

**School of Environmental Design (Department of Landscape Architecture and Horticulture and Department of Community and Regional Planning) Tenure and Promotion Procedures and Guidelines**

**Approved by the School of Environmental Design faculty at their meeting of December 7, 2006**

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**School of Environmental Design (Department of Landscape Architecture and Horticulture and Department of Community and Regional Planning) Tenure and Promotion Procedures and Guidelines**

**I. General Tenure and Promotion Procedures**

The Tenure and Promotion Procedures for the Department of Landscape Architecture and Horticulture and the Department of Community and Regional Planning of School of Environmental Design have been developed in compliance with the Faculty Handbook (p. 8 and 11) and the TAUP contract (p. 13 and 20). The levels of review for tenure and promotion of School of Environmental Design faculty includes in consecutive order: the Department Tenure and Promotion Committee; the Department Chairperson; the Personnel Committee of the School of Environmental Design, and the Dean of the College of Liberal Arts. This is followed by: the University Tenure and Promotion Advisory Committee; the Provost; and, the President. Recommendations for promotion are made to the President, who has the authority to promote faculty. Recommendations for tenure are made by the President to the Board of Trustees, which has sole authority to grant tenure.

## **II. General Tenure and Promotion Guidelines**

The Tenure and Promotion Guidelines for the Department of Landscape Architecture and Horticulture and the Department of Community and Regional Planning of School of Environmental Design have been developed in compliance with the general guidelines of the University and the President's Guidelines for Review of Tenure and Promotion Applications. The Faculty Handbook and the TAUP contract remain the operative documents for decision-making on renewal, promotion and tenure; and candidates in these categories are responsible for reviewing and understanding the requirements set forth. The following guidelines conform to the University and Presidential guidelines, but provide more specifics relative to the field of Landscape Architecture, Horticulture, and Community and Regional Planning. These disciplines often engage in interdisciplinary research, teaching, and/or service. Therefore, significant achievements in the three areas of activities may be accomplished through cross-discipline venues.

## **III. Landscape Architecture and Horticulture**

### **A. Scholarship of Landscape Architecture and Horticulture**

The disciplines of landscape architecture and horticulture span a wide scope including science, applied research, professional practice, planning, design, and/or art. In landscape architecture and horticulture, scholarly activity may be accomplished and realized in a variety of ways. While research and publication are considered traditional academic measures, this Department considers other types of scholarly, professional, and creative pursuits. The Department judges the individual research and/or creative work on the basis of its originality and its contribution to the intellectual life of the discipline/s. Temple University's Department of Landscape Architecture and Horticulture uniquely combines scholarly activity, teaching, and service within and across both disciplines, thus occasioning faculty contributions in one or both fields.

### **B. Quality and Significance of Scholarship**

Quality and significance of scholarship are the primary criteria for determining faculty promotion and tenure. Criteria for evaluating quality and significance include original research and a contribution to the discipline. A candidate must prepare a detailed statement articulating his or her goals and contributions to landscape architecture or horticulture scholarship. This statement must specifically be supported by a portfolio of publications and other documents that substantiate the record.

### **C. Evaluation of Publications and Presentations**

Scholarly contributions and original research and creative work may appear in the form of: 1) articles in refereed professional and scholarly journals; 2) significant scholarly books or textbooks published by a reputable press; 3) invited chapters in scholarly books or textbooks; 4) articles of leading professional journals and/or magazines; 5) published book reviews; 6) awards for juried creative work; 7) awards in juried professional design competitions; and 8) juried exhibits of creative work. The candidate's portfolio should include documentation of the work, describe its importance, the stature of the journal or other forum in which it was published, the rigor and selectivity of the reviewing process, and the impact that the work has had on the profession including the frequency with which the work is cited (as applicable) and the extent to which the publication is available in major libraries. Published reviews of the work, if available, should be included in the portfolio. Awards garnered for creative design work and research should be from recognized and/or reputable state, national or international organizations such as the American Society of Landscape Architects and American Society for Horticultural Science. The candidate should present relevant evidence indicating the importance of the work and the rigor of the peer-review or jury process.

There is a limited outlet of academic journals within the small field of landscape architecture. Many of the journals do not have journal rankings and impact factors. Examples of academic journals in the field of

Landscape Architecture at this time, include one North American journal: *Landscape Journal* (owned by 59 libraries worldwide), two European journals: *Landscape Research* (owned by 174 libraries worldwide), and *Journal of Landscape Architecture* (recently established by the European Council of Landscape Architecture Schools (ECLAS)), and one Oceanian journal: *Landscape Review* (owned by 20 libraries worldwide). Non-refereed, research-oriented articles in professional journals and magazines such as *Landscape Architecture* may have important readership bases (owned by 677 libraries worldwide). Publications in this outlet are highly selective and may be a key aspect of a candidate's scholarship.

A wide range of academic journals can be found in the field of horticulture and related fields such as forestry. Examples of academic journals in horticulture include: *Journal of the American Society of Horticultural Science* (Impact factor 1.147), *HortScience* (Impact factor .574), and *HortTechnology* (Impact factor .492). Literally scores of other reputable journals also publish important findings in the field. For example, *Arboriculture and Urban Forestry* (owned by 164 libraries worldwide) does not have a high impact factor, but it has very wide readership bases and is used by practitioners and professionals as well as scientists.

The candidate needs to explain the rationale for choosing particular publication outlets. If s/he chooses to publish in non-refereed publications, s/he needs to indicate how the non-refereed publications represent contributions to horticultural or landscape architectural scholarship.

Books in press can be considered, especially in tenure decisions but a candidate must submit a letter of confirmation from the publisher, as well as, current draft of the work. Textbooks must demonstrate a contribution to new knowledge in the discipline. The candidate may demonstrate the potential impact of work in press through evidence such as the standing of the press and reviews by evaluators selected by the press.

When a publication has multiple authors, the order of authorship needs to be clearly indicated on the curriculum vitae and the candidate must provide a statement detailing each author's contribution to the publication.

Editing of scholarly volumes or collections, journals, and reference works (e.g., encyclopedias) as well as other published contributions, such as published abstracts and book reviews, need to be presented in terms of the reputation, selectivity, and reviewing procedures of the publisher; published reviews; and the extent of citation.

While published instructional materials would usually be considered as contributions to teaching/instruction, they may be considered research/scholarship when they introduce new scholarly information, reorder scholarship in innovative ways, or organize existing scholarship so as to significantly modify theories in the field.

Papers and presentations presented in any format at peer reviewed professional meetings make a contribution to research/scholarship/creative activity. Invited lectures may contribute to scholarship, and often represent recognition of a candidate's achievement in the field. The candidate needs to clarify the prestige of the meeting at which a presentation was made, its review process, the scope of the meeting (e.g., local, national), and the character of the audience.

#### **D. Evaluation of Teaching/Instruction**

The candidate's statement of scholarship must include a discussion of teaching goals, experience, and accomplishments. Teaching/instruction will be evaluated based on: 1) peer evaluations of seminar or studio presentations; 2) Course and Teaching Evaluation (CATE) survey results, 3) systematically solicited feedback from students as part of the review process (candidates should not themselves solicit letters from students); 4) prizes, awards and other formal recognition of outstanding teaching effectiveness; 5) published textbooks and pedagogical articles; and 6) pedagogically oriented presentations at peer reviewed conferences.

#### **E. Evaluation of Service**

Outstanding discipline-related service to the community and larger world, University, professional organizations, and scholarly disciplines is valued in promotion and tenure decisions. When the candidate describes his or her service, distinctions must be made between important and nominal assignments, brief and extended service, regular and sporadic participation, leadership roles and mere participation. Measures of effectiveness must be specified; merely holding committee or other assignments does not meet the standard for service. Examples of notable service include faculty leadership in the design and implementation of design build projects, such as the Philadelphia Flower Show exhibits and the Ambler Arboretum garden projects.

#### **IV. Community and Regional Planning**

##### **A. Scholarship of Community and Regional Planning**

All faculty of Community and Regional Planning is expected to embrace the notion of scholarship as the responsibility for advancing knowledge, strengthening the effectiveness of professional planning practice and improving society. The following expressions of scholarship apply equally to Research, Teaching, and Service.

1 **Discovery**. Discovery is the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. It is active experimentation, or exploration, with the primary goal of adding to the cumulative knowledge in a substantive way and of enhancing future prediction of the phenomena.

2 **Integration**. Integration places isolated knowledge or observations in perspective. Integrating activities make connections across disciplines, theories, or models. Integration illuminates information in a revealing way. It brings divergent knowledge together or creates and/or extends new theory.

3 **Interpretation**. Interpretation is the process of revealing, explaining, and making knowledge and creative processes clear to others. In essence, interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.

4 **Application**. Application involves asking how state-of-the-art knowledge can be responsibly applied to significant problems. Application primarily concerns assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes.

##### **B. Quality and Significance of Scholarship**

Quality and significance of scholarship are the primary criteria for determining faculty promotion and tenure. Criteria for evaluating quality and significance include the following:

1 **Clarity and Relevance of Goals**. Goals, objectives and basic questions of inquiry need to be clearly defined. The overall focus of the candidate's scholarship needs to have coherence and purpose with clear direction for continuing work.

2 **Mastery of Existing Knowledge**. A scholar must be well-prepared and knowledgeable about developments in his or her field.

3 **Appropriate Use of Methodology and Resources**. A scholar must address inquiries with carefully constructed logic and methodology.

4 **Effectiveness of Communication**. Scholars should possess effective oral and written communication skills to convert knowledge into language that is understood by appropriate audiences.

5 **Significance of Results**. Scholars need to demonstrate the impact of their work and how their work is used by others.

6 **Consistently Ethical Behavior**. Scholars must conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, peers, and others who participate in or benefit from their work.

A candidate must prepare a detailed statement articulating his or her goals and contributions to planning scholarship. This statement must specifically address the aforementioned criteria and be supported by a

portfolio of publications and other documents that substantiate the record.

The field of Community and Regional Planning places particular value on planning practice and community involvement which strengthens and enhances both planning research and teaching. Such engagement can contribute to planning scholarship and credit should be given with documentation of positive impacts. Emphasis, however, should be placed on widely disseminating knowledge gained in a community-based project in order to share its significance with those who do not benefit directly from the project.

### **C. Evaluation of Publications and Presentations**

Scholarly contributions may appear in the form of quality articles, essays, books, book chapters, and similarly published works. The candidate should discuss the importance of the work, the stature of the journal or other forum in which it was published, the rigor and selectivity of the reviewing process, and the impact that the work has had on the profession including the frequency with which the work is cited and the extent to which the publication is available in major libraries. Published reviews of the work should be included in the portfolio. The judgment of faculty committees, the department chair, academic administrators and external evaluators who have read a work will also serve as a measure of its worth.

There is a wide range of academic journals in the field of Community and Regional Planning and related fields. Examples include the *Journal of the American Planning Association*, *The Journal of Planning Education and Research*, *The Journal of the Regional Science Association*, *The Journal of the American Water Resources Association*, and others. The candidate needs to explain the rationale for choosing particular publication outlets. Non-refereed professional journals and magazines such as *Planning* may have important readership bases; publication in these outlets can be a key aspect of a candidate's scholarship. Similarly, publication in a popular press such as the *Philadelphia Inquirer* can be crucial to informed public dialogue. Newspaper articles about a candidate's work may serve a similar function. In each case, the candidate needs to clearly explain how non-refereed publications represent contributions to planning scholarship.

Books in press can be considered, especially in tenure decisions. The candidate may demonstrate the potential impact of works in press through evidence such as the standing of the press and reviews by evaluators selected by the press. Reviewers and external evaluators will be expected to read and evaluate the manuscript.

When a publication has multiple authors, the order of authorship needs to be clearly indicated on the curriculum vitae and the candidate must provide a statement detailing each author's contribution to the publication.

Editing of scholarly volumes or collections, journals, and reference works (e.g., encyclopedias) as well as other published contributions, such as published abstracts and book reviews, need to be presented in terms of the reputation, selectivity, and review procedures of the publisher; published reviews; and the extent of citation.

While published instructional materials would usually be considered as contributions to teaching/instruction, they may be considered research/scholarship when they introduce new scholarly information, reorder scholarship in innovative ways, or organize existing scholarship so as to significantly modify theories in the field.

Papers and presentations presented in any format at professional meetings make a contribution to research/scholarship/creative activity. Invited lectures may contribute to scholarship, and often represent recognition of a candidate's achievement in the field. The candidate needs to discuss the prestige of the meeting at which a presentation was made, its review process, the scope of the meeting (e.g., local, national), and the character of the audience.

#### **D. Evaluation of Teaching/Instruction**

The candidate's statement of scholarship must include a discussion of teaching goals, experience, and accomplishments. The full range of teaching responsibilities needs to be documented including university courses, professional education and community outreach; teaching at various campuses or locations; supervising internships; advising students; supervising senior capstone and graduate theses; and involvement with teaching-related student activities. Development of curricula and courses is an important contribution to teaching/instruction. Innovations in teaching methods or instructional methodology, including technological advances, should be documented and assessed.

Teaching/instruction will be evaluated using peer evaluations, Course and Teaching Evaluation (CATE) survey results, and systematically solicited feedback from students as part of the review process (candidates should not themselves solicit letters from students). Student work including studio reports, master's theses, student-published materials, client and conference presentations are examples of appropriate evidence of teaching effectiveness along with prizes, awards, and other formal recognition of outstanding performance in teaching/instruction.

#### **E. Evaluation of Service**

Outstanding discipline-related service to the community and larger world, University, professional organizations, and scholarly disciplines is valued in promotion and tenure decisions. When the candidate describes his or her service, distinctions must be made between important and nominal assignments, brief and extended service, regular and sporadic participation, leadership roles and mere participation. Measures of effectiveness must be specified; merely holding committee or other assignments does not meet the standard for service.

Faculty may engage in professional service activity for compensation within the limits of the University's extra compensation policy. Unless the work product of such services is available for general circulation to the community and can be evaluated by reviewers, such professional service is not normally regarded as community service.