



THE UNIVERSITY OF ARIZONA
COLLEGE OF ARCHITECTURE, PLANNING
& LANDSCAPE ARCHITECTURE

School of Landscape Architecture & Planning

GUIDELINES FOR APPOINTMENT, RENEWAL, EVALUATION, AND PROMOTION FOR CAREER-TRACK FACULTY

From: Lauri Macmillan Johnson, Director

July 8, 2019

PURPOSE/INTENT

The School of Landscape Architecture and Planning (the school) believes that career-track (CT) faculty members are vital to our teaching, research, and service missions. This document presents university and school guidelines for appointment, renewal, evaluation, and promotion for CT positions.

The school recognizes the following CT faculty titles: lecturer, professor of practice, and research professor. These are typically one-year appointments which may be renewed depending on the needs of the unit. These are nontenure-eligible employees who do not have visiting or adjunct titles and whose Notice of Appointment incorporates the Arizona Board of Regents (ABOR) Conditions of Faculty Service.

UNIVERSITY OF ARIZONA POLICY

The Arizona Board of Regents and the University of Arizona's Office of the Provost have distinguished CT faculty titles by professional histories, areas of expertise, and intended service to the university. The conditions under which different categories of CT faculty can be hired, renewed, or promoted have also been stipulated. Refer to UHAP Sections 3.1 Duties and Appointments of Faculty, 3.2 Annual Performance Reviews of Faculty, and 3.3 Promotion and Tenure for additional information.

WORKLOAD EXPECTATIONS

CT faculty with titles including lecturers and professors of practice are typically hired for teaching but may also have work load assignments in scholarly/research/creative activity and service. CT faculty with titles including research professors are typically hired for scholarly/research/creative activities with a particular expertise aimed at advancing the college mission, but may also have workload assignments in teaching and service. In all cases, teaching FTE must be calculated at 0.10 FTE per 3-unit course annually, unless specifically agreed upon in advance with the dean's office.

It is essential that the workload responsibilities of CT faculty be clearly articulated in the letter of offer at the time of hire and all subsequent renewal offer letters. These offer letters must include agreed upon workload allocations between the faculty member, the school director, and dean. The workload responsibilities may include: 1) teaching activities—assigned courses, course development, advising, curricular design and development; 2) service assignments to the school, college, university—committee work, engagement with constituencies; and 3) scholarship/research/creative activities—grants and contracts, publications, etc. as applicable. The workload responsibilities shall be reviewed and updated each year within the context of the annual Distribution of Effort (DOE). The purpose of the faculty

Distribution of Effort Assignment (DOE) is the facilitation of faculty development, employment of faculty talent toward the achievement of school, college, and university goals, and establishment of accountability for university resources. The faculty DOE specifies the nature of activity and workload distribution of individual faculty members in the School. The DOE serves as a faculty development tool as well as a performance evaluation tool. The Faculty Status Committee and the school director will reference the DOE to understand faculty goals and teaching, scholarship/research/creative activities and service assignments as part of faculty annual performance evaluation (APR). The workload responsibilities in teaching, scholarship/research/creative activity, and service may vary from year to year but must be specified in the offer letter and DOE documents. The director should discuss these duties with the faculty member and set goals for the coming year.

CAREER-TRACK FACULTY DEFINITIONS

The following title definitions are used for CT faculty in the School of Landscape Architecture and Planning.

Lecturer (lecturer, senior lecturer, principal lecturer): The typical primary responsibility of a lecturer is teaching undergraduate courses; service and research efforts may also be acceptable. Entry level lecturer positions are for emerging professionals or emerging educators qualified by an appropriate terminal degree or professional licensure.

According to the Office of the Provost, transitions within the career-track from lecturers to CT professor appointments must be justified by increased responsibilities such as expanded teaching or supervisory duties as well as outstanding performance as indicated by annual reviews (UHAP 3.3 Promotion and Tenure). These candidates should submit a complete promotion dossier following the procedures in Section 3.3 of UHAP. These new responsibilities may include mentoring junior faculty and graduate students, supervising graduate teaching assistants, curriculum development, recruiting, and sharing best teaching practices with faculty inside and outside the university.

Professor of practice (assistant, associate, and full): The typical primary responsibility of professors of practice is teaching undergraduate and graduate courses; research and service efforts may also be acceptable. Professors of practice are established professionals qualified by a terminal degree or licensure and practice experience, with a body of work recognized through publications, design awards, or other peer recognition; and for established educators qualified by a terminal degree or licensure and teaching experience, with recognition of their teaching through publication, conference presentations, invited talks, teaching awards, or other peer recognition.

Research Professors (assistant, associate, and full): The typical primary responsibility of research professors is to engage in, be responsible for, or oversee a significant area of scholarship/research/creative work in a manner that advances the mission of the school, college, and university in a significant and substantial way; teaching and service efforts may also be acceptable. Research professors typically work collaboratively with other faculty in the college and the university in order to expand research capabilities and bring expertise to the units that hire them. They have achieved established areas of expertise and reputation over a sustained

period of time and are considered distinguished scholars and researchers who often assist other faculty in research advancements.

ANNUAL REVIEW

CT faculty, regardless of contract length or title, must complete an annual performance report which must include: 1) records entered into UA Vitae (the UA's online reporting system); 2) a current CV; 3) the school APR report form; and 4) TCEs for all courses. The school Faculty Status Committee will review these materials and summarize and evaluate the accomplishments of the faculty member according to UHAP recommended standards (truly exceptional, exceeds expectations, meets expectations, needs improvement, and unsatisfactory) with respect to DOE workload assignments. This report is submitted to the director who reviews all materials and writes a final review report. Both the Faculty Status Committee and the director should include information and discussion about progress toward promotion. The faculty member will receive the director's report and meet with the director to discuss the outcomes in accordance with UHAP 3.2 Annual Performance Reviews of Faculty.

RENEWAL

The contract period for CT faculty in the School of Landscape Architecture and Planning is typically one year. Renewal of such appointments will be at the discretion of the department head and the dean. Renewal of the appointment will be based upon the availability of funds and upon annual performance reviews by the department head in consultation with the dean. The director may request renewal or return hire in accordance with college deadlines and by submitting the following to the dean's office: 1) college hiring form; 2) a draft letter of offer; and 3) the faculty member's CV. CT faculty must demonstrate a high level of success in all workload areas within the individual's assigned duties as documented in the DOE. Subject to the approval of the dean and the provost, annual continuation is contingent on satisfactory performance based on annual reviews and availability of funds (UHAP 3.1 Duties and Appointments of Faculty). An appointment may be renewed an indefinite number of times subject to satisfactory annual performance evaluations.

PROMOTION OVERVIEW

According to UHAP Section 3.3 Promotion and Tenure, promotion requires excellent performance and the promise of continued excellence as determined by the specific duties assigned to the individual faculty member. ABOR section 6-201(1)(4)(a) notes that criteria for evaluation should consider teaching effectiveness; quality of service to the profession, university, and community; and the quality of scholarly research, publication, or creative endeavors (if the faculty member has assigned research duties). Research is also integral to the scholarship of teaching and the scholarship of engagement, as recognized by the University's inclusive view of scholarship.

Those candidates with teaching workload assignments must present evidence of successful teaching with ongoing efforts made toward improvement of their teaching. Evaluation of performance in teaching will be consistent with standards of the unit as defined in the unit specific Promotion and Tenure Criteria (School of Landscape Architecture and Planning Bylaws March 2017). Evaluations will be made on the basis of 1) statements of teaching philosophy; 2) course syllabi and other course materials; 3) student course evaluations; 4) peer evaluation from the teaching portfolio review and classroom observations using the Office of Instruction and Assessment's Peer Review Protocols; and 5) any other relevant evidence such as new pedagogical approaches, teaching presentations, workshops taken, etc.

Those candidates with scholarly/research/creative activity workload assignments should refer to the promotion and tenure guidelines for the units under which they were hired (School of Landscape Architecture and Planning Bylaws March 2017). Typical measures of scholarly achievement may include, but are not limited to, peer-reviewed publications (books, journal articles, conference papers and abstracts, and professional reports), design competitions, conference presentations, invited workshops, invited keynote talks, grants, and contracts. Consistent with a broad definition of public scholarship, candidates may also engage in the dissemination of knowledge to the non-academic public by publishing in trade publications specific to their fields, magazines and newsletters, electronic sites, and other media. Research based contributions to outside institutions, communities, or businesses are also considered important. Evaluation of these publications will be based on their strategic value to the field and on the extent to which they effectively represent the candidate as an expert in his or her areas of knowledge.

Those candidates with service, outreach, and administrative workload assignments should refer to the promotion and tenure guidelines for the units in which they were hired (School of Landscape Architecture and Planning Bylaws March 2017). These activities include both university and professional service activities. Internal to the university this may include, but is not limited to, serving on task forces or committees at the program, school, college, or university levels. External to the university this may include, but is not limited to, engagement with constituencies including communities, professional organizations and businesses, special interest groups, and governmental agencies. This involves applying one's expertise to address local, regional, national, or international issues that are in keeping with CAPLA's mission. These service activities will be agreed upon through the workload assignments and the DOE process. Service contributions can vary depending on the duties and workload allocation set forth by the school director and the dean's office and may be adjusted during the academic year.

Faculty are expected to meet the standards of professionalism and collegiality with their units, the college, and departments across campus, the city, the state, and the nation.

PROMOTION PROCESS

The promotion review process for CT faculty follows the procedures given in UHAP Section 3.3 Promotion and Tenure. The promotion process is initiated by the candidate in consultation with the school director. CT faculty candidates for promotion should submit a dossier using the dossier templates and appropriate documentation established by the Vice Provost for Faculty Affairs; (facultyaffairs.arizona.edu). Not all the sections of the dossier will be applicable; the workload assignments of the candidate will determine the sections that need to be completed. Letters from outside evaluators and collaborators are not required for CT lecturers seeking promotion to senior lecturer or principal lecturer but are recommended. Letters of recommendation from collaborators are required for CT professors.

Reviews of CT faculty dossiers will involve the following levels: 1) College Faculty Status Committee; 2) director; 3) dean; and 4) provost. Separate recommendations by the College Faculty Status Committee and the director will be forwarded to the dean's office. These letters and the dean's letter of recommendation are forwarded to the Office of the Provost.

The College Faculty Status Committee for CT promotions will be constituted by three faculty members (with a majority holding ranks in the candidate's academic program, if possible) per UHAP Section 3.3 Promotion and Tenure. These committee members must hold ranks superior to the faculty member being

considered, except in the case of promotion to CT full professor, in which case the committee members must be full professors. In all cases, at least one committee member will be CT faculty of higher rank than the candidate seeking promotion and will be within the same CT title sequence (lecturer, professor of practice, or research professor). Committee members may be drawn from other university departments if the home department does not have enough eligible members to staff the committee. This committee will be formed by the associate dean in accordance with current college policies.

PROMOTION TIMELINE

Candidates should consult with their director and the associate dean on the schedule for CT faculty reviews. The Provost's Office will accept dossiers all year, but decisions on dossiers submitted in spring semesters will not be made until after May 1, when the scheduled review cycle is concluded for tenure-track dossiers. The timing of final decisions on professor of practice cases depends on the review process in the Provost's Office.

PROMOTION CRITERIA

Promotions of CT faculty within any category may occur after an individual has held the title for six or more years. Candidates for promotion may request credit for years of previous service at other institutions, or in UA positions that included related duties. Such credit will be negotiated on an individual basis. Promotions of CT faculty within any category will be justified by increased responsibilities, years of experience, and expanded reputation and impact.

CT Lecturer

Typically, excellence in teaching is the most important consideration for promotion in the lecturer career-track. In many cases, research and service requirements are also required and faculty must demonstrate a high caliber of effectiveness in all areas within their workload/DOE assignments as well as commitment to university affairs at the unit, school, and college levels. Strong evidence of collegial participation is expected. Lecturers must maintain positive teaching evaluations and show demonstrated successes in all areas of workload/DOE assignments.

Promotion to Senior Lecturer

Lecturers seeking promotion to senior lecturer must provide evidence of high quality teaching as well as service and research should they have these areas outlined in their workload/DOE requirements. They must provide demonstrated knowledge in a particular specialty and the capacity to increase responsibilities in leadership, teaching, and advising/mentoring. This may include (but is not limited to): mentoring undergraduate students on capstone projects; serving on graduate student thesis/report committees, research projects, or independent studies; supervising graduate teaching assistants; student recruiting and retention; online course development; and curricular development. It is expected that senior lecturers will share best teaching practices with faculty inside and outside the university. Candidates must demonstrate expanded reach from local stakeholders to national and, if appropriate, international audiences. Candidates should possess documented excellent teaching skills with favorable to outstanding evaluations by students and peers. Candidates must show continuing promise of excellent contributions in all workload/DOE assignments. Service requirements may include (but are not limited to) serving on unit, school, and college committees; actively participating in school and

college events; participating in peer review activities; participating in activities of professional societies or organizations in one's discipline. Research activities, will vary depending on the workload/DOE assignments. These activities will include professional and peer reviewed outcomes that result in local, and national reach and reputation.

Promotion to Principal Lecturer

Candidates seeking promotion to principal lecturer will have successfully achieved high achievements in the criteria outlined for senior lecturer but will have also have demonstrated advanced depth of knowledge and leadership in all areas within their workload/DOE requirements. Principal lecturers will be experienced and knowledgeable educators that are on the forefront of current pedagogical theories. They will have proven themselves to be highly effective in class creation for multiple leaning styles, methods that advance student learning and success, and curricular design. They will be effective in developing and participating in learning outcome assessments. They will have the capacity to work collaboratively and mentor other faculty toward higher levels of teaching effectiveness. Service responsibilities for principal lecturers may increase and include participation and leadership in unit, school, college, university and national committees. Candidates will demonstrate leadership in a variety of activities such as (but not limited to) recruiting and retention activities; sponsoring academic clubs, organizing conferences and workshops; acquiring funds for academic, educational, or outreach activities; and mentoring junior faculty. Research activities, will vary depending on the workload/DOE assignments. These activities will include professional and peer reviewed outcomes that result in a high level of local, national, and, if applicable, international reach and reputation.

CT Professor (professor of practice and research professor)

CT faculty in professor positions will have assistant, associate, or full professor position titles. CT assistant professors will have training and depth of knowledge in a particular specialty with the capacity to undertake high-quality activities in teaching, research, and service in accordance with their workload/DOE assignments. Assistant professors are required to have the terminal degree or equivalent professional experience and demonstrated success in teaching, and or scholarship in accordance with workload/DOE assignment. They have the potential to achieve national recognition through peer organizations and to bring distinction to the unit, school, and college. Professors of practice typically have a high teaching percentage and research professors typically have a high research percentage.

Promotion to Associate Professor

Faculty candidates seeking promotion to associate professor will have several years of academic experience with advanced specialized expertise in their fields. They are well known for their contributions (in accordance with workload/DOE assignments) at the state, region, and national levels. They have earned a reputation that demonstrates proficiency, commitment, and recognition beyond the unit and school level.

- Associate professors of practice show evidence of research-based teaching innovations; experience with advancing broader curricular goals; recognized contributions to the scholarship of teaching such as conference presentations and peer reviewed outcomes.

Research and Service activities, will vary depending on the workload/DOE assignments. Service activities must demonstrate productivity and recognition at the unit, school, college, and university levels, and within local and national communities and organizations. Service activities may include (but are not limited to) serving on unit, school, and college committees; actively participating in school and college events; participating in peer review activities; participating in activities of professional societies or organizations in one's discipline. Research activities will include professional and peer reviewed outcomes that result in local, and national reach and reputation. Candidates will have established a trajectory of scholarship and research, if applicable, that clearly indicates successful advancement to full professor within ten years.

- Associate research professors show evidence of research specialization and innovation; they have demonstrated evidence of the advancement of academic scholarship in their field that brings distinction to the unit, school, and the college as evidenced by professional publications, conference presentations, and grant funding. They show evidence of leadership in scholarly activity through service on editorial boards, elected leadership in professional scholarly organizations, and awards or honors for quality of scholarly work. They show evidence of collaboration with other faculty on grants, peer reviewed reports, and publications. They demonstrate the ability to increase research capacity within the department as a result of their area of specialization. They will have established a trajectory of scholarship and research that clearly indicates successful advancement to full professor within ten years. Teaching and service activities may be limited but must demonstrate a high level of effectiveness and recognition at the unit, school, college, and university levels, and within local and national communities and organizations. Service activities may include (but are not limited to) serving on unit, school, and college committees; actively participating in school and college events; participating in peer review activities; participating in activities of professional societies or organizations in one's discipline.

Promotion to Professor

Candidates must fulfill the same qualifications as for associate professor and should demonstrate additional impact. Evidence for promotion might include (but is not limited to): leadership of high-impact innovations; awards and other recognition of teaching/research/service effectiveness; and grant funding. Candidates must have achieved state, national, and, if applicable, international recognition through peer organizations that bring distinction to the school, college, and university. They have earned a distinguished record of accomplishments in all areas within their workload/DOE assignments and have demonstrated measures of professional and academic leadership and high quality impact.

- Full professors of practice must fulfill the same qualifications as associate professors of practice and will have additional institutional and recognized contributions to the scholarship of teaching such as publications, presentations, and the adoptions of teaching innovations at other institutions. Service and research activities demonstrate expanded reach, productivity and a high level of national and, if applicable, international recognition. They will have

established themselves as experts within an area of professional practice or research/scholarship/creative activity as outlined in their workload/DOE assignments.

- Full research professors of practice must fulfill the same qualifications as associate research professors. Full research professors will enjoy a distinguished record of accomplishments in peer reviewed publications, professional reports, conference presentations, and grant funding. Candidates will have well established national if not international authority in one or more fields of scholarship and research based on objective measures of the body of their work. They will have demonstrated evidence of the advancement of academic scholarship that brings distinction to the department and the college. Performance in research must constantly demonstrate outstanding productivity and contributions. Candidates should demonstrate exemplary evidence of leadership in scholarly activity; examples may include (but are not limited to): service on editorial boards, elected leadership in professional scholarly organizations, and awards or honors for quality of scholarly work.

The following are examples of criteria for promotions for all CT faculty. These will be weighted according to the workload/DOE assignments outlined in the hiring letters and the DOE.

Teaching - Examples of teaching contributions may include, but are not limited to the following: *Additional criteria may be considered, including those noted in program level P&T guidelines.*

- Excellent student, peer, and administrator teaching evaluations that demonstrate effective teaching practices that build on the latest techniques and pedagogical approaches to improve student successes.
- Course development, organization, and delivery (online and/or main campus) that demonstrate content expertise and the ability to engage students in appropriate levels of instruction.
- Bringing to the classroom, and other learning environments, the latest discoveries, techniques and pedagogical approaches.
- Curricular development and pedagogical innovation/approaches/techniques that that advance school/college missions, new programs, and learning environments.
- Participation in program learning outcome rubrics that measure goals aimed at advancing program successes.
- Recognition such as teaching awards that demonstrate outstanding teaching effectiveness and innovations in course design.
- When appropriate, supervising undergraduate research, honors work, independent studies.
- When appropriate, successfully directing graduate, professional, and post-doctoral students; effective advising, mentoring, and student-support activities.
- Participation in seminars on teaching methods.
- Developing and publishing of case studies for teaching; participating in seminars on teaching methods; presenting teaching outcomes at professional meetings and conferences.

Scholarship/Research/Creative works - Examples of research contributions may include, but are not limited to the following: *Additional criteria may be considered, including those noted in program level P&T guidelines.*

- Demonstrated excellence in research activities including peer reviewed outcomes such as publications (books, book chapters, journal articles, textbooks, technical reports); non peer reviewed outcomes such as trade magazines, professional reports and articles.
- Demonstrated clear and coherent line of inquiry.
- A record of research activities in a specialized field, over the course of years, that enhances the faculty member's ability for continued success and advances the national and international reputation of both the candidate and the school and college.
- Demonstrated successes in collaborating with other CAPLA faculty members in research partnerships that advance the national and international reputations of these faculty partners and the school and college.
- Demonstrated leadership in seeking outside funding for research through grants and contracts.
- Demonstrated excellence in conference presentations, workshops, and professional panels.

Service, Outreach, and Administration – Examples of service contributions may include, but are not limited to the following: *Additional criteria may be considered, including those noted in program level P&T guidelines.*

- Serving on unit, school, and college committees and collaborative governance.
- Chairing committees and serving on college or university committees.
- Participating in recruiting and retention activities.
- Participating in activities of professional societies or organizations in one's discipline.
- Serving on advisory committees and journals.
- Presenting community lectures.
- Expert testimony or consultation.
- Service to communities, businesses, and governmental agencies.