



School of Architecture

Deans' Office

07 April 2020

Promotion and Tenure Criteria and Guidelines

University of Detroit Mercy School of Architecture

Approved Fall 2010, Updated Fall 2020

School of Architecture Vision

The University of Detroit Mercy School of Architecture educates diverse graduates who are ethical and skilled designers and leaders in their communities, and supports outreach programs that enhance that educational experience and leverages our expertise in the local community.

School of Architecture Mission

The Architecture Program provides an excellent student-centered architectural education in an urban context. The program seeks to develop graduates who integrate sensitive design and critical thinking along with technical innovation and professional ethics; who have a broad and socially responsible understanding of the world; and are of service to their communities.

Master of Community Development Mission

The Master of Community Development program prepares and empowers students to engage and collaborate with communities striving to improve their quality of life. Through an interdisciplinary approach rooted in service, social justice, and sustainability, the program integrates human, organizational, physical, and economic aspects of community development in the urban context.

Detroit Collaborative Design Center Mission

Design is an Act of Social Justice. All people have the right to well designed, healthy spaces and neighborhoods. DCDC works with communities who typically are left out of design decisions or do not have access to high quality design. DCDC facilitates an open and transparent process that builds trust and strives to include a variety of voices from a community. These perspectives are purposefully integrated into all designs to ensure that the spaces and neighborhoods reflect and elevate the spirit of the individuals and communities who already live, work, play and worship there. We use urban design, landscape architecture and architecture to amplify and transmit the cultures of our Detroit Communities.

Tenure track faculty are typically hired in the SOA at the rank of Assistant Professor based on academic and professional qualifications. Holding a terminal degree is expected for all tenure-track positions. The terminal degree is considered to be a Masters Degree (which may be a Masters of Architecture degree, or a degree in an allied field when applicable such as a Masters of Fine Arts, Masters of Urban Planning, Master of Urban Design, Master of Landscape Architecture or Master of Community Development). A professionally accredited five-year Bachelor of Architecture Degree, in conjunction with significant experience in professional practice, is also eligible for terminal degree status.

Expected levels of achievement are noted below for the rank of Associate Professor and Professor. Expectations for instructors contributing primarily to the Masters of Community Development program are essentially the same with emphasis on forms of research, etc. that are appropriate to the discipline.



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Associate Professor

Teaching Ability

Providing a student centered education is the principle objective of the School of Architecture and is absolutely central to the role of an associate professor in the program. Therefore it is essential that faculty applying for tenure and promotion to the rank of Associate Professor demonstrate an ability to make a positive contribution to the SOA curriculum by conveying key principles in their discipline, by developing fundamental skills in their students, and by inspiring students to excellence.

Documentation of teaching ability should include course syllabi and descriptions, samples of exemplary student work, evidence of self and peer assessment, evidence of faculty's ability to respond and adjust to the assessment, and positive acknowledgment of teaching ability as evidenced in course and teacher evaluations from students. In addition, based on high levels of interpersonal engagement with students in the SOA, participation in scholarly service such as invitations to participate on student critiques also demonstrates a form of peer reviewed confirmation of teaching abilities.

Scholarly or Applied Research and Creative Activities

In support of the advancement of the mission of the SOA, the faculty engages in an inclusive model of research that may include applied research such as professional practice, critical or research-based practice, or technical research, and may also include scholarly research such as the authoring of papers and journal articles and the development of other creative activities such as installations or "un-built" and/or speculative work. The pursuit of un-built work such as competition entries, gallery exhibitions, etc. represents a hybrid form of research that is both scholarly and applied in some sense, and is therefore a meaningful form of research for the discipline. The quality of the abovementioned activities will be shown to have been achieved through a peer selection process, professional competition, committee selection or otherwise approved form of external verification. A post-factum publication of projects or artistic activity in professional media is also allowed. It is expected that Faculty applying for tenure and/or promotion to the rank of Associate Professor demonstrate ongoing research as defined above that contributes to the body of knowledge that may be transmitted to our students, the academy, or the profession. Due to the mission of the SOA, research may include community design and development, social justice and civic engagement and their relationship to the built environment. Because of the highly collaborative nature of our work, co-authored work or work done as part of a professional team is certainly acceptable, but the role of the applicant in such projects should be described in detail.

Documentation of scholarly or applied research and creative activities should be demonstrated with copies of relevant texts or visual documentation of the work and may include a wide variety of any of the following forms of evidence:

- Documentation of built or un-built work executed as part of ongoing professional critical or research-based practice, which demonstrates professional competence.



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- Documentation of speculative work or other creative activities that may be unbuilt such as competition entries or other forms of public dissemination, which might or might not be peer reviewed.
- Technical forms of research such as material investigations or environmental technology studies supported by grants or published in a peer-reviewed venue.
- The completion of additional professional certifications during the probationary period such as attaining an Architecture or Interior Design license or LEED accreditation.
- Design, representation, or exploratory work exhibited in a gallery, juried festival or other public forum.
- Peer reviewed scholarly papers presented at conferences and/or published in professional or academic journals.
- Lectures presented publicly by invitation on research topics or current work. Certain invited lectures may count as peer reviewed if evidence of a rigorous selection process occurred prior to the invitation. For example: Keynote address to a national convention.
- Books or chapters from books on relevant research topics.
- Documentation of an award given to a project, research or other creative activity is considered peer reviewed.
- Documentation of an award given to the individual or firm that the individual plays a primary role will be considered peer reviewed.

Service and Leadership

As a reflection of the mission of the SOA, it is expected that faculty applying for tenure and promotion to the rank of Associate Professor demonstrate a commitment to the School, the University, the Profession and their surrounding community. Pro-Bono work executed in professional practice can be considered both Research and Service.

Documentation of service and leadership should include evidence of meaningful participation and engagement in committees and other extra-curricular or service activities that contribute to the advancement of the School, the University, the Profession and the larger community.

Professor

Teaching Ability

Providing a student centered education is the principle objective of the School of Architecture and is absolutely central to the role of a professor in the program. Therefore it is essential that faculty applying for promotion to the rank of Professor demonstrate an ability to continue to make a positive contribution to the SOA curriculum by conveying key principles in their discipline, by developing fundamental skills in their students, and by inspiring students to excellence.

Documentation of teaching ability should include ongoing evidence similar to what is required for the rank of Associate Professor that shows a continued or improving level of high achievement and teaching ability during the time period following the previous promotion.





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Scholarly or Applied Research and Creative Activities

It is expected that Faculty applying for promotion to the rank of Professor demonstrate ongoing research that continues to make a significant contribution to the body of knowledge that may be transmitted to our students, the academy, or the profession.

Documentation of scholarly or applied research and creative activities should include ongoing evidence similar to what is required for the rank of Associate Professor that shows a continued level of high research achievement or improvement during the time period following the previous promotion.

Service and Leadership

As a reflection of the mission of the SOA, it is expected that faculty applying for promotion to the rank of Professor demonstrate an undiminished commitment to the School, the University, the Profession and their surrounding community. Pro-Bono work executed in professional practice can be considered both Research and Service.

Documentation of service and leadership should include ongoing evidence similar to what is required for the rank of Associate Professor that shows a continuing or an improved level of engagement with the School, the University, the Profession and the broader community.

Professor of Practice

Definition

The title of Professor of Practice is to be used in the School of Architecture in special circumstances where a potential member of the faculty offers a greater level of professional experience rather than primarily academic experience to the School, but in a role that is more significant than an adjunct position. A Professor of Practice position is intended to recognize the significant value of professional critical practice in the discipline and to the education of future architects, and the historical tradition in the profession of learning through the apprenticeship model. These positions will typically include a modified teaching load along with possible administrative duties, such as but not limited to serving as the director of the mandatory Professional Experience Program (aka Co-Op), or as a full-time staff member in our in-house professional practice, the Detroit Collaborative Design Center, or as a practitioner serving in the Master of Community Development Program, possibly in an administrative role.

A Professor of Practice is also considered a Lecturer based on the terms outlined for that particular full time faculty status by the UDMPU Collective Bargaining Agreement. Refer to the UDMPU CBA for issues related to continuous employment, etc.

Minimum Qualifications

Holding a terminal degree is expected for Professor of Practice positions. The terminal degree is considered to be a Masters Degree (which may be a Masters of Architecture degree, or a degree in an allied field when applicable such as a Masters of Fine Arts, Masters of Urban





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Planning, Master of Urban Design, Master of Landscape Architecture or Master of Community Development). A professionally accredited five-year Bachelor of Architecture Degree, in conjunction with significant experience in professional practice, is also eligible for terminal degree status.

Candidates for Professor of Practice must have at least eight years of full-time professional practice experience in their area of expertise. Valid and active professional licensure is a very desirable qualification in most instances, but is not mandatory in all cases.

Candidates for Professor of Practice must have at least several semesters of prior university-level teaching experience commensurate with the expected teaching responsibilities to be assigned.

Teaching Ability

Providing a student centered education is the principle objective of the School of Architecture, including within the “teaching hospital” setting of the Detroit Collaborative Design Center. Although a Professor of Practice would most likely not be assigned a full teaching load, it is essential that potential Professors of Practice demonstrate an ability to contribute to the SOA curriculum by conveying key principles in their discipline, by developing fundamental skills in their students, and by inspiring students to excellence. Assessment of their performance in the classroom would be similar to the process of assessing other members of the faculty. The Professor of Practice will provide evidence of their ability to respond and adjust to the assessment report.

Applied Research or Creative Activities

It is expected that Professors of Practice maintain an ongoing applied research practice that continues to make a significant contribution to the body of knowledge that may be transmitted to our students and/or our outreach work.

Service and Leadership

As a reflection of the mission of the SOA, it is expected that Professors of Practice demonstrate a commitment to the School, the University, the Profession and their surrounding community through various forms of engagement and service. Pro-Bono work executed in professional practice can be considered both Research and Service.





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Letters by External Reviewers

Associate Professor, Professor and Professor of Practice

The process for acquiring Letters by External Reviewers will be the same for all promotion and tenure applications.

SOA requires three letters. The Candidate will provide a list of a minimum of five names to the Dean. The Dean may add names to the list of provided by the candidate. Of the required three letters, two must come from the Candidate's list and one can either be obtained from the Candidate's list or from the names added by the Dean.

May 15	Candidate provides list of possible External Reviewers
August 1	Dean receives confirmation from External Reviewers
November 1	External Reviewers receive Candidates digital dossier
December 1	Dean receives Letters from External Reviewers

