

DEPARTMENT OF LANDSCAPE ARCHITECTURE  
School of Architecture & Allied Arts  
University of Oregon

GUIDELINES  
&  
CRITERIA  
for  
PROMOTION  
&  
TENURE

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For  
Approval: \_\_\_\_\_  
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# Table of Contents

Introduction	page 1
Criteria Areas	page 2
• Teaching	page 2
• Research: Scholarship, scientific, creative, professional, & artistic achievement	page 3-4
• Service	page 4
Application of Criteria	page 5
• From assistant to associate professor	page 5
• From associate to full professor	page 6
Appendix	page 7-8

# **GUIDELINES & CRITERIA for PROMOTION AND TENURE**

## **INTRODUCTION**

*Landscape Architecture is an environmental planning and design discipline and profession of broad scope whose central concern is the relationship between the wise use of land and the integrity, stability and beauty of the land. As a profession its concerns range from the detailed development of sites of all sizes and uses to the planning of larger landscapes. These planning and design activities are based on a foundation of ecological understanding that includes normative processes in the shaping of land and landscape.*

*The Department of Landscape Architecture at the University of Oregon is an accredited professional program and academic unit of the university offering the five year Bachelor of Landscape Architecture (BLA) undergraduate degree as well as the field's graduate terminal degree, the Master of Landscape Architecture (MLA). The BLA professional degree is accredited by the Landscape Architecture Accreditation Board, a national organization chartered by the US Department of Education and is the only accredited degree of its kind in Oregon.*

*In addition to scholarship, the faculty spends considerable time and departmental resources on activities that support undergraduate professional education. Slightly more than half of the students in the department are pursuing the BLA; slightly less than half of the students, the majority with degrees from fields spanning the arts, humanities and sciences, are pursuing the MLA. The department also has a newly established doctoral program in Landscape Architecture, which grants a Ph.D. in Landscape Architecture. The departmental population is approximately 150 students in any given year.*

*Advancement of knowledge in Landscape Architecture is currently being pursued in four areas of graduate emphasis: Landscape Planning; Landscape Design Theory; Landscape History; and Landscape Ecology; at the doctoral level, the area of emphasis is Ecological Planning and Design. These areas are supported by a faculty with a wide diversity of preparations, certifications and professional experience 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 professional faculty in an unusually broad planning and design field. They articulate the range of professional, creative and scholarly 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 professional and academic standards for promotion and tenure considered normative to the field.*

*The Department of Landscape Architecture endorses the general university criteria areas of Teaching; Research (as it is broadly defined viz. Scholarship, Scientific, Creative, Professional and Artistic Achievement) and Service in evaluating cases for faculty advancement. The following interpretations and extensions of these 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.*

## CRITERIA AREAS

### TEACHING

The structure of a 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. Teaching loads are heavy by university standards. Faculty average 15-18 scheduled contact hours a week plus considerable time in out of class contact, advising, and service on graduate committees. Each term, most faculty teach both an integrative design studio and a subject course, dealing with specific issues or knowledge in the field.

Landscape architecture is, by nature and the way it is taught at the University of Oregon, 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 own expertise in all integrative work. Teaching assignments often shift within a person's general area of interest and expertise because of the need for a relatively small number of faculty to cover the breadth of a dynamic and 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, advanced, undergraduate and graduate classes and contribute effectively to design reviews in all subjects and at all levels.

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 will write from two to three of these a year. The sequence of ten studio courses leading to the BLA, and eight leading to the MLA, plays a critical, central role in building each student's environmental problem solving ability.

Studio faculty work directly with small groups of students (usually 15) for rather long periods of time (a minimum of 12 hours per week) in the generation of comprehensive project proposals. These studios operate much like case study tutorials. Faculty members must be able to offer criticism related to each individual student's understanding of the problem, assist them in the examination of their assumptions, the growth of their intentions, and in the development of appropriate and satisfying proposals. Each student's work is publicly presented and reviewed by three or more faculty at the middle and end of every term. In the tenth week of each term, all faculty collaborate as external reviewers in the careful appraisal of each student's creative work.

In all areas of the curriculum it is common for instructors to participate and lecture in each other's classes and to seek collaborative ventures. Teaching evaluations by faculty colleagues, as well as evaluations from students, are especially respected because of the amount of close interaction, extensive contact and direct observation that the program requires.

Because landscape architecture faculty have a heavy commitment to teaching in terms of contact hours, involvement and energy, there are very real programmatic constraints placed on the amount of time available for other pursuits which must be taken into consideration in decisions related to tenure. As a direct result, scholarly interests, creative work, professional practice and other appropriate forms of research activity often grow out of a faculty member's assigned area of teaching responsibility, especially in the early years. Important design commissions and funded research are usually associated with the middle and later stages of a professional career.

#### Departmental Review of Teaching:

An appraisal of teaching by the department head at the end of each academic year is an important component in each faculty member's growth as a teacher. For tenure track faculty, a more extensive peer review at the end of the third year provides a pre-tenure, mid-course assessment of teaching effectiveness. At this time, the faculty member's teaching (and research) portfolio is reviewed by three tenured members of the faculty who write letters of appraisal covering the areas of teaching, research and service, and offer an assessment of the faculty member's progress toward tenure. This peer review of teaching continues in the fourth and fifth year of full time service.

The following are indicators of achievement in this area and are **not in any priority ranking**. Significant achievement is more important than the number of indicators engaged. The Appendix contains a more comprehensive listing of ways current Landscape Architecture faculty have met this requirement.

- *Peer assessments of teaching*
- *Responsibility for and development of curricular areas*
- *Excellence in course evaluations as recorded in student evaluations*

#### RESEARCH: Scholarship, Scientific, Creative, Professional, & Artistic Achievement

Landscape architects conceive of and undertake research in a variety of ways. Within the field, contributions that advance the discipline in the form of creative activities and professional growth may be characterized as research. Endeavors related to research and scholarship, professional growth, and artistic achievement are sometimes closely related to and supportive of teaching. Creative teaching is often at the forefront of inquiry in the field and may provide evidence of scholarship and research.

**The central question is whether a faculty member is giving evidence of continued and qualitative intellectual, professional and artistic growth in ways appropriate to their professional interests, expertise and departmental role, and whether products of this growth are being communicated to appropriate audiences outside the department.**

Due to the professional nature of the field, faculty will be less highly specialized than in the arts and sciences but are expected to make significant contributions to the advancement of some area(s) of landscape architectural inquiry or expertise. Here, the important questions are: Is the work recognized in the field and to what extent? Is the work expected to have an impact on others in the field? Is the work seen by peer reviewers as breaking important new ground?

The peer review of landscape research, scholarly, professional and creative work will require a process related to the nature and mix of the faculty member's work. It should be noted that there are currently few scholarly journals that frequently publish articles in the field, and only one biannual American journal specific to the field. Scholarly articles related to landscape architecture are sometimes published in other journals dominated by scholarship from other fields. The department recognizes that, at this time, scholarly books in the field are in great demand, even though not all are reviewed through the same "blind review" procedures as articles. Publication of landscape planning activities often take the form of research reports, agency publications, and monographs and generally require peer review as a condition of agency support.

The department head's letter accompanying a promotion case is expected to clarify the relationship between the faculty member's area(s) of expertise, related indicators of achievement, the peer-review process appropriate to these areas, and the qualifications of those selected for external peer review.

The following are indicators of achievement and are **not in any priority ranking**. Significant achievement in a faculty member's area or areas of professional competence is more important than the number of indicators engaged. The Appendix contains a more comprehensive listing of ways current Landscape Architecture faculty have met this requirement.

- *Participation in exhibitions, workshops and conferences*
- *Research in progress*
- *Peer-reviewed publications appropriate to the field*
- *Professional practice as a form of inquiry*

## SERVICE

In the planning and design fields, community and public service are often closely related to professional growth, scholarship and teaching. Faculty actively engage in work to aid efforts to solve environmental problems in Oregon and throughout the world through pro bono consultations, class projects, research, etc. Such activity should be evaluated with this perspective in mind.

Since faculty at Oregon 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 which offer opportunities for significant contribution.

The indicators of achievement in this area, **not in any priority ranking**, are listed below. Significant achievement is more important than the number of indicators engaged. The Appendix contains a more comprehensive listing of ways current Landscape Architecture faculty have met this requirement.

- *Service to the department, school and university*
- *Service to local professional, national professional and international professional communities*
- *Service to local, state, national or international communities*

## APPLICATION OF CRITERIA

### FOR CONSIDERATION FOR PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR WITH INDEFINITE TENURE

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 a 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 Oregon has to the landscape architecture profession as the State's only professional degree program in landscape architecture.

Forms of evidence of achievement for promotion to Associate Professor with indefinite tenure will vary, depending on a faculty member's professional interests and role in the department.

For areas of faculty emphasis, such as landscape ecology, landscape preservation and landscape history, and concentrations similarly associated with the development of scientific knowledge, the writing of criticism and other forms of written scholarship, publication in appropriate journals and peer-reviewed related media is expected.

For areas of faculty emphasis, such as landscape planning, landscape design, landscape representation, and other forms of landscape architectural practice, where the nature of inquiry is more clearly that of practical and integrative problem solving and artistry as opposed to the primary generation of new knowledge, the forms of evidence are quite diverse. These may include: a portfolio of professional projects and studies sent to qualified outside evaluators, peer-reviewed grants, exhibitions, planning and/or design commissions, plans, professional reports, monographs, studies, articles, methodologies, professional consultations, competition entries, drawings, models, sets of technical drawings, writings, political acceptance of proposed plans and policies and other evidence of environmental planning and design influence, software, digital laboratories and other related contributions to the rapid advancement in use of computers in landscape architecture.



## FOR CONSIDERATION OF PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

For promotion to the rank of professor there is 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 head.

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. While teaching is stressed in the evaluation for associate professor and tenure, advancement to professor will reflect a faculty member's acknowledged excellence in an additional area of achievement significant to landscape architecture, such as research, scholarship, professional practice, artistic achievement, administration and professional service. Here too the aforementioned criteria apply except to a higher standard. 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 speeches to conferences*
- *Awards from professional, scholarly and government organizations*
- *Awards of competitive grants and/or fellowships*
- *Design and planning awards of distinction, especially at a national level*
- *High placement in major design competitions*
- *Exhibitions of creative work through invitation or peer-review*
- *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 and/or historical compendia*
- *Serving as peer-reviewer for 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 world levels*
- *Election to high office 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 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*

## Appendix

Listing of indicators of teaching accomplishments common to current Landscape Architecture faculty:

- Excellence of teaching as recorded in peer assessments
- External recognition for teaching excellence, e.g. awards, etc.
- Excellence in course evaluations as recorded in student evaluations
- Responsibility for and contributions to department's curricular development
- Substantial redevelopment and refinement of existing courses
- Generation of innovative and effective teaching resources and methods
- Development of significant new courses
- Collaboration with other faculty across campus and at other institutions
- Visiting teacher or critic at another institution

Listing of indicators of research accomplishments common to current Landscape Architecture faculty:

- Participation in workshops and conferences that expand knowledge in the field
- Organization of workshops and conferences
- Invited presentations at workshops and/or conferences
- Invited lectures at other universities and to professional societies
- Awards of competitive grants and/or fellowships
- Publication of books, monographs, planning reports, reviews, important to the field
- Development of successful computer software related to the field
- Peer-reviewed articles on history, theory, criticism, technology, or other related topics in the field
- Research and research in progress that can be evaluated by others in the field
- Professional landscape architectural design commissions  
(significant work may be done at any planning and design scale)
- Built projects and approved longer-range plans that have been recognized by peers
- Peer-reviewed portfolios of creative work
- Design competition entries and awards
- Planning and design awards, and recognition through publication or other documentation of professional work
- Exhibitions of creative work, especially invited or juried exhibitions
- Professional consultation (may be by contract or pro bono) in some special area such as Planning, Urban Design, Site Planning, Landscape Design, Historic Preservation, Computer Applications, Land Planning, Neighborhood Planning, etc. that is in itself a recognition of the status and reputation of the faculty member, and which contribute substantially to the resolution of difficult environmental problems
- Professional registration
- Development of substantial contributions to public policy in environmental areas
- Expert witness or legal consulting that contributes substantially to the resolution of difficult landscape problems.

Listing of indicators of service accomplishments common to current Landscape Architecture faculty

- *Member of standing or ad hoc departmental committee*
- *Member of elected, standing or ad-hoc School committee*
- *Member of elected, standing or ad hoc University committee*
- *Member of standing curriculum committee at departmental, School, University level, e.g., Canadian Studies, Faculty Personnel, Historic Preservation, Computer Integration, Environmental Studies, etc.*
- *Active membership in professional committees or organizations, e.g., CELA, Oregon ASLA, ASLA National committees etc.*
- *Service to local community which directly reflects professional expertise, e.g., Eugene Planning Commission*
- *Service to state or region which directly reflects professional expertise; e.g., state boards, regional review commissions, etc.*
- *Written and graphic products that aid professionals in the field without creating new knowledge*
- *Consultations with public and private groups not leading to publications or design products*
- *Direction of class projects that benefit community landscape problem solving efforts*
- *Leadership in professional organizations related to the practice and teaching of landscape architecture and planning*