

Tenure and Promotion Guidelines

College of Design, Construction and Planning

University of Florida

The College of Design, Construction and Planning of the University of Florida operates within a major, public, comprehensive, land-grant, research university that is a member of the American Association of Universities. The primary mission of the College is the education of students who will receive nationally recognized and accredited degrees in architecture, building construction, interior design, landscape architecture, and urban and regional planning.

The College ascribes to the traditional goals of higher education: the transmission of knowledge through teaching, the generation of knowledge through research and creative activity, and the use of knowledge through service. Every faculty member is required to achieve distinguished performance in at least two of these three areas and to have good performance in the third.

The academic programs of the College of Design, Construction and Planning must meet the criteria of the national accrediting agencies represented by each of the professions. The practice of these professions is regulated by state laws and subject to extensive examination as the legal basis for practice. The faculty is expected to participate actively within their professional communities.

The following guidelines are intended to facilitate the tenure and promotion process, to insure that certain important items are included, to assure consistency with University guidelines, and to assist the candidate in preparing the strongest case possible.

Teaching

Teaching – Teaching involves the presentation of knowledge, information, and ideas by various methods including lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, studios, distance learning, web-based courses, and direct consultation with students, etc. The utilization and effectiveness of each of these methods, when appropriate, shall be considered. The College values teaching highly and recognizes that some faculty do much innovative work in teaching. In any assessment of a candidate for promotion and tenure, both the quality and quantity of the individual's achievements in teaching and advising should be evaluated. No one person can be expected to perform equally well in all tasks, but excellence in teaching is an essential criterion to appointment or promotion. A recommendation for tenure will not normally be made unless there is clear documentation of ability and diligence in the teaching role.

Performance Expectations for Teaching

Fundamental obligations for teaching in the college include the ability: to communicate material to students from a wide range of background; to educate them in both analytic and synthesizing modes; to stay abreast or ahead of rapidly changing fields; to help students work through individualized approaches.

At the graduate level, instructional activities must be extended to include supervision of theses, supervision of individual studies, and evaluation of activities such as preparation of written examinations and participation in oral examinations, both preliminary and final.

Indices of Teaching Competence

1. National, regional, or University awards for teaching excellence.
2. Assessments of student opinion relating to an individual faculty member's instructional performance. These assessments will be made using the instrument approved by the University.
3. Chair\Director may solicit statements by former students and alumni.
4. Assessments by peers (both inside and external to the College of Design, Construction and Planning) relating to an individual faculty member's instructional performance, his/her depth of understanding in the field of specialization, and his/her ability to relate it to other areas.
5. Evaluations by the candidate's Program Chair regarding his/her instructional competency based on visits to classes, studies, juries, labs and computer labs as appropriate.
6. Evidence of student work as a part of established and approved course syllabi.

Evaluation of Teaching

In judging the effectiveness of a candidate's teaching, the committee should consider the following:

1. Distinguished performance within the context of the course. (This may consider the performance of the individual teacher in the context of other teaching the course, student evaluations, peer evaluations, student awards given based on coursework, etc.)
2. Command of the subject and evidence of continued growth in the subject field;
3. Ability to organize material and to present it with force, clarity, and logic;
4. Capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge;
5. Fostering of student independence and capability to reason;
6. Ability to arouse curiosity in beginning students to encourage high standards and to stimulate advanced students to creative work;
7. Spirit and enthusiasm which vitalize the candidate's learning and teaching;
8. Extent and skill of the candidate's participation in the general guidance, mentoring and advising of students;
9. Effectiveness in creating an academic environment that is open and encouraging to all students;
10. Teaching awards at the department, school, college, university, or national level.
11. At the graduate level, effectiveness in guiding students as a member or chair of graduate student's committee both at the Masters and PhD level.

Research and Creative Activity

In the College of Design, Construction and Planning, research and creative activity may include research in the classical sense of the humanities, natural and social sciences or engineering, as well as works of fine art, architecture, landscape architecture, interior design, building construction and urban planning. The important aspect of evaluating research and creative activity is the quality and quantity of the activity and not the nature of that activity.

Evidence of a productive and a creative mind is a fundamentally important consideration for tenure and promotion. A candidate's work will be assessed for evidence of effective engagement in research and creative activity of high quality and significance. Research (funded and independent), scholarly inquiry, or the production of design and studio arts have equivalent contributions to make with respect to the expansion and application of knowledge and quality of the instructional programs of the academic units in the College. The evaluation of a candidate's research and creative activity should be made by peers with similar expertise and interests and includes an assessment of the following:

1. Quality and significance;
2. Conception and development;
3. Dissemination in a retrievable format and presentation to the professional and scholarly community.

Peer review is an essential component of scholarly research and creative activity. Research or creative activities that are without an appropriate peer review cannot be accorded weight in evaluating candidates for tenure and promotion.

Performance Expectations for Research and Creative Activities

Research and Creative Activities are those activities by faculty members that contribute to the generation and dissemination of new knowledge. The scholar shares his/her knowledge with his/her professional peers and in so doing subjects them to peer evaluation and criticism. In this manner, the scholar extends both his/her own knowledge and the knowledge of others. Faculty members being considered for tenure or promotion are expected to have established a research or creative activities record that is appropriate for the length of the candidate's career.

Indices of Research and Creative Activity Competence

1. National, regional, or University awards for excellence in research and/or creative activities;
2. Dissemination of research or creative activity results in juried or peer-reviewed media;
3. Award of funds to conduct research or creative activities;
4. Reviews of research or creative activities by recognized authorities in the faculty member's field of specialization;
5. Contributions to the knowledge base in the faculty member's field of specialization through invited or peer-reviewed presentations.

Evaluation of Research and/or Creative Activities

In all evaluations of research and creative activities for the purposes of promotion or tenure, excellence and dissemination of knowledge are the primary considerations. In addition, the following factors will be considered:

Research

1. Quality of research and the dissemination of knowledge are the primary concerns;
2. Development of continuing research interests in order to provide greater in-depth extension of knowledge in a specific area is more important than superficial research in a broader variety of areas;
3. For research projects that require a long period of time to complete, considerations will be given to the importance of the research and to the demonstration of reasonable progress, which has been made at the time of evaluation for promotion or tenure.

Publication

1. The prestige and review process of a journal, a book, or other media will be considered. Articles published in refereed journals with an international or national readership will be viewed as more important than articles in state or local journals or in non-refereed journals. Books or monographs published after critical peer review will be accorded greater credit than other publishers.
2. The audience of a publication will be considered giving weight to that publication. Audiences that are composed of the faculty member's peers and those who will benefit from the research and/or creative activities will be evaluated higher than general or diverse audiences.
3. The submission of manuscripts for review and criticism by an editorial board are a means of subjecting one's work to criticism and evaluation by peers.
4. Multiple authorship will be credited proportionally. However, providing illustrations or photographs for another's manuscript will not be considered "original" published thought unless this work is evaluated and reviewed separately.
5. New media of publication will be accorded appropriate weight along with traditional media.

Creative Scholarly and Professional Activity:

1. In addition to traditional funded research, creative scholarly or professional activities can be appropriate and valued forms of academic work. Creative activity can include original design, new construction methods and management, and planning for which the faculty member is primarily responsible. Creative work should reinforce the academic activity of the faculty member and should be measured according to its contribution to the profession as evidenced in construction, exhibition, public presentation, or publication of the work. Innovation in professional, creative, and scholarly work has equal value.
2. As with traditional research, the quality of the faculty member's work is most important. Professional practice allows faculty to keep abreast of the profession,

- refine teaching methods and course content, and to apply and test research hypotheses. Routine work should not be considered as equivalent to research or scholarly activity. To meet the criteria any professional or creative work should contribute to the intellectual advancement of the art, science, or profession.
3. In addition to the traditional research criteria of juried presentation, publication, and funding, the quality of creative scholarly and professional activities may be measured by refereed competitions, exhibitions, performances, commissions, panels, clinics, workshops, and master teaching or jury memberships. Review of creative work by national authorities in the faculty member's field of specialization may also be used as evidence of originality and excellence.

Service

All faculty members are expected to perform service. Service may be assigned by the chair (such as service on committees, departmental administration, etc.) or may be elective (leadership in professional organizations, service on advisory boards, etc.) Assigned service must be completed adequately for minimal job performance. Superior assigned service should be recognized as distinguished achievement. Unassigned service is above and beyond the minimal job expectations and should be evaluated as such. *Distinguished service of sufficient high quality and quantity* should be recognized as evidence for promotion and tenure.

University service furthers the mission of the College and the University. Public service benefits citizens and/or the environment at local to international levels. Professional service furthers the discipline or profession.

Statements of Performance Expectation for Service

Service includes all forms of activities in which a faculty member's time, expertise and leadership are of benefit to:

1. the academic unit
2. the College of Design, Construction and Planning
3. the University of Florida
4. the larger academic community
5. the profession and/or discipline
6. international, national, state or local communities and/or organizations

but which cannot be explicitly defined as teaching, research or creative activity.

Indices of Service Competence

Involvement in University and College that contributes to the greater good of the University and College (such as participation in University-wide committees, governance assignments, major administrative assignments such as significant responsibility for preparing accreditation and other reviews, participation on task forces, faculty senate, etc.). The faculty member may be contributing primarily as a faculty member or because of the individual faculty member's academic and/or professional discipline (such as participation in University-wide initiatives relating to the faculty member's expertise).

Leadership in professional and service organizations that contribute to the faculty member's academic and/or professional discipline.

Participation through presentations, editorial boards, exhibitions, juries, grant review boards and/or active membership in professional or service organizations that help to disseminate knowledge in the faculty member's academic and/or professional discipline.

Significant participation in organizations that contribute to the enhancement and promotion of the built and natural environment (such as leadership positions in environmental organizations; membership on local and regional advisory boards and task forces; membership on planning boards, preservation boards and other municipal boards; etc.)

Establishment of programs and formal structures that promote the missions of the University, the College, and the individual Department or School (such as developing specializations or minors within the department or college, significant curriculum improvements, development of key policies, etc).

Significant participation in student advising.

Significant participation in student and/or faculty mentoring.

Service to schools in the area of the faculty's expertise (such as design work, environmental education, curriculum input, lecturing, etc.)

Evaluation of Service

In all evaluations of service, the degree to which the faculty member contributes to the missions of the profession or discipline, the University and the College is the primary consideration.

Evidence of distinguished service must be provided by the candidate and should be addressed in the letters from outside reviewers, the program chair or director, and the dean. Evidence may be qualitative or quantitative. Evidence may include honors and awards given for service, letters from outside parties knowledgeable about the quality of service (organizations presidents who appointed faculty to leadership positions, chairs of boards and committees, etc.), published reports as to the effectiveness of the service work, follow-up reports from citizens benefiting from public service, assessments from industry leaders, documentation of the importance and/or innovativeness of the service, etc.

As all faculty are expected to participate in service activities, evaluation should be based upon several factors:

Quality and timeliness of completion of assigned duties.

Quality, amount, and effectiveness of unassigned service taken on by the individual or asked of the individual.

Equitable distribution of assigned service in relation to other faculty in the unit (i.e. is the individual faculty taking on an inordinate or insufficient percentage of service?)

Value of the service to the unit, College, University, profession or discipline, the environment, and/or the public.

Information concerning remunerated as well as unremunerated service activities will be reported to the University as specified by the guidelines established by the Provost.

Statements of Performance Expectations for Administration/Service

Some faculty members are employed to work primarily in an administration/service area. For these individuals, the determination of promotion and tenure must be made on the same basis and using the same criteria as those used for persons who are engaged in normal teaching assignments. However, in evaluating scholarly productivity and teaching, consideration shall be given to their administrative responsibilities and the amount of time assigned for such activity.

Consideration for Academic Promotion

Associate Professor

1. Demonstration of consistent growth and refinement in the area of course/curriculum development and instruction.
2. Evidence of the development of a consistent, strong record in research and professional creative activity.
3. Recognition at a regional level and emerging recognition at a national level for contributions to teaching, research, service, education, and/or the profession.
4. Evidence of an appropriate level of service related to the needs assessment of the department/school, the college, the university, the profession, and/or the general public.
5. Assurance of continued growth and development.

Professor

1. Demonstration of leadership ability in teaching and the development of course/curriculum concepts and modifications.
2. Evidence of a consistent contributing and maturing record in research, publications, and creative activity, which contributes significant knowledge to education and the profession as evaluated by peers and outside evaluators.
3. The emergence of national recognition in areas of expertise and contribution through leadership and service to the advancement of the design, construction, and planning professions.
4. Evidence of significant positive impact on the academic governance, administration and external relationship of the school or department.
5. Significant achievement and recognition through service to advance the goals of the college, university, community, and built environment.

II. Overview of the Tenure and Promotion Process

College of Design, Construction and Planning University of Florida

The process of granting tenure and/or promotion begins within the Department or School with a discussion between the chair and the individual. The individual candidate's package is placed before the appropriate group of faculty members as specified in the Tenure and Promotion Guidelines. Based upon the criteria and procedures established, eligible faculty review the accomplishments of the candidate and recommend either for or against the granting of tenure. The chair will transmit the departmental vote to the Dean of the College of Design, Construction and Planning. The Dean of the College of Design, Construction and Planning refers the matter to the Tenure and Promotion Committee of the college. This committee assesses the case and reports its assessment to the Dean.

After having received the assessment of the Tenure and Promotion Committee, the Dean recommends either for or against the granting of tenure. This recommendation is forwarded to the University Provost. The Provost refers the matter to the University Tenure and Promotion Committee. After having received the advice of the Tenure and Promotion Committee, the Provost recommends either for or against the granting of tenure. The Provost's recommendation is to the President. The President, after considering the entire matter, recommends either for or against the granting of tenure. This recommendation is made to the Board of Trustees.

Subject to changes in the timetable set out in Rule 6C1-7.019 of the Florida Administrative Code, after seven years all untenured faculty members must either be granted tenure or issued a terminal contract. The outside limit for the granting of tenure is seven years of service. Those untenured faculty members in their sixth year of service shall be notified by the Chair of the department of the need for them to be considered for tenure. Such notification shall be in writing. If an untenured faculty member does not request consideration for tenure by the end of the sixth year of service, then a terminal contract will be issued for the seventh year of service, and the individual will not be continued beyond that year. An untenured faculty member may request that the tenure decision be delayed until the eighth year of service. If this decision is made, the faculty member must make this request in writing to the chair with copies to the dean and the University Office of Academic Affairs in accordance with F.A.C. 6C1-7.019.

School Director or Department Chair: Responsibilities and Process

The Department Chair or School Director has the responsibility of assigning faculty members to

research and service with sufficient time to meet the research and service responsibilities set out in these guidelines. The chair or director also is responsible for assessing the progress of each faculty member in his/her academic career on an annual basis.

The process of obtaining tenure begins with the first day of appointment in the department in a tenure-accruing position. The chair will assure that the candidate has a copy of departmental, college, university and Board of Trustee guidelines for the granting of tenure. The chair will appoint a senior department/school faculty member to serve as a mentor who can advise the individual faculty member about tenure and promotion issues.

The chair reviews individual performance annually and provides direction on the individual's progress toward tenure and or promotion. After the completion of three years of service, individuals shall compile a current file that follows the format set out in the University Tenure, Permanent Status and Promotion Nominations (updated annually Appendix 1). After careful consideration of the individual's accomplishments by the department's tenured faculty, the chair will receive their "straw vote" as an indication of the individual's progress towards tenure.

The application for tenure normally occurs during the candidate's seventh year of service. In unique circumstances the minimum period will be waived.

The normal process of tenure begins when either the candidate notifies the department chair/school director of his or her interest or the department chair/school director notifies the candidate of his or her eligibility in being considered for tenure. The chair will assure that the candidate has a copy of departmental, college, university and Board of Trustee guidelines for the granting of tenure. If the candidate is the departmental chair, or if the departmental chair cannot adequately counsel the candidate, the Dean of the College of Design, Construction and Planning shall be requested to appoint an ad hoc chair for purposes of that tenure case.

External Peer Review Selection: To substantiate the quality and significance of a faculty member's scholarship, a representative sample of an individual's scholarly work should be evaluated by peers and other multiple and credible sources (e.g., authoritative representatives from a faculty member's field and subject matter experts). For a lengthy explanation of the content of the external reviewer's letter, see *section regarding Letters of Evaluation* in the University Tenure, Permanent Status and Promotion Nominations --updated annually (Appendix 1). External peer reviews must accompany recommendation for tenure and for promotion to associate and full professorships. The chair shall discuss possible reviewers for the candidate that are outside of the university. The candidate is free to offer any input or suggestions on the selection of reviewers, but shall have no part in the final selection of reviewers. The chair may consult with tenured members of the department or school on the selection of reviewers, but the final selection shall remain with the chair.

A sample letter of solicitation is provided in Appendix II. (Please note, as suggested in the sample letter, the evaluator should be advised when the letter *is or is not confidential*.) Requests for external evaluations shall include a copy of the University and departmental criteria for promotion and tenure.

The faculty member being reviewed, in consultation with the chair and the departmental promotion and tenure committee, shall choose which samples of the faculty member's work shall be sent to external reviewers. Upon receipt of the evaluations, the chair of the department will send them to the departmental committee. A complete evaluation file must include at least five letters from external reviewers. Each external peer reviewer should be described briefly in a bio-sketch that establishes his or her credentials in relationship to the candidate's expertise. The University Tenure, Permanent Status and Promotion Nominations (Appendix 1) guidelines recommend that external reviewers be asked to send a copy of their curriculum vitae with their reviews of the candidates.

If required items (as required in the University Tenure, Permanent Status and Promotion Nominations --Appendix 1) are missing from the candidate's completed package, then the chair's letter shall explain the reason for the omissions. For example, if a class has fewer than 8 students enrolled, then the faculty member is not required to evaluate that course. A simple explanation in the chair's letter makes this omission clear to the various committee reviewers.

The Department Chair or School Director is responsible for reporting the school/departmental vote and reviewing the recommendations of the Department Promotion and Tenure committee. The Chair writes a narrative report and makes additional assessments as necessary to certify the faculty vote prior to submitting a faculty member's tenure and or promotion package to the College Promotion and Tenure Committee. It is the Chair's or Director's responsibility to summarize (qualitatively and quantitatively) the effectiveness of the candidate's contributions to the mission of the department or school.

Departmental Committee: Responsibilities and Process

Each school or department shall have a tenure and promotion committee of at least three (3) members at the appropriate rank. Emeriti or college faculty from outside the home school or

department may serve on a department or school tenure and promotion committee where it is not feasible to create a minimum-sized committee of three faculty. The department chair notifies the committee chair of all faculty who are eligible for review. Faculty members on sabbatical or other approved leaves of absence shall be given equal consideration for promotion in rank with faculty members who are on campus.

All tenure-track faculty members shall be reviewed after three years of service. All faculty members being reviewed as candidates for tenure and or promotion should provide to the departmental committee an updated résumé that follows the guidelines set out in the University Tenure, Permanent Status and Promotion Nominations (Appendix I). The committee chair will compile a report that assesses the candidate's research and creative activity accomplishments, teaching record, service and relevant progress toward tenure and promotion. The evaluation may include letters from external members or reviewers. This report shall be sent to the candidate, chair and the dean. The chair/director will review the committee report with the candidate and advise the candidate on ways to improve the content and presentation.

Faculty members are responsible through the annual report for preparing and ensuring the timeliness of his/her promotion file.

Faculty have a responsibility to their disciplines, their students, the university, and the community to strive for superior achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the professorial ranks. Scholarly accomplishments that suggest continuing growth and high potential, can be demonstrated through activities of:

Research, including publication and other creative activities,
Teaching, including delivery of instruction, mentoring, and curricular activities, and
Service, including public and professional.

All faculty members should keep abreast of developments in their fields and remain professionally active throughout their careers. All faculty have a responsibility to conduct scholarly work in research/creative activity, teaching, and service in order to contribute to the body of knowledge in their field(s) whether disciplinary or inter-disciplinary in nature. Finally, each faculty member is expected to contribute to the governance and professionally related service activities of the University.

The faculty candidate has the responsibility to assemble the materials that demonstrate the accomplishments in the three areas of responsibility. Annually, the Provost sends out the University Tenure, Permanent Status and Promotion Nominations (updated annually) (Appendix 1). The candidate's package shall follow the University of Florida format as specified by the Provost office. An original and nine legible copies of listings and summaries are required.

Recommendation for tenure must be transmitted to the Office of Academic Affairs in early January and should be in the College Dean's office by 1 November. Therefore, the tenure preparation process must begin well in advance to assure ample time to complete departmental and college reviews. Candidates should begin to assemble their package well in advance of the summer months when they are seeking tenure so that it is ready for review by the department committee and outside reviewers no later than early in the fall semester in accordance with departmental procedures.

College Committee: Responsibilities and Process

The dean notifies the college committee chair of all faculty who are eligible for review. (Faculty members on sabbatical or other approved leaves of absence shall be given equal consideration for promotion in rank with faculty members who are on campus.) The candidate provides the college committee an updated résumé that follows the guidelines set out in the University Tenure, Permanent Status and Promotion Nominations (Appendix 1). In addition, the College Committee

shall have access to the package that was sent to the external peer reviewers. The committee discusses all of the candidate files and provides assessment to the dean.

Dean: Responsibilities and Process

The College Dean is responsible for reviewing the assessment of the College Promotion and Tenure committee, the recommendation by the school director or department chair, vote by the departmental faculty and making additional assessments as necessary to certify those recommendations prior to submitting a faculty member's promotion files to the Provost. Additionally, the dean has the responsibility to assure that the faculty member's assignments to research and service are sufficient to meet the requirements of the College of Design, Construction and Planning and of the University of Florida.

Departmental Authority and Responsibility

The department/school as a whole shall establish its program specific guidelines, including the criteria to be used for recommendations for promotion and tenure, and shall ensure that these guidelines fulfill the minimum standards of the University guidelines, which have priority. The responsibility for evaluating an individual faculty member's performance and documentation rests primarily with the department committee and chair. The criteria to be used for promotion and tenure must be consistent with university and college or school policy and must be formulated clearly to allow maximum time for making decisions.

Approval of departmental procedures and criteria by the dean and provost is required. If a dean disapproves existing or newly revised departmental criteria, then he/she will submit both departmental recommendations and his/her objections or amendments to the provost for resolution.

After approval by the provost, the guidelines must be distributed to all members of the department faculty and to the academic dean. Department chairs should distribute these guidelines to new faculty upon their arrival at the University of Florida or even better, during the hiring process.

In cases where a faculty member's appointment is equally divided between two or more departments, there shall be a written agreement as to which department is to initiate personnel actions, and the faculty member is to be so informed. In cases where a faculty member is involved in interdisciplinary teaching and/or research, evaluation must be solicited and provided by all appropriate academic departments. When a faculty member's research or creative activity has clear impact on members of the external community, including civic groups, practitioners or others, evidence of the value of this work should be solicited from those most affected.

SAMPLE LETTER TO SOLICIT EVALUATORS OF TENURE AND PROMOTION APPLICANTS

Jane Doe, Assistant Professor of Architecture in the School of Architecture, College of Design, Construction and Planning at the University of Florida is being considered for promotion to Associate Professor with tenure. Promotion with tenure is an important decision and we are conducting an extensive evaluation of the candidate's professional capability, stature in the subject area and potential for continued growth and development. Letters of evaluation from peers outside the University with standing in our field is vital to the process and I would greatly appreciate your considering to serve in this capacity.

Attached for your review are Assistant Professor Doe's vitae and supporting materials, as well as a copy of the School's and the University's tenure and promotion policy. If you agree to write a letter of evaluation, it would be helpful if your assessment addressed the following issues:

Significance, productivity and quality of the candidate's research and value of the research to the profession, our academic institutions and to the public.

With respect to the _____ profession, would you describe this candidate as someone of national, regional or local stature?

Based upon the above factors, would you support this candidate at your university if a similar position became available?

Describe briefly your relationship with the candidate, such as serving on committees or review groups together, etc.

Other comments you believe would be helpful in evaluating the candidate in terms of their teaching to the University, profession and community.

Other comments you believe would be helpful in evaluating the candidate in terms of their service to the University, profession and community.

Please be aware that the candidate has (or has not) waived her right to review your response. (*or: Your letter will be confidential to the extent allowed by law as the candidate has waived her right to review your response.*) If you cannot provide this letter of evaluation, please notify me immediately. We would appreciate your response as soon as possible, and most certainly no later than October __, 200_. I am including a Federal Express air bill to return the candidate's materials with your response. If you have questions, please contact me at (352) 392----- extension __ or by e-mail at _____@ufl.edu.

We are required to provide biographical sketches of all evaluators with the promotion and tenure applications so I ask that you include a copy of your vitae with your letter of evaluation. We will place these materials in the candidate's review packet, which is used in our Departmental Review of the candidate and is forwarded to the Dean of the College of Design, Construction and Planning and the University Review Committee.

Your time and professional expertise in evaluating this candidate is an important element in the promotion and tenure process. Thank you for your willingness to assist.

Sincerely,

BIO-SKETCH OF EVALUATOR

Professor Brian Smith

Professor Smith is a tenured professor at the College of Architecture and Urban Planning at the University of _____ since 1994, and Chair of the architecture program since that date until this year. He went to lead the architecture program of the University of _____ after having established an international reputation as a practitioner and scholar. As a scholar he held teaching posts in Canada, at the Royal Academy in Denmark, the University of Sidney, the University of California and at Rhode Island School of Design. He has a successful practice since 1974 as partner at Ove Arup in London, having built numerous major buildings and won competitions. As an independent practitioner, teaming with Minoru Yamasaki, architect of the twin towers, he won an international competition for corporate headquarters in Suwon Korea. He is a Fellow of the Royal Society of Arts, one of the most coveted recognitions in the arts. He is an internationally recognized author and has published books on Frank Lloyd Wright, Greener Buildings, Jourdan and Perraudin, Patkau Architects, and many others. He was the initiator and editor of the Michigan Architecture Papers, a prestigious publication of the University of _____ and also guest editor of The Architectural Review. Curator of four important exhibitions on the work of Charles Eames, Peter Rice, and Tectonic Order, his latest on Eero Saarinen has been in Yale University, the University of Texas, the University of _____ and the Graham Foundation among other venues. His being a frequent juror in international competitions recognizes his high status both in academia and in the profession.