

Promotion and Tenure Procedures and Standards

College of Environment and Design (rev. May 8, 2015)

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Introduction

In all matters related to promotion and tenure, the College of Environment and Design will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines by establishing procedures and criteria that are specific to the College; it is intended to cover only those necessary details that are not covered by the university's *Guidelines*. Under the university's *Guidelines*, this document is also used outside the College by the university review committee (URC) when evaluating dossiers of College of Environment & Design promotion and tenure candidates.

All faculty are expected to be familiar with both this PTU document and the University Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University's Guidelines will supersede this document.

This document and discipline-specific criteria must have been accepted by a 2/3 vote of the faculty within the College of Environment and Design, and reviewed and approved by the dean of the college and the Senior Vice President for Academic Affairs and Provost. New faculty members will be provided with this PTU document and University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, dean and the provost. All revisions and approval dates must be listed in the PTU document.

Glossary

In this document the following terms apply:

- Guidelines are the current University of Georgia *Guidelines for Appointment, Promotion and Tenure*.
- College is College of Environment & Design.
- Associate Dean is the Associate Dean of Academic Affairs of the College.
- Under the *Guidelines*, the College is an Appointment Unit and a Promotion/Tenure Unit (PTU), and the Associate Dean is the Appointment-Unit Head.
- Environment & Design is the combination of professions or disciplines taught in the College, including landscape architecture, planning, and historic preservation, but also overlapping related disciplines' knowledge and methods.

The Promotion and Tenure Committee

The College's promotion and tenure committee (P&T committee) consists of three or more tenured full professors, on staggered three-year terms. The membership automatically rotates among all tenured full professors in the College. A committee member in her or his second year of the term will serve as the committee chair.

The P&T committee does not make promotion and tenure decisions; its function is to advise candidates and inform the tenured faculty as to the status of tenure track candidates.

For third-year reviews, the P&T committee is the review committee. The committee reports its findings to the College's Dean in writing. The dean reviews the committee report and, in turn, writes a letter to the candidate summarizing the committee's findings and offering assessment.

In procedures requiring preparation of review materials and dossiers, the P&T committee or one of the P & T committee members is tasked with guiding the candidate in preparing those materials.

In procedures requiring external evaluation letters, the P&T committee generates the list of evaluator nominees other than those nominated by the candidate. The committee chair makes preliminary contact with all necessary nominees to assure availability of the evaluators and obtains their brief biographical summaries, before transmitting the list of evaluators to the Associate Dean and Dean.

In procedures requiring faculty votes, the committee makes necessary documents available for eligible faculty to review, calls meetings of those faculty, and submits candidates to them for their vote. The *Guidelines* govern detailed voting procedures.

The Curriculum Vitae and Statements of Achievements

Curriculum Vitae (C.V.)

While uniform c.v. format expedites reviews and helps to assure objectivity, some flexibility in format details is necessary to reflect the activities of individual faculty members. The intention is that every relevant item in every faculty member's activity will have a place in the individual's c.v. The c.v. is intended to be cumulative, including work performed before employment at the University of Georgia. As a general rule each item should be listed only once.

Candidates should follow the most current University guidelines for c.v. requirements, however, the following c.v. outline lists subheadings appropriate for many design, preservation, and planning faculty. Unless marked "optional," each listed heading is required by the university and must be included on the c.v.; if a candidate has no entries under a non-optional heading, the heading shall be followed by the word "None." A listing of a subhead as "optional" does not imply its weight or lack of weight in evaluating a specific candidate. Additional subheads may be added for those faculty members whose work includes design activities not anticipated here.

1. ACADEMIC AND PROFESSIONAL HISTORY

Name

Rank

Proportion time assignments

Tenure status

Administrative title

Graduate Faculty status

University degrees
Professional license
Academic positions
Other professional employment

2. TEACHING

Resident instruction [including supervision of senior projects]
New course development [optional]
Instruction in professional continuing education [optional]
Instruction in other departments [optional]
Grants received for instruction [optional]

3. RESEARCH AND CREATIVE ACTIVITIES

a. Publications

Books authored
Books edited
Chapters in books
Peer-reviewed journal articles
Digitally published projects and articles
Other professional journal articles
Peer-reviewed papers in published conference proceedings
Other papers in published conference proceedings
Bulletins or reports [written reports to clients, published planning reports, etc.]
Book reviews
Articles in non-professional publications

b. Creative contributions other than publications

Design projects performed as individual consultant [optional]
Site-specific design projects [optional]
Development and review of policy and practice guidelines [optional]
Design projects through former employer [optional]
Consultations and outside contracts [optional]
Expert testimony in court [optional]
Curatorial work for exhibitions [optional]
Exhibited or published artwork [optional]

c. Grants received for research [including contracts through the university]

d. Recognitions and outstanding achievements

Mention in publications by others [optional]
Awards from professional societies [optional]
Design awards [optional]

e. Supervision of student research

MHP theses, Major Professor [optional]
MHP theses, Member of reading committee [optional]
MLA theses, Major Professor [optional]
MLA theses, Member of reading committee [optional]
MEPD thesis, Major Professor [optional]
MEPD thesis, Member of reading committee [optional]
Member of reading and examining committees, other degree programs [optional]

- Supervision of undergraduate research [optional]
 - f. Editorship or editorial board membership
 - Appointed editorial positions [optional]
 - Reviews of proposed individual books, manuals and reports [optional]
 - Reviews of proposed individual papers for journals and conferences [optional]
 - g. Convention papers presented without a published counterpart [including posters]
 - h. Invited lectures [internal and external]
4. SERVICE

- Service in University of Georgia College of Environment & Design
- Service in other parts of University of Georgia
- Review of research proposals submitted for external funding [optional]
- Provision of professional information and advice [optional]
- Service to public agencies [optional]
- Service in American Society of Landscape Architects [optional]
- Service in the Council of Educators in Landscape Architecture [optional]
- Service in National Trust for Historic Preservation [optional]
- Service in the International Council of Monuments and Sites [optional]
- Service in American Planning Association [optional]
- Service in the Association of Collegiate Schools of Planning [optional]
- Evaluation of work of faculty at other universities [optional]
- Service through instruction [optional]
- Organization or moderation of conference workshops [optional]
- Grants received for service [including contracts through the university] [optional]

Statements of Achievements

In addition to the purposes and contents stated in the *Guidelines*, the statements of achievements in teaching, research and service are opportunities to clarify and explain the emphases and categories of activity in each faculty member's work and to explain the importance and worth of the faculty member's work to the current theory and practice of the disciplines that comprise the College. They should concisely point out the work's general themes or directions and their importance, items that are worthy of special notice, and the relationships between the faculty member's activities in teaching, research and service. They are not to be statements of teaching, research, service, or design philosophy, but, where useful, philosophical purposes of certain activities can be pointed out to explain the relationships or importance of certain activities. The statement of teaching achievements may refer to or quote from peer teaching reviews.

Procedures

The following procedural details are only those which apply in the College and are not covered in the *Guidelines*. Many additional applicable procedural stages and details are given in the *Guidelines*.

Annual Report and Annual Review

An annual report is the principal basis for an annual review. In every year when a tenured or tenure-track faculty member is not scheduled for a third-year review or a promotion and tenure review, the faculty member must submit to the Dean an annual report for the calendar

year, by January 31 of the following calendar year or at a date mutually agreed upon by the Dean and faculty member. The report consists of a form specified by the Dean emphasizing items applicable to the report year and projected for the coming year, and a long-term cumulative c.v. including items from the report year.

After an evaluation of the annual report and an interview with the faculty member, the Dean will write a report stating his/her opinion as to the quality of work and general progress of the faculty member. The faculty member may respond in writing to the report and both the Dean's report and any response will be placed in the faculty member's permanent record.

Third-year Review

The Third-year Review will be initiated by the Associate Dean and P & T Committee, normally in the spring of a faculty member's second year. The faculty member is responsible for preparing a c.v. and statements of achievements. Other materials to be gathered by the Associate Dean include annual-review reports and student teaching evaluation summaries. A peer teaching review must be completed before the third-year review, but is for the reviewee's use only and is not a required part of the dossier.

Procedures Requiring Faculty Vote

In other procedures requiring faculty vote, materials necessary for faculty review as a basis for the vote are the c.v., statements of achievements, annual review reports, teaching evaluation summaries, all received external evaluation letters, and samples of work similar to those reviewed by external evaluators. A peer review of teaching must be completed before the review, but is for the reviewee's use only and is not a required part of the dossier.

Requirements and procedures for collection of external evaluations are described in the *Guidelines*.

Next-level Review

Following the faculty vote, the dossier is forwarded to the Dean to write the letter and then is forwarded directly to the university review committee. Design faculty are ordinarily reviewed by the university's Fine and Applied Arts committee.

Standards and Rank Requirements

The University of Georgia has long defined its mission as a triad of three core areas: teaching, research and service. The potential for overlap and cross-fertilization between triad areas is especially encouraged. Such a holistic view of scholarship is often considered within a framework of three pursuits: (1) discovery, where new knowledge is created through exploration, analysis and evaluation; (2) integration, where new interpretation and/or analysis of existing knowledge results in new insights; and (3) application, which emphasizes engagement and development of new approaches to solve problems relevant to the field. Faculty members are encouraged to consider this broader definition of scholarship in the production of their dossiers, especially the statements of achievements.

The Environment and Design fields, specifically, call together cross-fertilization and application of a combination of artistically creative activity; scholarship in design history, design theory, technology development and applications, and public process; management of professional associations; and advanced design achievement in practice. Different individuals emphasize different combinations of these emphases in their assigned teaching, service, and

scholarly work. Different combinations of emphases are documented in different specific ways, as reflected in the flexibility of c.v. format described in this document.

Assistant Professor

Candidates should have the terminal degrees appropriate for their discipline and should show promise of moving toward excellence in the criteria appropriate to their work assignments.

Associate Professor

Candidates have met all of the criteria for Assistant Professor and must have served at least 4 years at the Assistant Professor level to include the year of promotion consideration by the University. They must show clear and convincing evidence of emerging stature as regional or national authorities unless their work assignments are at the local or state level.

Required minimum criteria for all candidates: Meeting of this standard must be evidenced for all candidates by: at least one published article with the candidate as the only or principle author (defined in CED as first or second author) in a national or international peer-reviewed scholarly journal, for every two years in the previous rank; or the equivalent in creative work. A book, multiple peer reviewed conference proceedings, multiple third or fourth authored peer-reviewed publications, or three or more peer-reviewed engaged scholarship projects including geo-design and digital mapping/projects may be considered in lieu of those requirements depending upon the quality and significance of the work. Candidates are also expected to present at least one paper at a national or international scholarly or professional conference for each year in the previous rank.

Professor

Candidates have met all of the criteria for Associate Professor and must have served 5 years at the Associate Professor level. Faculty in pursuit of the rank of professor must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the mission of the College. Depending upon specific College work assignments, the faculty must demonstrate achievement of national and/or international recognition in their respective fields and the likelihood of maintaining that stature, unless the candidates' assignments are specifically regional. A faculty member's entire scholarly career is evaluated, with emphasis placed on work developed since the time of promotion to Associate Professor.

Required minimum criteria for every individual candidate: Meeting of this standard must be evidenced for all candidates by: at least four published articles with the candidate as the only or principle (defined in CED as first or second author) in a national or international peer-reviewed scholarly journal, or the equivalent in creative work. A book or four or more peer-reviewed engaged scholarship projects including geo-design and digital mapping/projects may be considered in lieu of those requirements depending upon the quality and significance of the work. Candidates are also expected to present six papers at national or international scholarly or professional conferences.

Evaluation Criteria Guidelines

Teaching

Because of the focus on design studios in the College, course loads are generally heavy with most contracts allocating 65% of a faculty member's time to teaching. Therefore, considerable importance will be placed upon quality teaching in the consideration of promotion and tenure. Effective teaching communicates knowledge, skills and professionalism to students and develops in them the desire to continue learning. Competency in teaching must also include a faculty member's integrity, professional behavior in the classroom, fair treatment of students and care for their careers, and collegiality that creates an atmosphere conducive to cooperative learning. The assessment should be based on both the quality and quantity of the individual's achievements. In the College, teaching is at undergraduate, graduate, and continuing-education levels. The following are some of the measures that collectively demonstrate competence and excellence in teaching:

- Completion of assigned teaching load in undergraduate and graduate courses. Availability for additional teaching at times of need evidences additional dedication to the College's teaching mission.
- Ability to organize a course efficiently and maintain it on schedule, while achieving the academic objectives of the course.
- Teaching loads, including number and diversity of classes taught.
- Academic advisement including supervision of graduate theses, honors projects, and independent studies.
- Innovative or interdisciplinary projects, activities, field trips, hands-on work, service learning, lecture materials, and computer and audio-visual techniques demonstrate a dedication to excellence in teaching and contribute to the College's teaching mission.
- Additional contributions to teaching in an academic setting and in the design professions includes teaching scholarship (for example, publishing on teaching), teaching continuing-education courses, and development of teaching methods and approaches, courses, curricula, and programs.
- Peer reviews of teaching.
- Awards and other recognitions of quality teaching.
- Preparation of new courses or appropriate and substantial revision of old courses are excellent contributions to teaching.
- Online courses, distance learning, and computer-aided teaching that indicates skill in technological adaptations for pedagogy.
Involvement in Curriculum Committees, Teaching Circles, or general curriculum development.
- Advanced design projects or professional works performed in practice that keep the faculty member informed of developments in the field, that test new approaches, or that otherwise inform teaching in specific courses.
- High-quality student work, as demonstrated by student awards, juried exhibitions or featured publications
- Student evaluations and comments, and letters from current and former students.
- Service-learning projects involving a community or outside partner and following models of scholarly engaged work, thus stipulating clear research questions and goals, methods, evidence, and reflective critique with measurable impacts on student learning, leading to innovations in teaching.

Research & Creative Activity:

Research and creative activity are vital pursuits that may span and reinforce academic, creative, and professional activities. In a college that emphasizes professional programs, research necessarily encompasses a broad range of scholarship, including publications, creative activities, grants or contracts, professional service, and other significant contributions that advance the fields of landscape architecture, planning, and historic preservation. Individual faculty members balance accomplishment in these various avenues differently, however, all candidates should develop a clear agenda that outlines areas of study, problem-solving, design exploration, and expertise in which they are conducting research and in which they are becoming authorities. Agendas should specify questions to be answered, products or goals to be achieved for the areas of study, and types of research activity that carry them out.

Because of this broad range of research activities, including peer-reviewed publications, creative productions, and professional achievements can be defined; however, faculty are expected to plan their research agendas and communicate clear expectations for how they will demonstrate distinction in their work. Furthermore, while creative activity and professional practice are as important as traditional research in design, significance should be evidenced by recognition or awards given by professional juries, experts, and peers, and also by level of impact across regional, national, and international levels. Much weight in this area is given to the external letters which address the candidate's research.

The following are discipline-specific criteria to assess research and creative activity and are not in any priority ranking. It is expected that faculty members will provide evidence of one or more of the discipline-specific criteria in order to demonstrate UGA's requirements for rank as listed on page 6 of this document:

- Academic and professional publications: a series of peer-reviewed articles in academic and professional journals, especially at the national level, demonstrates substance and status. Peer acceptance is a statement that the work is new, valid, and capable of affecting the state of the art. Works accepted for publication but not yet published are relevant; publications submitted but not yet accepted are ordinarily not relevant, except to the extent their completion is a significant step in a larger project or sequence of projects.
- Presentation of innovative research or pedagogy to the academic and professional design community at conferences, symposia, or related venues. Conference papers, especially at the national level are a vital part of an academic portfolio, are springboards for peer-reviewed publications, and are an important way to establish professional status.
- Books are not required, but when completed can be a strong indicator of stature and research achievement if they have been peer-reviewed as a prerequisite to publication, published by an academic or professional press with demanding standards, or favorably reviewed by credible and important reviewers following publication.
- Competitive grants, fellowships, or contracts that support research and creative agendas.
- Peer-reviewed creative work related to and supporting the profession, including digital resources, cinematography and photography, computer programs, patents, etc.
- Design, planning, research, or professional-project awards from academic or professional peers, especially at national and international levels.

- Peer-reviewed portfolios of creative work; invited or juried exhibitions of work.
- Invitations to work at a regional, national, or international level.
- Invited presentations at workshops and/or conferences; invited lectures at other universities and to professional societies; professional landscape architectural design commissions (significant work may be done at any planning and design scale).
- Professional reports, publications, and other studies that have been critically reviewed by experts in the field and subsequently revised so as to constitute new information, especially at the national level. Non-peer-reviewed professional publications maintain dialog with the professional community, and in some cases, develop ideas that are new, valid, and capable of advancing the profession.
- Built projects, approved plans, policy changes, and other work with a demonstrable peer-review from scholarly, professional, or public service experts.
- Mention of creative work in publications or media authored by others.

Service

Service to society, the university, the profession, and to scholarship in general, is necessary in itself, and can be an important stimulant to effective design teaching, research, and creative activity. Leadership roles in professional associations, particularly those pertaining to landscape architecture, planning, and historic preservation practice, education, and research, or organizations in allied fields, help faculty maintain currency in the field and keep abreast of significant developments that impact the profession and education. Active membership and leadership in professional societies can provide important benefits to the educational program and develop liaisons to organizations providing research opportunities, grant funding, scholarships, and various competitions that improve the academic setting. Additional considerations are:

- Participation in university and college committees and councils to which they are assigned or elected.
- Service related to a faculty member's teaching, research, and creative activity, a connection which should be illustrated in the dossier.
- Service to professional organizations or the public. Documentation that demonstrates performance in this area may include any of the following:
 - Presentations, media appearance, publications, and other forms of dissemination related to service projects in the faculty's discipline. Media accomplishments-local, state or national interviews/media stories generated on radio, television, magazines and newspapers. Invited presentations to community events. Publication in peer-reviewed journal on one or more aspects of community service
 - Leadership roles in professional associations, serving as an elected officer of local service agencies, serving on the Board of Directors as volunteer for service organization/institution. Membership in professional and volunteer organizations that perform community service, as related to the faculty's discipline. Letters from Board members or Executive Committee members describing responsibilities of the candidate can assist in evaluating the extent of a faculty member's contribution.

- Institution and institutionalization of new programs/service that impact local, state or national service.
- Professional consultation, expert witness, or legal consulting in discipline-related area such as planning, urban design, site planning, landscape design, historic preservation, computer applications, etc. that demonstrates the status and reputation of the faculty member.
- Professional registration; professional certifications furthering expertise; honors and/or awards bestowed by the profession.
- Mentoring fellows, students, and faculty on service related work, publications, and other activities. Serving as a faculty advisor for a student service organization. Reviewing manuscripts or abstracts,
- Workshops and other events organization: Preparation and presentation of significant continuing education courses to practitioners, related industry personnel, and the public, organization of workshops, training, and other activities for professional association, congresses and seminar, and other events.
- National and international service and leadership.
- Consultation, design, and other activities related to community service; demonstrated success in obtaining public service awards or grants in support of community service projects.