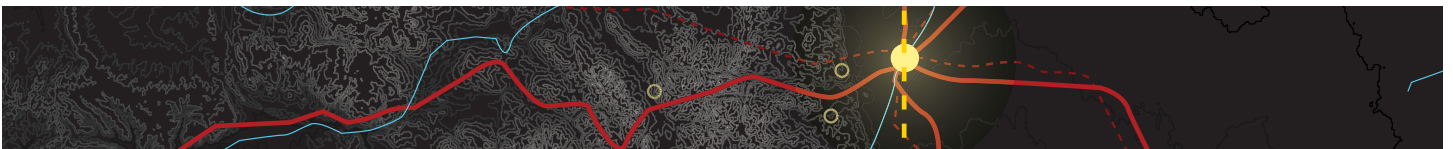




CHAPTER 5

FACULTY



5. FACULTY

STANDARD 5: *The qualifications, academic position, and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.*

INTENT: *The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.*

A. CREDENTIALS

1. ***Is the faculty's balance of professional practice and academic experience appropriate to the program mission?***

The department has a highly qualified faculty who, through their varied professional and academic backgrounds and experience, guide and contribute to the academic mission, as outlined in Chapter 1 of this report. The regular faculty is quite balanced and includes strong academic teaching and research faculty as well as licensed professionals and ASLA members. Although several faculty members consult or peripherally participate in practice, it is particularly the Senior Instructors and Instructors who maintain active professional offices and practices. The four tenured/tenure-track faculty members have all practiced professionally. They are actively engaged in teaching and research and have demonstrated depth and success in these areas. The contingent regular faculty - Instructors and Senior Instructors - come from a variety of backgrounds and reflect both substantive academic experience as well as extensive professional practice experience. The faculty as a whole represents a blend of backgrounds ranging from professional undergraduate degrees in landscape architecture or architecture, to bachelor's degrees in environmental design, fine arts, the liberal arts and humanities, and engineering. The faculty all hold advanced degrees, with 90% of the regular faculty holding the terminal Master of Landscape Architecture or its European equivalent. In addition, two faculty members hold Master of Architecture degrees, one holds a Master of Architectural History, and one faculty member had attained a Ph.D. The program's areas of emphasis are well met by this mix of faculty; they bring high standards and expectations for student accomplishment and learning, and have the intellectual and professional qualifications to meet the program's goals and objectives.

Based on the departmental surveys conducted in spring 2015, testimony of students, alumni and professionals suggests that the faculty is fully capable of delivering courses in support of the program's mission. For example, students were aware of program level outcomes and their responses indicated faculty is well able to address these. Alumni indicated strong success in attaining professional licensure, and expressed high levels of confidence in critical thinking, research and theory, which testifies to the department's focus on design and research to address critical issues. Local professionals indicated students meet basic professional core competencies when being interviewed for positions, and importantly display strong skills in design, communication and critical thinking. See the survey results in Appendices D, E and F.

2 Are faculty assignments appropriate to the course content and program mission?

Faculty members typically teach courses related to their areas of expertise and interest, and all faculty members are capable of teaching in multiple areas of the core curriculum. Thus, the five program areas of design, research, communication, ethics and content knowledge are fully supported and core professional competencies are covered.

Regarding the program mission, all faculty are encouraged to engage course content that addresses or highlights some particular issue in the profession or discipline, and which then relates to the mission for achieving health, well-being and environmental resilience in the public realm.

In two instances recently a faculty member was assigned to a course that was not their area of expertise. These assignments were unusual and in this case, unavoidable; the Department Chair worked with these faculty members to find other ways to make their teaching loads more manageable given the new content they were required to master.

Faculty members also take on numerous service-learning projects through their courses and they engage many constituencies in these efforts, both local and national. They also collaborate with local design and planning professionals, which reinforces the program's mission and objectives.

3. How are adjunct and/or part-time faculty integrated into the program's administration and curriculum evaluation/development in a coordinated and organized manner?

Contingent faculty -- Instructors and Senior Instructors -- make up 50% of our regular faculty roster, and they are all voting members of the department (since they have all taught for more than the requisite year needed to attain voting privileges). The contingent faculty members actively participate in faculty meetings and have opportunity to participate in all aspects of the program -- curriculum development and evaluation, admissions, departmental initiatives, faculty searches, and so on. Contingent faculty members do not participate in reappointment, tenure or promotion for tenure track/tenured faculty, although they may participate in clinical reappointment and promotion decisions.

In a comprehensive academic review for promotion conducted in spring 2015, two contingent faculty members were offered promotion to positions as clinical faculty at the assistant professor level. At the present time, the final decision and acceptance of these offers has not been made.

Lecturers hired on a per-class basis supplement the core faculty. Lecturers are invited to attend faculty meetings and participate, and although they are not voting members their opinions and input are valued.

Finally, the Associate Chair of the department is a Senior Instructor, on a continuing annual appointment. She has been in her administrative position for over a decade, and has been instrumental in all aspects of the program's management and development.

B. FACULTY DEVELOPMENT

1. How are faculty activities -- such as scholarly inquiry, research, professional practice and service to the profession, university and community -- documented and disseminated through appropriate media, such as journals, professional magazines, community, college and university media?

Faculty members are required to submit annual "Faculty Report of Professional Activities" [FRPA] to the university, following a process and criteria detailed by the Regents of the State of Colorado, and stated in the College By-Laws. FRPA reports document the faculty member's activities of the past year in the areas of teaching, research, service, and also comment on other achievements and information of significance. These are reviewed by the Department Chair and discussed

during the faculty member's annual review, along with their "Professional Plan." Lecturers are not required to submit FRPA.

Dissemination of faculty activities occurs in several ways. Outstanding accomplishments and faculty news are promoted or announced through the College of Architecture and Planning's weekly online / e-mail announcements coming from the Dean's office. Examples of such news items in this venue recognize faculty for speaking at academic conferences or public venues, receipt of awards and honors, tenure and promotion, and newsworthy service-learning or public engagement projects. The university news services also celebrate faculty successes with stories in several different venues that are distributed to both the academic community and to our broader Colorado audiences.

Faculty submits research and creative work, professional reports, and other documentation of work or activities to various venues as appropriate to the content and focus of each. Since the last accreditation review in 2009 the department faculty has broadly disseminated their work:

- peer-reviewed articles in scholarly journals
- two academic books, and two essays in academic books from respected publishers
- articles in professional magazines
- professional reports
- through presentations at national and international peer-reviewed conferences and symposia such as the Council of Educators in Landscape Architecture, the Society of Architectural Historians, the Environmental Design Research Association, the International Green Roof Congress, the Association of American Geographers, and the National Green Schoolyards Summit.

They have also been recognized for achievements in other news and media sources at local, state and national levels, in evidential support of the mission of the program, college and university. For further evidence and details, refer to individual faculty members' curriculum vitae found in Addendum E "Faculty Information".

2. *How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?*

In the faculty survey conducted in spring 2015, and presented in Appendix E of this report, faculty indicated that their duties afford them sufficient time to pursue advancement and professional development. For tenured and tenure-track faculty, the standard load and percentage of effort and time would be at 40% teaching, 40% research, and 20% service. Research is thus required by contract at this standard percentage rate, and time should be available in their schedule to meet this goal. Professional development is supported as it is part of the overall well-being of the faculty member and allows for his or her growth and intellectual stimulation.

Contingent faculty members are also encouraged to pursue some faculty development as it allows them opportunity to grow and expand their skills as they will then translate into the classroom, and enriches their ability to meet the education mission of the program.

For all faculty members, the expectation is that if they will be out of the classroom for any period of time while pursuing faculty development or research, they must inform the Department Chair and get approval to be gone, and also make adequate plans for coverage of their absence in the classroom.

With administrative loads, these standard percentages of effort shift and typically reduce teaching to 20% or 30% through a course release. Administrative loads are heavy so this shift does not necessarily allow enough time for ongoing research and development.

3. How are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated?

All members of the department faculty are evaluated by the students enrolled in each class they teach in each semester of the academic year. This evaluation is mandated by the Board of Regents, and uses a standardized Faculty Course Questionnaire [FCQ] as its instrument. These surveys are public record. The faculty receives the results from these surveys, including the individual student comments. The Department Chair receives summaries of the surveys, and recognizes the faculty member(s) with top FCQ scores in a departmental faculty meeting via a general announcement. The FCQ form is one metric used in the annual evaluation of a faculty member.

Further, faculty members are encouraged to participate and utilize multiple means of teaching evaluation, as stated in the Faculty Handbook and the College By-Laws. This can take many forms, for example an evaluation by peers in a classroom or design review setting; observation or comment by a member of the Office of Research Development and Education; evaluation by a faculty mentor or teaching expert; or external evaluations by peers. Such opportunities can be set up by the faculty member or by the Department Chair, who also visits and observes faculty members in their classes.

The department also makes a practice of reviewing faculty syllabi and offering comment; this can contribute to effective teaching by allowing the faculty member to be clear and well-prepared in the written communication in this learning contract with their students.

4. How are the results of these evaluations used for individual and program improvement?

Faculty members engage in conversation with the Department Chair to discuss their "Professional Plan" and to identify goals for teaching and research. In the Faculty Survey conducted in spring of 2015 (see Appendix E), faculty indicated that expectations for performance are not adequately communicated.

Every faculty member must submit a "Faculty Course Evaluation" to the department at the end of each course. These documents are reflective in nature, and are used to guide the faculty member's thinking about course improvements. Further, these documents constitute a substantive part of our annual Outcomes Report, which is submitted every May to the university. These reports are reviewed by the faculty, and used to guide course development and teaching for the upcoming year. Additional details of this annual outcomes and assessment process are in Chapter 4 of this report.

5. How do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc.?

The department carries a budgetary line item for faculty development to support the faculty's attendance and participation at strategically important conferences to deliver a paper or lecture. Faculty submits a request including a proposal and budget; the Department Chair then approves use of funds. The average amount of funding has been \$2000 per year for tenured/tenure-track faculty with research obligations, and \$800 a year for contingent faculty to support their professional development. Additional funds are given on a case-by-case basis, if merited and if funds are available. In the past three years, examples of support provided for faculty development included funds to attend national conferences, participate in workshops, perform site-based research, and to perform curatorial research efforts for a department exhibition. In the Faculty Survey conducted in spring of 2015 (see Appendix E), faculty indicated moderate satisfaction with the funding available; conference registration and the associated costs of travel have risen and support funds have not necessarily increased apace.

Faculty is provided with computers, software, and other related equipment on a periodic cycle managed by the college to maintain functional use of and access to these resources. Additional equipment must be requested and is provided if funds are available and if the request falls within established criteria for faculty support as identified in the College By-Laws. In the Faculty Survey conducted in spring of 2015 (see Appendix E), faculty indicated high levels of satisfaction with information systems, equipment, and technical support.

6. *How are the activities of faculty reviewed and recognized by faculty peers?*

Faculty members participating in the reappointment, tenure and promotion [RTP] process are reviewed by their peers, both within the university and through the external review that occurs for each of those junctures. University peers review faculty undergoing their post-tenure review.

Departmental and college peers review clinical and clinical teaching faculty for promotion within those tracks.

Faculty members apply for competitive faculty grants offered through the Office of Research Development and Education [ORDE]; these are reviewed by their peers within the institution.

As a gesture of recognition the University awards to every college and school within the University the capacity to recognize outstanding teaching, research, and service with awards of excellence. Faculty members nominated to and participating in this competitive process for college awards are reviewed by their peers. Certificates and \$500 awards are given to faculty for excellence these three aforementioned areas. These awards are recognized and celebrated in the university with a ceremony and through news items in the various university promotion and news venues.

7. *How do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?*

Service includes efforts in support of the department and college, as well as the institution and our external professional, academic and residential communities. Internally, service is either assigned by the Department Chair, or taken on at the initiative of the individual faculty member. Such service loads typically are approved by the Department Chair and constitute part of a faculty member's required service load. In the Faculty Survey conducted in spring of 2015 (see Appendix E), faculty indicated overall substantial involvement in service activities noted below. The departmental faculty is at maximum levels of commitment for all service activities within the institution.

At this point in time, two faculty members are serving on university wide positions: one in Faculty Senate and the other on the Outcomes and Assessment Committee. Other faculty members participate on the Auraria Library Steering Committee, and sit on the ad hoc Digital Opportunities Initiative Committee within CU Denver.

Within the college, both the Department Chair and the Associate Chair serve on the Dean's Executive Committee, and the Associate Chair is also a member of the college's newly established College Governance Committee. This new organization system, which supersedes organizational and administrative systems from previous years, requires the formation of various task forces and committees to deal with the operations of the college as identified by the steering committee, faculty, and the Executive Committee. This is described in the College of Architecture and Planning's By-Laws, which have been approved by the faculty of the college and are now under review by the Office of the Provost (see Appendix H).

Faculty serves on college committees and established task forces to support the effective running of the college and delivery of the programs. One example is our faculty member who serves on

the college's Ph.D. Committee. Another example is service on the college's Lecture Series committee.

Departmental service includes annual participation in the admissions process, and on curriculum efforts, notably for Thesis and for the undergraduate landscape initiatives. Task forces related to exhibitions, events, or other unique opportunities are handled as the need arises. Other standing service roles include the awards and honors, including managing the annual ASLA Awards review, the LAF Olmsted Fellow nomination process, and the Sigma Lambda Alpha Honor Society. Other departmental service involves roles as faculty advisors for the student organizations: ASLA Student Chapter, the Horticulture Club, and ROOT, the student journal.

Faculty participation in service activities outside of the institution is up to each individual faculty member; faculty members participate in such service activities as meets their various interests and needs. All faculty members are quite active in our professional and academic realms, and also in many ways in their own local communities. Examples range from serving on editorial boards for national academic journals, to volunteering at local schools and food banks, and from serving as peer reviewers for scholarly journals and conferences to serving as external reviewers in the reappointment and tenure processes for other academic institutions. As a faculty, we value service and model this ethic of community and commitment for our students and in support of the mission of the program.

C. FACULTY RETENTION

1. *Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?*

Faculty salaries are evaluated against national averages per discipline; for landscape architecture this figure in 2015 is \$85,050. Salaries in the department are within range of this average. In recent years the university had identified women and minority faculty whose salaries are low in comparison to their peers; the college has also included men whose salaries are similarly low, and every effort has been made to address these indicators of salary compression across the board during annual reviews for merit pay raises. When within fiscal means, the University has awarded annual raises at modest percentages; the past few years have been at about 3%. The college has handled compression separately from the standard raise.

The college's policies and procedures for the evaluation of faculty members for salary adjustment, reappointment, promotion, and tenure are established in the College By-Laws. Faculty receives a flat rate salary increase, decided by the university, upon receipt of tenure and at the time of promotion.

Stipends are in place for the administrative roles of Department Chair and Associate Chair, center directors, and initiative directors; these may also be accompanied by course releases. These roles are evaluated by the Dean.

2. *What is the rate of faculty turnover?*

The rate of turnover for faculty in the department is historically low; two faculty members have received institutional recognition for 25 years of service, and most have been teaching in the program for many years. One full Professor departed prior to the last accreditation visit in 2009 and has not been replaced.

Since the last accreditation visit, an Associate Professor departed. One tenure-track faculty member was hired to replace that vacated position, and one new instructor was also hired. Both of these faculty members have been in place for five years. In spring 2015 the newest tenure-track

faculty member was reappointed through the RTP process, and another tenure-track assistant professor was awarded tenure, bringing the number of tenured faculty to three out of four in the tenure-track lines.

The separation from the undergraduate program in Boulder in 2012 coupled with a few years of declining student enrollment following the economic downturn necessitated the release of several instructors who have not been replaced, including a Senior Instructor who had been managing landscape architecture in the undergraduate program. At present, the faculty is stable although only one of these four contingent faculty at full-time 100% FTE. Two instructors are at 50% FTE and maintain thriving professional practices. The fourth member is at 67% FTE and also teaches part-time in the College of Engineering and Applied Sciences.

Lecturers are brought in to cover content the faculty does not have expertise in delivering or to fill a hole in the hiring plan for the department, and are hired on a per class basis. These positions have been relatively stable since the separation from Boulder, although many instructor level positions were terminated in that transition. One notable advantage to the rotation of lecturers are those design professionals hired as for the advanced design studio, known as the "vertical studio." The Department Chair purposely rotates these guest slots to invite local firms to host a section of studio so that the students gain exposure to these varied experts and new ways of thinking about design.