

CRITERIA FOR TENURE AND PROMOTION

BASIC PHILOSOPHY

1. In developing appropriate procedures for promotion and tenure decisions, we have considered the goals we desire to attain in building our department as well as college and university policies.
2. We desire a department with a high national visibility within the geography community that makes substantial scholarly contributions to basic and applied research.
3. We desire a department with a reputation for excellent and stimulating teaching at both the graduate and undergraduate levels. In this manner, we can attract the best students and serve them well.
4. Our department will strive to offer a physical and social environment for staff, faculty, and students that stimulates professional growth and academic excellence, and one that promotes diversity in culture, thought and practice.
5. Our department will strive to serve those professional, university, and community needs which geographers are uniquely trained to meet.

EVALUATION PHILOSOPHY

1. It is recognized throughout the discipline of Geography that simple numeric indices of faculty performance do not exist and should therefore not be created.
2. Faculty activity is multivariate and demands careful and detailed scrutiny of all relevant aspects weighted as appropriate to the case. Provided below are comments on the procedures by which such evaluative judgments are made and statements of standards which aid judges in reaching their decisions. In all cases, the Department of Geography and Environmental Studies makes its judgments based on perceived national standards for geography faculty members in doctoral degree-granting institutions. There is, of course, no codified list of these standards. They exist, rather, in the continuing coherent process of making professionally relevant judgments against shared values in the disciplines as relevant to specific situations and individuals. Data are evaluated as appropriate to the case at hand, not according to *a priori* and necessarily arbitrary *pre-judgments*. As is true in any review procedure, opportunities are provided for exceptions to established criteria. These must, however, be formally requested by the person under review, and approved by both the Chair of the Department of Geography & Environmental Studies and a majority of the Promotion and Tenure Committee.

CRITERIA FOR EVALUATING RESEARCH AND SCHOLARLY ACTIVITIES

Materials Required

1. Books, chapters in books, monographs
2. Articles in refereed professional journals (both non-empirical and empirical articles)
3. Grants and contracts solicited; grants and contracts obtained
4. Papers, symposia, and posters at professional meetings/colloquia, invited addresses
5. Other research publications, technical reports, non-refereed articles, book reviews, commentaries, etc.
6. Submission of scholarly manuscripts
7. Research plan/program

Comments

1. The department's strong emphasis on research and other scholarly activities is based in large part on the belief that active involvement in the creation of knowledge greatly facilitates the dissemination of knowledge (i.e., teaching). This is true at both the graduate and undergraduate levels.
2. Additionally, the Department strongly believes that, independent of its very important teaching responsibilities, part of its overall mission and purpose is to increase the body of knowledge in Geography.
3. Because of these considerations, virtually all tenure track faculty members in the Department of Geography have a significant portion of assigned duties related to research and creative activities. Consequently, unless specific exceptions are made in writing and in advance, faculty members are expected to pursue such activities and will be expected to contribute to the appropriate literature(s) in their respective fields.
4. Evaluation of research activity is based upon two primary considerations, one a matter of quality, the other a matter of quantity.

Quality

1. Quality inevitably refers to professional judgment and it is through relatively standardized processes of professional judgment that this Department reaches its evaluations.
2. With regard to the publication of professional articles, judgments of quality will include but not be limited to factors such as:
 - a. The methodology and conceptual complexity of the research and analysis.
 - b. Publication in appropriate refereed journals.
 - c. Appropriate refereed journals for each faculty member will be identified in the annual review process.
 - d. Estimates of the contribution made by the author, both in relation to other authors in multiple authored pieces, as well as the contribution to the field as viewed by the evaluators.
3. An estimate of the quality of the content of the paper in the sense that a reviewer would evaluate such content.
 - a. Evaluation comments in letters from appropriately placed outside experts in the field.
 - b. Methodology appropriate to the research.
4. Another important area in judgments of research and creative activity includes the seeking and favorable review of grants and contract proposals for scholarly activity, considering availability of funding within such areas.
5. The final general area that receives attention is paper presentations at scientific meetings and professional gatherings. These are evaluated on the basis of the level of the meeting (international, national, regional, local, etc.) and the distinction of the presentation, including especially invited addresses to professional groups and in academic settings.

Quantity

1. A simple count, or arithmetical weighting of papers, books, and scholarly publications, does not suffice to meet the required data base for making evaluations regarding research productivity.
2. Such considerations must also take into account specific aspects of research programs which properly influence the rate of publication; these include but are not limited to information on the rate at which data relevant to published studies can be collected, the amount of support provided for the research expertise, the proportion of assigned duties specifically allocated to research and creative activity, commonly expected rates of publication in specifically relevant areas of scientific investigation, the breadth of individual articles, whether books and papers are jointly authored, whether such publications are authored or edited, whether the research reported is longitudinal or cross-sectional, and whether it was conducted in a field setting, library, office, or laboratory.

CRITERIA FOR EVALUATING TEACHING AND INSTRUCTION

Materials Evaluated

- A. Classroom Teaching
 1. Material prepared for each course, syllabi, reading lists, tests, etc.
 2. Class visitation.
 3. Student evaluations.
 4. The development and adoption of new, innovative, and effective teaching techniques.
 5. The development of new courses.
 6. Participation in curriculum development and review.
 7. Evidence of effort to regularly assess and continuously improve student learning outcomes.
- B. Participation on Graduate Student Committees
 1. Supervision of students: number supervised, completed, and in progress; quality of theses and field problems.
 2. Committee Memberships: number served on; quality of participation.
- C. Practicum Teaching and Intern Supervision
 1. Supervision in the field, internships.
 2. Supervision of graduate teaching assistants.
- D. Directed Research and Readings
 1. Supervision of directed study.
 2. Supervision of directed research.

Comments

1. As noted above, the department views teaching and research as highly interrelated activities; it is assumed that excellence in one can often foster excellence in the other. Further, it is believed that effective and valuable teaching can and does occur in settings other than the classroom (e.g., research or practicum supervision). At the same time, the department recognizes that most of its instructional activities will occur within a classroom setting.
2. Accordingly, commitment to and excellence in classroom teaching is expected. In addition to ordinary measures of teaching quality, as indicated above, the particular character of teaching activities and their place within the department/program must be considered as well. Such issues are reflected through evaluations of the degree to which the teaching activities and abilities of the faculty member contribute to primary departmental needs at the graduate and undergraduate levels, the degree to which students are attracted to work with the faculty member, and particularly in the area of research direction and committee work on honor's theses and at the master's level. These numeric and narrative data are a part of the base upon which evaluations of teaching are made by the department.

CRITERIA FOR EVALUATING SERVICE

Materials Evaluated

- A. Departmental Service
 - 1. Serving as one of the departmental coordinators or Associate Chair
 - 2. Advising for departmental student groups.
- B. University Service Outside of Department
 - 1. Collaborative programs with other disciplines.
 - 2. College-wide and university-wide committees.
 - 3. Other organizations such as faculty governance groups.
 - 4. Collaborative programs with study abroad programs and sister campus programs and activities.
- C. Professional Service
 - 1. Geographic Organizations/Interests: professional offices and committees (e.g., AAG, IGU); regional offices and committees (e.g., SWAAG).
 - 2. General Academic Offices and Committees: participation in grant review boards, national policy making, journal and paper editing, program evaluation and similar activities; officer or committee work, such as AAUP, Sigma Xi, at national, regional, state, and local levels.
- D. Community Service
 - 1. Consultant work with community programs.
 - 2. Public lectures relevant to discipline.
 - 3. Media coverage -- community issue-oriented papers in the popular press.
 - 4. Activities on behalf of local, state, federal agencies, and non-profit groups.

Comments

- 1. Service, both professional and public, is involved in evaluation of faculty performance, although typically the amount of assigned duties in this area is small in relation to other areas such as teaching, research, and creative activity. Acceptable levels of performance are evaluated both in terms of quality and quantity as outlined above.
- 2. Regarding quantity, all faculty members, unless specific exceptions are made, are expected to participate in the activities of departmental level committees and, as appropriate, at college and university levels. Typically, this would consist of some active committee assignments in the department plus college/university assignments as they might occur.
- 3. For tenured faculty, we expect a visible amount of professional service within the discipline outside of the university, such as contributing to professional associations at various levels, holding office in such organizations, reviewing scholarly manuscripts for publishers, and generally contributing to the overall well-being of the discipline.
- 4. Quality of public service is necessarily measured by the impact, as perceived by the evaluators of the public sentiment, letters, and comments. Further, evaluations of the importance of public service activities consider the level of public service, ranging from local to international as might be appropriate to the case.
- 5. Service for which a faculty member is compensated will be considered in the service category only if the work is directly relevant to the candidate's research or to other activities of the Department.