

REVISITING SCHOLARLY PRODUCTION AMONG RECENTLY TENURED LANDSCAPE ARCHITECTURE FACULTY

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1. ABSTRACT

The career development and success of landscape architecture faculty hinges increasingly on their scholarship. Landscape architecture education, often emphasizing the preparation of practitioners, does not easily fit the traditional academic department model. As a result, it 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 revisit a study of landscape architecture faculty scholarly productivity by replicating a study conducted over the 2008 to 2012 academic years, assessing findings for faculty tenured since 2013 to establish a more longitudinal understanding of the trajectory of faculty scholarly productivity.

The study employed direct content analysis of the curriculum vitas of landscape architecture faculty members who were awarded tenure at public universities in the 2013-14 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 evolving, or new standard of scholarship, among landscape architecture faculty increasingly emphasizes traditional academic refereed products. 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.

1.1 Keywords

Scholarship, Faculty, Tenure, Academia, Productivity