

USC SCHOOL OF ARCHITECTURE (05_06_09 FM Draft)

General Standards For Tenure Track Faculty

(UCAPT Quantitative Data Summary, Section IV) **Changes in RED**

The School of Architecture's faculty is a uniquely diverse population—reflective of the true demands of the field itself. To an unprecedented extent relative to other professions, architecture is a synthetic practice--requiring all of our faculty, regardless of their area of expertise, to command some understanding of artistic process, science knowledge, cultural forces, and contemporary professional strategies.

Yet, at its broadest assessment, the School of Architecture has four categories of faculty:

1. 'design' faculty—typically individuals whose production of knowledge is explored through three dimensional form. Their creative work can be both speculative in nature as well as, more typically, actualized in commissioned built work.
2. 'technology' faculty- typically individuals capable of advanced specialization in terms of their architectural expertise (often in the areas of structures, acoustics, lighting, material innovation, fabrication processes etc...).
3. 'history/theory' faculty—typically individuals who are engaged in critical written analysis of the field, connecting to larger cultural forces and historical conditions.
4. 'professional' faculty—typically individuals with an demonstrated depth of knowledge in particular areas of the current profession and its needs (in architecture, landscape architecture, historical preservation, and building science and their sub-specialties).

While these boundaries tend to remain useful in defining core credentials and teaching areas, they often are transcended by the real activities of our most impressive tenured and tenure track faculty. Faculty in all categories should be able to deeply theorize the importance of their work as well as engage the collaborative design process with others. As well, there are a growing number of areas in architecture that defy conventional boundaries—such as sustainability, digital intelligence and socially engaged practice.

Thus the main evaluation standard for tenure is the assessed IMPACT someone's work has on the field at large; as well as the faculty member's potential TO CONTINUE ADVANCING the production of knowledge throughout the remainder of his/her career.

As stated in the UCAPT guidelines, the School of Architecture expects any candidate for tenure to raise the average quality of the appointing unit and to meet the national and international standards for promotion and tenure applied by peer universities.

As all schools are defined by the limits of their scale, each candidate for tenure will also be evaluated on his or her ability to effectively engage with the current and future academic needs of the unit itself as set by the Dean, its current faculty, and the larger-evolving practice itself.

In term of the School of Architecture's expectations in regard to quantity of production during tenure track, this is determined substantially by the type of production. The three most typical modes being:

1. published professional/design work;
2. published findings from empirical research; and
3. published scholarly writing.

More important than number of publications or projects completed during the probationary period is the positive assessment that:

- The area of research is considered important/vital to the discipline.
- The critical acclaim of creative practice is broad and consistent, for design faculty.
- The venues for blind-peer-reviewed articles are well respected.
- Grant activity is noteworthy and sustained, for researchers.
- The general activity and participation within the field is notable.
- The connection of the work to the University's or School's academic mission is identifiable.

The following outlines a broad matrix of modes of production, credentials, and expected quantity that are used in our school and peer institutions nationally and internationally. As stated in the UCAPT guidelines, quantitative data cannot substitute for judgment, and should be used to frame a particular candidate more relatively not more generically.

Most of our faculty often combine creative practice, academic publication and external funding to create a more integrated model of academic scholarship. This reflects the reality that architecture as a cultural practice offers many more opportunities for making a substantial impact at the applied-research end of the research spectrum for the sciences and the professional publication end of the scholarship spectrum relative to the humanities. We have only a few tenured faculty and a few rare tenure track candidates whom will squarely fall within the pure historian profile (where book publication becomes the norm) or at the purer scientific research end of the spectrum (where funded research and journal publications become the norm).

For those faculty who **define themselves** as 'Historian/Scholars', they are expected to publish books and/or articles, present papers at conferences, be involved in a scholarly program of investigation, pursue **funded research** and prestigious fellowship opportunities in the humanities **and/or partake in expertise-based consultation work (such as in the areas of historic preservation)** when appropriate. This faculty type **typically** has a PhD if they teach in the core history core of the school's accredited professional degree programs. The quantity and quality of scholarly work is defined by the norms for historians teaching at similar prestigious research universities.

For those faculty who **define themselves** as 'Researchers/Scholars', they are expected to publish articles and/or books, present at scientific and professional conferences, consult with or design projects, pursue funded research, and/or be involved in scholarly explorations at the University/School centered on a well defined research program. This faculty would typically have a PhD, some professional or expertise-based consulting experience, and/or be a licensed architect/landscape architect/engineer.

For our more typical faculty **who define themselves as** 'Creative Practitioners,' they are expected to produce design work that leads and informs the discipline. It can include but not be limited to practices that expand current understanding of the discipline, establish new and unique methods for design exploration or test new forms of architectural expression. These can be demonstrated through competitions, independent design explorations, **expertise-based consultation work**, or professional commissions. This work should be published in important media outlets, journals, and books. What distinguishes

this type of faculty from a general practitioner is that there is a clear line of theoretical inquiry present in the work. This faculty has a professional degree in architecture or landscape architecture, as well as a minimum of a master degree. Typically, the creative practitioner is also a licensed architect or landscape architect.

Given the synthetic nature of the discipline, some faculty will move between the creative arts, the sciences and/or the profession and would **considered themselves** as ‘Hybrid Scholars.’ These individuals are expected to have a clearly defined area of inquiry that is ‘primary’ to their individual profile (i.e. primarily a design faculty with recognized artistic ability or **technical knowledge**, a funded researcher within a strong research program, or a scholar with numerous important publications, etc.). The hybrid scholar develops **their own** academic profile through a combination of critical peer reviewed publications, competitively-funded research, **expertise-based consultation work** and/or **recognized** creative practice.

The two most important factors in assessing the quantity of any one person’s activity while on tenure track is the implied trajectory inherent in this activity for the candidate’s future career and the continued impact of this career activity on the field itself. Many articles in easy to publish locations will not be evaluated with the same merit as a few articles in the most highly prestigious venues for that area of specialization. Each faculty member must show through their efforts a common commitment to the university’s core values of excellence and creativity in teaching and scholarly research.

Using the Typical Achievement Categories listed below, each faculty member should bring a sense of hierarchy to their achievements in their personal statement submitted with their dossier -- describing clearly how their body of work has contributed to advancement of the discipline. Candidates should explain how their work has evolved and demonstrate their own unique approach to scholarship. They should also explain how they have explored and shared their ideas, as well as how they have brought significant recognition to themselves and the university for their outstanding work.

Typical Achievement Categories for Tenured Faculty at USC and Peer Institutions (not in ranked order; *Included are both print and electronic media):

1. Professional acclaimed or critically reviewed architecture or consulting projects (budget and level of responsibility)
2. Publication of books (authored, edited and co-authored)*
3. Book chapters (refereed and invited) *
4. Publications in journals (refereed and invited)*
5. Publications in professional magazines (referred and invited)*
6. Publications in conference proceedings (refereed and invited)
7. Exhibitions of creative work*
8. Publication of creative work*
9. Academic and professional honors
10. International, national, regional, state and local design awards
11. Grants and contracts received (including funding level, source and responsibility)
12. Scholarly and research projects/programs
13. Fellowships
14. Presentations at conferences/symposia/webinars (refereed and invited)*
15. Citation of research by others
16. Citations/appearances in books, magazines, newspapers and media
17. Blogs/knols and other forms of electronic information distribution*
18. Continuing education symposia/coursework