DEPARTMENT RTP DOCUMENT
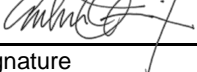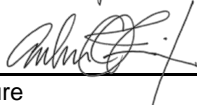## APPROVAL TRACKING RECORD

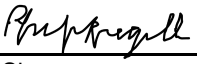| Department:	Landscape Architecture
Starting Year for Department RTP Document:	Fall 2020
Intended Length for use of Department RTP Document: (maximum 5 years)	5 years

DEPARTMENT

"This Department RTP Document has been approved by a majority vote of the probationary and tenured faculty in this department."

Dept. Chair: Andrew Wilcox — Dec 3, 2019
Printed Name — Signature — Date

DRTPC Chair: Andrew Wilcox — Dec 3, 2019
Printed Name — Signature — Date

COLLEGE RTP COMMITTEE

"The CRTPC has reviewed this Department RTP Document and makes the following recommendation."

1. __x__ Recommend Approval
2. _____ Recommend Approval, but concerns noted in attached memo.
3. _____ Recommend to DENY Approval (explanation must be attached.)

CRTPC Chair: Philip Pregill — 2/5/2020
Printed Name — Signature — Date

COLLEGE/SCHOOL DEAN

"I have reviewed this Department RTP Document and make the following recommendation."

1. _____ Recommend Approval
2. _____ Recommend Approval, but concerns noted in attached memo.
3. _____ Recommend to DENY Approval (explanation must be attached.)

Dean/Director: Lauren Weiss Bricker — 6.15.20
Printed Name — Signature — Date

ACADEMIC AFFAIRS

1. ___X Approved for the following years ____2020/21 to 2024/25.
2. _____ Not Approved (Explanation attached.)

AVP for Faculty Affairs: Martin Sancho-Madriz — 8/15/20
Printed Name — Signature — Date

In cases where the Department RTP Document does not conform to the provisions of the Collective Bargaining Agreement or University Policy 1328 (formerly Appendix 16) or Policy 1329 (formerly Appendix 10), those documents take precedence.

Revised 09/08/2016

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
COLLEGE OF ENVIRONMENTAL DESIGN
DEPARTMENT OF LANDSCAPE ARCHITECTURE

Reappointment, Tenure and Promotion Criteria
Academic years 2020-2021 through 2024-2025

CONTENTS

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
COLLEGE OF ENVIRONMENTAL DESIGN
DEPARTMENT OF LANDSCAPE ARCHITECTURE

Reappointment, Tenure and Promotion Criteria
Academic years 2020-2021 through 2024-2025

PREFACE

Cal Poly Pomona Department of Landscape Architecture is empowering the landscape of the future. Positioned at the intersection of diverse, emergent ecosystems and communities within the context of Southern California, the Department supports our *Bravely Curious* students and faculty through the diverse conception and application of contemporary landscape architectural knowledge and practice. Connected through vision and values, the Department educates future landscape architects who are socially conscious, environmentally aware, technically sophisticated, concerned with craft and who think critically and systematically.

A cadre of capable faculty is needed to pursue this mission. A candidate for any Reappointment, tenure or promotion (RTP) action will be expected to demonstrate contributions toward the Department's mission—such achievement will lend merit to the recommendation for any action—with guidance and advice from the Department Chair and the Department RTP Committee. Consultation with the Department Chair and the Department RTP Committee is not required of a candidate but is encouraged as a means for developing the candidate's short- and long-range plans in a manner that reinforces the Department's mission and the candidate's opportunity for achieving a requested RTP action.

1.0 PURPOSE AND DEFINITIONS

This document fulfills all requirements for directing candidates seeking reappointment, tenure and promotion in the Department. It incorporates Policy #1328, Policy #1329, and the Unit 3 current Collective Bargaining Agreement, and documents incorporated therein. No other documents and criteria are applicable. In any case of inconsistency, however, the Collective Bargaining Agreement takes first precedence, the Policies of University Manual second precedence, and the Department RTP document third precedence.

1.1 Scope

Candidates are required to assemble a RTP package that documents accomplishments and makes a positive case for the requested action. In preparation of this package and before submittal, the candidate should seek counsel from the Department RTP Committee regarding the preparation of the RTP package.

Candidates will be evaluated in the areas of teaching, scholarly and/or creative activity, and service within the University and the community. In evaluating a candidate for reappointment, tenure or promotion the review groups will consider these evaluation areas considering the candidate's reappointment level, past performance, and improvement. Special provisions are included for the evaluation of faculty serving in administrative positions or performing administrative duties; provision

for evaluation of faculty serving in academic governance, and consideration of the activities of faculty temporarily on leave from teaching duties for such purposes as sabbatical leave, fellowships, overseas teaching, administrative assignment for the University, and as visiting professor/scholar at another institution. These provisions, as presented in subsequent sections, may vary in the emphasis on teaching, scholarly and/or creative activity and service. Candidates engaged in administrative positions, academic governance, or special assignments (including sabbatical leaves) must give careful attention to the variations that may pertain to the preparation of their RTP package.

1.2 Definitions

Reappointment means that the candidate is re-applying for the next probationary year. Reappointment, beyond the second year, is not automatic and must be requested. If the initial appointment allowed for one or two years' credit, then reappointment must take place at the beginning of the last year of the initial appointment period. Candidates successful in obtaining reappointment will be reappointed to the next probationary year. Candidates who are unsuccessful in obtaining reappointment and are currently in their first or second probationary year will be granted termination effective at the end of the current academic year. Candidates who are unsuccessful in obtaining reappointment and are currently in their third, fourth, or fifth year will be granted reappointment with a terminal year.

Tenure is the status conferred on the candidate by the University that grants continuous, automatic reappointment, with some limitations. Tenure is requested at the beginning of the sixth probationary year or earlier if the candidate seeks early tenure. Candidates successful in obtaining tenure will be reappointed with tenure. Failure to obtain tenure at the end of the sixth probationary year results in the granting of reappointment to a terminal year.

Promotion means the candidate seeks a change in rank commensurate with accomplishments deserving merit and recognition. The candidate is eligible to apply for regular promotion from Assistant Professor to Associate Professor concurrent with application for tenure at the beginning of the sixth year. Candidates successful in obtaining a promotion will be in the new rank beginning the next academic year. Candidates are eligible to apply for regular promotion from Associate Professor to Full Professor after having completed four years in rank (the application is made at the beginning of year five following promotion to Associate Professor).

2.0 DEPARTMENT RTP COMMITTEE STRUCTURE AND FUNCTION

2.1 The Department RTP Committee (DRTPC) is responsible for ensuring the integrity of the RTP process within the Department. The committee structure and function shall conform to Policy #1328 of the University Manual.

2.2 Per Policy #1328, the Department RTP committee (DRTPC) shall consist of full-time tenured and FERP faculty members elected by probationary and tenured faculty. (See Section 1.17) The membership size for a DRTPC shall be: three (3) to seven (7) for Departments with ten (10) or fewer full-time faculty eligible to serve, five (5) to nine (9) for Departments with eleven (11) to seventeen (17) full-time tenured faculty eligible to serve, seven (7) to fifteen (15) for Departments with eighteen (18) or more full-time faculty eligible to serve. The DRTPC shall always have an odd number of members. The DRTPC chair shall be a full-time tenured faculty.

2.3 Per Policy #1328, Annual elections by secret ballot must be conducted by March 1st of the school year preceding the given RTP cycle, and election shall be by a majority vote of the probationary and tenured faculty members of the Department. The DRTPC's term of service shall not end until all matters pertaining to the DRTPC's recommendations have been concluded. The Department chair shall notify the dean and the office of Faculty Affairs of the composition of the DRTPC in writing, including election results, immediately after its election.

2.4 The tenured and probationary faculty will decide annually by their vote, whether the Department chair will be a member of the DRTPC or write a separate statement. Non-tenured Department chairs, or chairs who are candidates for an RTP action, are not eligible to be members of the DRTPC or to write separate recommendations.

2.5 No DRTPC committee member may simultaneously serve on the College RTP Committee or the University RTP Committee during any given RTP cycle.

2.6 In promotion considerations, the DRTPC committee members assigned to review promotion packages must have higher rank than those being considered for promotion. Tenured candidates being considered for promotion are ineligible for service on promotion or tenure actions considered by the committee. In the event the chair of the DRTPC does not have a higher rank than one or more candidates being considered for promotion, those members of the DRTPC who do have a higher rank shall choose an eligible member to handle the duties of the chair for these candidates.

2.7 Faculty on Professional Leave With Pay (sabbatical and difference in pay) may not participate in committee activities. Faculty who know in advance that they will, during one semester or more, be unavailable or ineligible should not be nominees for the committee.

2.8 The DRTPC shall elect a chair by simple majority vote who shall be responsible for ensuring the provisions of the Departmental RTP document, Policy #1328 and the policy on Student Evaluation of Teaching in the University Manual, and Articles 14 and 15 of the CBA are carried out within the prescribed deadlines established by the university for completion of review at the Department level. The DRTPC chair may not delegate his/her responsibilities, except as noted in 2.6 of this document. In the event that the DRTPC chair relinquishes the position of chair, the DRTPC must choose a new DRTPC chair as soon as possible.

2.9 The DRTPC shall not assign any of its duties to any other group or individual. The DRTPC's duties include the following:
- Ensuring that the minimum number of peer evaluations are conducted according to Department and University policy;
- Soliciting input from students by publicizing names of candidates for RTP action and names to whom signed statements may be submitted;
- Evaluation of candidate's request for an RTP action using only approved RTP criteria selected by the candidate consistent with Section 5.0 of this document.

2.10 The DRTPC shall evaluate the candidate's RTP package and render only one of the following decisions for each of the candidate's request for action:
• Reappointment to next probationary year
• Reappointment with tenure
• Reappointment with early tenure

- Promotion to requested rank
- Early promotion to requested rank
- Termination (available for candidates currently in first or second probationary year)
- Reappointment with terminal year (available for candidates in either third, fourth, fifth or sixth probationary year)
- Deny promotion
- Deny early promotion
- Deny early tenure

2.11 Decisions must be supported and shall address all applicable criteria. Decisions shall be based on evidence supplied to the DRTPC by the candidate or requested by the committee from the candidate. No conditions or contingencies can be attached to the decision. The committee, in their evaluation of the candidate's request, shall take into account information from the following sources:

- Summaries and interpretations of student evaluations in accordance with Policy #1329 of the University Manual;
- Summaries and interpretations of peer evaluation of teaching performance shall also be considered in accordance with Policy #1328 of the University Manual;
- Self evaluation provided by the candidate (including reference to any supplementary material necessary to corroborate candidate's statements);
- Signed material received from other faculty, administrators, and students (including their Bronco Identification Number) which are to be added to the candidate's RTP package;
- Material requested from the candidate by the committee that may include requests for clarification, corrections to or augmentation of any section/part of the RTP package;
- Other material in writing, identified by source, submitted to the committee before the closing date.

2.12 The deliberations of the DRTPC shall remain confidential. Each committee evaluation report and recommendation shall be approved by a simple majority of the membership of the committee for the given action.

3.0 DEPARTMENTAL RTP PROCEDURES

3.1 The Department Chair shall ensure that each faculty member has a copy of the current, approved RTP criteria, and shall post a copy of the current approved Department RTP document on the Department website. The Department Chair will also retain copies of past, approved RTP criteria for the purposes of evaluating candidates who choose to be evaluated by criteria which were current at the time of the candidate's initial appointment. Copies of these past RTP documents shall be made available to the committee and faculty.

3.2 The RTP package prepared by the candidate is the working personnel action file for the purposes of the RTP evaluation and should be managed and submitted through the university approved platform; INTERFOLIO as of 2020. However, the DRTPC shall consult the candidate's full Personnel Action file (PAF) for additional relevant materials.

3.3 The DRTPC shall post an announcement, in a prominent place(s) near the Department office, classrooms, and candidate's faculty office of the names of candidates requesting a RTP action, the type of request made, the name of the DRTPC member to whom signed comments or recommendation can

be given, and the deadline for submitting signed comments. In addition, a posting of the announcement shall be sent by email to current students in the Department. Posting of the announcement shall take place within one week of notification of the DRTPC chair by the candidate that he/she will request an RTP action. The deadline for submitting signed comments shall be established to be no fewer than ten (10) calendar days prior to the time the committee begins its evaluation of the candidate. Any signed comments will be provided to the candidate at that time. The candidate has ten (10) calendar days to provide any written response to submitted comments, before the committee begins its review.

3.4 Per Policy #1328, before forwarding its recommendations, the DRTPC shall notify each candidate of its recommendation in his/her case through the university approved platform; INTERFOLIO, as of 2020. Such notification shall consist of a copy of the DRTPC's written statements that the candidate shall be asked to sign. If the candidate is off campus or unavailable via INTERFOLIO, a notification must be made by registered mail, return receipt requested. If the candidate refuses to sign, the DRTPC chair shall document the fact that the candidate was apprised of the DRTPC's evaluation and recommendation and refused to sign. When the candidate is notified, he/she shall indicate his/her reaction to the DRTPC's evaluation and recommendations by checking the appropriate box, and by signing on the appropriate page of the Faculty Performance Review Form. The candidate has ten (10) calendar days following receipt of the DRTPC's recommendation to appeal the DRTPC action to the CRTPC in accordance with the provisions of Section 8.1 of Policy #1328. In addition to, or in lieu of a formal appeal to the CRTPC, the candidate may submit, within ten (10) calendar days, a response or rebuttal statement to the DRTPC's recommendation to be included in his/her RTP package.

3.5 The Department Chair, if tenured and not a member of the committee, shall write a separate evaluation, which will be forwarded to subsequent levels of review. The candidate will receive a copy of the Department Chair's evaluation when the original is incorporated into the RTP package. If the Department chair makes a separate recommendation, the candidate has ten (10) calendar days from the date of notification by the Department chair to submit a response or rebuttal statement to the Department chair for inclusion in his/her RTP package.

3.6 Per Policy #1329, all classes taught by each faculty unit employee shall be evaluated, with the exception of supervisory courses or class sections with less than 5 students enrolled. The Department has developed an instrument, approved by a majority of tenure and tenure-track faculty, for student evaluation of teaching, as included in Appendix A of this RTP criteria document. The summaries of all course evaluations shall be placed in the faculty unit employee's Personnel Action File (PAF).

3.7 Per Policy #1329, a minimum of two peer evaluations of the candidate shall be conducted each academic year. Peer evaluations shall reflect, to the degree possible, the breadth of courses taught. Exceptions to this policy may be granted, with the prior approval of the Department RTP Committee and the Department Chair when the candidate is on leave, assigned to administrative duties, or engaged in other activities that do not allow the opportunity for two peer reviews. Peer reviews shall be conducted by tenured faculty members from the Department and assigned by the DRTPC. If tenured faculty members from the Department are not available, tenured faculty members from other University Departments may conduct peer reviews with prior approval of DRTPC and the Department Chair. The DRTPC is responsible for ensuring that the minimum number of peer evaluations is conducted and that a written report of the peer review is completed within two weeks of the review. A copy of the written report will be given to the candidate and the DRTPC chair. The candidate has the right to respond in writing to the peer evaluation within ten (10) calendar days of receiving the evaluation. It is the responsibility of the DRTPC chair to forward the peer evaluation, and the candidate's response (if any) to

the dean for placement in the candidate's PAF. The Department has developed peer review guide, approved by a majority of tenure and tenure-track faculty, included as Appendix B in this RTP criteria document.

3.8. Peer evaluation of teaching shall include classroom visits and review of course syllabus and related material in reference to the catalog description and extended course outlines of the curricula. The individual faculty unit employee being evaluated shall be provided a notice of at least five (5) working days that a classroom visit, online observation, and/or review of online content is to take place. There shall be consultation between the faculty member being evaluated and the individual who visits his/her class(es) regarding the classes to be visited and the scheduling of such visits. Only peer evaluations conducted during the period under consideration may be used for that period's deliberations. Exceptions may be allowed if the candidate does not have the minimum number of evaluations. A candidate may request additional peer evaluations beyond those initiated by the DRTPC. Such requests are to be directed to the DRTPC chair.

~~3.9~~
4.0 CANDIDATE'S RESPONSIBILITIES

4.1 All RTP requests are initiated by the candidate. If the candidate is eligible for RTP action then there will be written notification from the Vice President for Academic Affairs or their designee. The candidate must notify the DRTPC chair in writing that either there will or will not be a request for consideration. If the candidate is requesting early promotion or tenure, then the candidate must notify the DRTPC chair in writing that there will be a request for an early action.

4.2 At all times the candidate should monitor the progress of the request through the various review groups. The candidate can withdraw the request, without prejudice, at any level of review.

4.3 Candidates for reappointment, tenure or promotion must select either the Departmental RTP criteria in effect during the candidate's first academic year of probationary service on this campus or the Departmental RTP criteria in effect in the year the candidate requests action. If a candidate requests simultaneous consideration for both promotion and tenure, the candidate must select a single set of criteria. Once the evaluation process has started, there shall be no changes in criteria and procedures used to evaluate the candidate.

4.4 In the self-evaluation, the candidate must explicitly address the Department's criteria for the action(s) requested. The evaluation shall be structured to make explicit reference to the Department RTP criteria. If the candidate is requesting reappointment then there must be clear and explicit evidence that there is also substantive progress toward the successful attainment of tenure. Attaining external validation of achievement through peer recognition requires substantial amounts of time; thus, candidates for reappointment concurrently must address criteria for tenure and promotion.

4.5 The period of time covered by the self-evaluation should be that which has passed since the last application was made for the same or similar action. Reappointment evaluations are based on the previous year's performance; promotion evaluations, on the period since the last promotion or since original appointment; tenure on the period since the original appointment to the probationary position. If exceptional circumstances are pertinent to this consideration, these can be presented by the candidate and must be confirmed by the DRTPC and Department Chair.

4.6 The candidate shall identify all materials to be considered, and make available as part of the self-evaluation package copies of those documents not already available in the candidate's Personnel Action File (PAF).   Completeness must be balanced against the consideration for the time commitment required of the committee and other evaluators. If material can be summarized or cited rather than included, this is preferable. The candidate should prepare an appendix to the evaluation package that contains originals (course syllabi, reprints, books, grant proposals, course materials, letters of thanks, commendations, newspaper articles, manuscripts, art work, citations of built works, etc.). These supplemental materials should be consolidated and located in the Department office. An index to the appendix should be included in the RTP package. The candidate shall use the standard university Faculty Performance Review Form as provided in INTERFOLIO when requesting reappointment, tenure, or promotion. Packages should be well organized and complete.

4.7 The candidate must include student evaluations of teaching performance as evidence of meeting Departmental criteria. Two avenues for this are in-class evaluations and out-of-class evaluations, such as letters submitted by students and others. Policy #1328 and Policy #1329 of the University Manual and sections 3.2 and 3.5 of this document describe both of these approaches and the candidate is encouraged to review both policies. The only professional means of soliciting student opinion on teaching performance for use in faculty performance review is to reach students collectively, through a notice generated by the DRTPC, not individually. Any solicitation by the candidate on his/her own behalf or by a faculty member or administrator on behalf of or against another faculty member is unprofessional and is prohibited.

4.8 The candidate is responsible for making sure that all classes have student evaluations completed using the approved form in Appendix A of this document. The candidate must analyze in detail the results of the student evaluations and comment upon them in the RTP package

4.9 Other forms of in-class assessments, such as questionnaires and other surveys, may be utilized by the candidate to evaluate teaching performance. Candidates developing student assessment tools to be used in addition to the Department-developed evaluation forms should consult Policy #1328 and Policy #1329 of the University Manual and the DRTPC prior to employing these tools to determine the additional tool's role in evaluating teaching performance. This role should be stated clearly by the candidate in the review package. These additional student evaluations do not substitute for the required student evaluations.

4.10. Oral comments from students cannot be considered as part of the evaluation of the candidate. The Department chair, DRTPC chair or dean may, in response to an unsolicited oral comment from a student, advise the student that any formal consideration of the comment requires that it be submitted as a written, signed statement. At any time a student may submit a letter/petition expressing their opinion of the teaching performance of a faculty member. Such a letter/petition must be signed and addressed to either the Department chair or DRTPC chair. The letter/petition must include the Bronco Identification Number of all student signatories. The Department chair or DRTPC chair must provide the faculty member with copies of such letters/petitions. The faculty member shall have ten (10) calendar days to provide a response/rebuttal if desired. The signed letter/petition and any response will be placed in the candidate's Personnel Action file (PAF). Comments received after an RTP cycle deadline will be considered in the next evaluation cycle for the candidate.

4.11 The candidate shall work closely with the DRTPC in order to schedule the minimum number of two peer reviews per year of teaching performance. A candidate may request additional peer evaluations

and such requests are to be directed to the committee chair. All original peer review documents must be included in the RTP package. Policy #1328 of the University Manual articulates policy and procedures on peer review of teaching performance. Appendix B of this document describes the Department policy on peer evaluations.

4.12 Candidates are expected to prepare short- and long-range plans for teaching, scholarship and/or creative activity, and service. Short-range plans address actions planned for the following year, should include actions for teaching, scholarship and/or creative activity, and service, and should be measurable and achievable. Long-range plans address the candidate's goals and achievements to meet or exceed expected standards in teaching, scholarship and/or creative activity, and service, for at least the next promotion. These plans, best developed in consultation with the Department Chair and the DRTPC, provide the candidate, the committee, and other reviewers with a record of progress needed for evaluation, commentary, and recommendation. Plans for progress shall be carefully conceived so that they allow adequate time to achieve actions, especially those involving peer-reviewed and recognized scholarship and/or creative activity. Candidates requesting promotion to Full Professor will be evaluated on short- and long-range plans submitted in the self-evaluation package for promotion to Associate Professor; candidates for promotion to Full Professor will also submit short-and long-range plans in their self-evaluation package for subsequent reviews.

5.0 DRTPC EVALUATION OF CANDIDATE

The candidate is evaluated in three areas: teaching, scholarship and/or creative activity, and service.

5.1 Evaluative Criteria for Teaching. The evaluation of teaching and the maintenance of appropriate academic standards is of primary importance. The DRTPC shall consider the candidate's performance in the following categories:

A. Knowledge of subject matter and currency of materials presented. Faculty are expected to exhibit expertise in assigned course topics and continually stay abreast of innovations and developments in the field.

B. Consistency of course materials and instruction with the learning outcomes and extended course outlines agreed upon by the faculty in the establishment of the curriculum.

C. Preparation for instructional assignments. Faculty are expected to be prepared for each class session with assignments that address stated learning outcomes of the course.

D. Effectiveness in meeting learning outcomes of assigned courses. Faculty are expected to clearly identify course learning outcomes and make explicit connections between course materials and stated outcomes.

E. Effectiveness of written communication in course materials, lecture presentation skills and interpersonal skills in direct interactions with students. Faculty are expected to provide clearly written materials that comply with standards established by the Department, College, and University, and orally communicate with students in a direct and approachable manner.

F. Fair, responsible and timely evaluation of student performance. Faculty are expected to clearly state evaluative criteria for assignments, provide students with justification for assigned grades, and provide feedback in a timely manner

G. Effective course development and curricular innovation. Faculty are expected to infuse assigned curriculum with personal expertise as well as current theoretical and technical knowledge.

H. Effectiveness of assessment of teaching performance, including analysis and reflection of peer evaluation or other external assessments, as well as self-assessment of performance with the aim of continually improving teaching performance.

I. Mentoring of students as evidenced by academic advising; participation in graduate thesis committees, senior projects and independent studies when appropriate; hiring of student research assistants when appropriate; and participation in non-assigned courses. Faculty are expected to actively support professional development of students both inside and outside the structure of assigned courses.

The DRTPC shall base their evaluation on student evaluations, peer reviews, the candidate's self-evaluation of teaching performance, and the candidate's short- and long-range plans. The candidate shall examine in detail the results of their student and peer evaluations and comment upon them in the RTP package. The candidate shall examine student evaluation statistics, including examining score distribution, median scores, discipline averages, sample sizes, etc. The candidate shall also include course syllabi, assignments, handouts, and other materials as evidence of their performance with regard to the criteria above. The DRTPC shall examine student evaluations, peer evaluations and supporting materials submitted by the candidate, evaluate them, and document their findings.

5.2 Evaluative Criteria for Scholarship and Creative Activity. The Department values original research, academic scholarship, noteworthy professional practice and other noteworthy creative activities. Candidates may choose to concentrate their efforts in one of these broad areas of activity, or pursue activities in multiple areas. The candidate must articulate the intended area(s) of activity within their short-and long-range plans. The DRTPC's evaluation of scholarship and creative activity shall consider the candidate's contributions along four key dimensions, using the criteria appropriate for the type of activity:

A. Advancing the profession's knowledge base or state of the art through the production of work that contributes to the profession's understanding of theory, methods and service to society. The evaluation of the candidate by the DRTPC shall consider:
- The extent to which research and academic scholarly activities contribute new knowledge or clarify existing knowledge for the profession
- The extent to which professional practice and other creative activities further the profession's understanding of responses to ecological, cultural, social and economic considerations through planning, design or management of the land.

B. Disseminating scholarly and creative work in a manner that contributes to the Department's visibility within the University, the profession, and the broader community. Evaluation of the candidate by the DRTPC shall consider:
- The extents to which research and scholarly activities have been successfully subjected to peer review. Evaluation may consider the relative rigor of peer review as well as the impact of the

venue and/or the article/manuscript. Candidates are advised that peer-reviewed journal articles are likely to be given more weight than peer-reviewed conference abstracts/proceedings or popular/trade publications.

- The extent to which professional practice and other creative activities have received recognition within the profession and society as a whole. Evaluation may consider the receipt of awards and/or publicity for the candidate's role in the project, including publications about the project produced by the candidate. Candidates are advised that recognition in national venues, such as national societies or publications, are likely to be given more weight than recognition in regional or local venues. Recognition should be documented in any ways possible to identify the availability of the work for general access and the impact of the work on the profession and/or the public.
- The extent to which the candidate is actively contributing to the Department's visibility in the profession and the community through presentations at conferences, symposia, guest lectures at other academic institutions or public events; service as a peer-reviewer for publications and conferences; or service on professional awards juries or other venues that reflect the candidate's contributions to the profession.
- The extent to which scholarly and creative activities contribute to the Department's visibility in the University by pursuing and successfully contributing to external University grants and contracts.

C. Connecting scholarly and creative activities to teaching and the Department's mission. Evaluation of the candidate by the DRTPC shall consider:
- The extent of scholarly and creative activity explicitly integrated into existing courses through lectures, readings, and/or assignments
- The influence of scholarly and creative activities in development of new courses and curricular innovation
- The extent of involvement of students in scholarly and creative activities.

D. Showing tangible development and growth each year in scholarly and creative work that is produced, disseminated, and connected to teaching and the Department's mission. This growth is to be directed by the candidate's short- and long-range plan, as well as through consultation with the Chair and DRTPC.

The DRTPC shall base their evaluation on the candidate's self-evaluation of scholarly and creative activities, as well as their own review of material submitted by the candidate, and the candidate's short- and long-range plans. The candidate shall submit completed and in-progress articles, portfolio materials, award/publicity documentation and other supporting materials as evidence of their performance with regard to the criteria above.

5.3 Evaluative Criteria for Service. Candidates are expected to contribute to the life of the Department, College, University, profession and community through service on committees, and participation in activities. Although the assigned service responsibilities will vary according to the type of service, the number of faculty and obligations of each committee, it is generally expected that faculty will carry 2-4 committee assignments per year at the Department level, as well as other service obligations external to the Department. The evaluation of service by the DRTPC shall consider the candidates performance with regard to:

A. Extent and effectiveness of service on Department committees

B.   Extent of participation in College and University committees

C.   Service in direct support of students, such as participating in club activities or career development assistance

D.   Extent of participation in Departmental events (for example recruitment activities for new or transfer students, open houses, accreditation activities, admissions reviews, studio reviews, commencement).

E.   Extent and effectiveness of service in University administrative positions

F.   Extent and effectiveness of service in professional or research positions

G.   Extent and effectiveness of service to communities beyond the university and the profession

H.   The degree to which the candidate's service work demonstrates collegiality, including positive attitude, respect for others, supporting the leadership of others, displaying effective leadership, balancing the good of the whole with self-interest, and active consensus building

The DRTPC shall base their evaluation on the candidate's self-evaluation of service activities, as well as their own review of material submitted by the candidate and contained in the candidate's PAF, as well as the candidate's short- and long-range plans. The candidate shall include summaries of committee accomplishments and other supporting materials as evidence of their performance with regard to the criteria above. Such summaries shall detail the candidate's role in the accomplishments of committees or organizations.

5.4 Graduated Scale of Performance. The Department of Landscape Architecture uses a graduated scale in evaluating faculty performance in each of the areas of teaching, scholarly and creative activity, and service. Performance levels are defined in the following rubric:

Less than Acceptable	• Failure to perform to expected standards in a majority of the categories described under teaching in section 5.1; evidence of failure to perform includes average student evaluation scores between "very poor" (5.0) and "satisfactory," (3.0) or peer evaluations that document poor performance. • Failure to initiate and produce scholarly or creative activity; failure to disseminate scholarly and creative work in a manner that contributes to the Department's visibility; failure to connect scholarly or creative activity to teaching; failure to show tangible growth and development since last review. • Failure to perform to expected standards of service on Department, College, and/or University committees and/or failure to contribute to the life of the Department through participation in Departmental and College events.
Acceptable	• Performance to expected standards in most categories described

	under teaching in section 5.1; evidence of performance to expected standards includes average student evaluation scores between "satisfactory" (3.0) and "very good" (1.0) or peer evaluations that document satisfactory performance. • A consistent program of scholarly and/or creative work; candidate is prepared to submit work to peer review or has completed professional work with great potential for recognition as an important contribution to the profession; effective connection of scholarship to teaching; acceptable growth and development since last review by achieving most short-term goals outlined in candidate's plan for progress. • Candidate meets expected standards of service on Department, College, and/or University committees and contributes to the life of the Department through participation in Departmental and College events.
More than Acceptable	• Candidate meets expected standards in all categories described under teaching in Section 5.1 and excels in some categories; excellence is characterized by average student evaluation scores in the "good" (2.0) to "very good" (1.0) range, or peer evaluations that document good performance. • Candidate has a consistent program of scholarly and/or creative work; candidate has successfully subjected work to peer review; professional work has been recognized as an important contribution to the profession of landscape architecture; effective connection of scholarship and/or creative activities to teaching; consistent growth and development since last review by achieving all short-term goals outlined in candidate's plan for progress. • Candidate meets expected standards of service on Department, College, and/or University committees, chairs some committees, and contributes to the life of the Department through participation in Departmental and College events; Candidate makes meaningful contributions to the community or profession through outside service.
Outstanding	• Candidate meets expected standards in all categories described under teaching in Section 5.1 and excels in most categories; excellence is characterized by average student evaluation scores in the "good" (2.0) to "very good" (1.0) range in all courses taught during the period covered by the evaluation, and peer evaluations that document outstanding performance. • Candidate is recognized within the profession for scholarly and/or creative contributions to the field and has a sustained record of dissemination and/or funding support for scholarship and/or creative activities; professional work has been recognized as an important contribution to the profession of landscape architecture; effective connection of scholarship and/or creative activities to

| | | teaching; consistent growth and development since last review by achieving all goals outlined in candidate's plan for progress. |
| | | • Candidate meets expected standards of service on Department, College, and/or University committees, chairs several committees, contributes to the life of the Department through participation in Departmental and College events, and makes meaningful contributions to the community or profession through outside service; candidate's service brings consistent visibility to the Department within the University, profession or surrounding community. |

5.5 Expected performance levels for candidates are as follows:

Requested Action		Minimum Levels of Performance Expected	Additional Levels of Performance expected
Reappointment as Assistant Professor	2nd and 3rd year reappointments	Teaching: Acceptable Scholarship/Creative Activities: Acceptable Service: Acceptable	
	4th, 5th and 6th year reappointments	Teaching: Acceptable Scholarship/Creative Activities: Acceptable Service: Acceptable	Candidates are expected to have "more than acceptable" or "outstanding" performance in two areas
Tenure		Teaching: More than Acceptable Scholarship/Creative Activities: More than Acceptable Service: More than Acceptable	
Promotion to Associate Professor		Teaching: More than Acceptable Scholarship/Creative Activities: More than Acceptable Service: More than Acceptable	Candidates are expected to have "Outstanding" performance in one or more areas
Promotion to Professor		Teaching: More than Acceptable Scholarship/Creative Activities: More than Acceptable Service: More than Acceptable	Candidates are expected to have "Outstanding" performance in two or more areas

Short- and long-range plans included in the self-evaluation package must also indicate a planned program for promotion to the next rank. In the case of Promotion to Professor, short- and long-range plans included in the self-evaluation package must also indicate a planned program of sustained excellence.

6.0 PROCEDURES FOR EVALUATION IN EXCEPTIONAL SITUATIONS

6.1 Early Tenure and Early Promotion

A request for early tenure or promotion is never obligatory. Policy #1328 of the University Manual requires that a recipient of early tenure and/or early promotion must have completed two years of full-time service in an academic rank position within the Department before the effective date of early tenure. Thus, a faculty member's application for early tenure or early promotion can occur no earlier than the second year on campus.

Early tenure and promotion may be recommended in exceptional cases, provided the following expected levels of performance are met.

Requested Action	Minimum Levels of Performance Expected	
Early Tenure and/or Early Promotion to Associate Professor	Teaching: More than Acceptable Scholarship/Creative Activities: Outstanding Service: Outstanding	
Early Promotion to Professor	Teaching: Outstanding Scholarship/Creative Activities: Outstanding Service: Outstanding	

Short- and long-range plans included in the self-evaluation package must also indicate a planned program of sustained excellence.

The DRTPC must take into account the activities of faculty temporarily on leave from teaching duties for such purposes as sabbatical leave, fellowships, overseas teaching, administrative assignment for the University, and visiting professor/scholar at another institution. Faculty on leave shall be evaluated using the above stated criteria for teaching, scholarly or creative activity and service with suitable modifications listed below.

6.2 Faculty Serving an Administrative Assignment

The assessment for reappointment, tenure or promotion of faculty serving an administrative assignment at the time of an evaluation shall be based upon the hiring agreement for the candidate, when hired to an administrative position, or other agreements when assigned to an administrative position. If teaching is a required element of the agreement, the candidate must include student evaluations, per Department policy, in the RTP package and shall be held to the same standard as any other candidate for RTP in the Department. If teaching is not an element of the hiring agreement, the candidate must provide University administrative evaluation documentation that is in use during the review period in the RTP package.

For reappointment, tenure or promotion, faculty serving an administrative assignment shall provide evidence of scholarly or creative activity, and shall be held to the same standard as any other candidate for reappointment, tenure or promotion in the Department.

Faculty serving on administrative assignment shall have their service component satisfied by working on their administrative duties.

There can be no deviation of the above requirements for faculty serving an administrative assignment without the written consent of DRTPC, Dean and the University RTP Committee. The Vice President for Academic Affairs shall make the final determination on the acceptability of any deviation from the above requirements.

6.3 Faculty Serving in Academic Governance

For promotion, faculty serving in Academic Governance on release time equivalent to a half time (or greater) appointment shall have taught Department courses equivalent of 36 WTUs in a half time appointment or proportionally equivalent in appointments greater than half time since the last promotion. At least 4 WTUs shall be during the final year of the period of review. The candidate must include student evaluations, per Department policy, in the RTP package and shall be held to the same standard as any other candidate for RTP in the Department.

For reappointment or tenure, the candidate serving in academic governance and having release time equivalent to a half time (or greater) appointment shall have taught the equivalent of 18 WTUs for the previous academic year or proportionally equivalent WTUs in appointments greater than half time. All 18 WTUs (or less) must be for courses given by the Department. The candidate must include student evaluations, per Department policy, in the RTP package and shall be held to the same standard as any other candidate for RTP in the Department.

For reappointment, tenure or promotion, faculty serving in academic governance shall provide evidence of scholarly or creative activity, and shall be held to the same standard as any other candidate for reappointment, tenure or promotion in the Department.

Faculty serving in academic governance shall have their service component satisfied by working on their academic governance duties.

There can be no deviation of the above requirements for faculty serving in academic governance without the written consent of DRTPC, Dean and the University RTP Committee. The Provost or designee shall make the final determination on the acceptability of any deviation from the above requirements.

6.4 Faculty on Approved Leave

Faculty who are on leave that has been approved by the President or designee are on approved leave. If the leave is a professional leave with pay (Sabbatical or Difference in Pay Leaves), for tenure track candidateshe probationary status is still active and the next several paragraphs apply. If the approved leave is without pay from the University then the probationary status of the tenure track candidate is inactive (as if the clock has stopped) and the next several paragraphs do not apply.

For promotion, faculty on approved leave at another institution shall have taught, at this University, Department courses equivalent of 36 WTUs since the last promotion. At least 4 WTUs shall be during the final year of the period or review. The candidate must include student evaluations, per Department policy, in the RTP package and shall be held to the same standard as any other candidate for RTP in the Department. Teaching at another institution does not relieve the candidate of the teaching requirement at this University.

For reappointment or tenure, the candidate on approved leave at another institution shall have taught the equivalent of 12 WTUs for the previous academic year. All 12 WTUs must be for courses given by the Department at this University. The candidate must include student evaluations, per Department policy, in the RTP package and shall be held to the same standard as any other candidate for RTP in the Department. Teaching at another institution does not relieve the candidate of the teaching requirement at this University.

For reappointment, tenure or promotion, faculty on approved leave at another institution shall provide evidence of scholarly or creative activity, and shall be held to the same standard as any other candidate for reappointment or promotion in the Department. Research, scholarly, or creative activity done at another institution, whether alone or in collaboration with others, can be examined by the committee for the purposes of fulfilling the Department's criteria in the area of scholarly or creative activity.

Faculty on approved leave shall furnish evidence in their RTP package that they have fulfilled the service requirement specified in the Departmental criteria for the requested RTP action. Visitation to another institution does not relieve the candidate of the service requirement at this University.

There can be no deviation of the above requirements for faculty serving on approved leave without the written consent of the DRTPC, Dean, and the University RTP Committee. The Vice President for Academic Affairs shall make the final determination on the acceptability of any deviation from the above requirements.

APPENDIX A: Approved Department Student Evaluation Forms

INSTRUCTIONAL ASSESSMENT QUESTIONS

       1 - Strongly Agree
       2 - Agree
       3 - Neutral
       4 - Disagree
       5 - Strongly Disagree
       Not Appropriate

1. I understood what I could expect to learn in this course.

2. The course content seemed well organized.

3. The time I spent in class sessions furthered my understanding of the course material.

4. Examples provided in this course aided my understanding.

5. I'm more interested in the topics covered because of this course.

6. The course was a valuable learning experience for me.

7. The assignments in this course aided my learning.

8. I was able to effectively use instructor feedback to increase my learning.

9. The skills I developed in this class will help me develop as a landscape architect.

10. I learned ways of reasoning that I could apply beyond this course.

11. I felt I was evaluated fairly in this class.

12. The class sessions seemed well organized.

13. I found the instructor's feedback helpful to improve my learning.

14. My learning experience increased my appreciation for the subject covered.

15. The instructor appeared knowledgeable about the subject.

16. The course made a relevant contribution to my education.

17. The instructor made this course interesting.

18. I felt I was treated with respect in this class.

19. The class atmosphere supported my learning.

20. I understood what was expected of me as a student in this class.

21. The instructor's lectures and verbal instructions were easy to understand.

22. The instructor appeared concerned that students understood the material.

23. I felt welcome to seek help and advice from the instructor.

Open-Ended Items – Please use the back of the form to answer the following questions. Please respond to these questions because the information is important to your instructor.

Note that your comments cannot be used in the Reappointment, Tenure and Promotion process unless the form is signed.

Knowing what you know now about the course, if it were possible to turn back time and you could experience this course again...

1. What aspects of the course would you advise your instructor to retain?
2. What suggestions would you provide to your instructor for revisions that would produce a better learning experience for you?

APPENDIX B: Approved Department Policy on Peer Evaluation

PEER REVIEW PROCEDURES
Approved by a majority of the tenured and probationary faculty 12/1/05

GENERAL

The peer review process within the Department of Landscape Architecture is integral to the RTP process but is also intended to reinforce and strengthen the qualities of teaching within the Landscape Architecture undergraduate and graduate programs. Peer reviews have significant bearing upon the Reappointment, tenure, and promotion process but their greatest value should be to strengthen the capabilities of the cadre of faculty who teach in the programs.

If any element of the following procedures is in conflict with or appears to conflict with the Department policy on peer reviews or with Appendix 10, Section 3.1.2 then guidelines or requirements in those documents shall supersede these procedures.

I. INITIATING THE PEER REVIEW

Peer reviewers are assigned to the candidate by the DRTPC during Fall Quarter. The candidate should, in preparation for peer review, provide a copy of the course syllabus, course handouts, and any support materials used in the course to the reviewer. The candidate should also arrange, with the reviewer, appropriate times for classroom visit(s).

II. THE PEER REVIEW PROCEDURE: REVIEWER'S RESPONSIBILITIES

The peer review is neither a matter of recommendation nor one of condemnation. Documentation should be prepared as a narrative that considers both the strengths and limitations of a faculty member's teaching capabilities, with particular consideration to providing constructive comments toward the development, improvement, or remediation of factors considered to be limitations in the individual faculty member's teaching.

The peer review must include the following elements:

A. INFORMATIONAL PREFACE

Identify the faculty member being reviewed; the course and which quarter in which it is being taught; the reviewer's name and position; the date or dates of the review (or the period that the review covers); and, if not included in a heading, the name of the Department.

B. INSTRUCTIONAL SETTING

Describe the type of course being reviewed and the role the faculty member takes in the course (responsibility for organization of course materials, preparation of the syllabus; or giving lectures and teaching a studio section; or instructor in a studio section in a course organized by another instructor; or lecture course with principal emphasis on the lecture; or seminar; or lecture/discussion course, etc.). Within this section, the reviewer should, as needed, examine and describe the expectations for the course found in the course outline (on file in the Department office) and current syllabus (provided by

the candidate or on file in the Department office), and other course materials (such as assignments, readers, etc.). Information from this part of the review has bearing on the next section of the review.

C. TEACHING PERFORMANCE

Describe, as appropriate to the course, the organization, subject matter, and/or purposes of the course. Present the instructor's capabilities in presenting the subject matter, attention to course organization, sequence of topic presentation, interaction with students, particular skills in conveying the subject matter, use of course materials, use of teaching aids, use of facilities and equipment, involvement of extramural (off-campus) resources and/or community resources, qualities of examinations (if given), or any other elements that contribute to effective teaching. This section should emphasize the effective qualities of the candidate' s teaching performance.

D. SUGGESTIONS FOR IMPROVEMENT

Describe any limitations observed in classroom activity, course preparation, interaction with students, etc., and offer means for improving or remediating any deficiencies observed. The emphasis of this section is to offer means for improving the instructor's capabilities in teaching the course (a primary factor) and, in the larger context, of observing course improvements that can enhance the curriculum and help to meet the Department mission.

E. DELIVERY OF THE PEER REVIEW REPORT

The peer review report is a confidential document and the reviewer must take any and all measures necessary to maintain its confidentiality. As noted in the Department RTP criteria and in University documents, the report shall be placed in the candidate's Working Personnel Action File "...within two weeks of the class visit." The two-week period should be observed but may relate to other observational events, depending upon the arrangements made by the candidate and the reviewer. When the report is delivered for placement in the WPAF, the reviewer must also deliver a copy to the candidate.

III. REBUTTAL: THE CANDIDATE'S PRIVILEGES

The peer review report becomes part of the candidate's record and cannot be expunged without demonstration of deliberate prejudice on the part of the reviewer. The Department's emphasis in this procedure, as noted above, is to reinforce the Department's mission and commitment to excellence in teaching and a peer review that is contrary to this emphasis will be considered to bear self-evident prejudice. In the event that the candidate finds that the peer review has omitted or incorrectly reported elements relating to teaching proficiency a rebuttal may be included in the RTP package presented for any action. A rebuttal must provide clear evidence of any such omissions or errors.