within this broad framework, evaluation of faculty for promotion and tenure will be based on a continuing record of effective and committed teaching and advising; substantive and original research that contributes significantly to the profession's body of knowledge; and an effective record of service and engagement with the preservation community. Faculty will be evaluated according to the weight given to each of these areas of assignment as indicated on the faculty's Distribution of Effort (DOE).

In accordance with the University of Kentucky's Administrative Regulations pursuant to the granting of Promotion and Tenure, the following guidelines are specific to the Department of Historic Preservation.

Teaching: The successful candidate for promotion and tenure will demonstrate an overall understanding of the discipline with a highly developed level of expertise in one or more areas. This is evidenced by the candidate's ability to teach both generalized as well as specialty courses within a stimulating student learning environment. Involvement in activities that increase the candidate's understanding of the discipline and keep the candidate current in the classroom are valued. Evidence of the integration of the candidate's research interests into teaching and engagement opportunities should be provided. Since Historic Preservation is solely a graduate program, chairing and serving on Master's committees is expected.

Teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations for each semester as well as an evaluation of the teaching portfolio. The teaching portfolio should be prepared according to the University of Kentucky guidelines and must include a teaching philosophy statement and other materials that provide evidence of the currency of course materials,

pedagogical soundness, and other indicators that the teaching assignment is being taken seriously.

Other activities of value to the promotion and tenure process include, but are not limited to, the following:

Primary Activities:

- Development of new courses to introduce new concepts and/or methodologies to the curriculum
- Revision of course syllabi and project assignments to keep courses on the “cutting edge”
- Collaborative projects within the college, university, or community
- Planning field trips and/or study abroad opportunities
- Involving students in engagement projects

Noncurricular Activities:

- Informal student advising
- Advising student organizations
- Organizing student enrichment activities
- Meeting with prospective students and other recruitment activities

Research and Scholarship: The successful candidate for promotion and tenure must demonstrate substantive original and intellectual contributions to scholarship in appropriate peer-reviewed venues. Intellectual contributions to the body of knowledge within historic preservation are expected, as is the establishment of an independent and sustained research agenda. Scholarly accomplishment will be measured by works published in the form of refereed journal articles, essays, books, or book chapters, and may be enhanced by extramural funding, which is desired but not mandatory. Scholarly writings in an area of specialization should be placed in the highest quality peer-reviewed outlets possible. While collaborative efforts are valuable, evidence of lead or single authorship is expected. If research is communicated through non-traditional means (i.e., exhibits, web-based publications), similar expectations involving high quality and peer review will apply.

Further, it is expected that the candidate’s research will be presented at invited or refereed regional, national, or international venues such as conferences or seminars. Presentations to community groups are valued but will not be weighted as highly. Awards or other formal acknowledgements of the candidate’s work are highly valued. Citations to the candidate’s scholarship will also be considered.

Other research activities having lesser value in the tenure process, but are important components (post-tenuring) within the context of promotion to the rank of Professor, include:

- Integration of graduate students into the research process as part of their education and training
- Service on an editorial review board

- Research reports to government or community agencies as well as consulting reports
- Involvement in community engagement activities
- Publication in trade or non-refereed magazines

Service: Service on three levels is important and considered a meaningful aspect of the candidate's overall record: 1). Department, college, and university as appropriate to insure the effective functioning of the units; 2). the community/state/region; and 3). professional or public organizations. The faculty is expected to actively and conscientiously contribute to the collective growth and development of the academy and the profession.