

## **School of Architecture: College of Design: University of Kentucky Guidelines for Faculty Annual Performance Review & Promotion and Tenure**

### **REGULAR, SPECIAL, LECTURER, AND EXTENSION TITLE SERIES**

#### **Introduction**

The School of Architecture – committed to excellence in instruction, scholarship, creative activity, and service – values both versatility and collegiality in its faculty. Impacting Lexington, the Commonwealth, the nation, and the world, our faculty leverage coherent and robust research and outreach programs, carry out careful evaluation and dissemination of scholarly and creative products to reach audiences in the profession, in the university, and in the community.

This statement of evidences of scholarly activity in the School of Architecture outlines the varied ways in which a faculty member may productively engage a holistic scholarly program appropriate to their individual expertise and expected balance of effort associated with their title series.

Faculty members in architecture possess expertise in diverse areas and work with different levels of assignment in teaching, research, extension, and service. The critical expectation for all faculty members is that their work has a trajectory of increasing capability and expertise, sustained impact, and recognition for excellence by their professional and scholarly peers.

The statement of evidences is a guide for evaluation of faculty work in department, college, and university processes for faculty annual performance review, pre-tenure reviews, and cases for faculty promotion.

#### **Distribution of Effort**

The University of Kentucky utilizes a *title series* for faculty, providing guidance on Distribution of Effort (DOE) towards the activity areas of scholarship (research and creative activities), teaching, service, and outreach (Extension). Documented annually, the DOE Form is set for each faculty member through consultation with the Director of the School. The DOE serves as a guide for all levels of faculty review. Documented activities and evidences are judged against the individually assigned DOE during the period of review.

While each faculty member has a specific job description and DOE, the title series provide the following guidance:

- *Regular Title* faculty are expected to demonstrate a balance of teaching, scholarly or creative output, and service to the institution (AR 2:2-1 and AR 2:2-2)
- *Extension Title* faculty are generally expected to have a majority of their effort assigned to service and outreach, with additional effort in teaching and scholarship, as appropriate to their position (AR 2:3)
- *Special Title* faculty are generally expected to prioritize teaching. Work may also include emphasis on service, but with a reduced emphasis on research or creative scholarship (AR 2:4)
- *Lecturer Title* faculty are expected to prioritize teaching along with other activities that serve the educational mission of the School of Architecture (AR 2:9)

#### **Faculty Rank and Promotion**

Candidates for promotion and tenure in the *Regular, Extension, and Special Title Series* will demonstrate an expressed rationale underpinning their approach to scholarship, creative activities, teaching, outreach,

and service while establishing specialized scholarship or competencies in each of the assigned areas (AR 2:1)

Candidates pursuing the rank of **Associate Professor** will provide evidences of success and recognition for professional, creative, and scholarly activities at the regional to national level as well as evidences of success at the institutional level for instruction and regional level for service and outreach.

Candidates pursuing the rank of **Full Professor** will provide evidences of success and recognition for professional, creative, and scholarly activities at the national to international level as well as evidences of sustained success at the institutional level for instruction and national level for service and outreach.

Candidates for promotion in the *Lecturer Title Series* will demonstrate an expressed rationale underpinning their approach to teaching and other activities that are part of their faculty assignment of effort. Candidates pursuing the rank of **Senior Lecturer** will provide evidences of success and recognition at the institutional level for teaching.

The School of Architecture values candidates for promotion in all series who demonstrate collegiality and professionalism through co-operative interaction with colleagues in the department and college, the broader university community, and professional and academic peers.

## Evidences of Successful Faculty Work

When weighing faculty member's body of work for annual performance reviews, pre-tenure reviews, and cases for faculty promotion and tenure, candidates are assessed on the following evidences of activity:

### TEACHING

Faculty of all title series will typically have teaching responsibilities and are expected to demonstrate consistent growth in student instruction. Faculty will be assessed on competent instruction and contribution to the learning community. The body of work should demonstrate contemporary understanding of the discipline, ongoing refinement of course content and methods, and support for non-classroom instruction through advising of theses and other student projects.

*Assessment of teaching activities might include:*

#### Courses + Curriculum:

- Teaching in an area of expertise but also teaching more broadly
- Development of new or refinement of existing courses or curriculum
- Involvement in professional development or scholarship centered on pedagogy
- Advising thesis, independent studies, or independent research / creative activities
- Organization and/or participation in domestic or international travel study programs

#### Performance:

- Teacher / Course Evaluations (TCEs) and response to course evaluations
- Assessment of student outcomes in courses, including student projects or other evidence of student learning
- Nominating students for awards or mentoring students in competitive award submissions
- Licensure and certification appropriate to teaching assignments that indicates competence or mastery of a specific aspect of the discipline

## RESEARCH AND CREATIVE ACTIVITIES

Faculty should document established or emerging areas of inquiry and exploration that has resonance with the professional or academic communities. The body of work should indicate both productivity during the term of review as well as a discernible future trajectory. Documentation of research outcomes should explain the role of the faculty member in collaborative efforts with peers or students.

*Documentation of research and creative activities might include:*

### Peer-Reviewed Academic Work:

- Publications
- Conferences and presentations
- Competitive funding to support research and creative scholarship

### Peer-Reviewed Outcomes of Design Practice:

- Recognition in design or ideas competitions
- Publications or presentations based on the outcomes of practice
- Exhibitions of practice work
- Third-party critical review
- Third-party popular or trade-press coverage

### Invited (Academic and Professional Work):

- Commissioned work
- Publications and presentations
- Recognitions and awards
- Exhibitions
- Participation on external juries and reviews

## OUTREACH / EXTENSION

*\* typically only assigned to Extension Title Series Faculty*

Extension scholarship is applied research or creative activities through community outreach. The body of work should demonstrate established or emerging areas of inquiry and impact responsive to contemporary challenges in the Commonwealth. Outreach is typically accomplished through ongoing programs. Extension has similar evidences to research and creative activities, with additional attention to public- and Extension-specific audiences.

*In addition to the documentation typical to Research and Creative Activities (above), documentation of outreach activities might also include:*

### Program Development and Design Outreach:

- Research that builds capacity for community engagement
- Processes of engagement that lead to a community's increased capacity for planning and design
- Development of collaborative planning and design solutions that respond to community issues and goals

### Program Documentation

- Documentation of program design, community engagement / service activities, and assessment
- Development of case studies from design outreach
- Publications and presentations of case studies and other assessments of program outcomes
- Impact statements by community, academic, or Extension partners

- Content for Cooperative Extension Service communications (digital, publication, curriculum)
- Coaching, training, or capacity-building activities for communities or extension professionals

## **SERVICE: INSTITUTIONAL, PROFESSIONAL, AND COMMUNITY**

Faculty service to the institution, profession, and broader community is expected and necessary. Faculty should document ongoing service, how they contributed, and reflections upon the process. Specifically, the School values an arc of service that addresses each arena of engagement.

*Documentation of service activities might include:*

- Formal institutional roles, such as committee memberships and activities
- Unofficial institutional functions such as supporting administrative functions, supporting the academic community, or ad hoc responsibilities
- Professional service activities, including board or committee memberships, mentoring, or accreditation
- Community service activities, such as boards and committees or advising on public or institutional design efforts



Statements of Evidence

College: College of Design

Unit: School of Architecture

Approved by Provost: Tannock, 4/9/2025

Approved by College Dean: 3/3/2025

Approved by Unit Director (Indicating Approval by Faculty): 3/3/2025