

## **DEPARTMENT TENURE & PROMOTION GUIDELINES**

Preamble:

Each year the University utilizes a multi-tier process to recognize faculty excellence by awarding Tenure and Promotion in rank. Positive actions on tenure, and promotion are based upon the candidate's professional contributions to the University, the profession, and the at-large community.

A positive tenure or promotion decision asserts the Department's decision that a faculty person has met the Department and University standards of excellence set forth in the University (AOP 13.07) Promotion and Tenure Policies Statement.

## **PART 1**

### **Responsibilities for Developing a Promotion and Tenure Packet**

Each member of the faculty is expected to contribute to the achievement of the University's mission through (1) teaching; (2) creative achievement/scholarship; and (3) service. It is the candidate's responsibility, with assistance from the Department to document the quality of contributions made by maintaining and presenting clear and complete records.

It is the responsibility of the Department's Tenure & Promotion Committee to evaluate the teaching, creative achievements / scholarship and service contributions of the faculty member and to determine if they should receive a positive recommendation for promotion and/or tenure. Materials should be submitted by 1 August for review, and the application should be completed by 1 September.

#### **DEPARTMENT TENURE & PROMOTION COMMITTEE RESPONSIBILITIES:**

1. The committee shall consist of three members. All members of the committee must be full-time faculty members with rank equal to or greater than that for which the candidate has applied in a particular case. If three members are not available because of absence, recusal or insufficient rank, the department will elect substitutes from the professors of an appropriate unit. The committee will annually elect its chair.
2. The express purpose of the committee shall be to assist and provide guidance for persons seeking tenure and/or promotion in rank and to make a recommendation to the Department Head. In the event a positive recommendation is not possible, the committee shall provide advice and guidance to the candidate about how to improve and re-apply.

3. Conduct a review by end of the third year of all assistant professors on tenure-track. Develop criteria for external peer reviews including the identification of comparable departments or schools at other colleges or universities.

### **CANDIDATE'S RESPONSIBILITY:**

A candidate initially prepares a dossier with subsequent review by the chair and the Department's Promotion and Tenure Committee. The candidate's dossier should present in narrative and summary fashion the information they want those making promotion and/or tenure decisions to know about their record of performance.

All documentation of the case (e.g., student evaluations, peer reviews of scholarship, etc.) should be attached to the statement as appendices.

### **DEPARTMENT HEAD'S RESPONSIBILITY:**

The Head appends to the candidate's dossier the following materials:

- A statement comparing the individual's responsibilities with those usual and customary within the department, including any contractual differentials.
- A letter evaluating the quality of academic performance and effectiveness of the candidate in each of the defined areas of faculty responsibility: teaching and academic advising; research, creative achievements / scholarship; and public service.
- A minimum of three external reviews.
- Copies of Annual Department Head Evaluations.
- Copies of peer and external letters of evaluation with copies of the Department Head's letters outlining the realm of the review and the specific criteria to be applied.

This evaluation should highlight important accomplishments and interpret the value of significant contributions.

- More specifically, what are the quality indicators for the candidate?
- What is the relationship of the candidate's teaching to the overall program?
- Are certain articles/exhibitions/performances especially important?
- Is publication in certain journals or participation in certain shows, etc., especially significant, e.g., what is the relative quality of the journals or presses in which publications appear and/or of the show in which artistic works are exhibited or performed?
- What are the candidate's contributions to the field?

## **PART 2**

### **Activities and Applicable Measures of Quality**

These guidelines are in conformity with University rules and policies, and they are intended to assist candidates in applying these rules and policies in making the

case for promotion and/or tenure, and to assist those who must evaluate the candidates and make promotion and tenure recommendations and decisions.

## 1. TEACHING

Teaching is our highest priority. The key question is how well the candidate integrates her or his professional preparation with classroom, studio, and field work, the objectives of assigned courses, and the nature, needs, and interests of students. Among other things, quality teaching includes activities and accomplishments which develop student capacities, such as laboratory and field investigations, performances and exhibitions which draw on student skills, and student assisted projects which contribute to the cultural and intellectual life of the State of Mississippi and the greater Starkville community and region.

Teaching includes, but is not limited to:

- Classroom effectiveness.
- Developing effective assignments and responding promptly and effectively to assignments.
- Planning, developing, and reviewing instructional proposals, programs, new courses, course materials, etc.
- Developing teaching methods and strategies.
- Participating in developmental and/or honors teaching.
- Sponsorship of independent study, internships, and theses.
- Adding to one's skills by faculty retraining or development activities in pedagogy.
- Training students in research skills.
- Preparing students to accept and use information sources and systems.
- Teaching personal and academic coping skills to individuals.

To be evaluated favorably, an individual should have contributed to the accomplishment of the mission of the Department and the University in several components of teaching, with contributions in the area of classroom teaching given greatest weight. Multiple measures of teaching quality should be provided.

Evidence and measures of quality of teaching may include, but are not limited to:

A. One-on-one/small group teaching (includes independent studies), lists of students' names and titles of their projects, theses, dissertations, examples of student work, indication of quality of projects.

B. Teaching in continuing education programs. Some departments or divisions may describe these activities as professional service. Regular courses taught using a workshop format will be considered as teaching.

C. Development of teaching materials and making presentations related to the teaching process. Examples of innovative materials include:

- requests for use by other faculty
- descriptions of presentations
- letters from participants and or reviewers.
- examples of course materials, syllabi, and handouts
- examples of student work

participant evaluation  
letters from coordinators  
letters from participants.

D. Development of courses and curricula. Include syllabi, proposals, outlines, with evidence of effectiveness including letters from chairs, peer evaluation, etc.

## **2. CREATIVE ACHIEVEMENTS / SCHOLARSHIP**

Creative Achievements and scholarship is used in place of the Term “Research” but includes this activity as a component of this heading. Second only to teaching in importance is creative achievement / scholarship. It is the exercise of one’s professional skills and knowledge to enrich (1) one’s capacity to teach; (2) the profession of Landscape Architecture and/or various elements of the “Green Industry”; and society at large.

The following is a partial list of the activities that belong in this category:

- Scholarship.
- Growing artistically, creatively, and intellectually.
- Research and/or continuous study.
- Writing and submitting Grant proposals and obtaining research funding.
- Presenting papers and organizing symposia at professional meetings.
- Preparing commissioned design and/or planning documents.
- Progressing in skills related to one’s discipline.
- Giving lectures, professional workshops, etc.
- Presenting exhibitions, performances and demonstrations.
- Receiving professional honors and awards.
- Disseminating ideas toward professional development in pedagogy.
- Publishing reviews of published material.
- Completed and installed design and/or planning projects receiving juried awards.
- Reviewing grant proposals at the request of granting agencies.
- Editing and refereeing manuscripts submitted for publication.
- Publishing in scholarly and professional publications.

Evidence of Creative Achievement / Scholarship: Candidate’s works that have been exhibited or performed and juried or reviewed, competitions entered and/or won, and commissioned works completed represent the primary evidence of the candidate’s creative achievement.

Evidence of Research: Completed and published or in-press works which have undergone peer review represent the primary evidence of the candidate’s research contribution. Presentations at professional meetings are another outlet for dissemination of research results. In the case of work disseminated through channels where evaluators are unlikely to know the quality of the outlets, the candidate and/or chair should provide evidence of the stature of the outlet and the nature and importance of the contribution.

### **3. SERVICE**

Service to the Department and the University, and professional service to the world beyond the campus is the third element in a record of professional growth. Service to the Department and University includes such activities as:

- Serving on department committees.
- Serving on College and University committees.
- Contributing to University governance, planning, and/or evaluation.
- Enrollment in advanced development or retraining programs designed to respond to developing University needs.
- Assisting in faculty recruitment and mentoring.
- Assisting in student recruitment and mentoring for academic success.
- Contributing to student organizations and activities.
- Presenting demonstrations, workshops, and panel discussions or providing consultations for the University community.
- Coordinating degree programs.

Professional service to the world beyond the campus includes such activities as:

- Working unpaid with non-University entities.
- Public service appointments related to one's field or predicated upon membership in the university faculty.
- Assisting in student recruitment and mentoring in one's discipline.
- Presenting demonstrations, workshops, and panel discussions or providing consultations for the general public.

Faculty members are expected by the University and the public-at-large to make their professional knowledge and skills available in ways beyond those discussed in the previous sections. In addition, as professionals committed to governance by peers, there are many internal activities that must be performed to maintain the operations of the institution. Thus, service to the University and the community at large, as well as to academic and professional organizations, is an important component of the faculty member's obligations. Service includes, but shall not be limited to, activities which contribute to the university's mission.

### **4. EXTERNAL LETTERS OF EVALUATION**

A minimum of three letters from appropriate external reviewers should be included in the candidate's dossier. These letters are to be considered by relevant bodies at all levels of the decision-making process. They should evaluate the teaching, creative achievements / scholarship and service achievements of the candidate. The letters are to be accompanied by a brief statement prepared by the candidate identifying the professional/academic stature of the individuals from whom the letters were sought and why they were selected as reviewers. The statement should

- A. identify the institution (including department) of affiliation,
- B. give the rank or other title within the organization,
- C. describe the academic specialization, and
- D. provide other relevant information about the reviewers, which may be useful to those unfamiliar with the field.

Selection of the external reviewers is the responsibility of the candidate. The list of potential reviewers should be developed in consultation with the Department Head.

Letters from external reviewers are intended to be unbiased evaluations from recognized scholars, artists, and other professionals in the field.

External reviewers should be sent the candidate's curriculum vitae and copies of those scholarly and/or creative achievements / scholarship along with any other materials or information that the candidate and the Department Head have agreed upon sending.

## **PART 3**

### **Suggested Format for the Core of the Candidate's Dossier**

This section shows a summary outline for the core of the candidate's dossier followed by a detailed, annotated form.

#### **RECOMMENDED DEPARTMENTAL FORMAT FOR DOSSIER CORE**

##### **I. Teaching and Academic Advising**

###### **A. Classroom Teaching**

###### **1. Undergraduate and graduate courses taught**

List each course taught since your last promotion or date of hire. Include: courses taught in chronological order by semester and year; course number, title, and number of credit hours; official course enrollment; percentage of course you taught based on proportion of total student contact hours in course; brief explanation of your role, if not solely responsible for course, including TA supervision, course management, team teaching, etc. Do not include in this list independent studies, credit workshops, continuing education, or other non-credit courses.

###### **2. Evaluation of teaching**

Describe carefully how quality of your teaching has been evaluated (e.g., formal and/or informal student evaluations of teaching, peer review, departmental surveys of former students) and how you have used these evaluations to improve the quality of instruction.

A summary of the completed evaluation forms for classes evaluated by students should be provided. Indicate how the evaluations were administered. If the completed evaluation forms contain written comments, a summary, in typed form, should include examples of the full range of those comments. The

summary for each course evaluations should specify the course number, title, and date.

Reports of observations by peers should be included in the Department Head's statement and should describe the overall quality of teaching and the basis for that evaluation (in-class observation, review of syllabus, examinations, etc.). The course(s) observed and the point in the semester at which the observation(s) took place should be specified.

Other evaluations of teaching, such as exit interviews, critiques of syllabi, self-evaluations, or letters from former students solicited by the candidate, may be included.

3. Awards and formal recognition for teaching

Identify commendations you have received for recognized excellence in teaching. These awards may include citations from academic or professional units (Department, DAFVM Division, University, professional association, ASLA and or ALCA) which have formal procedures and stated criteria for outstanding teaching performance.

B. One-on-One/Small Group Teaching, Independent Studies

1. Independent Studies, Directed Studies, tutorials, practicum, or other major projects.

2. Capstone project supervision at the undergraduate level.

3. Graduate/professional exams, theses, and dissertations (if appropriate)

C. Credit Workshops and Continuing Education Instruction

D. Summarize the major instructional activities (workshops, non-credit courses, etc. which you have conducted since your last promotion or date of hire. Identify your role in the instruction and the number of participants. Provide participant evaluations if available.

E. Development of Teaching Materials

Give specific examples of new teaching methods or materials you developed. A summary evaluation of these activities should be included in the Department Head's letter.

F. Curriculum Development

Give specific examples of your involvement in curriculum development, e.g., your role in the design and implementation of new or revised courses; creation of new programs. A summary evaluation of these activities should be included in the Department Head's letter.

## **II. Creative Achievements / Scholarship**

A. Provide a chronological listing of creative achievements / scholarly works, publications, papers, exhibitions, and/or performances. Be sure citations are complete. Indicate whether constructed, refereed, reviewed and/or awarded. Whenever there is multiple authorship, indicate your contribution. Include as separate categories:

1. commissioned work
2. refereed journal articles
3. books, chapters
4. monographs, bulletins
5. articles
6. reviews, abstracts
7. presentations at meetings of learned societies
8. performances
9. exhibitions
10. other creative or scholarly works

B. Indicate editorship of journals or other learned publications.

C. Identify research in which you are or have been involved and specify the period. Indicate proposals written, source and amount of funding received, and whether funding is in the form of a contract, research grant, training grant, or cooperative or interdisciplinary research projects and your degree of involvement. Cite prizes and awards where appropriate.

D. Describe briefly your creative achievements / scholarship agenda for the near future.

## **III. Professional Service**

A. Service to the Profession:

1. Offices held in professional societies. List organization in which office was held or service performed and dates of service. Describe the nature of the organization: i.e., open or elected membership, honorary, etc. Indicate awards received.
2. Participation in state or regional, national or international programs or special assignments. List specific activities (e.g., panel discussant, session chair, respondent). Include brief description.
3. Continuing education instruction
4. Other professional service, if not included elsewhere, such as reviewer of proposals or manuscripts, or external examiner.

B. Service to the University. Indicate dates and degree of responsibility, and include brief description:

1. Departmental committees.
2. College, Division and/or University committees.



3. Administrative positions held.
4. Other administrative services to/for the University.
5. Other special assignments.

C. Service to Students:

1. Advisor to student groups and organizations  
Identify name of group or organization and specific responsibilities as advisor. Include estimate of approximate time spent per week in such advising.
2. Other student services  
Summarize participation in student affairs programs such as fireside discussion, lectures to student groups outside your department, addresses or participation at student orientation. Identify other involvements with or services to students not covered in the above categories.
3. Awards or formal recognition for service to students  
Cite commendations received as recognition for contributions to student affairs, such as election to student honoraries.

D. Service to the At-Large Community:

1. Identify name of community group or organization with which you are working, describe nature of organization, and explain your role and/or office within the group or organization.
2. Identify your participation in community programs or projects, indicating scope and nature of such efforts (e.g., speaker for annual banquet of organization within your group or organization).
3. Cite any commendations received from community groups or organizations (e.g., recipient of service award from Red Cross Chapter, etc.).
4. Describe any additional examples of community service, especially those which you feel are relevant to your academic discipline.

#### **IV. External Letters of Evaluation**

Include a minimum of three letters from appropriate external reviewers in your dossier. The candidate should attach to the dossier a brief statement identifying the professional/academic stature of the individuals from whom the letters were sought and why they were selected as reviewers. This statement should:

- A. identify the institution (including department) of affiliation,
- B. give the rank or other title of the individual within the organizations,
- C. describe the academic specialization, and
- D. provide other relevant information about the reviewers, which may be useful to those unfamiliar with the field.

External reviewers should be sent a copy of your curriculum vitae and copies of those scholarly and/or creative works along with any other materials or information that you and your department chair have agreed upon sending.

# **Department of Landscape Architecture**

## **Faculty Tenure and/or Promotion Profile Sheet**

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This profile sheet was prepared especially for: \_\_\_\_\_

The purpose of this Profile Sheet is to take some of the mystery out of the Tenure and Promotion process. The time frame used for this profile is 5 6 7 (circle one) years. Article E.5 of AOP 13.07 indicates that a maximum of four years from another institution of Higher Learning may be applied against the probationary time period. In this case 1 2 3 4 (circle one) years of service have been accepted. The purpose of this Profile Sheet is to outline steps and items needed for promotion from the rank of Assistant Professor to Associate Professor, Associate Professor to Full Professor and/or tenure at the former rank or the applied for rank. Article B.2.c of AOP 13.07 indicates that those applying for promotion to Associate Professor must be faculty members who have met the criteria for assistant professor, have consistently demonstrated an ability to perform at a satisfactory level in the three areas of teaching, research or creative achievement, and service, and excels in at least one of these areas.

It is strongly recommended that faculty maintain a file for accumulation of support materials and that a binder with appropriate dividers be made so materials can be placed in it as they are acquired as support documentation for the candidate's dossier. Each year during the annual review, faculty should bring with her or him the binder with support materials for review by the Department Head so that suggestions can be made in a timely manner if changes are needed or required.

It is important for all faculty to understand that the tenure and promotion process is recognition and reward for excellence and not an adversarial event. The purpose of these materials is to assist the candidate in her or his endeavor to gain promotion and/or tenure at Mississippi State University.

# Recommended Activities and Measurable Milestones

Year One: *(consult the Department's Guidelines to assist in determining activities for each category)*

Teaching: \_\_\_\_\_

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Creative Achievements / Scholarship: \_\_\_\_\_

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Service: \_\_\_\_\_

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*Each faculty member should retain a signed copy of this Profile Sheet and include it with the Annual Review materials submitted to the Department Head. Refer to this during the academic year to provide guidance in determining your activities. In cases where a recommended activity has not been fully met, the Department Head should indicate how the faculty member might remedy the situation in the coming year.*

Department Head's Review and Comments for Year One: \_\_\_\_\_

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\_\_\_\_\_

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Department Head's Recommendations for Year Two: \_\_\_\_\_

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Signed for the first year by:

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

**Year Two:**

**Teaching:** \_\_\_\_\_

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**Creative Achievements / Scholarship:** \_\_\_\_\_

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**Service:** \_\_\_\_\_

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**Department Head's Review and Comments for Year Two:** \_\_\_\_\_

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**Department Head's Recommendations for Year Three:** \_\_\_\_\_

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**Signed for the second year by:**

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**Department Head**

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**Date**

\_\_\_\_\_  
**Faculty Member**

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**Year Three:**

**Teaching:** \_\_\_\_\_  
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**Creative Achievements / Scholarship:** \_\_\_\_\_  
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**Service:** \_\_\_\_\_  
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**Department Head's Review and Comments for Year Three:** \_\_\_\_\_  
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**Department Head's Recommendations for Year Fourth:** \_\_\_\_\_  
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**Signed for the third year by:**

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**Department Head**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty Member**

**Year Four:**

**Teaching:** \_\_\_\_\_

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**Creative Achievements / Scholarship:** \_\_\_\_\_

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**Service:** \_\_\_\_\_

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**Department Head's Review and Comments for Year Four:** \_\_\_\_\_

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**Department Head's Recommendations for Year Five:** \_\_\_\_\_

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**Signed for the fourth year by:**

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**Department Head**

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**Date**

\_\_\_\_\_  
**Faculty Member**

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**Year Five:**

**Teaching:** \_\_\_\_\_

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**Creative Achievements / Scholarship:** \_\_\_\_\_

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**Service:** \_\_\_\_\_

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**Department Head's Review and Comments for Year Five:** \_\_\_\_\_

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**Department Head's Recommendations for Year Six:** \_\_\_\_\_

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**Signed for the Fifth year by:**

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**Department Head**

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**Date**

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**Faculty Member**

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**Year Six:**

**Teaching:** \_\_\_\_\_

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**Creative Achievements / Scholarship:** \_\_\_\_\_

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**Service:** \_\_\_\_\_

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**Department Head's Review and Comments for Year Six:** \_\_\_\_\_

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**Department Head's Recommendations for Year Seven:** \_\_\_\_\_

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**Signed for the Sixth year by:**

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**Department Head**

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**Date**

\_\_\_\_\_  
**Faculty Member**

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