

SCHOOL OF LANDSCAPE ARCHITECTURE & PLANNING



Bylaws

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SCHOOL OF LANDSCAPE ARCHITECTURE AND PLANNING BYLAWS

Date Accepted 03/06/2017

PREAMBLE

These are the articles by which the Faculty of the School of Landscape Architecture and Planning (herein referred to as the Faculty) at the University of Arizona (herein referred to as the University) shall function as a professional organization, exercising its authority and responsibility subject to the constitution and statutes of the State of Arizona and the regulations of the Arizona Board of Regents and the University. The purposes of these bylaws is to 1) assure orderly means for reaching and expressing agreement among faculty on the governance of the School of Landscape Architecture and Planning (herein referred to as the School), 2) establish clear, consistent, and fair procedures for conduct, and operation of the School, 3) facilitate the performance of faculty duties and obligations, and 4) protect the rights and privileges of the Faculty in accordance with the policies, rules, and regulations of the Arizona Board of Regents and the University. The School recognizes that it is bound by the University Handbook for Appointed Personnel (UHAP)) and that these bylaws are supplementary to these regulations. No part of these bylaws is to be construed as contravening, supplanting, or otherwise negating any provision of UHAP. In any case of conflict between the two, UHAP shall govern. These bylaws shall also comply with the Handbook of the College of Architecture, Planning, and Landscape Architecture (herein referred to as the College), including the policies to which it is subject, which takes precedence in case of conflict.

The School is comprised of four individual and distinct academic programs: the program of Landscape Architecture, the program of Urban Planning, the program of Real Estate Development, and the program of Sustainable Built Environments. These programs shall retain autonomy with respect to budgets, and faculty and student affairs including curricular issues, faculty promotion and tenure requirements, faculty hiring, student admissions, and scholarships. Within the School, there are three graduate degrees [the Master of Landscape Architecture (MLA), the Master of Science in Planning (MSP), and the Master of Real Estate Development (MRED)] and one undergraduate degree [the Bachelor of Science in Sustainable Built Environments (BSSBE)].

ARTICLE I - Faculty Membership and Responsibilities

Organization

At both the School level and program levels the Faculty consists of Full Members and Associate Members. Only Full Members shall be eligible to vote unless specified. These bylaws refer to both Full and Associate Members of the Faculty as Faculty Members. Faculty Members in Landscape Architecture must have appointments in Landscape Architecture. Faculty Members in Planning must have appointments in Planning. Faculty members in Real Estate Development must have appointments in Planning with a teaching assignment in Real Estate Development. Faculty Members in Sustainable Built Environments must have appointments in the College with a teaching assignment in Sustainable Built Environments.

Full Members are faculty holding half-time or greater appointments in the School: with tenured and tenure-eligible appointments, continuing status, professional ranks, and emeritus faculty with active DOE assignments for two of the last three years. Full Membership is retained by the Director or Full Faculty Member on approved leave, including sabbaticals and leaves of absence. However, the Director shall refrain from voting on issues for which the vote of the Faculty serves as a recommendation to the Director.

Associate Members are eligible to participate in faculty meetings and shall have all other rights and

privileges of Full Members except the right to vote. Associate Members include: affiliated faculty from other units on campus, adjunct lecturers who teach less than half-time, emeritus faculty without DOE assignments or who teach less than half-time, visiting professors, and those holding primary appointments in other departments.

As mentioned in the Preamble each academic program [the program of Landscape Architecture, the program of Urban Planning, the program of Real Estate Development, and the program of Sustainable Built Environments shall retain its own autonomy and only Full Faculty Members within that program shall participate in program level decisions including, but not limited to, curricular issues, faculty hiring, student admissions, and scholarships.

Responsibilities

Consistent with practice at the University, all authority vested in the School and programs to establish curricula, curriculum policies, and student and academic requirements rests with the Full Members of the Faculty.

In other matters, the Faculty and Administration are together responsible for implementing these bylaws, establishing procedures thereunder, and implementing those policies and procedures.

Tenured and tenure eligible Faculty in the School have individual responsibilities in three areas: 1) teaching; 2) research, scholarship, and creative work; and 3) service. Other non-tenure track Faculty may have Distribution of Efforts (DOE) in one or two of these areas depending on their contracts. The relative weighting of teaching, research, and service (DOE) for each Faculty Member will be determined on an annual basis between the Faculty Member and the Director.

Teaching responsibilities within the School include the following: course and curricular development, classroom instruction, academic advising and mentoring of students, supervision of independent studies, maintaining current syllabi and supplemental materials for courses, satisfying professional accreditation requirements (if applicable), evaluation of student performance, supervision of teaching assistants and graders (if applicable), and development and dissemination of pedagogical and technological innovations which enhance learning. Faculty may also teach outside the School, as agreed upon between the Faculty and the Director.

Research responsibilities are identified at the program level and are presented in the form of Promotions and Tenure Guidelines (supplement to these bylaws).

Service responsibilities include internal service to the programs, School, College and the University; local, regional, and national, or international professional organizations, and external service to the program, School, College, University, and community stakeholders.

ARTICLE II - Shared Governance and Academic Freedom

The School shall operate in accordance with the Shared Governance provisions of the College and the University, which ensure that Faculty Members share responsibility for academic and educational activities and shall participate in governance. The School is committed to open inquiry and expression by students and all Faculty Members according to the ideal of academic freedom. The academic freedom afforded the Faculty of the School shall be consistent with the rights and privileges approved by the Board of Regents of the University of Arizona, delineated in the University Handbook for Appointed Personnel (UHAP) or supplements reflecting current policies.

Other Privileges and Obligations

Policies and procedures concerning other faculty privileges and obligations such as travel, retirement, awards, enrollment in University courses, and leaves of absence, including sabbatical leave, sick leave, military leave, and leave without pay, shall be consistent with University policy and consonant with all applicable laws.

ARTICLE III - Leadership Structure and Responsibilities

Organization and Administration

The School shall be administered by a Director. The Director, in consultation with the Faculty, shall provide leadership in all matters of policy and shall be responsible for administering the affairs of the School in accordance with College and University policies. The Director and the faculty together are responsible for defining School and program interests in terms of the College and University goals and priorities. It is the responsibility of the Director, either directly or through delegation to committees, and subject to the authority of the Dean, to make decisions on such matters as, but not limited to: 1) establishing policies for expenditures from the program budgets, 2) approving class schedules for the programs, 3) assigning teaching, service, and, administrative responsibilities to the Faculty, 4) setting the time and frequency of School and program meetings, 5) with appropriate input from the Faculty Status Committee, making recommendations for annual performance review and increases in salary, and 6) recommendations on third year reviews and promotion and tenure reviews (in accordance with UHAP policies), and continuing appointments,

The Director is responsible for participating on the Dean's Executive Council as a representative of the School and its programs. It is the responsibility of the Director to ensure the Faculty have input in the administrative decisions regarding utilization of School resources, to maintain accountability for administrative decisions affecting resources and the setting of School and program priorities, and to enhance cooperation among programs. The Director is responsible for conveying School and program concerns and/or problems to the Dean's Executive Council and for reporting to the programs decisions and directions taken by the Executive Council and the Dean.

The Director may, with proper administrative approval, appoint from the voting Faculty of the School an individual who shall act for the School in his/her absence.

Members of School/program standing and Ad Hoc committees shall be appointed by the Director unless otherwise specified. These committees will be comprised of Faculty Members and, where appropriate, classified or appointed staff, appointed professionals, students and/or ad hoc members.

ARTICLE IV - Faculty Meetings

Scheduling of Meetings

The Director shall schedule one or more School meetings of the Faculty each academic semester. The Director shall also schedule special meetings on a special topic if requested in writing by at least one-third of the Full Members. For all meetings the time and place shall be announced by the Director at least one week prior to the meeting.

The Director shall schedule at least two program level meetings of the Faculty (associated with that program) each academic semester. The Director shall also schedule special program meetings on a special topic if requested in writing by at least one-third of the Full Members of that program. For all meetings

the time and place shall be announced by the Director at least one week prior to the meeting.

Definition of a Quorum

For both the School and programs the quorum required for the purposes of transacting business at a meeting shall be one half of the Full Members not counting those on approved leave. Program quorums consist of Faculty Members retained in the respective academic unit. Faculty Members not able to attend a meeting may submit written comments concerning agenda items for distribution at the meeting.

Voting Procedure

At both the School and program levels votes shall normally be taken by a show of hands during meetings with voting restricted to Full Members present at that time. If requested by one or more Full Members present at the meeting, the vote will be by secret ballot. A majority vote of the Full Members present shall be necessary and sufficient for passage of motions. The minutes of the meeting shall state all motions for which there was a vote, and whether the motion passed or did not pass. Unless the vote is unanimous, the number of votes to pass or not pass a motion will not be included in the minutes.

Process and Parliamentary Authority

The conduct of business, and all matters not provided for in these bylaws shall follow the latest edition of Robert's Rules of Order.

ARTICLE V - School Committees

The only permanent standing committee at the School level is the Faculty Status Committee. Other committees listed in these bylaws, including: the Faculty Search Committees and Ad Hoc Committees are created when they are needed. Additional standing committees can be created by action of the Faculty.

Faculty Status Committee

The School Faculty Status Committee shall advise the Director on the Annual Performance Reviews of the tenure track and tenured Faculty in accordance with UHAP procedures. The Faculty Status Committee shall consist of at least five elected members of the Faculty holding the rank of tenured full professor or associate professor; non-tenured Faculty Members shall not serve on this committee. The Faculty Status Committee is the peer committee that makes a recommendation to the Director regarding the annual performance of faculty teaching, research, and service. In accordance with UHAP the final annual performance assessment is made by the Director. Faculty will be reviewed by at least three members of the Faculty Status Committee with a majority (minimum of two) of these peer reviewers having appointments from in the same unit as the faculty member being evaluated. Example: in cases where there are three reviewers: 1) Planning faculty will have at least two peer reviewers with appointments in Planning; 2) Landscape Architecture faculty will have at least two peer reviewers with appointments in Landscape Architecture. In cases where there are not enough eligible Faculty Members to serve on the Faculty Status Committee other University full or associate tenured professors may be elected by the Faculty to serve.

The Faculty Status Committee is elected by the Faculty for three-year staggered terms. When calling for elections, the Director may assign a lesser term to achieve appropriately staggered terms. Members of the of the Faculty Status Committee may serve on consecutive terms depending on the numbers of full or associate professors available in the School to serve.

Other functions of the School Faculty Status Committee are to assist faculty candidates in guidance and advice regarding promotion and tenure readiness, procedures, and in the preparation of their dossiers.

In faculty third year reviews and promotion and tenure reviews, select members of the School Faculty Status Committee will be designated to serve on College Faculty Status Committees according to College and UHAP guidelines. The Director shall consult with members of the School Faculty Status Committee, with appointments in the same program as the candidate under review, before writing her/his recommendations for Promotion and Tenure. College level Faculty Status Committees will use the Promotion and Tenure Guidelines established by the programs. The faculty member's primary appointment will determine the applicable requirements and guidelines.

Changes to the criteria for program level Promotion and Tenure Guidelines shall require approval of the majority of that program's tenured and tenure track Faculty, the Director, and the Dean.

Faculty Members who teach in the Master of Real Estate Development program are Planning Faculty and thus would follow the Planning Promotion and Tenure Guidelines. Faculty Members who teach in undergraduate programs may have appointments in other Schools or Colleges and would follow the appropriate Promotion and Tenure Guidelines for their respective academic appointments.

Faculty Search Committee

A Faculty Search Committee shall be appointed by the Director when tenure-track faculty positions are to be filled. The composition of the committee will follow University guidelines; committee chairs and a majority of the members will be appointed from the respective program for which the hire is intended. The committee shall assist in seeking and evaluating applications and shall recommend candidates to be invited for interview. After discussion with the program faculty, the committee shall recommend a candidate(s) to the Faculty first and then the Director based on a vote of acceptability of the candidates by Search Committee Members.

Ad Hoc Committees

Ad Hoc Committees may be created by the Director or by the action of the Faculty to achieve specific tasks not assigned to other committees by these bylaws. The Director shall solicit participation from the Faculty and appoint an ad hoc committee to study and report on any issue of concern to the Faculty. The Director shall maintain and annually publish a list of ad hoc committees and their memberships. An ad hoc committee shall be automatically dissolved when its final report is accepted by the Faculty.

Other Standing Committees

Other standing committees may be created by action of the Faculty. The motion to create a standing committee shall include a statement of its function and a method for the selection of its chair and its members, including staff and/or students as appropriate. Standing committees may be dissolved only by action of the Faculty.

ARTICLE VI - Program Committees

Programs within the School retain autonomy with respect to faculty and student affairs. Unless otherwise specified program faculty meetings are used to conduct business with respect to the following activities: curricular issues, admissions, and scholarships and awards. The graduate program committees are comprised of the committee of the whole Faculty to include both Full and Associate members. Only Full Members have voting rights. A two thirds majority vote is required for all recommendations and changes.

Graduate Curriculum Committees

Each graduate program shall have a Curriculum Committee to oversee its own curriculum, entrance and graduation requirements, and other academic policies of its respective degree. Specific duties include:

1) review and implementation of accreditation (as applicable) curriculum requirements, 2) program changes, 3) course sequencing, and 4) consideration of new courses. The committee will be composed of the Director (as an ex officio member) and Faculty of the whole with respect to each graduate degree. Regular faculty meetings shall be used as needed to review proposals on new degrees, or programs, dual degrees, and additions, and deletions to existing courses.

Graduate Admissions Committees

Each graduate program shall have a Graduate Admissions Committee to oversee admissions of its respective degree. Committees shall work with the Director, the graduate advisors, and recruiting staff to recruit potential candidates. The committee proposes, reviews, and implements admissions criteria, within University standards, and reviews and evaluates the qualifications of applicants for admission recommendations for their respective degree programs. The committee shall be composed of the Director, the graduate advisors, and the Faculty of the whole with respect to each graduate degree. Regular faculty meetings shall be used as needed to review and recommend candidates.

Graduate Scholarship and Awards Committees

Each graduate program shall have a Scholarship and Awards Committee that shall review scholarship applications in accordance with the timeline set by the College. The committee shall make scholarship recommendations in keeping with the policies set by the individual scholarships. The committees shall include the Director, the graduate advisors, and the Faculty of the whole with respect to each graduate degree. The committee shall set policies and make recommendations for other student awards as deemed appropriate. Regular faculty meetings shall be used as needed to review candidates and make recommendations.

Undergraduate Curriculum Committees

Each undergraduate program shall have a Curriculum Committee to oversee the curriculum, graduation requirements, and other academic policies of its respective degree. Specific duties include: 1) review and implementation of accreditation (as applicable) curriculum requirements, 2) annual catalog updates, 3) course sequencing, and 4) consideration of new courses. The committee shall be composed of a Faculty Chair, the undergraduate advisor as a non-voting member, and three faculty representatives who teach in the undergraduate program. If applicable, these Faculty Members shall represent the diversity of academic disciplines within the respective degree. Faculty Members shall serve for three-year staggered terms. The Director may assign a lesser term to achieve appropriately staggered terms. Faculty Members may serve on consecutive terms depending on the numbers of faculty available to serve.

Undergraduate Admissions Committees

Each undergraduate program shall have an Admissions Committee to oversee admission requirements of its respective degree. Committees, appointed by the Director, shall recommend candidates, as special circumstances may require, for admission to respective degree programs in accordance with University guidelines and requirements. The committee shall be composed of a Faculty Chair, the undergraduate advisor, and two faculty representatives who teach in the undergraduate program; (if applicable, these Faculty Members shall represent the diversity of academic disciplines within the respective degree). Faculty Members will serve for three-year staggered terms. The Director may assign a lesser term to achieve appropriately staggered terms. Faculty Members may serve on consecutive terms depending on the numbers of faculty available to serve.

Undergraduate Scholarship and Awards Committees

Each undergraduate program shall have a scholarship and awards committee, appointed by the Director,

to review scholarship applications in accordance with the individual scholarship guidelines and those set by the College. The committee shall be composed of a Faculty Chair, the undergraduate advisor, and two faculty representatives who teach in the undergraduate program. If applicable, these Faculty Members shall represent the diversity of academic disciplines within the respective degree. Committees shall make recommendations for other student awards as deemed appropriate. Faculty Members will serve for three-year staggered terms. The Director may assign a lesser term to achieve appropriately staggered terms. Faculty Members may serve on consecutive terms depending on the numbers of faculty available to serve.

ARTICLE VII - Amendments

These bylaws take effect upon approval by a majority of Full Members. The bylaws may be subsequently amended by favorable vote of at least two thirds of the Full Members. Copies of the proposed amendment or amendments shall be circulated to all Members of the Faculty one week prior to the vote.

SUPPLEMENT ONE

Tenure-Line Landscape Architecture Faculty Reappointment, Promotion and Tenure Guidelines

Approved by vote of the Landscape Architecture faculty on 11/15/16

Introduction

Excellence and productivity of faculty in the Landscape Architecture program in the College of Architecture, Planning and Landscape Architecture is typically demonstrated across three broad areas: (1) teaching; (2) research, scholarship and creative activities; and (3) service and leadership. Civility, in the form of responsible college citizenship and the stewardship of students and emerging faculty is expected in carrying out these accomplishments. The following descriptions offer guidance to faculty members in their understanding of the School's expectations for reappointment, promotion, and tenure, and the forms of evidence that will be considered. A successful candidate will have achieved a national reputation and recognition, and be able to demonstrate the likelihood of continued productivity in the future.

The program expects a successful candidate to demonstrate:

- Work focused in a particular area of expertise.
- National recognition for excellence in scholarship or instruction and significant contributions to her/his field.
- Excellence in classroom teaching.
- An integrated program linking her/his scholarship with instructional and mentoring activities.
- Contributions to the discipline of landscape architecture through organizations such as the Council of Educators in Landscape Architecture (CELA) and the local, state, and national chapters of the American Society of Landscape Architecture (ASLA); and contributions to related disciplines, if deemed appropriate.
- A record of applying for and obtaining internal and external grants to fund research, scholarship or teaching.
- An ability to draw graduate students from within the University and from other campuses nationally and internationally.
- The ability to successfully mentor students through their academic careers and post-graduation.
- Involvement with department interests and the potential to lead committees and other department activities, although it is not expected that a candidate is as active on committees as tenured faculty.

Teaching

Effective teaching, whether at the undergraduate or graduate education level, should be a fundamental principle for all faculty members. Successful teachers must demonstrate depth and breadth of knowledge in their discipline, communicate this knowledge to others, create a positive environment for learning, and provide evidence of a continuing development of their knowledge over the duration of their appointment. They must also be acquainted with the broader content of landscape architecture and related professions and be able to develop connections between their courses and other offerings.

Evidence of teaching activities may include, but are not limited to:

- Classroom, field, and non-credit instruction.
- Online courses, distance learning, and computer aided teaching that indicates skill in technological adaptations for pedagogy.
- Participation in interdisciplinary courses.
- Direction of class projects that benefit communities.

- Team and collaborative teaching efforts.
- Supervision of research, student internships, professional practice, master's reports, theses, and doctoral dissertations.
- Academic advising and acting as a mentor for undergraduate and graduate research efforts.
- Development of other instructional materials, including effective textbooks or digital material for use in the classroom.
- Participation in honors courses and other special courses offered through other units of the University.
- Syllabi development, with a discussion of learning activities and sample student work.
- Improvement of course offerings and other instructional activities.
- Honors, awards, grants, or mentions for teaching, studio, or class based project.
- Video-recorded classroom activities.
- Participation in professional development or skill enhancement training courses, workshops, study tours, or seminars.

Indicators of teaching accomplishments may include:

- Assessment scores indicating students' perceptions of teaching effectiveness.
- External recognition for teaching excellence, e.g., advising and teaching awards received.
- Contributions to curriculum design and reorganization.
- Peer-reviewed journal articles on teaching, advising, and pedagogy.
- Textbooks that contribute to the instructional goals.
- Invited lectures and conference presentations on teaching, curriculum, and pedagogy.
- Collaboration with other teaching faculty from across campus or other institutions.
- Students' qualitative comments regarding teacher effectiveness on these forms.
- Unsolicited letters from current or past students.
- Volume and quality of advising offered to students including assessments of advising effectiveness.
- Excellence in teachings as recorded in peer reviews in the classroom (upon assignment by the Program Director).
- New course creation (evidenced by syllabi and other materials).
- Innovations and changes introduced into continuing courses.
- Candidate's statement regarding pedagogical approach.
- Visiting teaching or critic at other institutions.
- Achievement of professional licensure.

Research, Scholarship, and other Creative Activities

Landscape architects contribute research and scholarship in a variety of ways and these activities are considered an essential effort of all members of the faculty. Scholarship, including basic and applied research, typically focuses on in-depth study and learning in a specific field and involves inquiry designed to make direct contributions to knowledge in that field. Contributions that advance the discipline in the form of creative peer-reviewed activities are also considered a form of scholarship. Publication may take the form of research reports, agency publications, and monographs that generally require peer review as a condition of agency support.

Indicators of research and scholarship accomplishments may include:

- Design and execution of applied research in the laboratory or in the field.
- Peer and non-peer reviewed publications as scholarly or professional journal articles and books.
- Peer and non-peer reviewed publications in conference proceedings.
- Peer and non-peer reviewed publications as book chapters, edited works, or texts.
- Lecturing in scholarly, professional and other public forums.

- Publication of funded or non-funded research studies, scholarly or professional monographs and/or reports.
- Invited speaker or paper/project presentation(s) at organized scholarly meetings, at the local, regional, national or international level.
- Poster presentation(s) at local, regional, national or international conferences.
- Panel participation in local, regional, national or international workshops or conferences.
- External support or competitive fellowships and awards appropriate to the faculty member's field of study.
- Professional awards, honors, and mentions received for research or scholarship.
- Desktop publications intended for dissemination at the local or regional level.
- Editing, translation, compilation of information, and development of materials that make information more accessible to researchers, other scholars, and practitioners.
- Development of a portfolio of creative or professional projects and studies demonstrating distinctive practice appraised by qualified evaluators external to the university.
- Competitively refereed, juried, and awarded recognition through design competitions, juried exhibitions, and selection for competitive awards and residencies.
- Scholarly and peer recognition for outstanding intellectual contributions.
- Class or student awards, honors, or mentions under the direction or co-direction of the faculty member being considered for tenure and promotion.
- Participation(s) in college/university workshops and conferences and continuing education activities.

Service

Service includes the contributions of a faculty member to their academic profession, the university, and to society at large. All faculty members have a responsibility to play a role in university life, college and departmental governance, and professional service. Service activities of Landscape Architecture faculty are often closely related to scholarship and teaching, professional growth, and mentorship. Service activities provide opportunities for faculty to expand their own and their department's visibility and provide connections for their unit and its disciplines with their respective professions. These connections are critical and should be given considerable weight in assessing a faculty member's contribution.

Indicators of scholarship accomplishments may include:

- Member or chair of standing or ad-hoc university committee.
- Leadership in university governance.
- Leadership in professional organizations related to the practice of the respective disciplines.
- Leadership in scholarly societies and teaching organizations in the respective fields.
- Evidence of involvement in other activities that contribute to the university or community.
- Mentor to younger faculty members.
- Mentor or advisor to student groups and organizations.
- Active membership in professional organizations.
- Participation in regional and national professional society meetings.
- Service to local community that directly reflects professional expertise.
- Service to state or regional organizations which directly reflect professional expertise.
- Consultations with public and private groups not leading to publications or design products.
- Participation in design review and editorial boards.
- Reviewer for professional publications.

SUPPLEMENT TWO

Tenure-Line Planning Faculty Reappointment, Promotion And Tenure Guidelines

Approved by vote of the Planning faculty on 10/4/16

As required by section 3.3.02 B of the University Handbook for Appointed Personnel, the following promotion and tenure criteria have been developed by the faculty members and the administrative head of the Planning Program, approved by and filed with the dean and Provost, and shall be reviewed by the unit annually. Also, as required by the same section, provided there are three tenured faculty members from the School who can service, there will be a School of Landscape Architecture and Planning Standing Advisory Committee on Faculty Status (the Committee), which shall advise the Dean and Director. The Director and the Committee will meet with tenure-eligible faculty members annually to review promotion and tenure criteria and to answer questions.

The Planning Program in the School of Landscape Architecture and Planning is devoted to developing nationally and internationally recognized degree and research programs. The extent to which it will attain this aspiration is dependent on the quality of its faculty and their contributions to the School's mission. As such, the substantive guidelines and standards that are incorporated into merit, promotion and tenure guidelines seek to recognize and support faculty members in their many contributions toward excellence in the School, including their teaching, their research, creative work and scholarship, and their professional, university, and public service activities.

The School will take care to consider all available evidence in evaluating properly the quality, impacts and significance of those faculty contributions. Ours is an evidentiary system, based not on local reputation or connections, but on evidence of quality work. The following is offered to guide faculty members in their understanding of the School's expectations for reappointment, promotion, and tenure and the forms of evidence that will be considered.

A faculty member's standing in the School is based on three functions: (1) teaching, (2) research, creative work and scholarship;; and (3) professional, university, and public service. The assessment may also consider the candidate's conduct as a responsible member of the faculty. Summary ratings of these functions will serve as the criteria used for retention, promotion, and tenure decisions. Possible ratings for each function are truly exceptional, exceeds expectations, meets expectations, needs improvement, and unsatisfactory. The specific features of this rating system are defined below.

A DOE of less than 40% research/scholarship/creative practice must be approved in advance by the Committee in collaboration with the Director. Any such differing expectations will be clearly documented in writing by the Director and will be available to anyone who reviews the tenure/promotion case. However, the following expectations notwithstanding, it is recognized that certain faculty members will be hired with different expectations than customary. The reappointment, tenure and promotion process will respect these different expectations by adjusting weights as determined by the School Director.

Teaching

We expect all faculty members to be effective teachers and advisors to support our instructional mission.

The following indicators are used to assess the contributions made to teaching:

- Summary scores indicating students' perceptions of teaching effectiveness.
- Students' qualitative comments regarding teacher effectiveness on these forms.
- Unsolicited letters from current or past students.
- Peer reviews regarding effectiveness in the classroom (upon assignment by the School Director).

- Teaching and advising awards received.
- Volume and quality of advising offered to students including assessments of advising effectiveness.
- Number and quality of guidance offered to graduate students, for example, number of advised students who finish terminal degrees, placement of students in employment or advanced study, publication and conference activity of students, co-publishing, and related.
- In addition, when a candidate is being reviewed for tenure and promotion, the Faculty Status Committee or School Director may solicit letters from former graduate students, asking for their evaluation of the quality of guidance and mentoring they received from the faculty member.
- New course creation or preparation (evidenced by syllabi and other materials).
- Innovations and changes introduced into continuing courses.
- Contributions to curriculum design and reorganization.
- Peer-reviewed journal articles on teaching, advising, and pedagogy.
- Textbooks that contribute to the instructional mission.
- Innovations introduced into teaching and advising.
- Invited lectures and conference presentations on teaching, curriculum, and pedagogy.
- Candidate's statement regarding pedagogical approach.

The following rating system will be used to assess teaching performance:

- **Truly Exceptional** - The candidate clearly stands out as a dedicated, innovative, and gifted scholar-teacher.
- **Exceeds Expectations** - The candidate has demonstrated effectiveness, leadership and creativity in development and execution of his or her teaching.
- **Meets Expectations** - The candidate is an effective teacher with good reviews and performance, and aspires to continuing personal development in teaching.
- **Needs Improvement** - The candidate is a less effective teacher than indicated for time in rank, but has strong potential for improvement.
- **Unsatisfactory** - The candidate has made insufficient contributions in the area of teaching given time in rank.

While it is difficult to provide a strong case for promotion and tenure on the basis of contributions to teaching alone, they may mitigate expectations in research, creative work and scholarship to some extent. To do so, however, a very clear demonstration of exemplary contribution to teaching and advising is required. Such demonstration should provide evidence of quality, impacts and significance through awards, extramural testimonials of impact and other measures, and why it reduces only somewhat the high level of scholarship and research otherwise expected.

A paradox in promotion and tenure review is that while effective teaching alone may not be grounds for granting promotion and tenure, evidence of ineffective teaching and instruction may be grounds for denying promotion and tenure despite extraordinary levels of scholarship and research.

Research, Creative Work and Scholarship

As stated in UHAP 3.3.02 B, the University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. Given this perspective, promotion and tenure reviews, as detailed in the criteria of individual departments and colleges, will recognize original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and

community partners, including translational research, commercialization activities, and patents.

We value entrepreneurial spirit and intellectual curiosity in advancing knowledge. These traits are reflected in the quality of research, creative work and scholarship engaged by the candidate. All candidates for promotion and tenure need to produce a body of research, creative work and scholarship that, in combination with contributions to instruction and service, demonstrate the quality, impacts, and significance of their contributions.

The following indicators are used to assess the contributions made to this category, ranked in order of importance:

- Peer-reviewed journal articles;
- Books including textbooks;
- Edited volumes;
- Chapters in books;
- Papers published in refereed proceedings;
- Integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents;
- Research reports that are disseminated beyond project sponsors;
- Other published papers such as book reviews, published abstracts, and related;
- Papers presented at professional meetings; and
- Other works may be considered and ranked as appropriate.

External indicators of the value of scholarship include:

- Peer-reviewed journal articles;
- Books including textbooks;
- Extent of citation to one's work in the peer-reviewed literature or in urban planning documents, case law, websites, corporate reports, NGO reports and similar materials;
- Extent of use/adoption of one's work in courses taught at other universities or schools;
- Awards received for research and scholarship;
- Extra-mural reviews of one's body of scholarship;
- Progression of an idea from concept to publication (e.g., conference paper to journal paper to professional practice paper or book); and
- Other indicators of the value of scholarship.

The following rating system will be used to assess scholarship performance:

- **Truly Exceptional** - The candidate clearly stands out as one of the most innovative, productive, and highly-regarded scholars in their field(s). This ranking is reserved for rare instances of truly superior work.
- **Exceeds Expectations** - The candidate has made outstanding and sustained scholarly contributions in one or more fields. The contributions are original, consistent over time, and have established the candidate as a recognized scholar in their field(s).
- **Meets Expectations** - The candidate has made significant and sustained contributions in one or more fields of scholarship. The quality and quantity of scholarship reflect a substantial, positive impact in at least one field.
- **Needs Improvement** - The candidate has made some scholarly contributions but the quality or quantity of contributions is such that additional efforts need to be made and sustained over time.

- **Unsatisfactory** - The candidate's scholarly contributions are lacking in quality and quantity.

Demonstrated impacts are paramount in establishing the importance of a body of published contributions.

We seek to be a productive faculty that regularly contributes knowledge to the body of science. For purpose of illustration and not for use as a standard, a rating of Exceeds Expectations in the assessment of research, creative work and scholarship for promotion to associate professor with tenure—assuming effective but not necessarily exemplary teaching and service and a DOE for research, creative work and scholarship of 40 to 50%—is a minimum of two double-blind peer-reviewed journal articles per year as a major contributor (i.e. contributed one-third or more of the effort) in high quality journals spread fairly evenly across the years in rank so as to indicate a pattern of commitment to publishing and productivity. In addition, we would expect to see contributions to other forms of publishing such as co-authored refereed articles as a non-major contributor, book chapters, agency reports, and refereed proceedings at about half level of production noted above for peer-reviewed articles. Major contribution to a peer-reviewed scholarly book may be considered equivalent to about four peer reviewed journal articles, book chapters or refereed proceedings (assuming at least half as lead or sole-author) or some other comparable combination of scholarly work.

The Faculty Status Committee recognizes the dynamic landscape of collaborative publishing and scholarship and respects contributions made by individuals working in teams.

These are only general guidelines. Fewer publications but appearing in the highest quality journals may be acceptable but more articles none of which appear in top journals may not. Similarly, fewer publications that have extraordinary impact, require extraordinary time and effort or are extraordinary in quality also are acceptable, In other words, we seek strong contributions to knowledge and recognize the multiplicity of methods one can use to make them.

A strong case for promotion to full professor should demonstrate at least twice the cumulative contribution of that expected for promotion to associate with tenure. However, there is a greater expectation of national/international recognition and intellectual leadership in the candidate's field(s).

When considerable published work is co-authored, it is important for the candidate to clarify the respective contributions of each author. The School Director or Faculty Status Committee may seek further clarification. Generally, this can be accomplished by assigning a percentage share of the work attributable to the candidate. This does not mean, however, that 10 articles to which the candidate contributed 10 percent each with none as lead author is equivalent to one single-authored article.

The primary language relating to the quality of published work will be English. For purposes of evaluation, works that are published exclusively in another language should have English translation or receive outside review in English. Nonetheless, we acknowledge the international acceptance of English as the standard for scholarship in our fields.

Candidates should describe and acknowledge duplicative publications if appropriate

Though publications may report outcomes of research, creative work and scholarship, the process itself of research, creative work and scholarship is worthy of recognition and assessment. All faculty members are expected to engage in research, creative work and scholarship.

Some research, creative work and scholarship will be unfunded. It should be possible to describe the results of unfunded research which may include, but are not limited to, improvements to courses, funded or unfunded grant or fellowship proposals, various types of publications, conference presentations, academic networking, participation in scholarly meetings, working groups, committees or societies,

and/or faculty-directed student independent studies based on research themes among others. The key to assessing unfunded scholarly work is the ability to identify these or other kinds of outputs or progress made by an active scholar.

Contracts and grants that do not result in published contributions do not in themselves make a case for promotion or tenure. However, competitive grants and contracts that further the research mission of the School through recognition of the candidate, institution-building for research, and support of graduate research assistants, are considered part of the contribution to research, creative work and scholarship.

Funded research comes in two broad categories. The first are prestigious competitive research grants/contracts such as those awarded from NSF, HUD, DOT, NIH, HUD, and EPA among others. Even if such proposals are not funded the effort undertaken to submit them will be valued. Funded proposals from these and similar sponsors even at small levels is a strong external validation of the value of the candidate's work. Candidates are expected to make or be on teams in significant capacities that make proposals to these prestigious sponsors routinely.

We understand there can be exceptions to the expectation of proposal writing to prestigious sponsors. We will consider situations where a candidate argues this expectation is inappropriate in their case and justifies why unfunded research is sufficient grounds for promotion in their situation. There are multiple pathways to excellence in research, creative work and scholarship. They do not all involve the solicitation of external funding. Though less common, a candidate who exceeds expectations in published contributions may be promoted if their contributions to science are excellent and clear or they can justify their contributions in some other way.

The second category are grants/contracts from other sponsors that may or may not be competitive such as from state and local agencies, foundations, and a variety of sole-source opportunities. In many fields, most of the externally available funding is from such sponsors so candidates need to demonstrate a high level of success in securing funding from them.

Faculty members are expected to generate external funding from fields comparable to the funding available in those fields. In some fields, such as NEA for instance, grants of a few thousand dollars are highly prestigious and reflect research leadership in a field. In others, such as NSF, DOT, HUD, and EPA, grants may be in the tens to hundreds of thousands to millions of dollars. The successful candidate will have generated funding from external sources roughly equivalent to the level of funding available in their field(s).

Securing external funding can be challenging especially for junior faculty. Persistence is an important virtue of a successful researcher. If a proposal is declined, what matters to the School is whether the candidate uses lessons from the reviews to resubmit the proposal, or recast the proposal for other prospective sponsors, or otherwise explore other avenues to catalyze and sustain scholarship and research.

Professional and University Service and Engagement

As a Land Grant institution, the University of Arizona values service and engagement that has a demonstrated impact on external constituencies, including individuals, communities, organizations, and governmental agencies. Because the School stresses professional educational programs, it is important for faculty members to engage our professions' constituencies through integrated instruction, research and scholarship. Service to the university and to professional organizations is also valued, but the expectations for such contributions are greater for promotion to full professor than for tenure and promotion to associate professor.

The following non-exclusive, non-exhaustive list of indicators can be used to assess contributions in

service and engagement:

- Direct provision of service to citizens and national or international civic organizations, or governing bodies by application of scholarship and research to their needs;
- Application of research knowledge to the betterment of the nation and the world, for example, through policy formation;
- Service on public, non-profit or private boards, commissions or committees that work in the public interest;
- Authored engagement reports;
- Communication and visibility of the value of scholarship and research, engagement, and the University to the wider public through mass media coverage (e.g., TV, newspapers, radio, Internet, blogs and related);
- Achievements integrating engagement into instruction and research;
- Testimony before legislative or executive bodies at the local, state, federal, or international level;
- Awards and recognitions by external parties for engagement and service;
- Leadership roles in professional associations, especially election to office;
- Editorship of journals; service on editorial boards/grant review panels; reviewer of manuscripts for journals or grant proposals for funding agencies and related;
- Service to other universities as an extra-mural reviewer of programs or of candidates for promotion;
- Roles in the School, College and University committees (where emphasis will be placed on the tangible outcome of the assignment, and evaluative judgments of peers may be sought in assessing the value-added that the individual brought to the outcome);
- Instrumental/ leadership roles the individual played in improving the climate or programs on campus (e.g., instigating donor contributions, developing an institute, shepherding new degree programs and related);
- Organizing symposia or conferences at the UA; and
- Other indicators as determined by the School.

The following rating system will be used to assess professional, university and public service:

- **Truly Exceptional** - The candidate has made an extraordinary commitment to service in all three areas of university and professional service as well as engagement in ways that distinguish the candidate nationally or internationally.
- **Exceeds Expectations** - The candidate has made outstanding and sustained contributions in at least one area of service and engagement in ways that distinguish the candidate nationally or internationally.
- **Meets Expectations** - The candidate has made significant contributions to one or more areas of service and engagement in ways that distinguish the candidate within their academic field(s), within the community, or within the university
- **Needs Improvement** - The faculty member shows sufficient commitment to service and engagement in at least one area such that eventual contributions of the faculty member will be significant.
- **Unsatisfactory** - The candidate has made insufficient contributions in the area of service given time in rank.

While it is difficult to provide a strong case for promotion and tenure on the basis of contributions to engagement and service alone, they may mitigate expectations in research and scholarship to some extent. To do so, a very clear demonstration of exemplary contribution to engagement and service is

required. Such demonstration should provide evidence of quality, impacts, and significance through awards, extramural testimonials of impact, and other measures.

Because of the difficulty to demonstrate a strong case on the basis of outreach alone, candidates for tenure and promotion to associate professor who wish to participate in engagement and service activities should link those activities with scholarship.

Promotion and Tenure Decision Criteria

Decisions about reappointment, tenure and promotion will be made as provided below:

- **Reappointment of Untenured Tenure-Track Faculty** - For reappointment reviews, applicable mostly but not exclusively to assistant professors, the school chair, the college faculty status committee, and the dean shall render a recommendation on reappointment selected from among these determinations:
- **Reappointment** - Reappointment signifies a positive performance of the faculty member toward promotion and/or tenure. This requires ratings of at least Exceeds Expectations in either teaching or scholarship or research and Meets Expectations in the other categories.
- **Reappointment with Counsel** - Reappointment with counsel signifies that while the faculty member's performance is regarded as positive overall, improvements in one or more categories of activity are needed to ensure the candidate's successful progress toward promotion and/or tenure. Retention with this qualification occurs when the candidate does not receive a rating of at least Meets Expectations in all categories.
- **Reappointment with Warning** - Reappointment with warning indicates that significant problems exist in one or more categories, such that continuation of the existing pattern of activity is likely to result in a failure to achieve either promotion or tenure. Retention with this qualification occurs when the candidate has a rating of at least Meets Expectations three of four categories and less than this in the third.
- **Non-Reappointment** - Non-reappointment signifies that the candidate should not expect a retention contract beyond the following academic year. This occurs when two or more categories receive less than Meets Expectations ratings.
- **Associate Professor** - Tenure with promotion to associate professor requires ratings of at least Exceeds Expectations in 1) teaching or 2) research, creative work and scholarship along with a rating of at least Meets Expectations in the each of the other categories including service. Ratings in all instances shall be compelling based on the evidence and not conjecture or speculation. In addition, candidates will have established a trajectory of scholarship and research that clearly indicates successful advancement to full professor within ten years.
- **Professor** - although the DOE will be considered, promotion to Professor will be weighted equally across all four dimensions of teaching, scholarship, research and service—or teaching at 40 percent with scholarship, research and service at 20 percent each. Promotion to this rank requires a rating of at least Exceeds Expectations in at least two of the performance areas excluding service and a rating of no lower than Meets Expectations in the remaining categories. In addition, the candidate will have become an established national if not international authority in one or more fields of scholarship and research based on objective measures of the body of their work.