



College of Architecture and Planning

UNIVERSITY OF COLORADO **DENVER**

Policies and Procedures
Governing the Development and Evaluation
of Faculty Performances
for
Reappointment, Tenure, and Promotion
Department of Landscape Architecture

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 Reappointment, Tenure, Promotion, and Post-Tenure Review" (July, 2020)*. 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:

- Laws of the Regents of the University of Colorado, and in particular Article 5: “Faculty” <https://www.cu.edu/regents/law/5>
- Regents of the University of Colorado, Policy 5D: “Reappointment (to a tenure-track position), Tenure, and Promotion” <https://www.cu.edu/regents/policy/5>
- Academic Policy Statement 1022: “Standards, Processes and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review” <https://www.cu.edu/ope/aps/1022>
- The Administrative Policy Statements issued by the University of Colorado, and in particular “APS 5008: Faculty Performance Evaluation” <https://www.cu.edu/ope/aps>
- University of Colorado Denver, Campus Administrative Policy: “Reappointment, Tenure and Promotion Review” <https://www.ucdenver.edu/policies>
- *The Faculty Handbook of the University of Colorado.* <https://www.cu.edu/oaa/faculty-affairs/faculty-handbook>
- *Strategies for Success: A Mentoring Manual for Tenure Track Faculty* (September 2020) https://www1.ucdenver.edu/docs/librariesprovider113/default-document-library/tenure-promotion/strategies-for-success-booklet-2020-final.pdf?sfvrsn=782baeb9_2

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

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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, Scholarly/Creative Work, and Leadership and Service in evaluating cases for faculty advancement. The normal balance among these for evaluation of performance is 40% teaching; 40% scholarly/creative work; and 20% leadership and 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 of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran's status, political affiliation, or political philosophy.

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

The Department of Landscape Architecture awards the designation of **excellence to** teachers who excel at most if not all of the teaching duties outlined above. In addition, and in accordance with Regent Policy 5D, "a recommendation for tenure based on excellence in teaching work shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local,

national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting.”

To be excellent in teaching for tenure/promotion, a candidate needs to demonstrate significant academic or pedagogical impact. The **excellence** distinction will be given to those candidates who demonstrate truly superior commitment to and success in teaching. Such candidates are thought of as outstanding teachers who are recognized by both students and faculty as having a significant impact through teaching at CU Denver and beyond.

Activities which demonstrate a truly superior commitment to and success in teaching may include some but not all of, and are not limited to, the following examples:

- 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.
- Teaching materials such as syllabi and assignments consistently demonstrate reflective thinking, innovation and responsiveness to current discourses and issues in the discipline and profession.
- 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.
- Applies for and receives grants and other funding received to support enhancement of teaching and instruction.

Activities which demonstrate academic and pedagogical impact beyond one's immediate instructional setting may include some but not all of, and are not limited to, the following examples:

- Public lectures and workshops
- Class visits and workshops with students at other universities and secondary schools

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- Service-learning projects, whether through formal course delivery or alternative means
- Supervising student internships
- Publications and presentations on pedagogy, including textbooks and journal articles
- Organizing experiential learning opportunities for students (i.e., taking students to conferences or to lectures/site visits off campus; extensive use of off-campus learning opportunities, etc.)
- Organizing on-campus interactions between students and guest speakers from beyond the CU Denver campus (i.e., class visits, Skype interviews, studio reviews and other feedback on student work, etc.)
- Mentoring undergraduate and graduate students in the service of their future professional careers
- Teaching outside of one's immediate classroom (i.e., guest lecturing in another class, holding pedagogy workshops for faculty, etc.)
- Teaching cross-listed courses or co-teaching across departments and/or colleges
- Significant community engagement activities embedded in formal course delivery or in alternative means
- Supervising, mentoring, or directing student engagement with industry through formal course delivery or through alternative means
- Co-teaching with professionals who bring significant off-campus experience to the classroom

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.
- 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.

* These lists show common examples and are not exhaustive, exclusive or imply any order or value.

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.

Scholarly/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 Scholarly/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 Scholarly/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 Scholarly/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 Scholarly/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
- 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

* These lists show common examples and are not exhaustive, exclusive or imply any order or value.

- 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 Scholarly/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.

Leadership and 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,

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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.
- 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.

* These lists show common examples and are not exhaustive, exclusive or imply any order or value.

- 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, Regent Policy states that “tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of teaching, scholarly/creative work, and leadership and service (to the university, profession, and/or public), and demonstrated excellence in either teaching, or scholarly/creative work.”¹

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 Reappointment, Tenure, Promotion and Post-Tenure Review.”

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, scholarly/creative work, and leadership and service, and demonstrated excellence in either teaching or scholarly/creative work.”² 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

¹ Regent Policy 5D.2.

² Ibid.

tenure 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.

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."³

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.

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

³ University of Colorado Administrative Policy Statement 1022: "Standards, Processes and Procedures for Reappointment, Tenure, Promotion and Post-Tenure Review" (Revised July 1, 2020).
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Approved by the provost: 3.12.2021
Effective: 3.12.2021

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.