PRINCIPLES, POLICIES, STANDARDS and CRITERIA Related to the
PROMOTION to Full Professor of Faculty Members in the Department of
Architecture.

Approved by faculty vote May 9, 2013.

This document outlines the framework for principles, standards, and criteria related to the
promotion of faculty members to full professor in the Department of Architecture and is intended to
assist faculty and administrators at various levels. RTP actions are discretionary, based on an
evaluation of the record as presented in the candidate’s dossier. A complementary document for
reappointment and tenure will be developed.

Collegiality/professionalism is not a distinct category 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. Collegiality/professionalism means that faculty members
cooperate with one another in sharing the common burdens related to discharging their responsibilities of
teaching, scholarship or creative work, and service, and do so in a conscientious and professional
manner.

1. RELATED DOCUMENTS.

This document is subsidiary to and elaborates on the following related documents:

- The Laws of the Regents of the University of Colorado, and in particular Article 5
  https://www.cu.edu/regents/Laws/laws.html
- Appendix A, Standards, Processes and Procedures for Comprehensive Review, Tenure,
  and Promotion: https://www.cu.edu/policies/aps/academic/1022.pdf
- Policy: 5M of the Regents of the University of Colorado:
  https://www.cu.edu/regents/Policies/Policy5M.htm
- The Administrative Policy Statements issued by the University of Colorado, and in
  particular “Performance Ratings for Faculty,” “Procedures for Written Standards and
  Criteria for Pre-Tenure Faculty,” “Post Tenure Review” and “The Professional Plan for
  Faculty”: https://www.cu.edu/policies/aps-az.html
- The faculty Handbook of the University of Colorado: https://www.cu.edu/content/faculty-
  handbook
- Strategies for Success: A Mentoring Manual for Tenure Track Faculty:
  http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-
  development/resources/Documents/2012_Strategies_for_Success.pdf
- The following policies and procedures documents of the University of Colorado Denver,
  Reappointment, Tenure and Promotion:
  http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/RTP.pdf
  APS 1022: https://www.cu.edu/policies/aps/academic/1022.pdf
2. **DESCRIPTION of the DEPARTMENT and its FACULTY.**

Architecture is a field with broad concerns, encompassing not only professional applications but aspects of the following disciplines: the arts, the humanities, the social sciences, and the natural sciences. Consequently, the Department recruits a diverse regular faculty in terms of education, experience, and expertise to respond to its teaching needs. Many current members have interdisciplinary training and interdisciplinary abilities for teaching, scholarship, and creative work.

3. **DESCRIPTION of ACCEPTED DOMAINS of SCHOLARSHIP.**

In order to assist its faculty as they establish the terms for their tenure and promotion evaluation, the Department of Architecture has accepted the four domains of scholarship articulated in the 1996 Carnegie Foundation report on architectural education as the areas in which its faculty will document their performance. Those domains are the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. The department consequently values each individual's performance in one or more of the domains, and accepts the following as its definitions of the intent and outcomes particular to each domain:

The scholarship of discovery comes closest to what is meant by the term "research." It is the commitment to knowledge for its own sake, to freedom of inquiry, and to following in a disciplined fashion an investigation wherever it may lead. The research that the scholarship of discovery supports contributes not only to the stock of human knowledge but also to the intellectual climate of the academy. It reflects the investigative tradition in academic life, and demonstrates accomplishment in research.

The scholarship of integration underscores the need for scholars to give meaning to isolated facts, putting them into perspective. Integration makes connections across disciplines, placing their specialties in larger contexts, illuminating data in a revealing way through serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research in the field. It reflects the synthesizing tradition in academic life, and demonstrates accomplishment in research/creative work, teaching and/or service.

The scholarship of application is concerned with the new intellectual understandings that can arise out of the very act of application: whether in developing architectural technologies, serving the public in build environments, shaping public policy, or creating architectural design works. With engaged activities such as these, theory and practice interact seamlessly, and the work of one renews the other, simultaneously applying and contributing to and advancing human knowledge. Work in this area demonstrates accomplishment in service, service-learning and/or applied research.

The scholarship of teaching educates and attracts future scholars. It is a dynamic endeavor involving analogies, metaphors, and images that build bridges between a teacher's understanding and a student's learning. Carefully planned and continuously examined pedagogical strategies and practices relate directly to the subject taught, creating a common ground of intellectual commitment between teacher, student and subject. Without engaged teaching, the continuity of knowledge will be broken and the store of human knowledge diminished. Work in this area demonstrates accomplishment in teaching and pedagogically-based research. As such, the scholarship of teaching is evaluated under the criteria and standards for promotion as listed in (i) "Research and Creative Activities" and is distinct from the criteria and standards as listed in (ii) "Teaching."
4. DEFINITIONS.

(i) Primary Unit.

- “Primary Unit” refers to the tenured and tenure track members of the Architecture Department faculty, who are eligible to make recommendations concerning reappointment, tenure and promotion.
- The Department Chair is responsible for informing candidates for reappointment, tenure, and promotion about the schedules of reviews, their processes, and criteria.
- Only members of the primary unit holding tenure shall vote on decisions relating to tenure, although other faculty members may be present during the discussion prior to the vote.
- Faculty members who are on leave the semester during which a review is completed may vote on a candidate only if they have personally read the dossier materials and participated in the discussion and vote of the Primary Unit.
- No faculty member may vote on reappointment, tenure, or promotion by written proxy.
- Meetings where votes are taken must be conveniently scheduled.
- The results of the vote of the Primary Unit will be forwarded in writing by the Department Chair to the Dean, indicating how many people voted and how many voted in each category: yes, no, abstain.

(ii) Primary Unit Evaluation Committee (PUEC).

- “Primary Unit Evaluation Committee” or PUEC refers to the group within the Primary Unit that is assigned the responsibility of initially reviewing and evaluating the qualifications of candidates for reappointment, tenure, and promotion.
- Each candidate will have a PUEC.
- Each PUEC will be composed of three faculty members chosen from the primary unit at or above the rank of the candidate whenever possible.
- When there are fewer than three full professors available to form the PUEC for any promotion to the rank of full professor, the primary unit faculty members may identify and appoint qualified full professors from other CU units to serve on the PUEC. PUEC members must be appointed by election by the primary unit faculty. A candidate for promotion to full professor may forward names for consideration. If acceptable for the candidate, retired CAP full professors with emeritus status may serve on the PUEC.
- The primary unit faculty will elect PUECs no later than the last Department of Architecture faculty meeting of the academic year before the candidate comes up for evaluation and/or review. The chair of the PUEC is chosen by its members with the consent of the candidate. Administrators and faculty members who will review a candidate at later stages shall not serve on that PUEC.
- The written report of the PUEC is presented in writing to the primary unit at least seven days prior to the meeting of the faculty when the report of the PUEC is discussed and voted on. It may be approved or amended by the primary unit after their deliberations.
- The chair of the department reports on the deliberations, records the particulars of the vote, and any factors leading to votes that are not unanimous. The chair’s report will specifically identify those areas of performance that were evaluated by the primary unit faculty as being meritorious and/or excellent. The chair forwards his/her report and the original and amended version of the primary unit report – if any - to the dean. Recommendations of the PUEC are advisory to the faculty of the primary unit and to the dean. The candidate receives copies of the PUEC letter and the Dean’s Advisory Committee/First Level Review Committee letter at the time they are inserted into the dossier.
5. **Policies Specific to the Department of Architecture.**

(i) **Faculty support.**

The Department of Architecture is committed to supporting faculty members with various and evolving career paths. It recognizes that research and/or creative work patterns may change over time, as long as they are consistent with established faculty Professional Plans and fall within one or more of the recognized domains of scholarship.

(ii) **Consistency.**

The individual categories of documented performance for all evaluations will be consistent with those used in the University of Colorado’s yearly Faculty Report of Professional Activities.

(iii) **Continuity.**

Recommendations for reappointment, tenure and promotion will be based on a study of the candidate’s entire career but with particular attention to the candidate’s achievements while on the faculty of the University of Colorado Denver. Candidates must submit records in accordance with the university policies referenced in this document.

(iv) **Credit on Previous Work.**

A maximum of three years of credit for previous academic experience may be granted and will be stated explicitly in the initial appointment letter in compliance with university policy.

(iv) **Accessibility to Materials and Confidentiality.**

The Dean, the Dean’s Advisory Committee and the Members of the Primary Unit will have access to all materials about the candidate gathered by the Primary Unit Evaluation Committee upon the submission of their report.

All faculty members have an ethical requirement to honor the confidentiality of personnel deliberations.

All faculty members are expected to disclose any and all conflicts of interest or apparent conflicts of interest and to recuse themselves from personnel decisions and recommendations when such conflict of interest exists or may appear to exist.

6. **Criteria and Standards for Promotion.**

The evaluation processes, criteria, and standards will be consistent with the university policies listed in the introduction above. As stated in APS 1022 ([https://www.cu.edu/policies/aps/academic/1022.pdf](https://www.cu.edu/policies/aps/academic/1022.pdf))

“Professors should have the terminal degree appropriate to their field or its equivalent, and (A) a record that, taken as a whole, is judged to be excellent; (B) a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (C) a record, since receiving tenure or promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, service, and other applicable areas.”

Below are the criteria specific to the Department of Architecture.
(i) **Research and Creative Activities.**

**Criteria**

Departmental criteria for promotion and tenure recognize creation of knowledge through traditional research and scholarship as well as application of knowledge through creative architectural works. Architectural works considered for promotion and tenure include peer-reviewed publications of built and unbuilt projects completed for professional commissions, competitions, or exhibitions. Candidates are expected to communicate the state of knowledge or creative work in their area of expertise.

Traditional research and scholarship include a range of peer-reviewed publications, grants, conferences, awards and other recognitions. Evidence may include recognition by peers and community; publication in refereed journals; awards; books; book chapters; exhibitions; awards of competitive grants and external funding; and, invitations to lectures or conferences.

Candidates for promotion to Professor rank are expected to have demonstrated leadership and achieved national and/or international stature in their area of research, scholarship, or professional expertise in creative activities. Blind peer-review documentation of research and creative activities plays an essential role in the evaluation of traditional research and scholarship as well as creative activities.

**Evidence.**

Evidence of completed book manuscript, in review, in press, or actually published. Quality and quantity of publications in refereed journals or other refereed publication venues.

Quality and quantity of presentations at academic conferences or professional meetings. Evidence of involvement in direct collection of data/information which may include grant writing, archival research, or other appropriate activity. Quality and quantity of disciplinary participation and reputation locally, regionally, nationally and internationally.

As part of creative activities, a candidate may assemble a portfolio of architectural design work to be evaluated by qualified external reviewers in a blind, peer-review process. A candidate may recommend names of candidates to serve as external reviewers. The PUEC may select one of these candidates. The portfolio is sent out by the PUEC for evaluation. The resulting evaluation letters are then included in the candidate’s dossier and in the external review packet.

**Evaluation**

**Meritorious**

Candidate has met the general research work expectations of the primary unit. This means that the candidate has a coherent research and/or creative work agenda and a sustained record of contribution to the field in the area of expertise in various blind peer-reviewed regional and/or national venues for dissemination of research and/or creative work. It is expected that the record presented shows that the candidate’s level of accomplishment will continue. Indicators of meritorious activity can be found in the Appendix at the end of this document.
Excellent
Superior work, as evidenced in peer-reviewed major publications, research involvement, international design competitions, or other recognition of sustained peer-reviewed research performance. It is expected that a candidate maintains this level of accomplishment. Indicators of excellent activity can be found in the Appendix at the end of this document.

(ii) Teaching.

Criteria
Teaching in architecture relies primarily on design knowledge and a range of specialized subject areas. Faculty members are expected to be experts in a particular curricular subject and effective design educators who can integrate his/her specialization into the design studios.

Studio courses are taught like tutorials. Faculty members work directly with students to develop a comprehensive design solution to a design problem defined by the faculty member. Subject courses cover a range of curricular areas within the profession and are conducted in a variety of formats, such as lectures and seminars.

As such, teaching loads are substantial within this framework. Design studios are 6 credit hour courses while subject courses are usually 3 credits, equivalent to University norms in contact time and preparation requirements. In addition to their required teaching load, faculty members may advise students in various independent studies and/or serve as chairs or members of Ph.D. student committees.

Candidates for promotion to Professor rank are expected to have demonstrated effective and creative teaching of their subject. Subsequent enhancement of the curricular area and the connections to the professional discipline are also expected. In addition, candidates for promotion are expected to have demonstrated leadership in a curricular area.

Evidence.
Multiple measures for teaching effectiveness are required and include evaluation of teaching materials (syllabi, examinations, handouts, etc.), FCQs, peer reviews, evaluation of quantity and quality of individual instruction performed by the candidate including student research supervision, quality and quantity of student advising, quality and quantity of course or curriculum development.

Evaluation

Meritorious
Candidates demonstrate a positive impact on the intellectual development of students in the context of formal course work. Contributions are also expected in curriculum development, student advising, and/or individual instruction. Finally, there should be evidence that the candidate has a genuine commitment to teaching excellence, and has respect for students. Indicators of meritorious activity can be found in the Appendix at the end of this document.

Excellent
Candidates demonstrate truly exemplary commitment to and success in teaching and such candidates are thought of as outstanding teachers who exceed the meritorious performance standards and are recognized by both students and faculty as having made a significant impact on teaching. Indicators of excellent activity can be found in the Appendix at the end of this document.
(iii) **Service**

*Criteria*

The architecture department relies on self-governance and administration dependent on effective, regular faculty participation. All faculty members serve on department and/or college and/or university committees. In addition, faculty members manage undergraduate and graduate programs of the Department of Architecture. This commitment can be substantial and includes regular review, development, and maintenance of the curriculum; preparation for accreditation; evaluation of admission files; and student advising.

Service contributions on behalf of the professional and public interest through national, professional, and community organizations are encouraged and recognized as important to the mission and reputation of the Department and the College. Candidates for promotion at professor rank are expected to also have demonstrated leadership by chairing various committees and leading initiatives in the department, college or university.

*Evidence.*

- Participation in activities serving the department, college, or university.
- Participation in activities serving the profession and the discipline.
- Participation in activities serving the community.

*Evaluation*

*Meritorious*

Service will be considered meritorious if the candidate has, at a minimum, contributed to the mission of the Department through cooperative participation on necessary Departmental committees and activities. Indicators of meritorious activity can be found in the Appendix at the end of this document.

*Excellent*

Candidates are expected to have demonstrated leadership that made significant contributions to the Department, College, and/or University. Candidates are also expected to have demonstrable contributions to one or more academic and professional societies, and/or community organizations. Examples of excellent activity can be found in the Appendix at the end of this document.
APPENDIX.

1. RESEARCH AND CREATIVE ACTIVITIES.

- Indicators of Excellence may include (in no priority).
  - Publications of scholarly peer-reviewed book(s).
  - Publication of a chapter in a scholarly peer-reviewed book.
  - Editor of a scholarly peer-reviewed book.
  - Publication in peer-reviewed journals.
  - Frequent citation of publications (or professional work).
  - Publication of papers at peer-reviewed national and international meetings.
  - Presentation of invited papers at peer-reviewed national and international meetings.
  - Editor or member of an editorial board of a major scholarly peer-reviewed journal.
  - Receiving major fellowship, research, or creative awards.
  - Publication of peer-reviewed magazine articles.
  - Member of a review panel for national or international research organization (or architectural competition).
  - Receipt of grants and contracts from recognized agencies that fund demonstration projects.
  - Significant publication and/or funding resulting from collaborative efforts with researchers in other institutions/programs/fields, where the faculty member plays a substantial role in the research or creative activity. The specific details of his/her role are documented.
  - The registration of patents and/or copyrights for inventions and designs; documented involvement with technology transfer initiatives with the university.
  - Peer-review and recognition of creative professional practice.
  - Teaching-related peer-reviewed publications (scholarship of teaching).

- Indicators of Meritorious in Research and Creative Activities.
  - Publication of non-scholarly book(s) in the faculty member’s discipline with documented recognition and impact.
  - Presentation of papers in peer-reviewed local, national and international conferences.
  - Significant self-development activities, such as a faculty development leave.
  - Production and publication of peer-reviewed technical reports.
  - Publication of non-refereed newspaper/magazine articles.
  - Participation in peer-reviewed local and national conferences.
  - Participation in colloquia, seminar, or workshops.
  - Participation in design studio reviews.
  - Presentation and participation in peer-reviewed conference poster sessions.
  - Submission of unfunded research (or creative activity) grants.
2. TEACHING

- **Indicators of Excellence in Teaching.**
  - FCQ scores and student comments consistently indicate highly effective teaching.
  - College and/or university teaching award(s).
  - National and international peer-reviewed teaching awards.
  - Teaching-related peer-reviewed student awards.
  - Positive peer evaluations.
  - Strong record of effective participation in and contribution to Curricular Development.
  - Strong record of effective preparation and teaching of core courses.
  - Strong record of effective preparation and delivery of new courses.
  - Syllabi, assignments, rubrics and other class materials that are consistently recognized as well organized and effective.
  - Strong record of effective student advising and mentoring.
  - Strong record of effectively chairing Ph.D. dissertation committees.
  - Strong record of effectively contributing as a member of Ph.D. dissertation committees.
  - Strong record of effectively chairing or being a member of a student thesis committee.
  - Peer-reviewed evaluation and recognition for innovations in teaching.

- **Indicators of Meritorious in Teaching.**
  - FCQ scores and student comments consistently indicate effective teaching.
  - Successful record of effectively advising student independent study.
  - Successful record of effectively being an advisor for a student journal.
  - Successful record of design studio review participation.
  - Successful record of effectively integrating technology in course delivery.
  - Successful record of design studio multiple section co-ordination.

3. SERVICE

- **Indicators of Excellence in Service.**
  - Service award(s) and honor(s) from the department, college, university, professional organization or community.
  - Strong record of effective administrative service for the department, college, university, professional organization or community.
  - Strong record of effectively serving as a committee chair in the department, college or university.
  - Strong record of effectively serving as a committee member in the department, college, or university.
  - Authorship of a report for the department, college or university.
  - Strong record of effectively serving as a chair of a scholarly or professional organization.
  - Membership on a scholarly or professional organization’s board of directors.
  - Peer-reviewing of scholarly journal and conference papers.
  - Peer-reviewing of research grants.

- **Indicators of Meritorious in Service.**
  - Record of serving as a committee member in the department or college.
  - Participation in a report for the department or college.
• Participation to design studio reviews.
• Consistent attendance at faculty meetings.
• Professional society member other than ACSA.
• Attendance at commencement in academic regalia.
This document sets out the policies and procedures of the Department of Landscape Architecture, University of Colorado Denver, for the development and evaluation of faculty performances as they relate to reappointment, tenure and promotion. The purpose of this document is to provide guidance for the faculty and administrators of the Department, the College RTP committee, and the University RTP Committee, and external reviewers. It is supplementary to the current edition of the University of Colorado Faculty Handbook and to APS 1022 “Standards, Processes and Procedures for Comprehensive Review, Tenure, and Promotion” (May 1, 2011). The Laws of the Regents and other University policies and procedures shall take precedence should this document conflict with them.

This document has three parts:

**Part I** introduces the Department.
**Part II** describes the faculty performances the Department wishes to promote in Teaching, Research and Creative Work, and Service, and the criteria, evidence and evaluation applied in the consideration for reappointment, tenure and promotion.
**Part III** describes the formal standards, processes, and procedures by which candidates are reviewed for reappointment, tenure and promotion, and post-tenure review.

**Standards, Policies, and Procedures for Reappointment, Tenure and Promotion**
This document is subsidiary to and elaborates on the following University policies:

- Regents of the University of Colorado, Policy 5M: “Reappointment (to a tenure-track position), Tenure, and Promotion” (April 12, 2009). https://www.cu.edu/regents/Policies/Policy5M.htm
Part I: Introduction

Landscape Architecture is an environmental design and planning discipline and profession of broad scope whose central concern is the relationship between the creative and responsible stewardship use of land and the stability and health of the environment. As a profession its concerns range from the detailed development of sites of all sizes and uses to the planning of larger landscapes. These design and planning activities are based on a fundamental understanding of landscape and place as shaped by human and non-human processes. The Department of Landscape Architecture at the University of Colorado Denver is an accredited professional program and academic unit of the university offering the field’s graduate terminal degree, the Master of Landscape Architecture (MLA). The MLA professional degree is accredited by the Landscape Architecture Accreditation Board (LAAB), which is a national organization chartered by the United States Department of Education.

In addition to scholarship, faculty devotes considerable time and departmental resources to activities that support graduate professional education. The students in the department pursuing the MLA have bachelor degrees from fields spanning the arts, humanities and sciences.

Advancement of knowledge in the graduate program in Landscape Architecture is currently being pursued relative to design and planning, history and theory, and technology. The department’s curriculum is organized into five key areas: design; communication (visual, written and oral); content knowledge; research; and ethics. These areas are supported by faculty possessing a diversity of preparations, certifications and professional experiences who must also support training in basic and technical professional topics.

Departmental criteria for promotion and tenure acknowledge the differing roles and responsibilities that exist within a diverse faculty in an unusually complex design field which draws from many intellectual bases and areas of expertise. They articulate the range of scholarly, creative and professional achievement to be expected, direct attention to the need to match evidence of achievement to a faculty member’s role and responsibility within the program, and set forth appropriate standards for promotion and tenure considered normative to the field.

Part II: Desired Faculty Performances and Application of Evaluative Criteria
The Department of Landscape Architecture adheres to the University’s criteria areas of Teaching, Research and Creative Work, and Service in evaluating cases for faculty advancement. The normal balance among these for evaluation of performance is 40% teaching; 40% research/ creative work; and 20% service. The percentages may be adjusted for tenured faculty members only, by prior agreement with the Dean and Department Chair, in accordance with the differentiated workload policy of the University.

The following extensions of the University’s criteria are provided to assist faculty in Landscape Architecture in understanding what forms of evidence of achievement are deemed significant to the Department and University, and to provide guidance to those outside the discipline responsible for making promotion and tenure recommendations and decisions on individual cases. The Department of Landscape Architecture expects its faculty to offer significant contributions to the field of landscape architecture in teaching, research and creative work, and service that are mandated by the University of Colorado Laws of the Regents.

The dossier provides evidence for evaluating the faculty member’s work, notably the products of that work, faculty statements, and external validations. These vary for each of the areas of teaching, research and creative work, and service. This record, taken as a whole, should be used to judge excellent or meritorious performance.

**Teaching**

**CRITERIA**

The Department values excellence in teaching. As design is a process central to the profession of landscape architecture, the department values teaching that centers not just on the student’s acquisition of knowledge, skills and methods, but also on their ability to think critically, contextually, reflectively and creatively. A valued teacher inspires student energy, critical thinking, creativity and intellectual inquiry. Their teaching materials display organization, comprehensiveness, innovation, and currency and responsiveness to discourses and issues in the discipline and profession. They use appropriate methods and content for course level; fairly evaluate and encourage student performance; demonstrate balance between the interests of individual students and the class as a whole; show tolerance and respect for students’ differing opinions; show fair treatment of all students irrespective or race, national origin, religion, gender, and sexual orientation.

The studio-based structure of the professional curriculum in landscape architecture has important implications for the nature and evaluation of teaching. Accreditation mandates course work in core technical and historical areas of the field, and faculty are expected to provide leadership in one or more of these areas. Faculty average 15-18 scheduled contact hours a week plus considerable time in out of class contact, advising and service on graduate committees. Most full-time faculty teach a design studio and a subject course dealing with specific issues, methods or knowledge in the field. While subject courses tend to have formats similar to those of other courses taught in the University, studio courses are distinctive. Each of these is effectively a new course each term, and faculty may develop from one to three of these a year.
Landscape architecture is an integrative professional discipline. Faculty must be conversant with the broad content of the profession, be able to make reinforcing connections between their subject courses and other subject offerings, and be strong advocates for their expertise. Teaching assignments often shift within a person’s general area of interest and the expanding 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 and advanced classes and contribute effectively to design reviews in all subjects and at all levels.

**EVIDENCE**
In determining the quality of teaching, reviewers should consider the type and level course assignments. Multiple measures for teaching effectiveness are required. Evidence of teaching success may include, but is not limited to, the following: FCQ scores/comments; teaching materials; documentation of efforts to enhance and develop teaching and instruction; effective use of learning outcomes; peer review of teaching materials and/or student work; student testimonials; teaching awards and honors; external evidence of student success.

The following broad categories of evidence should be used to organize the candidate’s dossier and guide the review; note that there may be other relevant categories for presenting the work which are not represented here:
- Successful and Innovative Teaching
- Enhancement of Teaching
- Contribution to Curricular and Program Development
- Responsiveness and Accessibility to Students, in and out of the Classroom
- Supervision of Independent Studies, Theses and Dissertations
- Integration of Service, Research and Creative Activities into Teaching

**EVALUATION**
Although a wide variety of indicators must be employed in the evaluation of teaching, it is the overall measureable quality of the candidate’s teaching that informs the decision for excellent or meritorious.

**Excellent Teaching**
Candidates demonstrate truly exemplary commitment to teaching and mastery of the practices of teaching; such candidates are thought of as outstanding teachers who exceed the meritorious performance standards and are recognized by both students and faculty as having made a significant impact on teaching. Indicators of excellent activity can be found below.

**Indicators of Excellent Teaching**
- FCQ scores and comments are consistently high.
- Student narrative comments in FCQ’s indicate highly effective teaching.
- Student testimonials indicate highly effective teaching and impact.
- Student success as made evident through student participation in conference presentations, publication of student work, and student awards or honors received.

* These lists show common examples and are not exhaustive, exclusive or imply any order or value.
- Teaching materials such as syllabi and assignments consistently demonstrate reflective thinking, innovation and responsiveness to current discourses and issues in the discipline and profession.
- Publications of scholarship in teaching and learning.
- Candidate receives awards for teaching.
- Very positive peer evaluations, both professional and academic.
- Effectively addresses all levels of student capacity, ability, and learning styles in presenting materials.
- Effective preparation and delivery of new courses and significant revisions of existing courses.
- Demonstrated versatility and ability to develop and deliver courses across a range of curricular topics, teaching formats and platforms.
- Evidence of enhancement of teaching based on the application of insights gained through professional development and other activities.
- Responsibility for program area roles, effective participation and leadership in curricular development.
- Sustained record of student accessibility and collegial, supportive, respectful relationships with students.
- Sustained and successful record of supervision of independent studies, theses and dissertations.
- Evidence of successful integration of research and/or creative activities, and/or service into teaching.
- Invitations to speak or present about teaching and pedagogical practices.
- Applies for and receives grants and other funding received to support enhancement of teaching and instruction.

**Meritorious Teaching**
Candidates demonstrate a positive impact on the intellectual development of students in the context of formal course work. Contributions are expected in curriculum development, student advising, and/or individual instruction. There should be evidence that the candidate has a genuine commitment to teaching excellence, and has respect for students. Indicators of meritorious activity can be found below.

**Indicators of Meritorious Teaching** *
- FCQ scores indicate effective teaching and/or improvement.
- Student narrative comments in FCQ’s indicate effective teaching.
- Student testimonial comments indicate effective teaching and some impact.
- Teaching materials such as syllabi and assignments may demonstrate reflective thinking, innovation and responsiveness to current discourses and issues in the discipline and profession.
- Faculty embraces peer evaluation as a means to improve and enhance teaching.
- Effective preparation and delivery of new courses and significant revisions of existing courses.
- Addresses all levels of student capacity, ability, and learning styles in presenting materials.
- Participates in curricular development.
- Active engagement in the scholarship and practices surrounding teaching and learning.
- Reasonable student accessibility and collegial, supportive, respectful relationships with students.
- Demonstrated ability to direct independent studies, theses and dissertations.

* These lists show common examples and are not exhaustive, exclusive or imply any order or value.
- Evidence of enhancement of teaching based on the application of insights gained through professional development and other activities.
- Applies for funding to support enhancement of teaching and instruction.
- Attempts to integrate research and/or creative activities, and/or service into teaching.

**Less than Meritorious Teaching**
Candidates fail to create a positive impact on the intellectual development of students in the context of formal course work. Contributions in curriculum development, student advising, and/or individual instruction are inconsistent, ineffective, or absent. Candidate’s engagement with the practices and discipline of effective teaching are not evident.

**Research and Creative Work**

**CRITERIA**
The field and discipline of landscape architecture is exceptionally broad and inclusive; productive work in research and creative activities may involve knowledge, theory, methods and approaches drawn from the natural sciences, social sciences, humanities and the arts. Consequently, landscape architects conceive of and undertake research and creative work in a variety of ways. Research continues to include traditional academic research directed toward refereed journals and is a fundamental component for tenure. The Department also explicitly includes, encourages and rewards applied research. Creative teaching is often at the forefront of inquiry in the field and may also provide evidence towards scholarship and research. Creative work is also directly relevant because landscape architecture is a design-based field, discipline and profession.

Research and creative activities produced by the Department’s faculty involve theoretical and applied knowledge, professional skills, and artistic ability, and assume a variety of forms that include but are not limited to:
- Classic and applied scientific research in the natural and social sciences.
- Classic and applied research in the humanities and arts.
- Synthesis, interpretation or criticism of the works of others.
- Real-world projects developed within the design studio or academic structure.
- Distinguished design and/or planning practice, including design:build projects.
- Significant exhibition/display of research and creative work.

**EVIDENCE**
The peer review of research, scholarly, professional and creative work in landscape related issues and topics should be relevant and appropriate to the specific nature and mix of the faculty member’s work. It should be noted that there are currently few scholarly journals directly affiliated with the field. Candidates for promotion, retention and tenure are encouraged to publish in one of the journals specific to education and research in the field in the United States. Scholarly articles related to landscape architecture are sometimes published in other journals appropriate to the nature of the candidate’s research and creative work. Depending on the audience, distribution, reputation and stature of the presentation venue, and the selectivity (including percentage of acceptance) and the quality of the peer-review process, the candidate may make a case for
equivalency between four (4) presentations at peer-reviewed conferences with one article in peer-reviewed journals, if there is clear evidence of the significance and impact of the presentations/publication. Similarly, the candidate can make an argument based on the audience, distribution, reputation and stature of the presentation venue, and the selectivity (including percentage of acceptance) and the quality of the peer-review process for two (2) full papers published in peer-reviewed conference proceedings as equivalent to one article in peer-reviewed journals.

The Department recognizes that, at this time, scholarly books in the field are in great demand, even though they may not be reviewed through the same “blind review” procedures as articles. Further, publication of landscape design and planning activities often take the form of research reports, exhibitions, agency publications, and monographs, which generally require a review process as a condition of publication.

In evaluating research and creative work, reviewers should consider the quality, consistency, and impact of the candidate’s productivity and work. Evidence may include, but is not limited to: completed book manuscript, in review, in press, or actually published; quality and quantity of publications in refereed journals or other refereed publication venues; quality and quantity of presentations at academic conferences or professional meetings; organization of workshops and conferences; development of successful computer software related to the field; external funding and grant activity; exhibitions of creative work, especially juried exhibitions; attainment of professional licensure; professional activities; awards, honors and recognition for research and creative work.

Non-traditional Research and Creative Work
Some types of work that the Department values and supports are not readily assigned to traditional research categories. As such, they do not have as easy access to traditional means of evaluation and peer review.

Evaluating the merits of a faculty member’s design and/or creative activity is a case in point, as are cases of applied research in community engagement and/or design:build projects. For such works, the candidate may assemble a portfolio of design work to be evaluated by qualified external reviewers in a blind, peer-review process. A candidate may recommend peers to serve as external reviewers. The Department must select one of these candidates in addition to others. The portfolio is sent out by the Department for evaluation. The resulting evaluation letters are then included in the candidate’s dossier and in the external review packet.

As a general rule, the Department holds that all other factors being equal (stature of the reviewer, the strength of the reviewer’s report, etc.) these external reports should count as equivalent to a traditional peer review process. Note that when available, other means of validating such projects are also admissible. An individual faculty member’s program of research/creative work is determined at time of hiring and through a required Professional Development Plan. The candidate is responsible for clearly presenting the context within which their work resides.
The following broad categories of evaluation will be used to organize the candidate’s dossier and guide the review (the candidate must make the case for any other such categorization of their research):’

- Sustained and focused trajectory of research and creative work
- Dissemination of research through peer-reviewed publications
- Dissemination of research through peer-reviewed conference presentations
- Dissemination of creative work through peer-reviewed venues
- Dissemination of research and creative work through non-traditional venues
- Funding sought and/or attained
- Honors, awards and recognition of research and creative work

EVALUATION
In evaluating research contributions, the question should not hinge on the theoretical/applied categorization. Rather, it should simply be concerned with whether or not the particular case being evaluated has quality, significance and impact within the field or beyond. Productivity must be appropriate, but quantity is not as significant a factor except insofar as it shows the steady development of the creative work/research program. It is the quality of the faculty member’s research that is its most important hallmark.

Faculty may well be involved in multi-disciplinary research and creative work reflecting the diverse nature of the field, profession and discipline. These can occur in any single or multiple area(s) of the arts and sciences as long as significant contributions to the advancement of landscape architectural is evident. Evaluation should consider evidence of sustained intellectual, professional and artistic growth relevant to their professional interests, expertise and departmental role, and whether products of this growth are being communicated to appropriate audiences outside the department.

The Department, the College and the University believe that the best means of evaluating the faculty creative work/research is by external validation. That is, determination of the work’s value should come from people who do not have a close personal connection to the candidate and who are qualified to judge the merits of work according to the prevailing standards of the field. In a number of subject areas in the Department of Landscape Architecture, this goal can be accomplished by existing scholarly institutions like peer reviewed journals, grant awarding bodies, scholarly presses, and so on. Where these evaluative institutions are available and appropriate, they should be used as the primary means of evaluating a faculty member’s work.

Excellent Research and/or Creative Work
Candidates demonstrate truly exemplary and sustained commitment to and success in research and creative work, with evidence of having made a significant impact on the field, discipline and profession. Indicators of excellent activity can be found below.

Indicators of Excellent Research and/or Creative Work’
- Significant and impactful publication of book(s) with peer or editorial review
- Significant and impactful publication of book chapter(s) with peer or editorial review
- Significant and impactful peer-reviewed journal articles in venues relevant to the field
- Significant production of film(s) or other creative media works with peer review or other forms of external validation for quality and impact
- Publication of invited book reviews, gallery reviews, or other media or creative work
- Publication of papers in significant peer-reviewed conference proceedings relevant to the field
- Regular, substantive presentations at significant peer-reviewed regional, national and international conferences
- Keynote speaker and/or invited lecturer at significant peer-reviewed national and international conferences and meetings
- Successful record of external funding and/or grants and fellowships received for research projects and creative works
- Successful record of internal funding with demonstrated trajectory of impact and relevance
- Editor or member of editorial board of scholarly peer-reviewed journal/publication
- Demonstration of significant and impactful curatorial activities
- Substantive exhibition(s) of research and creative work with peer review or other forms of external validation for quality and impact
- Professional expertise, for example as expert witness, juror at national/international design competitions, review panel member for national/international organizations
- Participation as invited studio critic or reviewer outside of our institution
- Awards and honors for research and creative work
- Nomination for outstanding national/international honors and awards and recognition
- Frequent citation of publications and creative works
- Significant activity in non-peer reviewed dissemination of research and creative works and translation with significant public relevance and reach (professional reports, public media appearances or clips, extensive tweet/blog following)
- Evidence of successful and meaningful integration of research with teaching
- Registration of patents and/or copyrights for inventions and designs; documented involvement with technology transfer activities within the university
- Attained professional licensure (landscape architecture, architecture, and/or planning)

**Meritorious Research and Creative Work**

There should be evidence that the candidate has a genuine commitment to research and creative work. Candidate has a coherent research and/or creative work agenda. The candidate can demonstrate a positive impact on the intellectual development of the field, discipline and profession through appropriate activities and venues. Indicators of meritorious activity can be found below.

**Indicators of Meritorious Research and Creative Work**

- Publication of book chapter(s) with peer or editorial review
- Book manuscript in preparation; book proposal or manuscript under review (editorial or peer)
- Steady production of peer-reviewed journal articles in venues relevant to the field
- Production of film(s) or other creative media works with peer review or other forms of external validation for quality and impact
- Published book reviews, gallery reviews, or other media or creative work

* These lists show common examples and are not exhaustive, exclusive or imply any order or value.
- Publication of editorially-reviewed or other selective review process of books, book chapters and articles
- Successful record of internal funding for research and creative work
- Publication of newspaper articles, magazines articles with documented recognition and impact
- Regular presentations at relevant peer-reviewed regional and national conferences
- Presentations and participation in peer-reviewed conference poster sessions
- Participation in colloquia, seminars and workshops within the field
- Presentations and lectures at non-peer-reviewed venues
- Participation as studio critic or reviewer outside of our institution
- Publication of papers in significant peer-reviewed conference proceedings
- Record of external funding received for research projects and creative works
- Member of editorial board of scholarly peer-reviewed journal/publication
- Demonstration of curatorial activities
- Exhibition(s) of research and creative work with peer review or other forms of external validation for quality and impact
- Some citation of publications and creative works
- Activity in non-peer reviewed dissemination of research and creative works and translation with significant public relevance and reach (professional reports, public media appearances or clips, extensive tweet/blog following)
- Evidence of successful integration of research with teaching
- Involvement in the development of patents and/or copyrights for inventions and designs; documented involvement with technology transfer activities within the university
- Attained professional licensure (landscape architecture, architecture, and/or planning)

Less than Meritorious Research and Creative Work
Candidate has failed to create any substantive impact through contribution to the intellectual development of discipline, field and/or profession. Their contributions in research and creative work are inconsistent, ineffective, or absent. Candidate’s engagement with the practices and discipline of effective research and creative work is not evident.

Service

CRITERIA
Faculty members are expected to be active participants at multiple levels of service within and beyond the University. This includes service to the Department, College, University, academic community, profession and discipline and well as communities and constituents around the state, nation and world as suits the faculty member’s interests and expertise.

The Department of Landscape Architecture relies on self-governance and administration dependent on effective, regular faculty participation. Faculty members are expected to serve on department, and/or college, and/or university committees. Faculty shall participate in the regular review, development and maintenance of the curriculum, preparation for accreditation, advising, and evaluation of admissions.
Service loads should be equitable within the Department and reviewed regularly. Since faculty at University of Colorado Denver 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. Special assignments should be recognized as essential roles in the Department that offer opportunities for significant contribution.

In the spatial planning and design fields, community and public service are often closely related to professional growth, scholarship and teaching. Activities that make contributions to the health, well-being and sustainability of communities and places are considered central to the field, discipline and profession of landscape architecture and are considered service to communities. The Department highly values service to communities and constituencies beyond our academic community, and especially encourages such efforts when accomplished in concert with or integrated into the candidate’s teaching, research and creative activities.

**EVIDENCE**

Evidence used to evaluate the quality and impact of the candidate’s service may include but is not limited to: participation in activities serving the department, college, or university; participation in activities serving the academy, field, profession and discipline; participation in activities serving various communities and constituents; and recognition of service through awards, honors and accolades from the community served.

The following broad categories should be used to organize the candidate’s dossier and guide the review:

- Service to Department of Landscape Architecture
- Service to College of Architecture and Planning
- Service to University of Colorado Denver
- Service to the academic community
- Service to the profession and discipline
- Service to communities and constituencies

**EVALUATION**

In evaluating service contributions, the review should be concerned with whether or not the particular case being evaluated has quality, significance and impact within its realm.

**Excellent Service**

The candidate has demonstrated leadership that made significant contributions to the communities being served. The candidate has demonstrable contributions to one or more academic and/or professional societies, and is also actively engaged in other communities and organizations related to their expertise and interests.

**Indicators of Excellent Service** *

- Significant and sustained service to Department, College, and/or University levels on committees, task forces, and/or other bodies of self-governance.
- Authorship of a substantive report or document for the Department, College, and/or University.

* These lists show common examples and are not exhaustive, exclusive or imply any order or value.
- Strong record of effective administrative service for the Department, College, and/or University.
- Strong record of effectively serving as a committee chair for the Department, College, and/or University.
- Assumption of academic leadership position(s) within the University of Colorado system.
- Strong record of effective and impactful service to communities or constituencies through teaching and / or research and creative work.
- Significant and sustained service, including leadership of academic and/or professional organizations.
- Significant and sustained service to academy through activities such as manuscript/grant/book reviews, conference development/management, and/or journal editorships/editorial boards.
- Invited participation in significant professional or academic reviews for external grants, design awards juries, research proposals, and/or fellowships and scholarships.
- Significant and sustained service, including leadership of civic or community organizations.
- Assumption of, or nomination to, significant leadership positions, such as membership on board of directors, editorial boards, or foundation boards.
- Significant service awards, honors or recognition.

**Meritorious Service**
The candidate has demonstrated meritorious service through consistent and engaged participation in departmental and College activities, and may have served on the University level. They show involvement with one or more academic and/or professional society, and are actively contributing in other communities and organizations related to their expertise and interests.

**Indicators of Meritorious Service**
- Record of regularly and effectively serving the Department, College, and/or University levels on committees, task forces, and/or other bodies of self-governance.
- Participation in the preparation of, or contribution to a substantive report or document for the Department, College, and/or University.
- Participation in design studio reviews beyond the Department.
- Participation in peer-review processes for academic journals, conferences, or professional organizations.
- Record of service to profession, discipline and field through participation in civic/professional organizations/activities.

**Less than Meritorious Service**
Candidate does not actively participate in any substantive manner in service to the department, college, or University, and is not involved in service to the discipline, field, profession, or community. Service contributions are inconsistent, ineffective, or absent.

* These lists show common examples and are not exhaustive, exclusive or imply any order or value.
Part III: Formal Procedures for Reviewing Candidates

The Board of Regents of the University of Colorado mandates formal reviews of tenure track faculty in the period leading to tenure. The comprehensive review judges if the faculty member is on track to meeting the requirements for tenure, and the tenure review judges whether the requirements have been met. With respect to reappointment, tenure and promotion to associate professor, the Laws of the Regents state that “tenure may be awarded only for demonstrated meritorious performance in each of teaching, research or creative work, and service, and demonstrated excellence in either teaching, or research or creative work. The tenure review includes the use of external evaluators”.

To help the primary unit, the Dean’s level, and the University RTP committees evaluate the merits of a faculty member’s career work at the times of personnel reviews, the faculty member must prepare a dossier putting forward his or her case. This dossier will follow the standard University format, and it will be prepared according to a strict schedule.

Mandated University Reviews

The University of Colorado mandates the following reviews. These are set forth in greater detail in: University of Colorado Administrative Policy Statement 1022: “Standards, Processes and Procedures for Comprehensive Review, Tenure and Promotion”.

Comprehensive Review for Reappointment. Each faculty member below the rank of associate professor shall be evaluated in a comprehensive manner and in accordance with the standards, processes and procedures set out in this document, at least once during the tenure probationary period apart from the review for award of tenure. Such evaluation shall include external evaluation of the candidate. Untenured associate professors may also be required to undergo a comprehensive review prior to a tenure review. Should that be the case, the candidate must be so informed by the Dean during the first semester of employment. The purpose of this review in any case is to evaluate the individual’s progress toward tenure. The comprehensive review usually takes place during the fourth year of employment as a full time tenure track faculty member. Reappointment may be for a period of one to four years.

Tenure Review. Tenure requires “demonstrated meritorious performance in each of the three areas of teaching, research or creative work, and service, and demonstrated excellence in either teaching or research or creative work.” In the seventh year of a tenure track appointment, review for tenure is normally mandatory. Should tenure be denied, the individual will be given a terminal one-year contract for his or her eighth year. An individual may request early tenure consideration, but is advised to do so only when warranted by exceptional circumstances or achievements. Up to three years of prior credit at another institution may be counted toward the normal seven-year probationary period. Faculty members at the assistant professor rank at the time of tenure review must simultaneously apply for promotion. Faculty members from other institutions or in professional practice may be hired with tenure, if their records of achievement so warrant it, or if they previously achieved tenure in a reputable institution. The recommendation to grant tenure at time of hiring must be voted upon by the faculty in the manner specified below for tenure.

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2 Ibid.
candidates coming up from the ranks within the university. The final decision to tenure remains, as always, the prerogative of the Board of Regents.

**Promotion Review.** All candidates for promotion to associate professor and professor must meet the University’s standards of performance as approved by the Board of Regents. Promotion from assistant professor to associate professor is normally considered at the same time as tenure, and with the same requirements.

**Promotion from Assistant to Associate Professor**
“Associate professors should have the terminal degree appropriate to their field or its equivalent, considerable successful teaching experience, and increasing accomplishment in research, scholarship/creative activity or clinical service/professional practice, as articulated in the primary unit criteria.”

**Departmental Considerations for Promotion from Assistant to Associate Professor**
The granting of tenure is recognized as an indication of a career commitment on the part of the University to an individual faculty member. Tenure, therefore, should be based on clear evidence of the potential for sustained contribution and leadership over a candidate’s whole career. Evidence of effective teaching should be on par with evidence of professional or scholarly achievement and the potential for leadership in the field. 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. Institutional and community service should also be considered significant, especially when related to professional growth, scholarship and influence. Service plays a more modest role at this level of advancement as compared to service expectations related to promotion to full professor. The evaluation of tenure recognizes the responsibility that the University of Colorado Denver has the landscape architecture profession as the State’s only graduate degree program in landscape architecture.

**Promotion from Associate Professor to Professor**
“Professors should have the terminal degree appropriate to their field or its equivalent, and (A) a record that, taken as a whole, is judged to be excellent; (B) a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (C) a record, since receiving tenure or promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, service, and other applicable areas.”

**Departmental considerations for promotion from associate professor to full professor**
For this level of advancement there should be evidence of significant leadership and/or broad reputation in one or more areas of the candidate’s field. Advancement to professor will reflect a faculty member’s acknowledged excellence in teaching, research, scholarship, professional practice, artistic achievement, administration and professional service. Here too, the aforementioned criteria apply except to a higher standard.

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For promotion to the rank of professor there is also the expectation of continued excellent teaching and, in addition, clear evidence of significant impact on the development of programs in the Department in areas such as curriculum, course work, administration, and external relations. 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 chair or associate chair.

The following are some indicators of this level of achievement and are not in any priority ranking:

- Recognition as a reputed scholar in evaluations by other senior faculty and professionals in the field
- Invited plenary and keynote speeches at conferences
- Awards from professional, scholarly and government organizations
- Design and planning awards of distinction, especially at a national level
- High placement in major design competitions
- Solicitations to consult or lead in solving major (i.e. important and/or high profile) planning, design and policy problems
- Solicitations to write or contribute to major scholarly books and compilations of important ideas
- Serving as peer-reviewer for reappointment, tenure and promotion cases at other universities
- Serving regularly as a peer reviewer for scholarly journals
- Serving as a peer-reviewer for major public plans and policy documents
- Invited testimony before elected policy making bodies at state, national and international levels
- Election to high office or leadership in professional and scholarly organizations
- Publication of books reports or articles recognized to be innovative or of strong or seminal value in advancing the field
- Service on juries for major design, professional or research award competitions
- Recognition and/or awards for outstanding achievements in administrative and/or teaching work within or beyond the university
- Editorship of peer-reviewed journals or monograph series in the field
- Recognition among designers, professionals or public officials as a leading innovator
- Other evidence that expertise is sought after and/or valued at regional, state, national or international levels.

**Post-Tenure Review**

After the award of tenure each faculty member shall be subject to comprehensive evaluation according to the Laws of the Regents. This stipulation applies to associate and full professors. Post tenure review should be conducted in accordance with the University of Colorado’s Post-Tenure Review Policy.
TEACHING

Meritorious
- Successful teaching as evidenced by FCQ scores/narrative comments, syllabi, assignments, and evaluation of student performance through learning outcomes.
- Participation in program decision-making, program accreditation and assessment efforts, and occasional guest lecturing.
- Reasonable student accessibility and collegial, supportive, respectful relationships with students.
- Demonstrated ability to supervise independent studies, capstones, and theses/dissertations.
- Engagement in activities that contribute to personal growth/enhancement of teaching/learning.

Excellent
- Sustained record of successful and innovative teaching as evidenced by FCQ scores/narrative comments, syllabi, assignments, evaluation of student performance through learning outcomes, and/or teaching awards from college, university or professional associations.
- Responsibility for program area roles, leadership in program accreditation and assessment efforts, and regular guest lecturing.
- Sustained record of student accessibility and collegial, supportive, respectful relationships with students.
- Sustained and successful record supervision of independent studies, capstones, and theses/dissertations.
- Application of information gained through professional development activities to personal growth/enhancement of teaching/learning.

RESEARCH/CREATIVE WORK

Meritorious
- Productive peer-reviewed research trajectory as evidenced by journal articles, books, and/or book chapters.
- Record of internal funding secured and/or applications for competitive external funding.
- Regular presentations at local and/or regional events or conferences.
- Activity in non peer-reviewed research dissemination and translation with public relevance and reach, such as professional reports, editorials, and popular magazine articles.

Excellent
- Sustained, significant, and impactful peer-reviewed research trajectory as evidenced by journal articles, books, book chapters, press coverage, and/or research awards.
- Successful record of competitive external funding received.
- Regular presentations at significant, peer-reviewed national/international conferences including invited lectures.
- Sustained and significant activity in non-peer reviewed research dissemination and translation with significant public relevance and reach, such as professional reports, editorials, and popular magazine articles.

SERVICE

Meritorious
- Regular service to department on standing committees such as admissions and recruiting.
- Regular service to profession through participation in civic/professional organizations/activities.
- Regular service to academy through activities such as manuscript/grant/book reviews.

Excellent
- Significant and sustained service to department, college, and/or university levels on committees and task forces and/or assumption of academic leadership positions.
- Significant and sustained service to profession through participation in civic/professional organizations/activities.
- Significant and sustained service to academy through activities such as manuscript/grant/book reviews, conference development/management, and/or journal editorships/editorial boards.