

Evidences of Scholarly Activity Applicable to Faculty Appointments, Merit Evaluation, Reappointments, and Promotions

Department of Landscape Architecture
College of Agriculture, Food and Environment

This statement of evidences of scholarly activity in the Department of Landscape Architecture outlines the varied ways in which a faculty member may productively engage a holistic scholarly program appropriate to their individual expertise and expected balance of effort. Faculty members in landscape architecture possess expertise in diverse areas and work with different levels of assignment in teaching, research, and service. The critical expectation for all faculty members is that their work has a trajectory of increasing capability and expertise, sustained impact, and recognition for excellence by their peers.

The statement of evidences is a guide for evaluation of faculty work in department, college, and university processes for faculty annual performance review, pre-tenure reviews, and cases for faculty promotion. The Department of Landscape Architecture's Faculty Rules of Procedure, the College of Agriculture, Food and Environment's Rules of Procedure, and the University of Kentucky's Administrative Regulations govern those processes in conjunction with the statements of evidences as criteria for evaluation.

Teaching

Faculty members in landscape architecture have a shared responsibility for the Bachelor of Science in Landscape Architecture program. Faculty additionally teach and advise in other undergraduate and graduate programs, including Natural Resources and Environmental Science, Historic Preservation, Biosystems and Agricultural Engineering, the University Core, and other academic programs. The department's faculty members share an overall knowledge of the landscape architecture discipline with a range of specific expertise in specialized segments of the field. The shared expectation is that all faculty members will demonstrate a commitment to innovation and excellence in their teaching methods that results in positive student learning outcomes as measured by peer evaluation.

Evidence for evaluation includes, but is not limited to, the following:

1. Coursework delivered as an integral part of the Bachelor of Science in Landscape Architecture curriculum or in other curricula at the University of Kentucky as agreed upon by the individual faculty member, the department faculty, and the department chair.
 - Assessment of student outcomes in courses, including student projects, portfolios, and student work presented in course or department forums
 - Teacher/course evaluations
 - Involvement in research, consulting, or public service activities that lead to a greater level of professional expertise
 - Involvement in teaching improvement activities
 - Revision of course syllabi and project assignments to keep courses on the leading edge of contemporary knowledge and application in landscape architecture and related fields
 - Development of new courses to introduce new concepts and/or methodologies to the curriculum
 - Licensure and certification appropriate to teaching assignments that indicates competence or mastery of a specific aspect of the discipline

- Authoring refereed publications or giving academic presentations related to instruction, pedagogy, or curriculum development
 - Organization and/or participation in domestic or international travel study programs
 - Peer recognition through awards for teaching
2. Leadership and involvement in co-curricular activities that augment the educational experiences of students in the BSLA program and other programs, as connected to faculty assignments and service roles.
 - Organizing student enrichment activities, including short courses, workshops, or charrettes that augment traditional coursework
 - Advising student organizations
 - Speaking to student organizations or similar activities
 3. Student advising connected to the BSLA program or other programs as appropriate to a faculty member's assignment.
 - Curricular advising of students in the BSLA program or other programs Meeting with prospective students and participating in other recruiting activities
 - Mentoring students in research or public service work
 - Supervising independent study projects
 - Directing and serving on graduate student committees in other academic units
 - Nominating students for awards or mentoring students in competitive award submissions

Research, Scholarship, or Innovative Practice

Faculty members in landscape architecture may productively engage varied forms of scholarship including research of diverse types and professional practice leading to recognition for innovation. Research types may include empirical investigation, action research, case study research, development of methods for practice, historical scholarship, and other forms. Assessment of scholarship, whether it is research or design practice, will be through channels of peer review that evaluate work for publication, presentation, exhibition, or awards. Non-peer reviewed activities will be considered evidence of competence, but may not be substituted for the mandatory requirement of peer-reviewed attainment.

Evidence for evaluation includes, but is not limited to, the following:

1. Peer reviewed publications, presentations, or exhibitions connected to a faculty member's body of scholarly work.
 - Journal articles
 - Books or book chapters, as author
 - Books, as editor
 - Conference proceedings
 - Peer reviewed extension publications
 - Published abstracts
 - Web publications
 - Conference presentations
 - Conference posters
 - Exhibitions

2. Grant funding that sustains a faculty member's program of scholarly work.
 - Competitive peer-reviewed extramural grant funding
 - Competitive peer-reviewed intramural grant funding
 - Non-competitive grant, contract, or gift funding that gives evidence of a faculty member's reputation in their area of expertise
 - A mix of participation as PI or co PI in funded research or design relative to a faculty member's expertise and access to grant funding programs

3. Other peer reviewed work or honors that give evidence of significant contributions to landscape architecture and related disciplines.
 - Design awards, research awards, and other similar honors for a faculty member's work
 - Reviews of one's professional work by others with expertise in that area.
 - Fellowship or other competitive professional status awarded for a sustained body of work

4. Scholarly or creative work that is not subject to peer review.
 - Invited presentations
 - Non peer reviewed extension publications
 - Professional publications
 - Professional practice that demonstrates capability and/or expertise

Extension

Faculty members with extension assignments in landscape architecture are expected to work with communities to create positive design and planning outcomes that may be realized over an extended period. The quality of extension work, like research, is partially evaluated through peer review processes. These may include the review of extension publications, review of academic publications and conference presentations, and requests for collaboration by extension programs in other states. The impact of extension work is partially evaluated through measurable improvements in community capacity for achieving environmental design goals, observable project implementation of facilitated visioning outcomes by communities and organizations that gives evidence of the achievement of goals, and a sustained level of collaborative effort with individual communities and UK partners.

Evidence for evaluation includes, but is not limited to, the following:

1. Direct community design assistance that may involve collaboration with other faculty and staff at the University of Kentucky, with community partners, with students in landscape architecture, and with statewide extension professionals. These activities may be directed toward environmental design solutions that further a community's goals in economic development, increased physical activity and public life, environmental equity, and other needs.
 - Processes of public involvement that lead to a community's increased capacity for environmental problem solving and planning

- Development of collaborative planning and design solutions that respond to community issues and goals
 - Consultations that guide a community in its early work leading up to more intensive planning and design collaborations
 - Community funding for environmental design work that verifies the impact and reputation of a faculty member's work
2. Publications that communicate design processes and case study solutions to an audience beyond the communities directly served by community design services.
 - Extension publications for use by community members and extension professionals
 - Collaboration on other states' efforts or multi-state community design publications
 - Scholarly publications that are subject to peer review outside of the extension system and that build disciplinary networks and give evidence of significant scholarly contributions to a faculty member's area of work
 3. Training and educational programs for extension professionals and potential community partners that build awareness of the capability of landscape architecture and organized community design efforts to advance the living environment of Kentucky communities.
 - Extension agent training
 - Conference presentations targeted to potential community collaborators and extension professionals
 - Community workshops focused on processes for problem solving or other relevant topics
 4. Other peer reviewed work, funding, or honors that give evidence of significant contributions to landscape architecture and related disciplines.
 - Third-party funding for community design work that indicates recognition by external funding sources of the quality of a faculty member's work
 - Conference presentations that are subject to peer review outside of the extension system and that build disciplinary networks and give evidence of significant scholarly contributions to a faculty member's area of work
 - Design awards, research awards, and other similar honors for a faculty member's work
 - Invited presentations
 - Fellowship or other competitive professional status awarded for a sustained body of work

Institutional, professional, and non-extension public service

Faculty members in the Department of Landscape Architecture have a responsibility to share in the work of institutional governance and operation. Active participation in program and curriculum development, the mentoring of students in their individual and collective efforts outside of regular coursework, and the support of colleagues' advancement is integral to the success of the department and its students. Different faculty members may balance service to the college and the university in the form of active participation in program development, administration, and faculty leadership with service to public agencies, community organizations, and professional groups as appropriate to a faculty member's interests and department needs.

Evidence for evaluation includes, but is not limited to, the following:

1. Service to the institution at department, college, and university levels that is congruent with a faculty member's interests and expertise and responds to institutional needs.
 - Leadership of or service on faculty committees
 - Participation in faculty governance
2. Service to communities directly tied to a faculty member's expertise in landscape architecture or a specialized part of the discipline.
 - Organization of student service-learning opportunities in studio or other courses
 - Consultation or pro-bono services to communities, non-governmental organizations, or other as appropriate to one's expertise
 - Leadership of or service on community commissions or other forms of governmental service
3. Service to the profession or allied disciplines.
 - Leadership in professional or academic societies
 - Academic and professional review and evaluation activities, including those related to accreditation, licensure, external review of programs, and external review of faculty members
 - Service as a journal editor or editorial board member
 - Advocacy for the discipline of landscape architecture
 - Training or educational outreach to landscape architects and allied professionals

Adopted by unanimous vote of the faculty members of the Department of Landscape Architecture on February 1, 2018.

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2/1/2018