

Department of Landscape Architecture and Regional & Community Planning

Adopted November 30th and December 7th of 2004

Amended 15 April 2005

Amended 12 May 2005

TENURE AND PROMOTION GUIDELINES

INTRODUCTION

The Department of Landscape Architecture/Regional & Community Planning believes its mission as a unit within The College of Architecture, Planning and Design is reflected in the contributions of individual members of its faculty. These contributions fall into three broad areas: (1) teaching students through professional direction in the classroom and studio; (2) research and scholarship that extends the department's academic and professional capabilities; and (3) service and leadership to the college, university, professional societies and the public in general. Collegiality, in the form of responsible college citizenship, courtesy and respect for others, and the stewardship of junior faculty and students is the underpinning of the three broad areas discussed above. The faculty of The Department of Landscape Architecture/Regional & Community Planning adopts by reference the following language from the American Association of University Professors, "On Collegiality as a Criterion for Faculty Evaluation," adopted from [Statements and Reports](http://www.aaup.org/statements/Redbook/collegia.htm) <http://www.aaup.org/statements/Redbook/collegia.htm>

The following descriptions address the venues of achievement recognized by the department. The level or degree of achievement required for promotion to each rank is addressed in sections specific to those topics.

TEACHING AND CAREER DEVELOPMENT

Competency in teaching is a base criterion for tenure. Candidates for tenure are expected to be skilled teachers at all appropriate program levels, using standards agreed upon by the tenured faculty and the national accreditation organizations. Department and college-wide standards include excellence in classroom teaching, in non-classroom settings, in academic and professional standards, in professional relations with students, and in the scholarship of teaching.

While faculty tend to focus on a specialization most often formed from their academic and professional backgrounds and interest, they must be conversant with the broad

content of the landscape architecture and planning professions and be able to make reinforcing connections between their subject courses and other subject offerings. Teaching assignments often shift within a person's general area of interest and expertise. This may be especially true in planning because of the need for a relatively small number of faculty to cover the breadth of the profession. Thus, both versatility and specialization are to be valued along with a capacity for cooperation and collegiality in sustaining an effective ensemble of teachers. Versatility demands both an ability to cover more than one subject area and broad instructional range, i.e. the ability to teach beginning, advanced, undergraduate and graduate classes and to participate as major professors and members of thesis committees.

Departmental Review of Teaching and Student Activity

The indicators of achievement for teaching, not in any priority ranking, are listed below. For teaching, progression and growth is more important than the number of indicators engaged. Whatever indicators are presented, two points are central to review of faculty performance:

1. Because teaching occurs in many ways and in many settings, its evaluation should encompass the full range of a faculty member's activities.
2. Teaching is more than the instruction of students. Competency in teaching must also include a faculty member's integrity, treatment of student and care for their careers, and the critical need for collegiality that creates an atmosphere conducive to cooperative learning.

To document skill in teaching a faculty member may present the following evidence:

Evaluations:

- External and internal peer evaluations including all departmental tenured faculty members (to be arranged between the faculty member and the department chair)
- Standardized, written teaching evaluations (required by the university)
- Student letters and statements

Evidence of teaching activities:

- Video taped classroom activities
- Sample syllabi, with a discussion of learning activities and sample student work
- Online courses, distance learning and computer aided teaching that indicates skill in technological adaptations for pedagogy
- Specialized work for students such as independent studies and directed readings
- Written reports on interns supervised
- Results of student mentoring for project activity, advising, thesis and/or report supervision
- The development and implementation of a new course or a significant redesign of a course

Honors and awards:

- Honors, awards, grants, or mentions for teaching, studio, or class based projects

Professional development activities:

- Participation in professional development or skill enhancement training courses, workshops, study tours, or seminars

And any other evidence illustrating a faculty member's particular skills and strengths in pedagogy and classroom related activities.

RESEARCH & SCHOLARSHIP: SCHOLARLY PUBLICATION, CREATIVE, PROFESSIONAL AND ARTISTIC ACHIEVEMENT

Landscape architects and community planners conceive and undertake research and scholarship in a variety of ways. Research is a directed form of scholarship involving assembly, documentation, and dissemination of information. Research efforts may be classified as either extra mural within a competitive field for funding, or as non-competitive that eventually leads to scholarly publication or presentation. Within both fields, contributions that advance the discipline in the form of creative activities and professional growth are characterized as a form of scholarship. Creative activities and professional growth are peer judged endeavors that receive recognition external to the university.

The central question is whether a faculty member documents evidence of continued and qualitative intellectual, professional and artistic growth in ways appropriate to their professional interests, expertise and departmental role, and whether products of this growth are being communicated to appropriate audiences outside the department. Due to the professional nature of the field, landscape architecture and community planning faculty may be less highly specialized than in the arts and sciences, but are expected to make significant contributions to the advancement of some area(s) of landscape architecture/community planning inquiry or expertise. The important questions are:

1. To what extent is the work recognized in the field?
2. To what extent has it had or is expected to have an impact on others in the field?
3. To what extent is it seen by peer reviewers as substantive and significant?

The peer review of landscape architecture and community planning research, scholarly, professional and creative work requires a process specific to the nature and mix of the faculty member's work. It should be noted that currently there are fewer scholarly journals that frequently publish landscape architecture articles than there are community planning and related journals. At the same time, more of a demand exists for both minor and major textbooks in landscape architecture than in community planning. Publication in both disciplines often takes the form of research reports, agency publications, and monographs that generally require peer review as a condition of agency support.

Although the nature of the two disciplines is similar, expectations of the tenure track faculty assigned to each may be somewhat different. The typical entering faculty member in landscape architecture will hold either a bachelor's or master's of landscape architecture or a related master's degree. The typical entering faculty member in planning will have a doctorate, or be in the process of finalizing a dissertation, from an accredited planning program, a professional master's degree (Master of Urban or Community Planning), along with an undergraduate degree. There are exceptions in both fields where some faculty in landscape architecture will have dual master degrees, or a doctorate in landscape architecture or an allied field. Most planning and some landscape architecture faculty members will hold the teaching/research doctorate without or in addition to a professional masters degree. There is a greater expectation for faculty holding the doctorate to engage in traditional scholarly publication

Department review of research and scholarship

Presentations:

- Presentation(s) and/or panel participation in regional workshops or conferences
- Presentation(s) at regional and national academic and professional society meetings
- Poster presentation(s) at national conferences
- Invited topic speaker or paper/project presentation(s) at regional, national or international conferences

Publications:

- Peer or non-peer selected publications in conference proceedings
- Peer or non-peer reviewed publications as book chapters, edited works, or texts
- Research studies, scholarly monographs and/or reports – either funded or non-funded

Professional publications and products:

- Desktop publications intended for dissemination at the local or regional level
- Peer- reviewed grants, commissions, plans, professional reports, professional monographs, studies, articles, methodologies, professional consultations
- Political acceptance of proposed plans and policies and other evidence of environmental or comprehensive planning and design influence

Referred publications:

- Peer reviewed, single or multiple authored publication(s) in scholarly and/or professional journals

Evidence of creative endeavors:

- A portfolio of professional projects and studies demonstrating distinctive practice evaluated by qualified outside evaluators
- Development of software, digital laboratories and other substantial contributions to the rapid advancement of student and faculty computer use

- Other creative works and endeavors

Honors and awards:

- Scholarly and peer recognition for outstanding intellectual contributions
- Class or student awards, honors, or mentions under the direction or co-direction of the faculty member being considered for tenure and promotion
- Competition awards, honors, or mentions for entries and exhibits of designs, drawings and models
- Professional awards, honors, and mentions

Professional development activities:

- Participation(s) in college/university workshops and conferences and continuing education activities

SERVICE AND LEADERSHIP

Service is an important component in a faculty member's responsibilities as part of the university community. All faculty members have a responsibility to play a role in university life, college and departmental governance, and professional service. In professional programs, service can contribute to the visibility and perceived value of a department or discipline through the execution of specialized projects, collaboration with other disciplines on campus and through service activities provided to professional and scholarly societies. In addition, to impacting the visibility and reputation of the department, these activities can also make positive contributions to the faculty member's reputation and skill.

The service activities of the landscape architecture and community planning faculty are often closely related to professional growth, scholarship and teaching. Faculty members actively engage in work to aid efforts to solve environmental problems in Kansas and surrounding states through pro bono consultations, and community based projects. Since faculty members at Kansas State University play a strong role in department governance and program development, it is especially important in evaluations to give appropriate consideration to particular faculty assignments in this area.

Faculty members also have the opportunity to provide support to their professions by serving as officers and as members of boards dealing with governance, professional testing, licensing and certification, and program accreditation at regional, state and national levels. Service of this type places them in leadership positions that impact future practitioners. In addition, these service activities give faculty members the opportunity to expand their department's visibility, their own status and reputation, and help connect the department and its disciplines with their respective professions. These connections are important to professional programs, their students, and the professional growth of the individual departmental member, and they should be given considerable weight in assessing a faculty member's contribution.

Departmental Review of Service Activities

The indicators of achievement for service are listed below and they are not in any priority ranking. Significant achievement is more important than the number of indicators engaged.

Department, college and university service and leadership:

- Member or chair of standing or ad-hoc college committee
- Member or chair of standing or ad hoc departmental committee
- Member or chair of standing or ad hoc university committee
- Member or chair of standing committees at departmental, college or university levels
- Leadership in university governance
- Evidence of involvement in other activities that contribute to the good of university or community

Mentoring:

- Mentor to younger faculty members
- Mentor or advisor to student based organizations

Professional society service and leadership:

- Active membership in professional organizations, e.g., ASLA, APA
- Leadership in professional organizations related to the practice of the respective disciplines
- Leadership in scholarly societies and teaching organizations in the respective fields
- Participation in regional and national professional society meetings

Community, regional, state and national service and leadership:

- Service to local community that directly reflects professional expertise, e.g., community or county planning commission
- Service to state or regional organizations which directly reflect professional expertise; e.g., state boards, regional review commissions, etc.
- Consultations with public and private groups not leading to publications or design products
- Direction of class projects that benefit communities while demonstrating a faculty member's expertise in management and professional judgment

THE TENURE PROCESS

Initial Information

Two things related to the tenure and promotion process will be part of the initial employment of all faculty: the department head will provide a copy of this document to all candidates under serious consideration and discuss the anticipated instructional, scholarship and service responsibilities the candidate will be expected to fulfill.

If the candidate accepts the position with the department, this briefing will be put in writing and will become part of the basis for annual evaluation and, later, in the tenure and promotion review. It is only reasonable that on occasion, shifts in assignments may take place and faculty may be asked to pursue endeavors that take them away from their research, scholarly or creative work in favor of a more immediate need in the department or one of its programs. In such a case, the shift in assignment and the resulting impact on the faculty member's ability to pursue their special interest should be noted by the faculty member and acknowledged by the department head at the time of the next annual review.

Progress toward Tenure and Promotion

Not only is it imperative that all faculty members have a clear understanding of the expectations for their performance as they move toward tenure and promotion, but it is equally important that they understand the process to attain tenure and promotion in rank. The following steps address procedures at the departmental level designed to ensure that candidates for tenure and promotions are kept advised of their progress toward those goals. These processes do not address university or year to year changes in the University Handbook

Mentoring

The department head, in consultation with senior and new faculty, will establish a mentoring partnership between a senior faculty and a new employee with an expectation that the mentor will provide appropriate assistance in acclimating the new faculty to processes and procedures within the department and/or university. The mentor serves as an advisor to the new faculty member and should be knowledgeable of the faculty's progress toward tenure and advancement in rank. The mentor/mentoree relationship will be addressed in the annual evaluation of each and the department head may appoint a different mentor at the request of either party.

Mid-Tenure Review

Unless otherwise stated in the candidate's contract, the mid-probationary review shall take place during the third year of appointment. This review provides the faculty member with substantive feedback from faculty colleagues and administrators regarding his or her accomplishments relative to departmental tenure criteria. A positive mid-probationary review does not insure that tenure will be granted in the future nor does a negative review mean that tenure will be denied.

C92.2 of the University Handbook states that procedures for the mid-probationary review are similar to procedures for the tenure review and are established by the departmental faculty in consultation with the department chair/head and the dean. The

department chair/head is responsible for making the candidate's mid-probationary review file available to the tenured faculty members in the department at least fourteen calendar days prior to a meeting to discuss the candidate's progress. A cumulative record of written recommendations and accompanying explanations forwarded to the candidate from previous reappointment meetings, and any comments from individuals outside the department relevant to the assessment of the candidate's performance will also be made available to the eligible tenured faculty. The department head may discuss the review and assessment of the tenured faculty members in the department with the dean, and shall provide a letter of assessment to the candidate, including a summary of faculty comments and suggestions. (See C35 regarding confidentiality of peer evaluations). This letter of assessment and the faculty report will become a part of the candidate's reappointment and mid-probationary review file. The department chair/head will discuss the review and assessment with the candidate. After receiving the assessment, the candidate has the right to submit a written response for the file.

C92.3 Comments also may be solicited from students, and other relevant faculty members in the college or university, and from outside reviewers.

C92.4 College procedures. The candidate's mid-probationary review file as well as other materials specified in [C92.2](#), and a copy of the departmental criteria and standards will be forwarded to the College Tenure & Promotion Committee. [C153.1](#) is incorporated herein by reference as the evaluation procedure to be followed by the Tenure & Promotion Committee. The dean will provide a letter of assessment to the candidate that includes a summary of recommendations from the college advisory committee.

At Time of Tenure and Promotion

A faculty member undergoing review for tenure and promotion to associate professor, or from associate to professor, must prepare a portfolio for evaluation by the department's tenured faculty; the department head, the dean of the college and outside reviewers. The portfolio is a compilation of representative materials that support the candidate's request for tenure and/or promotion and is based on the requirements and procedures contained in the [University Handbook](#) sections C151 – C152.5.

[C153.1](#) of the University Handbook is the evaluation procedure to be followed by the college advisory committee. The dean will provide a letter of assessment to the candidate that includes a summary of recommendations from the college advisory committee.

Portfolio Content, Procedure and Responsible Party

The candidate's portfolio is to be organized following the university Promotion and Tenure Transmittal documentation format found at <http://www.k-state.edu/academicservices/forms/promotio.html>. Specific departmental requirements are noted in the outline below in italics:

I. Cover Sheet

- A. Recommendation by the Dean (to be completed by the Dean)
- B. Recommendation by the Department Head (to be completed by the Department Head)

II. Description of Responsibilities during Evaluation Period

III. Statement by Candidate

- A. Candidate's statement of accomplishments (one page summary of why a candidate feels he/she should be promoted/tenured)
- B. Statement of Five-Year Goals

IV. Instructional Contribution

- A. Statement of activities (classes taught, student advisement, etc.)
- B. Evidence of instructional quality (student ratings, peer evaluations, evaluation of advisement, etc.)
- C. Other evidence of scholarship and creativity that promote excellence in instruction (multimedia presentations, computer-aided instruction, papers published or presented)

V. Research and Other Creative Endeavors

- A. One page statement
- B. Listing of research publications and creative achievements
- C. List of grants and contracts

VI. Service Contributions (two page summary)

VII. Cooperative Extension

VIII. External Letters of Evaluation

At least three written reviews of the candidate's achievements and credentials by an appropriately ranked professor at another university generally equivalent to Kansas State University. The reviewers will be chosen from a list of five individuals by the department head, but the names of the potential reviewer(s) must be disclosed to the candidate for concerns or objections related to bias — facilitated by the department head.

IX. Other Summary Information Considered Pertinent by the College

X. Supporting Documents

A. Teaching Evaluations (last three years)

For candidates seeking tenure and promotion to associate professor, copies of standardized teaching evaluations for all semesters at Kansas State must be included. For candidates to full professor, standardized teaching evaluations for at least the preceding three years must be included – supplied by the candidate;

B. *A copy of the candidate's annual reviews by the department head for at least the preceding three years – supplied by the department head;*

C. Reprints and/or Manuscripts

D. *Evidence of creative endeavors*

E. Other Materials

Any letters by members of the LArch/RCP faculty commenting on the qualifications and readiness of the candidate for tenure and/or promotion. Associate and full professors evaluate candidates for associate professor and full professors evaluate candidates for full professor – facilitated by the department head or a designated faculty member;

F. Detailed Curriculum Vitae

For Consideration of Promotion from Assistant to Associate Professor with Indefinite Tenure

The granting of tenure and promotion to associate professor is recognized as an indication of a career commitment on the part of the university to an individual faculty member. According to the [University Handbook](#) C100:

There can be no simple list of accomplishments that, when achieved, guarantee that a faculty member will obtain tenure. Instead, tenure is granted. This action, taken by the Kansas Board of Regents, is based on the assessment of the tenured faculty of the university that a candidate has made outstanding contributions in appropriate academic endeavors. By granting tenure only to such individuals, the continued excellence of the university is ensured.

Tenure and promotion to associate professor, therefore, should be based upon clear evidence of the potential for sustained contribution and leadership over a candidate's career. There should be evidence of continuous intellectual inquiry and professional development of sufficient quality to provide a basis of confidence in future growth and performance. Professional achievement(s) should also be considered significant, especially when related to professional growth, scholarship and influence. C140 of the [University Handbook](#) states:

“C140 General Principles. [The] Successful candidates for promotion will demonstrate superior professional accomplishment and excellence in the performance of their assigned duties. The assessment of a faculty member's performance upon which a recommendation regarding promotion will be based must reflect the professional expectations conveyed during annual evaluations.”

Evidence of achievement for promotion to associate professor with indefinite tenure will vary, depending upon a faculty member's professional interests and role in the department. There are distinct expectations for faculty members engaged in traditional academic endeavors and for those focused on professional practice related practical and integrative problem solving. However, all landscape architecture and regional & community faculty are expected to engage in written scholarship and/or creative work. The expectations addressed in a candidate's initial hiring and in subsequent annual evaluations will serve as the foundation for this review.

For Consideration of Promotion from Associate Professor to Professor

For promotion to the rank of professor there is the expectation of continued and clear evidence of significant contribution to the professional development of the individual and enhancement of the department's reputation. As noted in the [University Handbook](#) in section C120

“Faculty members may expect to advance through the academic ranks on the basis of demonstrated individual merit in relation to their association with the university's mission and with their own disciplines. Each higher rank demands a higher level of accomplishment.”

The aforementioned standards and criteria continue to apply in evaluating this ongoing contribution. Particular attention should be given to special contributions that markedly and creatively enhance the growth and quality of the Department's programs and outreach, including achievements while serving as head.

For this level of advancement there should be evidence of leadership and broad reputation in one or more areas of the candidate's field. Advancement to professor will reflect a faculty member's acknowledged excellence and achievements significant to landscape architecture or regional & community planning, such as research, scholarship, professional practice, professional service and outreach. Criteria for promotion include both those achievements listed earlier and the following indicators:

Evaluations:

- Recognition as a reputed scholar in evaluations by other senior faculty and professionals in the field

- Recognition among designers, professionals or public officials as a leading innovator

Publications and products:

- Solicitations to write or contribute to major scholarly books and compilations of important ideas and/or historical compendia
- Solicitations to write or contribute to professional monographs, studies, articles, methodologies
- Single or joint authored articles in journals widely recognized by landscape architects and planners as leading sources of scholarly or professional practice information, and/or innovative teaching practice
- Publication of books, reports or articles recognized to be innovative or of strong or seminal value in advancing the field
- Editorship of peer-reviewed journals or monograph series in the field
- Serving regularly as a peer reviewer for scholarly journals
- Solicitations to consult or lead in solving major (i.e., important and/or high-profile) planning, design and policy problems

Presentations:

- Invited plenary speeches to conferences
- Invited testimony before major elected officials' committees

Honors and awards:

- Awards from professional, scholarly and government organizations
- Design and planning awards of disciplines especially at a national level
- High placement in major design competitions; honors, awards, and mentions from major design competitions
- Service on juries for major design, professional, or research award competitions
- University and national recognition awards for teaching, service, achievement, scholarship or teaching.

Service:

- Election to high office in professional and scholarly organizations and demonstrated evidence of substantial contributions

NOTES AND REFERENCES

Adoption By Reference

"Few if any responsible faculty members would deny that collegiality, in the sense of collaboration and constructive cooperation identifies important aspects of a faculty member's overall performance. A faculty member may legitimately be called upon to participate in the development of curricula and standards for the evaluation of teaching, as well as in peer review

of the teaching of colleagues. Much research, depending on the nature of the particular discipline, is by its nature collaborative and requires teamwork as well as the ability to engage in independent investigation. And committee service of a more general description, relating to the life of the institution as a whole, is a logical outgrowth of the Association's view that a faculty member is an "officer" of the college or university in which he or she fulfills professional duties.¹

Understood in this way, collegiality is not a distinct capacity to be assessed independently of the traditional triumvirate of scholarship, teaching, and service. It is rather a quality whose value is expressed in the successful execution of these three functions. Evaluation in these three areas will encompass the contributions that the virtue of collegiality may pertinently add to a faculty member's career."

1. American Association of University Professors, "On Collegiality as a Criterion for Faculty Evaluation," adopted from Statements and Reports,
<http://www.aaup.org/statements/Redbook/collegia.htm>