

## **ABSTRACT**

*The career development and success of landscape architecture faculty hinges increasingly on their scholarship. Research performance is emphasized by academic institutions, whose assessments of faculty productivity are based on quantifiable research behaviors. Landscape architecture does not easily fit the traditional academic department model. As a result, it often becomes necessary for landscape architecture faculty to describe the academic context in which they engage in scholarship and may place them at a disadvantage when evaluated. The purpose of this study was to establish a current understanding of landscape architecture faculty scholarly productivity.*

*The study employed direct content analysis of the curriculum vitas of 18 landscape architecture faculty members who were awarded tenure at nine similar public universities in the 2008-09 academic year or thereafter. Common scholarly outputs, such as refereed journal articles, juried competition participation, reports, etc., were operationalized by the research team. Two researchers independently analyzed each vita, thereafter comparing the individual results, and negotiating any discrepancies with a third researcher.*

*The results describe the mean scholarly productivity of landscape architecture faculty during the tenure evaluation period and after the awarding of tenure. The findings suggest landscape architecture faculty members' scholarly productivity continues to be relatively low in comparison with other academic disciplines. An emphasis on traditional academic refereed products is pronounced. The findings also suggest that a minority of landscape architecture faculty are responsible for a majority of the scholarly productivity. Landscape architecture as an academic field is in need of greater training in conceptualizing, acquiring support for, conducting, and reporting research to be successful in an academic environment and provide a much needed foundation for current practice.*