

**Criteria for Promotion and Tenure
and Retention and Annual Evaluations**

**Department of Landscape Architecture
College of Design, Construction and Planning
University of Florida**

Overview

The Department of Landscape Architecture's Promotion and Tenure guidelines, and Retention and Annual Evaluation Criteria, are based on those developed by the University of Florida's Office of Academic Affairs and the College of Design, Construction and Planning, plus writings on scholarship such as Ernest L. Boyer's Scholarship Reconsidered.

The Department developed these criteria to:

- Help candidates understand evaluation, promotion, and tenure criteria within the practice and discipline of landscape architecture.
- Help reviewers evaluate a candidate's dossier and/or annual activities report.

Candidates need to demonstrate distinction in teaching, research and service and excellence in at least two, along with collegiality.

- Teaching - Instruction, including regular classroom teaching and distance/continuing education, direction of theses and dissertations, academic advisement, and all preparation for this work including study to keep abreast of one's field and/or specific area(s) of expertise.
- Research - Research or other creative activity including but not limited to publications. While peer-reviewed writings and other publications are required, significant competitions, exhibits, projects, etc. that involve critical thinking and research beyond ordinary practice and that are disseminated to the public and/or profession are also considered "research" in a profession that places great emphasis on licensure and professional standards.
- Service - Public and professional. Service to the citizens of Florida and the region through innovative public service projects is the expectation in our Land Grant University. Active participation and leadership in professional and allied organizations is also considered proof of service.
- Collegiality – Faculty will work cooperatively for the common good of the department. This is particularly important given the small size of the academic unit.

Each faculty member's teaching, research, and service orientation should be consistent with and relative to the overall departmental mission as well as his/her personal research interests and teaching emphases. The department's stated mission is "to advance the ethical, creative and skillful application of the art and science of planning and designing urban, rural and natural environments."

Methods of Evaluating Teaching Effectiveness

Quality teaching performance requires that the instructor develop teaching strategies that produce the student learning outcomes established in the course objectives. Goals for student learning in each course should meet and compliment the goals established by the department's curriculum and its mission and objectives. Student work should demonstrate that established goals have been met.

Teaching accomplishments seen as significant contributions to advancing the profession and discipline of landscape architecture include but are not limited to:

- Demonstration of innovative and effective instructional methods
- Successful development of new programs or courses
- Effectiveness in teaching related activities, e.g., counseling and advising students
- Successful completion of activities that maintain a faculty member's currency in the field and that improve teaching, e.g., participation in workshops, continuing education, etc.
- Teaching awards and grants
- Awards won by students under a faculty member's guidance
- Successful student teaching supervision, e.g., research and teaching assistants, charrettes, etc.

It is important to note that in a small professional program, faculty may necessarily be assigned courses that do not immediately reflect their scholarly or professional interests. Contributions to the greater good of the Department should be considered in evaluating packages.

Methods for Evaluating Research Effectiveness

Ernest Boyer's Scholarship Reconsidered is a good source for understanding the diversity of research activities that can appropriately be explored in a professional degree program. The range of activities includes:

- The scholarship of discovery. The creation of new knowledge based upon systematic analysis and evaluation.
- The scholarship of integration. The integration/connection/interpretation of existing knowledge(s) to make new knowledge or insights, e.g. cutting across disciplines, placing facts and theories into new contexts, synthesizing diverse facts and methods into new models, etc.
- The scholarship of application. The use of knowledge to identify and solve problems of consequence while adding to the body of knowledge (i.e. the work increases knowledge or provides new methodologies and is more than a repeat of traditional practice). The application may be carried out as a way to test prior ideas, or new insights may arise from critical evaluation of the application.

Peer-reviewed publications are considered the most important form of research dissemination. Work reviewed and published in books (by reputable publishers), journals and paper presentations at conferences are appropriate measures of a faculty member's contribution to the discipline. In the profession of Landscape Architecture the Council of Educators in Landscape Architecture (CELA) is considered the preeminent scholarly organization for the discipline. CELA uses a double-blind peer reviewed process for proceedings and abstracts offering distinct tracks covering a full range of scholarship in landscape architecture.

Creative Activities

Design work or other creative work that wins grants and awards or is published and/or reviewed in reputable journals selected for juried exhibitions, is considered significant creative work that makes a contribution to the professional discipline.

Service to the Profession/Education or Service to the Department, College, University and Community

Participation in University self-governance is one form of service expected of all faculty.

Preparation and presentation of significant continuing education courses to practitioners, related industry personnel, and the public are considered service activities that disseminate research and applied knowledge.

Leadership roles in professional associations, particularly those pertaining to landscape architecture practice, education, and research, or organizations in allied fields, such as Environmental Design Research Association (EDRA) or the National Trust for Historic Preservation, are activities that help faculty maintain currency in the field and keep abreast of significant developments which impact the profession and education. Active membership and leadership in professional societies can provide important benefit to the educational program and develop liaisons to organizations providing research opportunities, grant funding, scholarships, and various competitions that improve the academic setting.

Letters from Board members or Executive Committee members describing responsibilities of the candidate can assist in evaluating the extent of a faculty member's contribution.

Process of Performance Evaluation for Promotion and for Granting Tenure

- The Department of Landscape Architecture employs a mentor system for tenure track faculty who are at the assistant professor level. A senior faculty member will be assigned to support and direct the activities of new faculty. A mentor acquaints the junior faculty with the University, College and Department, helps them make career decisions, and clarifies University, College and Department policies and guidelines.
- The Chair will provide each faculty member with a yearly annual performance review. In the review, the faculty member will be advised as to their progress toward tenure expectations.
- By the end of the Fall semester of the third year an appraisal dossier in the format required by the University for promotion and tenure, will be submitted to the Department Promotion and Tenure committee. It will be used to evaluate the candidate's performance and progress toward meeting the criteria for tenure and to

provide thoughtful and constructive assessments, suggestions, and guidance to assist the faculty member in fulfilling the University's tenure criteria. (See Collective Bargaining Agreement 19.7 for procedural details.)

- No later than the seventh year of the tenure track appointment, each junior faculty will participate in a promotion, tenure and retention review. The review process is outlined in the University of Florida's Promotion and Tenure Guidelines. The following outline provides an approximate schedule for promotion and tenure granting process during the seventh year of service.
 - Sixth year - end of Spring Semester - candidate submits the promotion and tenure dossier to the Department Chair.
 - Outside reviewers. The Chair will send the dossier to at least five outside reviewers. 'Outside' means individuals not employed either currently or in the past ten years by the University of Florida. Those from whom letters of evaluation are solicited must be notified of the possibility that a copy of the letter will be sent to the faculty member unless the candidate executes a written waiver before the letters are requested.
 - The Chair will request reviews primarily from educators/ administrators employed by selected peer accredited programs. The Department Chair shall discuss possible reviewers for the candidate that are outside the university. The candidate is free to offer input and suggestions to the Department Chair on the selection of reviewers, and the final group of reviewers will be at least three from the candidate's list and two from the chair's. Faculty of higher rank than the nominee should normally write evaluation letters from other institutions.
 - The letters from the outside reviewers are added to the promotion and tenure dossier. In addition, the chair will request a copy of the evaluator's vitae to include in the promotion and tenure dossier. Please note that the letters of evaluation should offer evidence of recognized contributions to the discipline and satisfaction of the expectations for the appropriate rank.
 - At the beginning of the fall semester of the seventh year, the department committee votes regarding support for granting the candidate tenure and/or promotion. Department members will review the promotion and tenure dossier and each member will vote whether the candidate is eligible for tenure and/or promotion.
 - If the vote is favorable, the Chair then writes a letter of evaluation to be included in the promotion and tenure dossier. The Chair will send a copy of the letter to the candidate within five days after it has been written. This letter should address the following issues:
 - Explain the quality of the candidate's work in all areas.
 - Explain the significance of the work to the Department and to the profession, and to any other areas as seem appropriate (i.e. impact on regional policy-making, bringing national attention to the program, etc.).
 - Describe the quality of the journals and other work in which the nominee has published.
 - Provide information regarding the review process for publications, the significance of any awards, the quality of the nominee's service contribution and any other clarifications, which will assist the reviewers in evaluating materials. For example, information on how senior author is determined.
 - Provide insight and explain the significance of creative works.
 - Address the strengths and weaknesses of the candidate's case as appropriate.
 - Provide a holistic overview of the contributions the individual has made to the Department, College, and profession.
 - After departmental review, the packet (including the chair's letter), is submitted to the college Promotion and Tenure committee per University requirements.
 - If the college committee recommends the dossier go to the University's Academic Personnel Board, the Dean will write a letter to be included in the dossier. The letter from the Dean should be written after the results of the review at the college/unit level, but before being sent to the next level. This correspondence is to be used to convey the Dean's endorsement or lack of endorsement of the nomination and to explain/clarify such issues as unusual votes, especially those where the departmental faculty votes are more than one-fifth negative, exceptional assignments, and unique contributions. It also serves as an evaluation of the nomination. A copy of the letter is to be sent to the nominee and the appropriate chair within five days after it has been written.

Considerations for Annual Evaluation, Retention, Tenure, and/or Promotion

The Department Chair will evaluate teaching, research and service performance every year in a faculty member's annual evaluation.

Assistant Professor

- Annual Evaluations and Promotion and Tenure materials should demonstrate that the Assistant Professor is developing a consistent record of research, can perform high quality teaching, and is consistently involved in service.
- Work within the first three years should demonstrate promise of continued growth and development.
- Work by the third year should show emerging national recognition through a record of publication.

Associate Professor

- Annual Evaluations and Promotion and Tenure materials should demonstrate that the Associate Professor has developed a strong record of scholarly activity and that this activity has resulted in national respect and recognition for excellence.
- Associate Professor's teaching evaluations should show a consistent growth and refinement in the area of course enhancement, curriculum development and instruction.
- Evidence of an appropriate service component related to the needs of the department in the profession, and/or for the general public is anticipated.

Professor

- Consistent and maturing national record in areas of expertise and research publications is anticipated. Significant achievement and recognition through service to advance goals of community and the built environment is desired.

Lecturer

- Lecturers are expected to develop distinction in teaching, unless other job tasks such as scholarly activities, and/or service to the profession, related professions or community at large are specifically identified.
- Evaluation and Promotion materials should demonstrate that the Lecturer is developing a consistent record of high quality teaching, or other activities as specifically identified in their job tasks.
- Work within the first three years should demonstrate promise of continued growth and development.

Senior Lecturer

- Senior Lecturers should achieve distinction in teaching, and where their job tasks require, scholarly activities, and/or service to the profession, related professions or community.
- Evaluation of Promotion materials should demonstrate that the Lecturer has developed a strong record of distinguished teaching and that this activity has resulted in national respect and recognition for excellence.
- Lecturer's teaching evaluations should show a consistent growth and refinement in the area of course enhancement, curriculum development and instruction.
- Evidence of an appropriate service component related to the needs of the department or in the professional and/or to the general public is anticipated.

Master Lecturer

- Distinction in teaching and that this activity has resulted in national and international respect and recognition for excellence. Other scholarly activities may be applicable such service to the profession, related professions and the community at large if identified in job tasks.
- Where appropriate, a maturing record in research publications and/or appropriate creative or design work (1) as evaluated by peers (2) and outside evaluators is anticipated. Outside evaluations can be sought to determine if research and publication is appropriate and contributes significant knowledge to education and the profession.
- Demonstration of leadership ability and development of course/curriculum concepts and modifications is anticipated.
- National recognition in areas of expertise and contribution through leadership and service to the advancement of the profession is desired.
- Evidence of significant positive impact on the administration and external relations of the Department will be expected.
- Significant achievement and recognition through service to advance goals of community and the built environment is desired.