

Department of Geography and Environmental Studies

College of Letters, Arts and Sciences

May 31, 2009

CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE GEOGRAPHY AND ENVIRONMENTAL STUDIES

Approved by the Provost: May 28, 2009

Introduction:

Standards and processes for reappointment, promotion and tenure of faculty are governed by Article V and Appendix A of the Laws of the Regents. These are further delineated in a series of CU Administrative Policy Statements. Campus guidance is supplied in UCCS Policy # 200-001. These documents require the establishment of departmental criteria which are to be used throughout the review process.

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion and tenure in the Department of Geography and Environmental Studies at the University of Colorado at Colorado Springs. The criteria are based on appropriate and current standards of professional performance in our discipline. Each candidate's case will be reviewed and judged on its individual merits and circumstances. The department is committed to quality teaching, strong scholarship/creative work, effective service to the university, the profession, and the community, and to the extent appropriate, professional practice. The evaluation process assumes: possession of an appropriate terminal degree; competent education and training in the discipline; conduct which reflects the professional and academic standards for generating, validating, disputing, and transmitting knowledge; and an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and collegial responsibilities.

When these criteria are applied to faculty who were granted time toward tenure, the work performed during the years granted toward tenure shall be considered equivalent to work performed at UCCS. While a faculty member's career record will be considered in personnel actions described here, the main emphasis of evaluation will be on work performed at UCCS and, in particular, progress since the last review.

Faculty Responsibility Statement (FRS):

Every faculty member in the department will have an active FRS. The FRS is the document that outlines how the work of a faculty member is split amongst scholarship, professional teaching, service, and professional practice. The FRS may be in effect for as short a period as a few months or for an entire career. Only significant changes in a faculty member's work allocation will require a change in the FRS. All evaluations for all levels of review need to honor the work allocations in each faculty member's FRS as approved by the department chair and the dean of LAS.

Initial Review:

The candidate's total record, including professional teaching, scholarship, service, and professional practice shall be evaluated. No specific rating in each area is required, but the candidate will receive direct feedback regarding his/her performance and an indication of whether or not the record shows sufficient potential of success to justify future reappointment.

Professional Teaching: The candidate's teaching shall be evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires, one in-class evaluation by the department chair or other senior member of the department, and one other means of evaluation. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here as evaluated by the department chair or other senior member of the department. The candidate is expected to show potential for continued development as a teacher. Candidates should demonstrate that their courses are coherently organized and thoughtfully presented. Furthermore, candidates will be expected to demonstrate a commitment to teaching, evidence of which will be appropriate and constructive interaction with students, concern with curriculum, and satisfactory development of skills in presenting material. Improvement and innovations in teaching methods and in curriculum development and contribution to the department will be taken into consideration.

Scholarship and Creative Work: The department recognizes that scholarship can take many forms. Our department emphasizes applied scholarship, fundamental discovery, scholarly work which integrates existing knowledge, and the scholarship of teaching and learning. The candidate is expected to demonstrate a well-designed, active scholarship plan and the potential for continued development as a researcher including progress toward publication. This may include articles submitted for publication, drafts of work in progress, research proposals, presentations at professional meetings, invited presentations, popular articles and/or commentary and public testimony related to the candidate's area of expertise.

Service: The department recognizes service to the campus, community and to our profession. At this stage, the candidate is expected to be involved in departmental service and activities.

Professional Practice: The department recognizes the possibility of a faculty member devoting time and effort to appropriate professional practice. Few faculty are expected to use this category for evaluation, but it is available for relevant faculty. The application of professional expertise to problem solving in the community is an area of applied geography.

Comprehensive Review:

The candidate's record in professional teaching, scholarship, and service will each be evaluated separately as below expectations, meritorious, or excellent. The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of at least meritorious in all three areas with the additional possibility of professional practice being a fourth area. The review may also take into account issues of material bearing such as strategic goals of the department, college and campus.

Professional Teaching: The candidate will be expected to demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires, one in-class evaluation by the department chair or other senior member of the department, and one other means of evaluation. Examples of other means of evaluation are provided in the appendix to this document. This evaluation includes

contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. A rating of meritorious will require student evaluations which are typically at or above the UCCS average and evidence of effective teaching. A rating of excellent will require student evaluations which are typically above the UCCS average, evidence of effective teaching, and dedication to student learning. In evaluating teaching, course content, level and size of class will be considered in interpreting student evaluations.

Scholarship: The department recognizes that scholarship can take many forms. Our department emphasizes applied scholarship, fundamental discovery, scholarly work which integrates existing knowledge, and the scholarship of teaching and learning. A rating of meritorious requires reasonable progress toward tenure as demonstrated by publications, submission of research proposals, professional presentations, and by letters of evaluation of the candidate's work. A rating of excellent requires at least three single- or co-authored publications which may include refereed journal articles, refereed book chapters, article-length reports, or books published by recognized academic or trade imprints. Receipt of peer-reviewed external grants or contracts may be substituted for up to two publications. Exceptional quality or impact on the discipline and/or society of scholarly work may be considered to raise an evaluation in cases where the quantity specified has not been met.

Service: The department recognizes service to the campus, community and to our profession. A rating of meritorious requires meeting service responsibilities within the department and service in at least two of the following four areas: the college, campus, community, or profession. A rating of excellent requires meeting service responsibilities within the department and multiple service contributions that require significant time/effort to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered.

Professional Practice: The department recognizes the possibility of a faculty member devoting time and effort to appropriate professional practice. Few faculty are expected to use this category for evaluation, but it is available for relevant faculty. The application of professional expertise to problem solving in the community is an area of applied geography.

Promotion to Associate Professor and Awarding of Tenure:

The candidate's record in professional teaching, scholarship, service, and professional practice will each be evaluated separately as below expectations, meritorious, or excellent. The candidate must be rated as at least meritorious in all three areas with the additional possibility of professional practice being a fourth area and must receive a rating of excellent in either professional teaching or scholarship.

Professional Teaching: The candidate will be expected to demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of

evaluation are provided in the appendix to this document. This evaluation includes contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. A rating of meritorious will require student evaluations that are typically at or above the UCCS average and other evidence of effective teaching. A rating of excellent will require student evaluations which are typically above the UCCS average, evidence of effective teaching, and dedication to student learning. In evaluating teaching, course content, level and class size will be considered in interpreting student evaluations.

Scholarship: The department recognizes that scholarship can take many forms. Our department emphasizes applied scholarship, fundamental discovery, scholarly work which integrates existing knowledge, and the scholarship of teaching and learning. A rating of meritorious requires at least four peer-reviewed publications which make an original scholarly contribution published and are accepted in final form. These may include single- or co-authored refereed journal articles, refereed book chapters, article-length reports, books published by recognized academic or trade imprints (books can count for up to three publications). Receipt of peer-reviewed grants or contracts may be substituted for up to three publications. A rating of excellent requires at least six peer-reviewed publications that make an original scholarly contribution published or accepted in final form. These may include refereed journal articles, refereed book chapters, article-length reports, or books as defined above. Receipt of peer-reviewed external grants or contracts may be substituted for publications as noted above. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity specified has not been met. Presentations at professional meetings and non-refereed publications may be considered as supporting evidence of ongoing scholarship activity. When these criteria are applied to faculty who were granted time toward tenure, the work performed during the years granted toward tenure shall be considered equivalent to work performed at UCCS.

Service: The department recognizes service to the campus, community and to our profession. A rating of meritorious requires meeting service responsibilities within the department and service in at least two of the following four areas: the college, campus, community, or profession. A rating of excellent requires meeting service responsibilities within the department and multiple service contributions that require significant time/effort to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered.

Professional Practice: The department recognizes the possibility of a faculty member devoting time and effort to appropriate professional practice. Few faculty are expected to use this category for evaluation, but it is available for relevant faculty. The application of professional expertise to problem solving in the community is an area of applied geography.

Promotion to Full Professor:

The candidate's record in professional teaching, scholarship, service, and professional practice will be evaluated as a whole as below expectations, meritorious, or excellent. Promotion requires "a record that, taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, scholarship, scholarship or creative work, [and] service," and possibly professional practice.

Professional Teaching: The candidate will be expected to demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of evaluation are provided in the appendix to this document. This evaluation includes contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations. Substantial, significant and continued growth, development, and accomplishment as a teacher since tenure must be demonstrated through development of new and revised curricula, new pedagogical techniques, participation in professional development, work with students outside the classroom, or other areas of teaching such as those in the appendix.

Scholarship: The department recognizes that scholarship can take many forms. Our department emphasizes applied scholarship, fundamental discovery, scholarly work which integrates existing knowledge, and the scholarship of teaching and learning. Substantial, significant and continued growth, development, and accomplishment as a researcher since tenure must be demonstrated through refereed publications, peer-reviewed grants and other areas of scholarship such as those in the appendix. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity is less. Presentations at professional meetings and non-refereed publications may be considered as secondary evidence of ongoing scholarship activity.

Service: The department recognizes service to the campus, community and to our profession. In evaluating service both the quality and quantity of service contributions will be considered. Substantial, significant and continued growth, development, and accomplishment in service since tenure must be demonstrated through a discussion of service progress in the department, college, campus, university, community and in our profession. We recognize that different faculty at this level will fulfill this requirement very differently, but whatever the specific contributions, we expect that they will have significant impact and importance and will assume a leadership role in some capacity. The appendix lists some issues that may be considered.

Professional Practice: The department recognizes the possibility of a faculty member devoting time and effort to appropriate professional practice. Few faculty are expected to

use this category for evaluation, but it is available for relevant faculty. The application of professional expertise to problem solving in the community is an area of applied geography.

Post-tenure Review:

Recognizing the many different ways in which post-tenure faculty contribute to the University, we define “meeting expectations” for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of “meeting expectations” or higher the annual merit reviews included in the time period under review, 2) having met the goals of the faculty member’s current professional plan, and 3) having submitted an acceptable professional plan which indicates an ability to achieve “meeting expectations” or higher ratings in the future. If a faculty member is deficient in meeting this standard, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the deficiency such that a rating of “meeting expectations” is still appropriate. Ratings of “exceeding expectations” or “outstanding” will be awarded for exceeding these standards.

Appendix:

Examples of Appropriate Criteria for Faculty Evaluation

A. PROFESSIONAL TEACHING

1. Student Evaluation of Teaching (FCQs and other methods such as unsolicited student letters)
2. Teaching Awards and Other Outstanding Accomplishments in Instruction
3. Peer Evaluation of Teaching
4. Alumni Evaluation
5. Quality of Doctoral Dissertation and Master's Thesis Supervision and Graduate Committee Contributions
6. Student Advising
7. Innovations in Teaching
8. Creativity in Teaching
9. Participation in Teaching-Related Subject Activities
10. Effectiveness of Students in Succeeding Courses and/or in the Pursuit of Graduate Education and/or in Careers
11. Student Supervision in Professional Experience Activities, Internships, and/or Independent Studies
12. Evaluation of Student Performance in departmental examinations and assessments
13. Preparation of Course Material
14. Student Development/Encouragement (Centers of Excellence, Library Knowledge, Learning Disability Recognition, Encouragement of Students)
15. Course Organization
16. New Course Development
17. Field Trip/Field Course Development

18. Teaching Improvement Activity (Workshops, Conferences)
19. Role Modeling and Mentoring Based on a Teaching Experience on Any Educational Level
20. Teaching Contribution at Any Institution in Addition to the University of Colorado
21. Risk Factor Involved in the Teaching Venture
22. Contributions of Teaching to Diversity
23. Self-evaluation

B. SCHOLARSHIP/CREATIVE WORK

1. Peer Judged Publications
2. Papers Presented at Professional Workshops, Conferences
3. Recognition by other Scholars of Scholarship and Publications
4. Readings or invited talks
5. Creative Works
6. Other Professional Publications (e.g., book reviews, encyclopedia entries, research notes and commentaries, etc.)
7. Unsponsored Research
8. Grants and Contracts (Sponsored Research)
9. Professional Reputation (Both Inside and Outside University)
10. Evidence of Capacity for Future Achievements
11. Participation in Development Workshops
12. Theoretical and Applied Scholarship
13. Participation in Career Development Activity (Workshops, Conference, Summer Schools, etc)
14. Long-Term Scholarship Projects
15. Expert and Technical Consultation of Scholarship Projects
16. Role Modeling and Mentoring of Scholarship on Any Educational Level
17. Risk Factor Involved in the Research Venture
18. Cultural and Societal Impact
19. Contribution to Diversity

C. SERVICE

1. Departmental, College, Campus and University Committees
2. Administrative Leadership (such as program director, chair, center director ...)
3. Service to the Profession and Discipline (Local, State, National, International Level)
4. Consultation and Public Service
5. Role Modeling and Mentoring on Any Educational Level
6. Reviewing Research Proposals
7. Reviewing Grant Proposals
8. Refereeing Manuscripts (eg., books, journals)
9. Participation at Professional Conferences, Specifically Organizational Activities (Organizational Activities, Local Planning Committees, Site Visit Details, Activities Involved in Local, Regional and National Meetings, etc.)
10. Membership In and/or Office-holding in Professional Associations.
11. Service Contribution to Education at Any Level and at Any Institution in Addition to the University of Colorado
12. Contribution to Diversity

13. Participation in Faculty Governance
14. Expert Testimony or Commentary relating to Areas of Expertise

D. PROFESSIONAL PRACTICE

1. Working with an Outside Entity which uses Your Professional Expertise, but
Publication Is Not Possible
2. Designing, Building, or Implementing Equipment that takes Professional Expertise
3. Developing Significant Inputs into Directing an NGO that Is Related to One's
Discipline

This is a list of suggestions and is NEITHER all-inclusive nor a list of requirements. Items are not ranked or grouped in any order of importance.