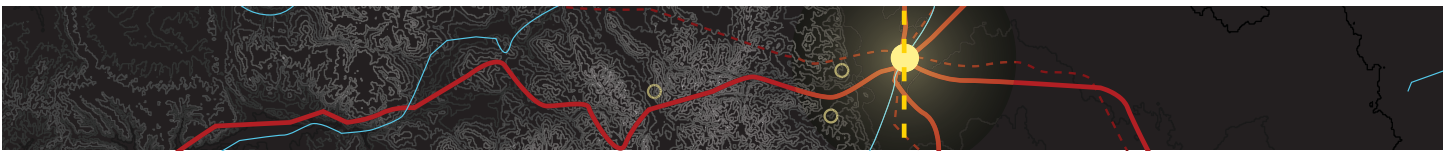




CHAPTER 2

AUTONOMY, GOVERNANCE, AND ADMINISTRATION



2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

STANDARD 2: *The program shall have the authority and resources to achieve its mission, goals and objectives.*

INTENT: *Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.*

The Department of Landscape Architecture resides in the College of Architecture and Planning. The college has one Dean, Dr. Mark Gelernter, to whom the Chair reports, and an Associate Dean who works directly with the Chairs. The Dean is the chief executive officer of the College of Architecture and Planning [CAP] and is responsible for establishing the mission, basic goals, policies, budget and general efficiency of all the programs within the college.

A Department Chair administers the landscape architecture program with support from an Associate Chair. The Chair and Associate Chair oversee programmatic matters and student issues for the program. The Chair manages the program's discretionary budget and personnel.

Along with other college administrators and directors, the Chair participates on the Dean's Executive Committee. This committee meets every other week to address issues pertaining to the operations and policies governing the college. It is composed of one Associate Dean, two Assistant Deans, three Department Chairs, three Associate Chairs, the Director of the Ph.D. Program, the Director of the Preservation program, the Director of the Urban Design Program, and the Director of the Undergraduate Architecture Program.

A. PROGRAM ADMINISTRATION

1. *Is the program seen as a discrete and identifiable program within the institution? Yes.*

The college includes three departments: Architecture, Landscape Architecture, and Planning & Design. The college hosts two programs to which three departments contribute faculty: a Master of Science in the Historic Preservation program hosted by the Department of Architecture, and the Master of Urban Design program, hosted by the departments of Landscape Architecture and Planning & Design.

The College of Architecture and Planning offers a total of seven degree programs:

- BS Arch - Bachelor of Science in Architecture
- M Arch - Master of Architecture
- M LA - Master of Landscape Architecture
- M URP - Master of Urban and Regional Planning
- M UD - Master of Urban Design
- MS HP - Master of Science Degree in Historic Preservation
- Ph.D. - Doctorate in Design + Planning

The College of Architecture and Planning also implemented and administers three certificate programs. The Design Build certificate program is housed in the Department of Architecture. The other two are shared with programs in the college and the College of Liberal Arts and Sciences and the College of Engineering and Applied Sciences:

- Certificate in Design Build (Architecture)
- Certificate in G.I.S. (Landscape Architecture; Urban and Regional Planning; Geography)
- Certificate in Historic Preservation (CAP, CLAS)
- Certificate in Integrated Construction Management and Leadership (CAP, CEAS)

2. Does the program administrator hold a faculty appointment in landscape architecture?

Yes. The program administrator, Ann Komara, holds a full time 100% FTE appointment as a faculty member in the Department of Landscape Architecture. Her administrative position also includes direction and oversight of the Master of Urban Design program.

3. How does the program administrator exercise the leadership and management functions of the program? Describe the primary responsibilities and authority of the administrator.

The Chair reports to the Dean and is responsible for the effective and efficient administration of the program within the Laws of the Regents, the policies of the University, and the rules of the college. The Department Chair has the responsibility to be both leader and administrator for the department, providing leadership toward the achievement of the highest possible level of excellence in teaching, research, and service activities of the department. In addition to providing leadership, the Chair manages student admissions and graduation reviews for the department, course scheduling and teaching assignments, working with the department faculty on curriculum and academic policy, managing student concerns, administration of the program budget, allocation of departmental resources, departmental record keeping, fundraising and outreach, and communication with the alumni and the professional community. As a separate department within the college, the Department of Landscape Architecture has control over its teaching and operating resources.

The Department Chair is reviewed annually by the Dean for her performance as an administrator, in addition to an annual review within the department that addresses her research, teaching, and service. The role and responsibilities of the Department Chair as defined by the University of Colorado Administrative Policy Statement is copied below.

"Policy Title: Roles and Responsibilities of Department Chairs (APS Number: 1026)"

"A. The Laws of the Regents delegate the development of the working structure of a department to the department in consultation with the appropriate dean. Each college and school has its own mechanism in place to select the Department Chair and to define the specific roles and responsibilities. In all instances, it is recognized that the Department Chair is first and foremost a member of the faculty, a teacher and scholar of the highest order, contributing to the academic and scholarly missions of the department. As Chair, the faculty member is also the designated administrative leader of the department and the leader of the faculty, staff, and students who comprise the department." Seeks advice from departmental faculty and students. Associate Chairs assist in responsibilities.

1. Leader of the department
 - a. The Chair has the responsibility for providing leadership toward the achievement of the highest possible level of excellence in teaching, research, and service activities of the department.
 - Articulate goals of the department (within/without)
 - Articulate the department's actions in pursuit of these aims
 - Climate that is collegial
 - Inform the department of the stances and actions of the Dean and other administrators that might affect the department.
 - b. Essential link between administration and the department
 - c. Responsible for the recruitment, selection, and evaluation of both the academic and staff personnel of the department.
 - Recommends appointments, promotion, merit increases and terminations.
 - Responsibility to ensure faculty are aware of the appointment, reappointment, promotion, tenure and post-tenure process.
 - Adequate faculty mentoring programs are in place
 - Faculty performance reviews are conducted regularly
 - d. Receptive to questions, complaints, grievances and suggestions
2. Administrator of the department
 - a. Assignment of teaching and other duties within the department consistent with appropriate FTE levels and college/school workload expectation.
 - b. Preparation of the schedule of courses.
 - c. Arrangement of assignment of duty for counseling of students and for training and supervision to TAs.
 - d. Preparation of the budget and administration of the financial affairs of the department.
 - e. Sabbatical leaves.
 - f. Reporting faculty change/departures.
 - g. Custody and authorized use of University property charged to the dept.
 - h. Department's observance of proper health and safety regulations.
 - i. Records, personnel files, prep of reports.
 - j. Reporting on faculty compliance with the 1/6th rule.
 - k. Reporting to the dean conflicts of interest
 - l. Reporting to the dean problems that cannot be resolved.
- B. Appointment
 1. Criteria - The appointment of Department Chairs should be based on the following criteria:
 - a. Ability to provide intellectual leadership in the development of departmental faculty and programs.

- b. Ability to provide administrative leadership in the effective functioning of the department.
- c. Personal skills to deal effectively with faculty, administrators, and support staff within the college and campus structure."

B. INSTITUTIONAL SUPPORT

1. ***Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?***

Faculty Development Funding

The Department Chair annually allocates faculty development funds from the department's discretionary budget and approves faculty requests for use of these funds (registration and travel to conferences, workshops, etc.). Over the past six years tenured and tenure-track faculty typically received \$2000 per year; Senior Instructors and Instructors received \$800. Faculty can request additional support; funds may be awarded based on the demonstrated merit of the request and availability in the department's budget.

Regular faculty can apply for funding for research and teaching support offered through competitive grant and request processes on the CU Denver campus. Over the last six years, five faculty members in the Department of Landscape Architecture have received support through Faculty Development Grants. Faculty Development Grants are for part- and full-time faculty (part-time faculty must have at least a .51 appointment and a one-year contract). These annual grants are intended to enhance the quality of teaching, research, or creative work and funds can be used for: hiring student assistants; obtaining special equipment or software; converting existing courses to newer technologies; attending workshops or conferences; partially funding summer stipends; supplementing other external funding to support research activities.

In addition to university wide funding, over the past six years the college, through the Dean's office, has provided funds for special initiatives and faculty support. One example for the Department of Landscape Architecture is the two years (AY 2012-13 and AY 2013-14) of additional salary funding allocated to Instructor Leila Tolderlund to help her develop her work and applied research on green roofs and innovative technologies for this area of design.

More recently, through the Colorado Center for Community Development [CCCCD] the college is participating in the "Hometown Colorado" Sustainable Cities Initiative focused on Lakewood, CO. Faculty participating in this new opportunity through a course will receive \$1000 to use in direct support of the work being undertaken. In AY 2015-16 three landscape architecture faculty members will participate, with the students in their respective classes.

Grants and Contracts – Externally Funded Research Support

The college provides support for grant applications and administration. CAP has one dedicated full-time administrative staff member for grants and contracts who reports to the Assistant Dean of Finance and Administration within the college. This staff person works with faculty and principal investigators and assists in fiscal management and oversight for all externally funded grants, and also helps faculty develop budgets for proposals. She also helps faculty navigate the university's proposal protocols for signatures and approvals for externally funded grants.

The university also provides faculty support for externally funded research. A full explanation of this is available to faculty in "Strategies for Success – A Mentoring Manual for Tenure Track Faculty" (revised August 2011). The Office of Research, Development and Education [ORDE] is a "faculty resource for information and resources related to obtaining external support for your research and

teaching", with personal assistance, workshops, and support for the grant proposal and administration processes.

(<http://www.ucdenver.edu/academics/research/AboutUs/ORDE/Pages/orde.aspx>)

Since 2009 the faculty in the Department of Landscape Architecture has generated almost \$4 million in externally funded research grants, which is a significant percentage of the overall such funding for CAP. In addition they have received externally funded support for courses, and funded fellowships support.

Computer hardware and software / digital media support

The college provides regular faculty with a computer and basic operating hardware. These computers are replaced periodically according to CAP policy. The department pays for additional specialized software needs based on requests. The college also supplies and maintains printing services for faculty. Faculty also has full access to the CAP Computer Lab supported by a full-time computer lab manager and technician, Michael Haring, who also services various technical computing needs in the college. In addition, the University provides complete technical computing services and support through the Office of Information Technology (OIT). This includes technicians for hardware and software issues; file backup and restoration; a HelpDesk hotline; and classroom video and audio-technical support services.

2. What are student/faculty ratios in studios? How are student-faculty ratios influenced by the program? What is considered normal?

Our program is predicated on six design studios, two per year, in the 3-year first professional degree curriculum. Normal studio sections ideally have faculty/student ratio of 1:15.

The studio ratios are directly related to enrollment and admissions for each level of the program. Some studios recently reflect smaller ratios attached to a year with lower enrollments. This lower student credit hour count/faculty FTE is not optimal within the university's calculations. The lower ratio indicates we are teaching under-enrolled sections, resulting in our program being flagged for inefficient course delivery.

Conversely, in some cases a studio has had 16-17 students in a studio section; this is not ideal in the first year studios where we feel that the learning needs require a tighter ratio for best outcomes.

3. Is funding adequate for student support, i.e., scholarships, work-study, etc?

Student support within the college and department is adequate but not expansive, and needs to be enhanced. Direct student support includes modest merit/need based tuition awards from the department (Graduate Tuition Awards); departmental scholarships; competitive research and teaching assistantships; competitive college-wide scholarships, notably seven cross-disciplinary scholarships to which the MLA students can apply, and which they often attain; employment opportunities in our research centers; and a few college-based work-study positions if a candidate has qualified for these through the federal student financial aid process.

While not under our authority to award, the faculty encourages and supports students to apply for external scholarships and internships, and our students are successful. One example is our student who, through a highly selective national process, became an EDSA 2014 Summer Intern in the Ft. Lauderdale, FL office. Another example is the consistency of our students receiving the Jane Silverstein Reis Scholarship, with recent sweep of four winners in a row and 11 overall since the scholarship's inception in 2001. For AY 2015-16, a current student received the Colorado Garden Foundation Graduate Scholarship, funding her tuition and books for the full academic year.

The Chair and faculty identified scholarship funding as a priority to assist with recruiting and retention of qualified students. To meet these goals, the Chair solicited and received an endowment base from an anonymous donor, and is working to build this into an endowed

scholarship for the department. The Chair also has identified and generated external funding for other scholarships and student support; at this time, two donors annually provide funds for the faculty to award scholarships and other donors make occasional gifts in support of the department. The Chair also has created a more focused alumni and donor capital campaign for scholarships and support of departmental initiatives, and actively participates in outreach and donor development working closely with the University of Colorado Denver's Office of Advancement and Development.

In addition to these limited external funds, the college's annual operating budget sets aside funds for "Graduate Tuition Awards" for each department. The amount is calculated as a percentage of the overall CAP operating budget, and then allocated to each department based on a percentage calculated against a rolling three year average of student head count per department/number of total enrolled students. For AY 2014-15 the Department of Landscape Architecture awarded over \$19,000 from this source, including competitive need/merit based scholarships and "emergency" funding. Starting in 2013 the department has allocated a portion of the GTA funding for scholarships to recruit top candidates who apply to the program.

Finally, the college hosts two thriving research centers, the Colorado Center for Community Development [CCCD] and the Colorado Center of Preservation Research [CoPR]. A third, the Colorado Center for Sustainable Urbanism, is about to come on line again after a hiatus of several years. These research centers are a vital part of the educational and outreach mission of the college. In fact, they employ 30-40 students per semester, offering them the opportunity to earn money and develop their professional skills. In CCCD, the oldest operating center on the CU Denver campus, students work as interns under professional licensed designers and engage "real-world" projects and clients. In AY 2014-15 CCCD employed 25 of our landscape architecture students who worked on over a dozen projects throughout the state.

4. *Are adequate support personnel available to accomplish program mission and goals?*

The Department Chair and Associate Chair shoulder a great deal of the responsibilities for running the department, including organization, record keeping, and work on advising and admissions. No support staff is directly assigned to the department, although there is a staff member dedicated to handling landscape architecture student advising and records; this staff person also deals with landscape architecture degree audit for graduation, international studies including the Tongji dual degree program, and scholarships and tuition awards. The college has many other administrative assistants who help with fiscal support, hiring, course calendars and room assignments, and other necessary day-to-day duties.

C. COMMITMENT TO DIVERSITY

1. *How does the program demonstrate its commitment to diversity in the recruitment and retention of students, full-time faculty and staff?*

The College of Architecture and Planning is committed to enrolling a diverse student body. College admissions and recruiting staff participates in outreach activities organized by the Office of Undergraduate Admissions as well as school group visits from underserved populations. These visits introduce students to the design fields through hands-on activities and demonstrations as well as introduce them to the college environment. Graduate architecture students participate in the ACE Mentor program in the Denver Metro area. This program introduces students to the fields of architecture, landscape architecture, construction, and engineering with the goal of engaging minority and female students in these fields. According to a survey of ACE participants between 2002 and 2009, the ACE Mentor program participants graduate at a higher rate than non-participant counterparts and the program engages a higher percentage of minority students than other after school programs. During Spring 2014, CAP was pleased to host the ACE Mentor awards

program for the Front Range. In addition to middle school and high school outreach, CAP encourages diversity in its graduate programs through inclusive images and language on promotional materials and targeted scholarship opportunities.

The college and department work with the Office of Diversity and Inclusion [ODI], which provides leadership to accomplish the University of Colorado Denver | Anschutz Medical Campus's strategic priority #5: "To enhance diversity university-wide and to foster a culture of inclusion". Under the direction of Dr. Brenda J. Allen, ODI provides oversight for diversity offices at the Denver Campus (Educational Opportunity Programs), and the Anschutz Medical Campus (Office of Inclusion and Outreach). ODI focuses on numerous elements of campus life, including:

- Recruiting and retaining diverse students, faculty, and staff
- Maintaining an institutional climate of inclusiveness, respect and understanding for everyone
- Expanding community-based programs to reduce health and educational disparities.

The department has begun to enhance the program's diversity through our "Recruiting Scholarships". Faculty review the annual pool of applicants to identify students deserving these admittedly modest funds, which are then offered to cover a portion of costs during their first year in the program. We have seen modest success with this in the last few years, recruiting a few Latino/Latina students.

CAP's culture of inclusion extends to our international students, who typically comprise about 15% of our enrolled MLA students. Most come from Asia, particularly China, but in recent years we have hosted students from Korea, Mongolia, the Middle East, India, and Turkey. These students add depth to our program and form a key part of each cadre of entering students.

Historically, our international students have comprised about 15 % of our overall student body, with most of them coming from China. We typically hire an international student to serve as the liaison with department's international students. They arrange social events to facilitate a shared social and academic environment and rapport between our international and American students.

Strategies and approaches also include a TA hired to work with the students in the History of Landscape Architecture class – a heavy reading course in their first semester. This student TA position also engages in some peer advocacy when there are language issues that arise. We have also hired a student who created an online resource for our students, a Chinese:English "Dictionary of Landscape Architecture terms and phrases".

D. FACULTY PARTICIPATION

1. *Does the faculty make recommendations on the allocation of resources and do they have the responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices?*

Department Faculty actively participates in processes and decisions regarding faculty hiring, student admission, all matters of curriculum, program planning and event/activity planning. In addition, faculty can offer input about the allocation of some departmental resources. Department faculty meets formally during the academic year on a monthly basis (minimally) to discuss and review topics and issues related to achieving its educational objectives. Minutes of these meetings are taken, approved, and remain available as public record. At the college level, the Dean convenes meetings of the Faculty each semester to provide information; issues concerning the governance of the college that affect the whole of the body are discussed and acted upon during these meetings, or occasionally through follow-up vote, e-mail or survey.

2. Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty?

The tenured/tenure-track faculty participates fully in the all facets of promotion and tenure.

In 2014 the department faculty revised the departmental policy for "Reappointment, Tenure and Promotion", which then was approved by unanimous vote of the full faculty, and approved by the Office of the Provost on September 23, 2014.

Departmental faculty members have not participated in developing criteria for annual evaluation, although all are aware of the basic framework used in the college. Their lack of participation is recognized, and will be addressed; we will have a departmental policy or guideline in place before annual evaluations occur in January 2016.

3. Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks?

Procedures for annual evaluations are clear; expectations for annual evaluations of faculty's teaching, research and service are not adequately conveyed beyond those set forth in the faculty handbook. Procedures and expectations for annual evaluations of the administrative duties of the Chair and Associate Chair are established and clear.

The program and institution adequately communicate policies, expectations, and procedures for reappointment, tenure, and promotion. The program disseminated its policy for Reappointment, Tenure and Promotion to faculty in the department, and it is available on the college's CAPSTONE ShareDrive server, an accessible, online repository for departmental information.

All tenured/tenure-track faculty are expected to adhere the information presented in "Strategies for Success – A Mentoring Manual for Tenure Track Faculty" (revised August 2014), disseminated through Office of the Provost and the Office of the Associate Vice Chancellor for Academic Affairs. Moreover, faculty can avail themselves of assistance in preparation for the reappointment, tenure and promotion process through the CU Denver Center for Faculty Development.

Mentoring of faculty is available, although optional, through CU Denver's Center for Faculty Development, which maintains an active roster of faculty mentors, and places junior faculty with these mentors. Within the department and college, mentoring occurs on an informal basis, with the Department Chair playing an important advisory role for tenure and promotion. Senior, experienced faculty members in the department mentor junior faculty in teaching, and mentoring occurs for lecturers as well.

E. FACULTY NUMBERS

1. Does an academic unit that offers a first professional program have a minimum of 5 full-time faculty who hold professional degrees in landscape architecture?

Yes. The permanent full-time tenured/tenure-track faculty teaching 100% time and holding professional MLA degrees are Brink, Komara, and Langhorst (ViorDiplom equivalency). Regular faculty (Senior Instructors and Instructors) at a percentage of full-time who hold professional MLA degrees include Catalano (100%), Tolderlund (67%), Didier (50%), and Mazzeo (50%). The total is thus 5.67.

Note: We have one tenure-track faculty member who does not hold an MLA degree: Beck holds BArch/MArch/Ph.D. degrees.

- 2. Does an academic unit that offers first professional programs at both bachelor's and master's levels have a minimum of 7 fulltime faculty, at least 5 of whom hold professional degrees in landscape architecture?**

Not applicable

- 3. Does the strategic plan or long-range plan include action item(s) for addressing the adequacy of the number of faculty?**

The department's long-range plan includes addressing the transition of leadership, with the aspiration to hire an additional tenured/tenure-track faculty member. The department seeks additional tenured/tenure-track faculty members to better handle service, to address particular teaching needs, to supplement faculty bases for initiatives and external funding, and to bring more depth and long-term stability for the program. Faculty hires are directly based on program needs and student enrollment. Given this, one strategy to accomplish opening a tenured/tenure-track faculty position is to release one consolidated 100% FTE instructor position. A corollary strategy is to increase enrollments to address the requisite balance.

The department's long-range plan also involves creating a more robust presence in CU Denver's undergraduate programs, including the BS Arch. While this does not mean hiring additional faculty in the short-term, it is possible that there will be future opportunities to hire faculty to assist with delivery of these courses and the minor or certificate programs.

- 4. Is the number of faculty adequate to achieve the program's mission and goals and individual faculty development?**

As noted above, the program needs to address the impending transition in leadership and enhance the depth of its tenured/tenure-track faculty. The roster of instructors with long-term presence is impressive and adds cohesion to the program delivery, but with their work at part-time percentage appointments, some departmental needs remain inadequately fulfilled.

An increased pool of lecturers would allow more variety, but also brings a level of instability and less capacity for service and initiatives.