



CRITERIA FOR APPOINTMENT AND PROMOTION

Introduction

The following criteria for appointment and advancement at the Faculty of Architecture and Town Planning (FATP) at the Technion are based on and adapted from the criteria for appointment and advancement of faculty at the University of California, Berkeley.

They were formally adopted by unanimous vote of members of the Faculty of Architecture and Town Planning in its meeting (מועצת פקולטה) on March 10, 2011.

These criteria are intended to clarify how merit could be identified and evaluated among the faculty of the FATP at the Technion. Their purpose is to inform the faculty – both within and outside the FATP – about the kinds of achievements in creative work, teaching, and service that are valuable to the Faculty and the Technion. They are intended to serve as the basis for appointment, promotion and tenure, as well as indicators and measures for excellence.

Unique characteristics of the FATP

The obligations of faculty members at the Technion in general, and the FATP in particular, revolve around three focal points: creative work, teaching, and service. New faculty members are selected and appointed based on the promise they show in their ability to meet these obligations. Existing faculty are promoted on the basis of having demonstrated their ability to meet them.

While no two Faculties at the Technion are alike, the FATP is truly unique: it combines, under one roof, four related but different areas of scholarship, and it grants both academic and professional degrees.

The FATP offers undergraduate and graduate degrees for practitioners and researchers in architecture and landscape architecture, and graduate degrees in city and regional planning and industrial design. The tasks of architecture, planning, and design professionals are complex. They involve not only technical and analytical capacities, but also artistic capabilities and basic understanding of the individual, the society, and the environment. Graduates must demonstrate abilities in analyzing complex phenomena, as well as the ability to create and synthesize solutions to problems that often change while the solution evolves: what Horst Rittel called “wicked problems.” The theories and the methodologies underlying professional work in architecture, planning, and design evolve rapidly. Technological and social changes demand new skills, new strategies, and create new roles for architects, planners, and designers. In such a fluid context, a central challenge of the FATP is to link theories, values, and practices into a coherent whole.

The FATP's capacity to meet these challenge depends on the wide range of capabilities and styles represented by its faculty. Therefore, its faculty comprises individuals trained in different fields and in different scholarly traditions: some pursue empirical research or develop methodologies in the traditions of engineering and the natural or social sciences. Some are scholars trained in the humanistic traditions. Others are artists. Finally, a substantial group is oriented primarily to the world of practice, and makes its contributions by solving today's problems and/or exploring through architecture, design or planning studies the implications for practice of changing social, cultural and technical conditions, and vice versa.

Few faculty fit these pure types: most fall somewhere on a continuum joining two or more of the styles. The special value of many faculty to the FATP and to the Technion often lies in their ability to link and combine diverse pursuits.

“Traditional” scholars:

Many faculty pursue scholarly paths virtually indistinguishable in style from those in Engineering or Letters and Sciences disciplines. They do historical studies, develop or extend theories, test existing theories against empirical data, or develop improved analytic methods. Their primary creative work may appear in the form of books, published in peer reviewed or highly respected and influential academic and professional journals, and presented at conferences.

Artists:

Others create works of art, which are judged by their peers for display in respectable galleries or presentation in public venues, cataloged in anthologies, and discussed by critics in newspaper columns or radio and TV spots. The role of an artist in architecture schools goes back to the time when the studio (atelier) practice insured much less specialization in disciplines than we have today: Renaissance architects like Michaelangelo, Leonardo, and Alberti were also trained as artists, to the great benefit of their products. This tradition continued through the 19th century by the influential French *École des Beaux-Arts*, where watercolor, life drawing, landscape studies were all developed, taught and maintained to a high degree of proficiency. The tradition was formalized in the early 20th century by the *Bauhaus*—the archetype for all modern schools of architecture—with Paul Klee's course and the early work of Johannes Itten. Today, visual artists introduce architecture and design students to the process of making of something wholly present to the senses: a painting, a drawing, a piece of sculpture, a collage, an installation, a performance, or a site-specific work. They teach aspiring architects and designers how to rely on and trust their senses as a way of making decisions, in addition to the more rationalist decision-making processes they study in most other courses. They address that very elusive but nonetheless real “creative leap,” where a connection is made between the parts and the whole in a manner that depends both on rational decisions as well as on invention, improvisation, and inspiration.

Practitioners:

For many faculty, the world of practice is their main arena of activity: they spend a considerable amount of time in professional practice or consulting. Their products may be in the form of buildings, groups of buildings, designed landscapes, planning documents, exhibitions, reports to clients, new methods, programs, evaluations, new kinds of information, or presentations to professional, academic, or community groups. Unlike faculty whose creative work is published as journal articles, for those whose activities fall more in the practice end of the spectrum, the

publication of their work in professional media may be an influential and appropriate outlet for their creative work. If carefully selected and integrated into their academic life, these activities can provide the substance for creative work and instructional enrichment. In cases where such professional work is performed with distinction, it should be viewed as an essential component of a faculty member's overall achievement. The FATP needs individuals who are active in practice and who lead their professions. The example they provide to students is critical to professional education, and the practitioner's interaction with more academically oriented faculty provides awareness and challenge to both groups. Each program in the FATP has its own special needs for such practitioners, but all need them. Their excellence as professionals may be recognized in their impact on the field: their capacity to create outstanding projects, plans, designs, or programs; their effectiveness in difficult practice roles; their ability to translate the leading intellectual perspectives into superior practice; or their insights into the nature of practice and ability to articulate those in a manner that advances their professions.

Other:

Then there are faculty whose advanced degrees are from fields other than those offered by the FATP, including geography, sociology, economics, psychology, history, mechanical or structural engineering, and more. Their capacity to contribute to and share the mission of architecture, design and planning is what makes them valuable to the FATP. They necessarily are differentiated from colleagues in their original disciplines by the questions they ask, their styles of work, and the products of their efforts, which are focused on questions critical to architecture, design and planning professions. Academic work conducted within the FATP by faculty trained in other disciplines may include innovative applications of their discipline to architecture, planning and design, rather than innovations in their original fields. Hence, such work must be judged, in addition to its own merit, also within the collaborative professional context of the FATP and on its importance to architecture, design and planning.

A significant portion of the FATP faculty combines some characteristics from all these diverse modes of inquiry, bringing methods of scholarly research to bear on problems associated with the design and planning professions. Their contributions often define new areas for research and practice, identify new problems, or reformulate old ones so that they are more amenable to solution. Their contributions may also result from translating or transforming theories or methods from other fields to provide insights and techniques for the design and planning fields. Frequently they need to be inventive in finding ways to widely disseminate the results of their work, for established journals may not yet exist in their emerging fields, or the most relevant journals for their field have limited distribution, hence low Impact Factors.

Criteria for Faculty Evaluation

The needs of the FATP demand faculty capabilities that are often difficult to evaluate by traditional academic methods. Some important considerations need to be taken into account explicitly. Specifically, the need to be flexible in defining creative contributions must be emphasized, as is the need to take into account the *application, practice, and integration* of knowledge, as well as and in addition to the *creation* of knowledge.

The University of California's *Report of the University-wide Task Force on Faculty Rewards* (June 1991), distinguishes creative work in the professions from that in traditional academic disciplines:

"...the practice professions are explicitly purposive and are responsible for prescribing actions aimed at desired future outcomes. In these respects, they differ from the sciences and from the classical fields of scholarship, both of which stress the inherent value of ideas and knowledge, learning and understanding. The practice professions, in contrast, are by nature interventionist; knowledge, for them, holds instrumental value. Most significant, the professions are devoted to altering, in addition to understanding, the world, whether in the design of our built environment or in the design and effectuation of policies devoted to enhancing public benefit. If reviewers assess work in the practice professions against criteria more appropriate to work in the classical arts and science disciplines, then candidates for appointment or promotion may be unfairly judged for their seeming failure to demonstrate superior intellectual attainment."

Accordingly, we have adopted the following criteria to evaluate merit in FATP faculty for the purpose of appointment and promotion.

Peer review:

Peer review is critical to the FATP faculty evaluation, as it is for all fields. The selection of peers should reflect the faculty member's basic intellectual, artistic, or professional orientation. For the more innovative faculty in rapidly changing fields, the relevant peer group may be small.

Collaborative work:

Teamwork in creative activity, practice, and teaching is both common and desirable, even necessary for many faculty tasks. Creative work often happens when people with different perspectives and skills work together. Mentoring of junior faculty and students is a valued academic function. Thus, collaborations between senior faculty and junior faculty, and between faculty and students are encouraged. In all collaborative work team members should identify clearly the nature and extent of the individual contributions.

Edited work:

In the case of edited publications, which often may make important contributions to the field, the work of the editor should be evaluated primarily on the basis of his/her own creative contributions to the work, including the conception of the project, rather than of other contributors whose work has been edited.

Practice:

Where practice is a component of a faculty member's work, the nature of the contribution must be clearly specified and critically evaluated, relying on clients and users as well as on peers (see more below). In collaborative professional work, the faculty member should be the lead person or a person who has done an identifiable part of the project, with evidence for their role provided by colleagues in the firm.

Balance:

Exceptional ability in research, practice, teaching, or service should be noted in the reviews, but because we seek breadth in faculty, high quality, balanced contributions in more than one area are expected and should be rewarded.

Creative work

Creative work must have an impact: it must be explicated, exhibited, or reviewed in ways that contribute to the discipline. Evidence of creativity may include, but is not limited to: advances in the understanding of basic phenomena of the environment or of human behavior; new formulations of questions or tasks of the field that are more useful than older ones; advances in methods that are likely to provide more power, insight, or better designs than their predecessors, including programs or evaluations dealing imaginatively with elusive or complex tasks; innovative systems for addressing difficult problems of practice; and distinguished products such as works of art and exploratory design, buildings, groups of buildings and site designs, and plans for neighborhoods, urban and rural settings, natural systems, and cities and regions.

Evidence of a contribution's excellence may be in its publication in books, peer reviewed or professionally esteemed journals (including on-line journals) in the form of articles or photographs, in favorable critical evaluations and reviews in important publications, and in significant awards and honors. However, for reasons suggested above, the evidence will frequently be inadequate if limited to these. When the work is primarily in design or practice, it is essential that distinguished peers, as well as clients and users, assess impacts on the field for completed projects, plans, professional reports, designs, or methods. User assessments need to be placed within the context of critical thinking in the field. In specialties with few reviewed journals, publication in magazines and journals should be accompanied by an external assessment of the publication, and the work should also be particularly carefully assessed by peers.

The advancement of professional practice is a central concern of the FATP and of many faculty. Professional work should make original contributions to the discipline; thus, routine work must be distinguished from the innovative. Practitioners are encouraged to theorize about their work or to explicate their work in the context of existing theory in more conventional scholarly forms. However, some will choose other avenues to demonstrate their creativity. The products of practice may be their primary creative work, but it must be recognized as work of great distinction, preferably at the national and/or international level. Writing by others in published form, by reviewers of the case, or critically acclaimed exhibits may be sufficient to establish the significance of this work.

Types of creative work done by faculty in the FATP include the following:

- Books
- Articles
- Research reports
- Conference presentations and proceedings
- Exhibitions of designs, drawings, paintings, photographs
- Design competitions
- Technological products such as computer programs for modeling, simulating, or analyzing environmental conditions
- Design projects (built and unbuilt) such as buildings, landscapes, streets, site plans, and urban designs
- Plans, such as city plans, master plans, urban design plans, resource management plans,

- and community development plans
- Planning studies

The quality of this work may be assessed by a variety of indicators, which will vary depending upon the type of creative work. For practitioners, indicators of the quality of professional work may be found in evaluations of design products and professional reports by clients, users, other team members, and distinguished outside critics, specialists and peers. Indicators may also include: awards and other recognition; the numbers or importance of consultancies, commissions, and contracts; use by others of the author's techniques or approaches, i.e. adoption of designs, plans, or recommendations; and the potential or actual benefits to environments and communities which use the author's work, as measured by peers in the field. As discussed in the previous section, in all collaborative work team members should identify clearly the nature and extent of the individual contributions so that the proportional value of each team member's contribution may be assessed.

A variety of measures may be used to assess the significance of creative work including the following:

- Stature of publisher or publication
- Stature of reviewers in the field
- Type of review process, rigorous blind peer review having higher value than informal open review by less qualified reviewers
- Frequency of citation or adoption of the work by others
- Stature of venue for presentations and exhibitions
- Stature of award venue
- Stature of source that notes that the work has influenced the field
- Competitiveness of review and selection process for conferences
- Rigor of selection and jury process in competitions
- Importance of competition nationally and internationally
- Patent recognition of technological work such as computer programs and devices
- Stature of professional clients
- Major individual contribution in the case of collaborative work

The table at the end of this document outlines likely indicators of excellence for each category of creative work.

Teaching

Excellence in teaching is an essential criterion for all faculty. The FATP presents several special challenges in teaching: to communicate material to students from a wide range of backgrounds; to train them in both analytic and synthesizing modes; to teach different kinds of skills, along with theory and history; to stay abreast or ahead of the rapidly changing fields; and to help students work through individualized approaches. Excellence in advising and supervising individual study is important because the FATP offers individually tailored curricula. Studio and workshop courses have a major role in the FATP. These require different teaching skills and knowledge than seminars and lectures, and often involve exceptional amounts of individualized discussion and tutoring. The FATP recognizes that many faculty do creative work in teaching.

Service to the University, Community and Profession

Service is the third major area of activity for evaluating faculty performance. This may be of three distinct types: University Service, Community Service, or Professional Service.

Consistent and effective service is expected of all faculty, particularly senior faculty, in addition to creative research or practice, and effective teaching. The University of California *Report of the Universitywide Task Force on Faculty Rewards* cited earlier emphasizes the importance of service in evaluating work:

"The needs of society and the University make it both necessary and desirable to encourage established scholars (those who have already demonstrated the capacity for superior intellectual attainment in teaching and in research or other creative achievement) to undertake scholarly activities that more broadly support the university's mission than does the exclusive focus on scholarship of discovery (research)."

University service may take many forms including service on Program (מסלול), Faculty, or University committees, as well as service as Program chair, Vice Dean, or Dean. Leadership roles warrant particular commendation.

Community service may include work on design and planning commissions, boards, review panels, public lectures, neighborhood improvement groups, service learning activities, or governmental bodies at the local, regional, or national levels. Leadership roles where the candidate has demonstrated positive impact on the outcome of an activity are particularly valued. Routine service that requires little intellectual or professional insight, or where the candidate's contribution cannot be identified, is less valued. In some cases community work goes beyond service to become a significant part of a faculty member's creative activity and teaching; in such cases it needs to be assessed in that context.

Professional service may include leadership roles in professional societies, expert testimony, design juries, lectures and presentations to professional groups, and participation in outreach and/or continuing education programs. Occasionally, professional service involves development of an important and creative research product that is widely recognized and has an impact on the field. Such work needs to be evaluated as a creative contribution, as well as professional service.

Summary and conclusions

The unique obligations, composition, and roles of the FATP require a more nuanced approach to the identification and evaluation of merit when it comes to appointment and promotion of faculty. The purpose of these criteria is to inform the faculty – both within and outside the FATP – about the kinds of achievements in creative work, teaching, and service that are valuable to the Faculty and the Technion. They are intended to serve as the basis for appointment, promotion and tenure, as well as indicators and measures for excellence. Like all other faculties at the Technion and elsewhere, these criteria are based on peer review. They differ from criteria used in other Faculties in that they expand the scope of what can be considered for the evaluation of merit, and the means to be used for evaluating them.

TYPES OF CREATIVE WORK AND INDICATORS OF EXCELLENCE

TYPES OF CREATIVE WORK Order of presentation below does not imply relative value.	INDICATORS OF EXCELLENCE Successful creative work will likely have one or more of the following quality indicators. Examples are suggestive, not comprehensive.
Books	<ul style="list-style-type: none"> • Presents theory, analysis, interpretations, or information that advance the field • Positive reviews by distinguished practitioners or scholars • Positive published reviews in major media or scholarly journals • Evidence that the work has influenced the field • Awards • Invited lectures or other presentations at major meetings, conferences, or institutions to discuss the work
Articles	<ul style="list-style-type: none"> • Presents theory, analysis, interpretations, or information that advance the field • Positive reviews by distinguished practitioners or scholars • Evidence that the work has influenced the field • Awards • Invited lectures or other presentations at major meetings, conferences, or institutions to discuss the work
Research reports, working papers, professional reports	<ul style="list-style-type: none"> • Presents theory, analysis, interpretations, or information that advance the field • Positive reviews by distinguished practitioners or scholars • Evidence that the work has influenced the field • Awards • Invited lectures or other presentations at major meetings, conferences, or institutions to discuss the work • Level of dissemination • Work impacts legislation, policy, codes, or standards
Conference presentations or proceedings	<ul style="list-style-type: none"> • Presents work that is a contribution to the field • Presentation is invited through competitive review process • Publication of presentation in refereed conference proceedings
Exhibitions of designs, drawings, paintings, photographs, or other work	<ul style="list-style-type: none"> • Positive reviews by distinguished practitioners or scholars • Published reviews in major media or scholarly journals • Evidence that the work expands conceptions and establishes important new directions
Design Competitions	<ul style="list-style-type: none"> • Entry is selected for top honors by a distinguished jury of professionals and/or scholars • Competition attracts a large pool of entries nationally and internationally
Technological products such as computer programs for modeling, simulating, or analyzing environmental conditions	<ul style="list-style-type: none"> • Program or technology significantly enhances ability to understand phenomena • Author or other recognized authority explicates the contribution to theory and practice in scholarly and/or professional journals or books • Contribution is recognized by leaders in the field • Awards • Invited lectures or other presentations at major meetings, conferences, or institutions to discuss the work • Work impacts legislation, policy, codes, or standards

<p>Design projects (built and unbuilt): buildings, landscapes, streets, site plans, urban designs</p>	<ul style="list-style-type: none"> • Project significantly advances understandings of environmental design: process, form, relations with nature, or social interactions • Author or other recognized authority explicates the contribution to theory and practice in scholarly and/or professional journals or books • Contribution is recognized by distinguished professionals or scholars in reviews published in major media, scholarly journals, and/or awards • Evidence that the work has influenced the field • Awards • Unique contributions of the project are recognized by the project's clients and users • Invited lectures or other presentations at major meetings, conferences, or institutions to discuss the work
<p>Plans such as city plans, master plans, urban design plans, resource management plans, or community development plans</p>	<ul style="list-style-type: none"> • Plan advances the field by challenging standard approaches and presenting new ways of thinking about urban form, process, and social issues • Author or other recognized authority explicates the contribution to theory and practice in scholarly and/or professional journals or books • Plan's unique contributions are articulated by eminent professionals and/or scholars, as well as clients and users • Evidence that the work has influenced the field • Awards • Invited lectures or other presentations at major meetings, conferences, or institutions to discuss the work • Work impacts legislation, policy, codes, or standards
<p>Planning studies</p>	<ul style="list-style-type: none"> • Report advances the field by challenging standard approaches or presenting new ways of thinking about environmental issues • Author or other recognized authority explicates the contribution to theory and practice in scholarly and/or professional journals or books • Report's unique contributions are articulated by eminent professionals and/or scholars, as well as clients and users • Invited lectures or other presentations at major meetings, conferences, or institutions to discuss the work • Work impacts legislation, policy, codes, or standards