

## **Criteria for Promotion and Tenure**

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

#### **Overview**

The Department of Landscape Architecture's Promotion and Tenure criteria are based on those developed by the University and the College of Design, Construction and Planning.

#### **Alignment with the Department and Discipline**

The candidate should demonstrate a commitment to the discipline of landscape architecture (LAE), as broadly defined by the department's Mission Statement and Strategic Plan, and the American Society of Landscape Architects as detailed below.

Demonstration of commitment to LAE should occur in all three activity areas (teaching, research/scholarship/creative activity, and service), which are discussed in the next section.

Landscape architects are licensed design professionals who 'help bring people, their structures, activities, and communities into harmonious relationship with the living earth' (Simonds, 1998).

Definition of landscape architecture from the American Society of Landscape Architects (<https://www.asla.org/aboutlandscapearchitecture.aspx>).

Mission Statement from the Department's Strategic Plan (2016):

The Department of Landscape Architecture:

- conducts research to enhance the understanding and practice of the profession of landscape architecture, and address societal challenges,
- trains practitioners and scholars who are committed to advancing the efficacy, impact and knowledge of the discipline of landscape architecture, and
- provides service to the diverse communities of our state, region and abroad

Focus Areas as Defined in the Department's Strategic Plan (2016):

The State of Florida, a microcosm of global concerns, faces complex challenges including urbanization, an aging population, social justice, tourism, climate change and sea level rise, and degradation of biodiversity and ecosystem services. The Department of Landscape Architecture is strategically situated to address such issues through research, outreach, collaborations, and partnerships with other departments, colleges, universities, agencies, and non-governmental organizations.

The Department of Landscape Architecture works at a range of scales--site, city and region. Going forward our foci include design thinking, socio-cultural and human behavioral aspects of design, infrastructure and adaptive urbanization (including green infrastructure), and environmental planning.

As seen from the definitions above, the LAE discipline is highly diverse and interdisciplinary. Candidates should briefly explain in their packets how their other disciplinary work reinforces their scholarship in the LAE discipline. A candidate’s interdisciplinary work is also valued when it includes disciplines in the School of Landscape Architecture and Planning and the College of Design, Construction and Planning. LAE, which is an applied, professional, and normative discipline, lends itself to the integration of teaching, research and creative activity, and service. Examples include teaching studio courses that include research and service, and attending professional conferences for research development, alumni relations, and awareness of field trends. Such “multifunctional” efforts are recognized for impacts and distinction in all three activity areas. Faculty should also model and lead ethical practice as specified by the LAE profession and University.

### Tracks and Activity Areas

There are currently three faculty tracks in the Department of Landscape Architecture:

- Professor
- Lecturer
- Research Professor

These tracks each have three ranks from initial appointment through two potential ranks of promotion (Table 1).

Table 1. Ranks for the Three Faculty Tracks

<b>Professor Track</b>	<b>Lecturer Track</b>	<b>Research Professor Track</b>
Assistant Professor	Lecturer	Research Assistant Professor
Associate Professor	Senior Lecturer	Research Associate Professor
Professor	Master Lecturer	Research Professor

There are three different activity areas in which candidates are evaluated for assessing qualification for tenure and/or promotion.

- Teaching – Instruction including: regular classroom teaching and distance/continuing education; direction of capstones, theses and dissertations; preparation and delivery of live and online courses including lectures, studios and labs; engagement in service learning; participation in design competitions; new course development and innovation; curricular innovation; research mentoring at the undergraduate, master and doctoral levels; visiting critic, lecturer or juror in UF classes or at other universities; academic advising; and all preparation for this work including study to keep current in one’s field and/or specific area(s) of expertise.
- Research and Creative Scholarship – Important and original contributions to the field of landscape architecture with a publication record that demonstrates substantial independent Research or Creative Scholarship contributions including new avenues of investigation and/or new ways of tackling a fundamental question. While peer-reviewed writings and other publications are important, significant peer-reviewed competitions and exhibitions, projects, and related products that involve

critical thinking and research beyond ordinary practice and 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 – Two broad categories of Service include: (1) internal to the unit, college and university; and (2) external. The latter includes service to (a) the wider academic and professional communities; and (b) public constituencies at the local, state, national and international levels. Service to the citizens of Florida and the region through innovative public projects is an expectation in our Land Grant University. Active participation and leadership in professional and allied organizations is also considered proof of service. Service may be assigned by the Chair or Director, such as service on committees and departmental administration or service may be elective, such as leadership in professional organizations, service on advisory boards, and service on university committees.

In addition to the above criteria, promotion/tenure requires a demonstrated record of positive contributions to the culture of the Department of Landscape Architecture, college, and university.

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. In addition, the emphasis of assessment for the three faculty tracks varies based on the particular track. The emphasis for assessment and promotion for each track is:

- Professor Track: Demonstrated distinction in Teaching and Research and Creative Scholarship with consideration of Service.
- Lecturer Track: Demonstrated distinction in Teaching, with consideration of Service and Research and Creative Scholarship (when appropriate).
- Research Professor Track: Demonstrated distinction in Research and Creative Scholarship with consideration of Service and Teaching (when appropriate).

The accomplishment of promotion to Associate Professor, Senior Lecturer, or Research Associate Professor is based on achieving an “intermediate” level of accomplishment, and promotion to Professor, Master Lecturer, and Research Professor is based on achieving an “advanced” level of accomplishment, described in more detail below.

## **Promotion Guidelines for Associate Professor and Professor**

### Associate Professor

- Promotion and Tenure materials should demonstrate that the candidate has developed a strong record of Research and Creative Scholarship and that this activity has resulted in national recognition for excellence.
- The candidate'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, the profession, and/or for the general public is expected.

### Professor

- Promotion materials should demonstrate that the candidate has developed a strong and consistent record of Research and Creative Scholarship and that this activity has resulted in established national and/or international respect and recognition for excellence. Consistent and maturing national and international record in areas of expertise and research publications is expected.
- A record of Teaching excellence should be sustained.
- Leadership in Service to advance goals of the department, college or university, the profession, or the community is expected.

## **Promotion Guidelines for Senior Lecturer/Master Lecturer and Research Associate Professor/Research Professor**

### Senior Lecturer or Research Associate Professor

- Promotion of lecturer and research lines (or other non-tenure accruing faculty positions) share similarities in performance and timeframe expectations with tenure track promotions, without consideration of tenure. For lecturers and research faculty seeking promotion to the senior or master rank, distinction should be demonstrated over a timeframe that is roughly parallel to that of tenure and promotion ranks of assistant and associate professor.
- Promotion is dependent on a sustained achievement record significantly beyond that required for the rank of Lecturer or Research Assistant Professor.
- The emphasis for Senior Lecturers is primarily Teaching, and the emphasis for Research Associate Professors is primarily Research and Creative Scholarship.

### Master Lecturer or Research Professor

- Promotion is reserved for faculty members who have exceptional achievement in their profession and requires evidence of professional maturity, external recognition for his/her academic achievements and sustained high quality performance well beyond the level required for the rank of Senior Lecturer or Research Associate Professor.
- The emphasis for Master Lecturers is primarily Teaching, and the emphasis for Research Professors is primarily Research and Creative Scholarship.

The following sections cover the evaluation criteria and activity examples for achieving either an Intermediate or Advanced level of achievement for the areas of Teaching; Research and Creative Scholarship; and Service. At the end of this document Appendix A provides examples of relevant journals, organizations, and conferences for demonstrating achievement qualified for promotion.

## Measures for Evaluating Teaching Effectiveness

Quality teaching performance requires that the instructor develop teaching strategies that at a minimum 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.

Table 2. Specific Teaching Activity Examples for Achieving Intermediate and Senior Ranks of Distinction. These examples are a list of activities that would qualify as evidence for promotion. The candidate does not necessarily need to accomplish all activity types to qualify for promotion, however relevant accomplishments should be sustained as a faculty member advances through the ranks.

Intermediate Level of Teaching Activities	Advanced Level of Teaching Activities
<ul style="list-style-type: none"> <li>• A sustained record of chairing masters student committees within the department</li> <li>• A record of participating on doctoral committees</li> <li>• Participation in student mentoring through independent studies, capstones, University Scholars program, etc.</li> <li>• Recognition or awards from the unit, college or state organizations for supervised students’ work</li> <li>• Acceptance of supervised student papers for conferences</li> <li>• Coordinating and teaching with faculty from other departments in multi-disciplinary courses/studios</li> <li>• Teaching awards</li> <li>• Supervising teaching by others including teaching assistants</li> <li>• Developing a course or significant curricular materials (e.g. syllabi, curricular objectives, teaching cases, software)</li> </ul>	<ul style="list-style-type: none"> <li>• A sustained record of chairing masters student committees within the department and participating on committees outside the department</li> <li>• A sustained record of participating on doctoral committees</li> <li>• A sustained record of recognition or awards for supervised students’ work such as awards from national and international organizations</li> <li>• A sustained record of acceptance of supervised student papers for conferences or publication</li> <li>• A record of participation in multi-disciplinary courses/studios</li> <li>• National or international teaching awards</li> <li>• Playing a major role in the organization, implementation and evaluation of a regional or national educational activity</li> <li>• Writing or editing textbooks or equivalent resources adopted by other institutions</li> <li>• Acting as an education consultant to national bodies or a reviewer for national grants in education.</li> <li>• Serving on Landscape Architecture Accreditation Board (LAAB) accreditation review teams</li> <li>• Mentoring teaching by other faculty</li> <li>• Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally (such as adopted by other universities)</li> </ul>

## Measures for Evaluating Effectiveness of Research and Creative Scholarship

Peer-reviewed publications are considered the most important form of research dissemination. Work reviewed and published in books (by reputable commercial publishers or university presses), journals and paper presentations at conferences are appropriate measures of a faculty member’s contribution to the discipline. Additionally, sponsored research and the related activities associated with that research (e.g., reports and training) are also effective measures of productivity. In the profession of Landscape Architecture, Landscape Journal is the preeminent journal in the discipline and the official journal of CELA, the Council of Educators in Landscape Architecture (CELA) which is the scholarly organization for the discipline. CELA uses a double-blind peer reviewed process for its journal, conference proceedings and abstracts offering distinct tracks covering a full range of scholarship in landscape architecture. Please refer to the list of Relevant Journals, Organizations, and Conferences for Demonstrating Achievement Qualified for Promotion at the end of this document. In addition, design work or other creative work that wins grants and awards or is published in reputable peer-reviewed journals or selected through juried competitions and exhibitions is also considered significant creative work that makes a contribution to the professional discipline.

Table 3. Specific Research and Creative Scholarship Examples for Achieving Intermediate and Senior Ranks of Distinction. These examples are a list of activities that would qualify as evidence for promotion. The candidate does not necessarily need to accomplish all activity types to qualify for promotion, however relevant accomplishments should be sustained as a faculty member advances through the ranks.

Intermediate Level of Research Activities	Advanced Level of Research Activities
<ul style="list-style-type: none"> <li>• Publications in peer-reviewed journals and equivalent formats</li> <li>• National recognition in area of focus</li> <li>• Invited presentations to national gatherings</li> <li>• Recognition through design awards or juried exhibitions of creative work</li> <li>• Book publication in the field or related fields</li> <li>• Involvement at a national level in the development or implementation of research based design, planning, or management guidelines or projects</li> <li>• Significant contribution to policy development at a state, regional or national level</li> <li>• Receipt of outside funding to support research, scholarship or creative activity (with emphasis on principal investigator)</li> <li>• Curation of exhibits that are peer recognized or in significant venues in the research category</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial and significant publications as first and/or senior author</li> <li>• International recognition in area of focus</li> <li>• Consistent success in obtaining extramural funding through grants or contracts</li> <li>• Invited presentations to national/international gatherings</li> <li>• Consistent success in winning design awards or juried exhibition of creative works</li> <li>• Book publication in the field or related fields</li> <li>• Significant involvement at a national or international level in the development or implementation of research based design, planning, or management guidelines or projects</li> <li>• Contributing editor or regular writer for a major publication</li> <li>• Curation of exhibits that are peer recognized or in significant venues in the research category</li> </ul>

## Measures for Evaluating the Impact of Internal and External Service

Examples for internal and external service activities that would qualify as evidence for promotion are listed in Table 4.

Table 4. Specific Internal and External Service Activity Examples for Achieving Intermediate or Senior Ranks of Distinction. The candidate does not necessarily need to accomplish all activity types to qualify for promotion, however relevant accomplishments should be sustained as a faculty member advances through the ranks.

Intermediate Level of Service Activities	Advanced Level of Service Activities
<p><u>Internal</u></p> <ul style="list-style-type: none"> <li>• Substantial contributions to activities related to faculty governance</li> <li>• Substantial contributions to task forces, committees and other groups of the department, school, college and university</li> <li>• Substantial administrative responsibilities for the department, school, or college, e.g., service as graduate coordinator</li> </ul> <p><u>External</u></p> <ul style="list-style-type: none"> <li>• Substantial contribution to an academic/professional organization such as active membership on a major committee</li> <li>• Designing and completing a service-learning project that meets curricular objectives while serving an external community</li> <li>• Preparation and presentation of continuing education courses to practitioners, related industry personnel, and the public</li> <li>• Organization of conferences or conference panels</li> </ul>	<p><u>Internal</u></p> <ul style="list-style-type: none"> <li>• Leadership position and substantial contribution in activities related to faculty governance</li> <li>• Leadership role on task forces, committees and other groups of the department, school, college and university</li> </ul> <p><u>External</u></p> <ul style="list-style-type: none"> <li>• Leadership role in a national or international professional organization, particularly those pertaining to landscape architecture practice, education, and research, or organizations in allied fields</li> <li>• A sustained record of engagement in service-learning projects that meet curricular objectives while serving an external community</li> <li>• Member of an editorial board of a major publication</li> <li>• Organization of conferences or conference panels</li> </ul>

## **Appendix A. Examples of Relevant Journals, Organizations, and Conferences for Demonstrating Achievement Qualified for Promotion**

### 1) Key Peer Reviewed Journals of Educational Organizations in Landscape Architecture

- Landscape Journal (CELA)
- Journal of Landscape Architecture (ECLAS)

### 2) Key Allied Peer-Reviewed Journals

- Landscape and Urban Planning
- Landscape Research
- Landscape Ecology
- Studies in the History of Gardens & Designed Landscapes
- Journal of Architectural Education
- Journal of Planning Education and Research
- Conservation Planning
- Environmental Management
- Journal of the American Planning Association

### 3) Key Professional Journals (non-Peer Reviewed) and Other Relevant Publications

- Landscape Architecture Magazine
- TOPOS – The International Review of Landscape Architecture and Urban Design
- Other reputable non-peer reviewed publications and media which help advance the profession, including (but not limited to) through publication of scholarship and research related to the profession
- Places Journal

### 4) Key Organizations in Landscape Architecture

- CELA: Council of Educators in Landscape Architecture
- ASLA: American Society of Landscape Architects
- ECLAS: European Council of Landscape Architecture Schools
- IFLA: International Federation of Landscape Architects
- Landscape Architecture Foundation
- Landscape Architecture Accreditation Board
- Council of Landscape Architecture Registration Boards

### 5) Key Institutions and Allied Organizations

- Dumbarton Oaks Research Library and Collection
- Graham Foundation
- Smithsonian Institution
- Society of Architectural Historians (SAH)



- Association of Collegiate Schools of Architecture (ACSA)
- Association of Collegiate Schools of Planning (ACSP)
- Environmental Design Research Association (EDRA)
- The Garden Club of America
- National Garden Clubs
- Florida Native Plant Society and Other Related Organizations

#### 6) Key Conferences and their Proceedings

- Florida Chapter of the American Society of Landscape Architects Conference
- ASLA Annual Conference
- CELA Conference
- US Regional Association of the International Association for Landscape Ecology (US-IALE) Annual Conference
- The International Association for Landscape Ecology (IALE) World Congress

#### 7) Example Sources of Outside Funding Support

- LAF fellowships
- Dumbarton Oaks fellowships
- Rome Prize fellowships
- Graham Foundation
- CELA/CLASS Fund
- State, Local, and Federal Agencies