

Appendix 02

UNIVERSITY OF COLORADO DENVER DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL SCIENCES

Primary Unit Criteria for Retention, Tenure, and Promotion of Tenured and Tenure-Track Faculty Members

Governing Rules and Policies:

1. Regent Policy 5.D: Reappointment (to a tenure-track position), Tenure and Promotion
2. Administrative Policy Statement 1022: Standards, Processes and Procedures for Reappointment, Tenure, Post-Tenure Review and Promotion
3. Campus Administrative Policy 1004: Reappointment, Tenure and Promotion Review

A. OBJECTIVE

The objective of the guidelines for reappointment, tenure, promotion and post-tenure review for the Department of Geography and Environmental Sciences on the Denver Campus is to provide comprehensive criteria for the assessment of faculty performance to support the development of outstanding faculty members who demonstrate a clear commitment to scholarship, teaching, leadership and service.

The University of Colorado Denver (CU Denver) is a public urban research university that furthers the public need for the advancement and communication of knowledge. Thus, we acknowledge and reward faculty members who excel in both scholarship and teaching. Faculty members should seek to contribute scholarship in their sub-disciplines and specialties within geography and related areas. Scholarship serves the public and informs undergraduate and graduate inquiry inside and outside the classroom. As such, faculty members should also demonstrate a sustained commitment to teaching that serves the needs of students in the Department of Geography and Environmental Sciences and across the university.

These criteria aim to be flexible enough to accommodate many forms of academic success, support accepted standards of academic freedom, and offer guidance on how faculty members might succeed in the department. The Department of Geography and Environmental Sciences plays an important role in evaluations regarding tenure and promotion, although the department itself cannot confer tenure. Thus, this document offers some guidance about what constitutes success, with the understanding that this guidance cannot offer certitude about reappointment, tenure, or promotion. The criteria discussed below recognize the integral relationship among scholarship, teaching, and leadership and service, and their combined importance to a vibrant department, university, and community. A successful department depends on the accessibility, accountability, and responsibility of the faculty.

Appendix 02: GEOGRAPHY and ENVIRONMENTAL SCIENCES (GES) DEPARTMENT CRITERIA for RTP, CU Denver

Related Documents

[Faculty Handbook](https://www.cu.edu/content/faculty-handbook): <https://www.cu.edu/content/faculty-handbook>

Especially see the section on the “Principles & Policies Related to Appointment, Reappointment, Promotion, and Tenure” for the processes and procedures.

[Strategies for Success by Office of the Provost and Office of the Associate Vice Chancellor for Academic Affairs](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/resources/Career%20Resources/Documents/SFS%20July%202017.pdf): http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/resources/Career%20Resources/Documents/SFS%20July%202017.pdf

B. VALUES

This section describes the values the department brings to bear when evaluating research and scholarship, teaching, and leadership and service. Later sections detail how these values will inform the evaluation of pre-tenured and tenured faculty members.

- *Professional Distinction*: We value faculty members who make important contributions in scholarship, teaching, and leadership and service that are marked by rigor, creativity, and high quality.
- *Consistent Productivity*: We value strong and sustained contributions and improvement in scholarship, teaching, and leadership and service at all levels of the university community.
- *Disciplinary and Interdisciplinary Contributions*: We value faculty members who use insights about theory, methods, or data to make rigorous and creative contributions to scholarship and teaching within the discipline of geography and other relevant fields of study.
- *Mentorship and Collaboration*: We value faculty members who demonstrate a commitment to strengthening the intellectual life of the department and the discipline by mentoring and collaborating with other faculty members and with undergraduate and graduate students.
- *Leadership and Community Engagement*: We value faculty members who demonstrate leadership in scholarship, teaching, and service, and engagement in academic, university, department, and public communities.

C. CRITERIA and EVIDENCE OF TEACHING, SCHOLARLY/CREATIVE WORK, and LEADERSHIP AND SERVICE

Appendix 02: GEOGRAPHY and ENVIRONMENTAL SCIENCES (GES) DEPARTMENT CRITERIA for RTP, CU Denver

Faculty members should provide as much evidence and as many types of evidence as necessary to support their case for retention, tenure, promotion, or post-tenure review. We list some common types of evidence below. Faculty members should recognize that some of these types of evidence may be given more weight than others by the departmental review committee and external reviewers. Further, not all books, articles, or other works are equal in terms of quality or impact.

1. Teaching

- Faculty course questionnaires (FCQs)
- Syllabi
- Sample assignments
- Letters from peer teaching evaluations
- Letters from students (both unsolicited and solicited)
- Statement of teaching philosophy
- Variety of courses and service courses
- Advising students (both undergraduate and graduate)
- Advising theses (e.g., undergraduate honors theses, MA, PhD)
- Service on thesis committees
- Participation in additional training in teaching (e.g., workshops)
- Leading workshops or short courses
- The development or revision of elements of the curriculum
- Course development
- Student academic and career outcomes

2. Scholarly/Creative Work

- Peer-reviewed journal articles
- Authored books (published and under-contract)
- Edited books
- Book chapters (both refereed and non-refereed)
- Book reviews
- Invited commentaries and editorials
- Indicators of impact on the field (e.g., citations, publications in selective outlets)
- Grant proposals (both extramural and intramural, funded and not funded)
- Participation in additional research training (e.g., workshops)
- Research presentations at conferences and elsewhere
- Invited research presentations
- Data collection

3. Leadership and Service

- Leadership and service at various levels (e.g., department, college, university)
- Leadership in and service to the community
- Leadership and service to professional organizations
- Serving on the editorial board or as editor of a peer-reviewed journal
- Regularly providing peer-reviews to journals in your field
- Serving as a reviewer for grant applications (intramural and extramural)

D. COMPREHENSIVE REVIEW and REAPPOINTMENT

The purpose of comprehensive review is to evaluate how well an individual is progressing toward a future tenure review. The comprehensive review provides internal and external feedback at a stage where there is still time to improve the record for the tenure case, should improvements be needed. If the candidate is seriously failing to progress and there is no realistic prospect for a successful tenure review, then he or she should not be reappointed. As such, the criteria for comprehensive review are closely tied to the criteria for tenure; the same issues are considered, but at an earlier stage of career development, with appropriate expectations.

The Regent's standards for tenure emphasize demonstrated accomplishment. Thus, successful candidates at comprehensive review will be able to provide compelling evidence that they are on a trajectory that will result in demonstrated and tenure-worthy accomplishments. In turn, the candidate's record at tenure and promotion to *associate professor* should show promise for continued growth toward eventual promotion to *professor*. Because promotion to *professor* requires the substantial demonstration of leadership and achievement beyond what is expected for tenure and promotion to associate professor, signs of self-directed growth and initiative are vital in the tenure decision. The comprehensive review will consider whether such signs are apparent, and if not, this will be discussed in the feedback to the candidate.

1. Teaching: For reappointment, candidates should demonstrate progress toward the types of achievements that will be required of them at tenure. Specifically, candidates should demonstrate that their teaching is rigorous and engaging, and that they can teach a variety of courses and adapt to different types of student situations. Teaching that takes place outside of the classroom (see specific requirements below) is also valuable, especially advising and service on undergraduate or graduate thesis committees.

Meritorious: A meritorious teaching trajectory could include having taught graduate and undergraduate courses with rigor and competence. The candidate may show evidence that they have learned from their teaching experiences and improved their courses based on those experiences. Meritorious teachers will seek strategies to engage students and present demanding materials. Course evaluations, peer review from colleagues, and comments from students should show a faculty member who is working toward offering a consistently rigorous and competent experience in the classroom.

Excellence: An excellent trajectory in teaching shows evidence of rigorous and engaging teaching in courses of various sizes and at different levels (i.e., both graduate and undergraduate courses). Per Regent’s rule (Policy 5.D.2), “A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one’s immediate instructional setting.” Impact beyond the immediate instructional setting can be demonstrated by activities including but not limited to mentoring students at other institutions, guest lectures in classes at other institutions, serving on a committee of a professional organization relating to curriculum, pedagogy, or teaching. The candidate should also show adaptability and flexibility in the classroom and might incorporate novel teaching strategies and use established teaching strategies with success. Excellent teachers will show evidence of mentoring undergraduate and graduate students. Course evaluations, peer reviews from colleagues, and comments from students should all paint a picture of a teacher who is committed to instruction that is intellectually challenging and that invigorates students’ interest in the field. A candidate with an excellent teaching trajectory should also present evidence of publications in or presentations at professional meetings in the candidate’s area of pedagogy.

- 2. Scholarly/Creative Work:** For tenure, and thus for comprehensive review, peer reviewed articles and authored books at established university presses or academic publishers are the most important evidence supporting research productivity. Because publications in geography journals and the completion of book-length projects can take a substantial amount of time, candidates may have a successful comprehensive review even if they are not yet halfway to the quantity of publications that would be expected at tenure. The candidate’s research should show signs of independence, perhaps as indicated by the preparation of first-authored or sole-authored manuscripts.

Meritorious: A meritorious research trajectory may include two or more peer-reviewed publications and article manuscripts nearing completion and in preparation for submission to a journal for peer review. If the candidate is pursuing a book, an outline of the book chapters, drafts of several chapters, and a peer-reviewed article in press or in print would suggest meritorious research trajectory. Conference presentations, book chapters, and other written works are valuable supplements to peer reviewed articles or academic press books, but should not comprise the full body of the work appraised.

Excellent: An excellent research trajectory suggests that the candidate is poised to meet the tenure requirements with ease. There should be evidence the candidate will be able to achieve six to eight articles at a high level of quality, within the time remaining before the tenure decision. Evidence of excellence might include multiple journal articles in print or in press, having articles in top-tier journals of the candidates’ field of research, the possession of a book contract from a highly esteemed academic publisher, or the receipt of funding from prestigious federal agencies or foundations (e.g., National Science Foundation, the National Institutes of Health, or Robert Wood Johnson Foundation).

- 3. Leadership and Service:** The department discourages junior faculty members from participating in major service activities prior to tenure. Instead, the department encourages pre-tenure faculty members to undertake service assignments that will help them establish themselves in their scholarship and teaching, and to learn about the culture and priorities of the university.

Meritorious: A candidate with a meritorious leadership and service record might make some contributions to department committees, to the community, and contribute to their field as appropriate—perhaps by reviewing manuscripts for journals or organizing a session at a national meeting.

Excellent: A candidate with an excellent leadership and service record would make important contributions to department committees, and perhaps participate in a college- or university-level committee(s). A candidate with an excellent leadership and service trajectory may also make contributions to the community. In addition, faculty members with excellent leadership and service records may have made contributions to their field by reviewing manuscripts for journals or sitting on boards or committees of professional groups.

E. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

The purpose of tenure review is to assess a candidate's demonstrated meritorious performance in scholarship, teaching, and leadership and service, and demonstrated excellence in either scholarship / creative work or teaching.

The department also seeks to evaluate the candidate's capacity for continued growth and initiative to make sustained contributions to the department, university and the discipline as a whole.

1. Teaching

Candidates should demonstrate that they are offering high quality courses that offer rigorous and engaging experiences for students, and that they can successfully teach a variety of courses. The quality of teaching and efforts to improve teaching may be less apparent to those reviewing the dossier than research productivity. Therefore, the candidate should document their achievements as well as possible.

Our specific criteria for evaluating teaching include the following questions:

1. To what extent is the candidate knowledgeable about the subject matter of courses taught, and are courses kept current by incorporating new material?
2. To what extent do the candidate's teaching activities help to strengthen the current curriculum and/or contribute to curricular development?

3. To what extent does the candidate demonstrate teaching and/or supervisory effectiveness as evaluated by students and colleagues?
4. To what extent does the candidate engage students in research and/or other professional activities outside the classroom?

We believe that teaching embraces classroom instruction as well as a range of faculty-student interactions. The department believes that excellent teachers have a profound knowledge of their subject. They continually refresh their teaching by incorporating advances in their fields and from their own research. All members of the department are expected to care for their students as individuals, provide timely feedback to students, and interact with their students in an open-minded, fair and accessible manner. Faculty members are also expected to advise students about their careers.

Within this statement, however, we make a distinction between individuals who are excellent classroom teachers and teaching activities that rise to the level of excellence in the consideration of tenure. Specifically, additional activities, outside the classroom, are required for excellence in teaching (see specific requirements below). We also understand that excellent teaching requires faculty members to stay current in their field. As such, we do not punish faculty members for course releases, as long as they have a sufficient number of courses to evaluate.

All faculty members will be reviewed using multiple means of evaluation. Minimally, a sample of syllabi and supplemental course materials will be included in the dossier to allow the department to determine if they make class objectives and deadlines clear, set high standards of excellence, and hold students to them. Additionally, observation of faculty members in the classroom setting will occur as part of the evaluation. These sources of information, combined with additional material in the dossier, will be used to determine whether the candidate rises to the level of meritorious or excellent in the area of teaching for the purpose of tenure and promotion to Associate Professor.

Meritorious: A candidate who is meritorious should be able to teach courses of various sizes and at various levels with rigor and competence. The candidate may show evidence that they have learned from their teaching experiences and improved their courses based on those experiences. The course evaluations, peer-reviews, and student comments should paint a picture of a faculty member who is comfortable, competent, and engaged in the classroom, who delivers basic instruction without problems, and who demonstrates a drive to continue working toward excellence in instruction. In addition, providing advising, supervising undergraduate honors theses, and serving on or chairing MA or PhD thesis committees are important indicators of success in teaching.

Excellent: A candidate who has excellent teaching performance should surpass the expectations for meritorious performance. For example, multiple contributions in the following areas with the evidence of rigor and competence would suggest excellence: teaching large or

demanding service courses for the department, developing elements of the curriculum (e.g., minors) or special classes (e.g., capstone courses), successfully incorporating service learning or research into the classroom, and/or utilizing a wide array of technologies or pedagogical methods to enhance student learning. The course evaluations, peer-reviews, personal statement, syllabi, and student comments should paint a picture of a teacher who pushes students to maximize their intellectual potential and their enthusiasm for the material, who mentors and collaborates with students, and who demonstrates a commitment not only to continually improving their instruction but also to linking their instruction to the needs of the department and the university more broadly. In addition, providing undergraduate or graduate advising, supervising undergraduate honors theses, and serving on or chairing MA or PhD thesis committees are important indicators of success in teaching.

Per Regents rule (Policy 5.D.2), “A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one’s immediate instructional setting.” Impact beyond the immediate instructional setting can be demonstrated by activities including but not limited to mentoring of students at other institutions, guest lectures in classes at other institutions, serving on the curriculum or student award committees of professional organizations. Additionally, evidence in at least two of the following areas must be demonstrated:

1. teaching publications (including textbooks) or presentations at professional meetings on pedagogy in order to share their pedagogical skills
2. obtaining a significant external grant for educational improvement
3. substantial involvement with students in research, such as through joint peer-reviewed publication
4. exemplary mentorship of students demonstrated by such things as student placement in PhD programs, post-doctoral positions, internships, faculty positions, student research presentations at conferences, or individual publications by students, with evidence confirming the mentor’s role.
5. Other external engagement with teaching activities, such as active participation with high schools, student training programs, community groups, and other forms of both formal and informal teaching beyond the institution.

2. Scholarly/Creative Work

The purpose of scholarly research and publication is to contribute to the science and profession of geography and the environmental sciences. In doing so, we expect faculty members to engage in research and scholarly activities that will lead to progress in the establishment of a national reputation.

Peer-reviewed articles and authored books at established university presses or academic publishers are the most important evidence supporting research productivity.

High quality research is expected, but the quality of articles and books can be difficult for evaluators to determine, particularly if they are not from the discipline. Faculty members are encouraged to provide evidence of the quality of their research. The candidate's research should show signs of independence as indicated by the publication of manuscripts with key roles that are distinct from the candidate's dissertation. The internal reviews will consider both the quantity and quality of the published work. Evaluations of the published work by external reviewers will also carry substantial weight.

Our specific criteria for research are reflected in the following questions:

1. To what extent has the candidate established a program of research that shows promise of significant future scholarly/professional output?
 2. To what extent does the candidate produce discoveries judged significant by experts in her/his field?
 3. What is the candidate's research and publication record?
 4. What is the candidate's scholarly/professional reputation outside CU Denver?
- A. Evidence of expertise and of a research program that is generative and sustainable, providing opportunities for continued research productivity and collaboration with other scholars and trainees.
- A research program is considered generative if it facilitates the direct collection of novel data, data comparisons, or new thinking related to problems in the field of geography or the geographic sciences. This may include sponsored and unsponsored laboratory work, field-based research, archival research, literature reviews, quantitative analysis or other appropriate activity, and may include distinctive contributions to collaborative projects with other scholars in the field. Note that while collaboration is encouraged, the review for tenure will include deliberation about the significance, distinctiveness, and independence of contributions, both to individual projects and to the field.
 - A research program is considered sustainable if there is evidence that the candidate can support the research with grant funding or other relevant resources, where appropriate. The candidate should seek multiple sources of funding, both from within and beyond the university. However, the candidate is expected to apply and be competitive for external sources of funds. Other evidence of sustainability may include the development of productive research networks, fruitful collaborative relationships, and the acquisition of funding for mentored undergraduate and graduate student research assistants.
- B. Quality and quantity of publications in refereed journals or other refereed publication venues, including scholarly books.

- Although there is no universal method for determining the quality of publications, evidence for quality can include published journal rankings and submission/rejection ratios benchmarked against journals in the candidate's sub-discipline, the regard that experts in the field (e.g., external reviewers) hold for the refereed journals and edited volumes published within your area of specialization, and the number and source of citations to the candidate's published work.
- Individual publication rates vary across sub-disciplines and methodologies in geography. Productivity also varies across geography departments, and this may reflect differences in institutional support for research (e.g., research space allocation, graduate and post-doctoral training programs and support) and the weight of competing responsibilities given to a candidate (e.g., teaching load). Candidates should be aware that although no minimum number of journal articles is specified here, a trend of increasing productivity is expected.

C. Evidence of engagement with the scholarly community.

- The quality and quantity of presentations (e.g., posters, conference presentations, symposia organization and participation) at professional meetings is the primary evidence we use to measure the candidate's engagement with the scholarly community. These presentations may be at local, regional, national or international meetings. One measure of their quality will be the regard held for these events by experts in the candidate's sub-discipline (e.g., external reviewers). The GES department generally favors meetings that reach broadly the core of active scholars in the candidate's sub-discipline. No minimum number of presentations is implied, given the shortage of travel monies. When relevant, the candidate should strive for increasing participation as their career progresses.

D. Evidence of a strong professional reputation outside CU Denver

- The primary measure of a candidate's reputation in their field will be the evaluations provided by qualified professionals in their field (i.e., external reviewers). Other indicators of reputation include, but are not limited to, scholarly positions of authority, such as journal editorships, invitations for contributions to edited volumes and monographs, symposia, and other invited addresses, and the number and places of citations of their scholarly work.

Meritorious: A candidate's research will be designated as **meritorious** when the evaluation process performed by their peers within the department and their discipline (e.g., external reviewers) demonstrates that they have developed a generative and sustainable program of research at CU Denver, that the quality, quantity, and/or impact of their publications, presentations, grants applications and or funding, and/or overall research program is judged as typical or expected

for an individual with their workload distribution and institutional resources, and that they are engaged with and well regarded by professionals in their sub-discipline.

For candidates who focus primarily on publishing articles, a meritorious performance would include the publication of about one high-quality article a year. Articles that have had a greater impact on the field or that are published in more selective journals will carry greater weight. Faculty members who focus on publishing both books and articles might have fewer articles but should have a book under contract or published at a respected university press or academic publisher. Conference presentations, book chapters, and other written works are valuable supplements to peer-reviewed articles or academic press books but should not comprise the full body of the work appraised. The candidate should have demonstrated an ability to obtain sufficient research funding to support research in his or her primary field of focus.

Excellent: Research will be designated as **excellent** when there is evidence in one or more of the categories above that demonstrates superior work. Superior work is work that is judged “above average” for an individual by their peers within the department and their discipline. This may be evidenced by the number, quality, contribution, and/or impact of the candidate’s publications, the extent of their participation in scholarly activities with their professional community, their success in obtaining grants or contracts, the reputation they hold in the field and its impact on the mission of the department and/or the University, or other recognition of superior performance.

An excellent research portfolio indicates that the candidate has a strong scholarly reputation, in which one’s research is well known in one’s field and is cited, used, or built upon by others. The quality and quantity of publications should surpass the standards for the meritorious rating. For example, faculty members who primarily pursue journal articles are expected to publish more than one article per year without sacrificing the quality of their work. If the candidate focuses on both books and articles, they should have a book in press or published at an esteemed university press or academic publisher, as well as the publication of about an article a year. Conference presentations, book chapters, and other written works are valuable supplements to peer reviewed articles or academic press books but should not comprise the full body of the work appraised.

Further examples of excellence in research include:

1. Indicators of superlative value in the field or subfield as evidenced by invitations to review articles for top-tier journals or books for academic publishers.
2. A significant external research grant.
3. Evidence of significant impact of research in a community or professional setting beyond the academy.

3. Leadership and Service

Beyond teaching and research, the role of professors includes service to their department, college, campus, university, community, and profession. We do not expect new faculty members to serve on committees outside of the GES Department during their first contract year. We do expect an increasing level of participation as faculty members approach tenure. We particularly encourage

faculty members to participate in professional activities intended to promote the development of the candidate's profession and the local community, whenever feasible.

Meritorious: Service will be considered meritorious if the candidate has, at a minimum, contributed to the mission of the primary unit through cooperative participation on necessary departmental committees and activities, and has, in addition, found an active participatory role in the university, the community, and/or the profession.

Excellent: A candidate with an excellent leadership and service record makes regular and important contributions to department committees, perhaps including participation in a college-level committee. In addition, faculty members with excellent service records may have made contributions to their field by regularly reviewing manuscripts for journals or sitting on boards or committees of professional groups, and by providing service to their community

F. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

A candidate for promotion to Full Professor must demonstrate a record that achieves excellence, taken as a whole, reflected in significant achievements in all three areas of teaching, research, and leadership/service. Candidates must demonstrate sustained prominence as a high-level contributor to the department, college, university, community, professional field, and creative industries. The impact of a faculty member's activities must reach national and/or international audiences. Activities must demonstrate a positive and significant impact on the vitality and sustainability in the geographic and/or environmental sciences.

- 1. Teaching:** To demonstrate excellence in teaching at the full professor level, the candidate must demonstrate leadership in teaching by being able to adapt his or her instructional style to reach students at different levels in a variety of situations. At the graduate level, the supervision of high-quality thesis projects carries substantial weight. At the undergraduate level, the candidate should show evidence of success both in large service courses and smaller courses that emphasize skills in writing and critical thinking. Regardless of the course format, the candidate must demonstrate that they encourage students to develop their capacity for critical thinking, offer rigorous content that challenge students while maximizing their enthusiasm for the topic, and to their coursework to the broader curriculum in the department and the university. The successful candidate will also show evidence of mentorship of students at all levels. Additional evidence of excellence in teaching could involve the supervision of undergraduate honors projects, innovations and adaptability in a variety of courses, the successful integration of service learning or research into the classroom, presentations and/or publications addressing pedagogy at major conferences or in leading teaching journals, strong student evaluations in pedagogically challenging courses, strong peer reviews by leading teachers, and teaching/mentoring honors and awards.
- 2. Scholarly/Creative Work:** To demonstrate excellence in research at the full professor level, the candidate must exhibit leadership with evidence of a strong research reputation and a

substantial impact in their field. Leadership in research can be difficult to assess but would be reflected in regular citations by other researchers, strong letters from well-respected external reviewers, and a sustained track-record of publication in highly respected outlets. Other indicators of excellence could include sustained high productivity, invitations to speak at important conferences, significant external funding, honors and awards from the university and at national and international levels, membership on respected editorial boards, appointment as editor of high-impact journals and service on national and international committees and review panels, organization of major conferences, and invitations to speak at other research institutions.

- 3. Leadership and Service:** Tenured faculty members are expected to undertake the major leadership and service assignments in the department. Meritorious leadership and service may include but is not limited to community service, leadership roles in departmental, college, and university committees; serving as a discussant or session organizer at professional conferences; and/or serving as an ad-hoc peer reviewer for academic journals. To demonstrate excellence in leadership and service, the candidate must demonstrate evidence of self-initiated leadership to the department, college, campus, and/or university system. Although the area of leadership and service will depend on the particular strengths of the candidate, excellence may take the form of major roles in department governance, mentorship of younger colleagues, program development and revision, and substantial roles in college and university committees. Leadership roles in community organizations, and/or professional organizations, and membership on editorial boards are also important.

G. POST-TENURE REVIEW OF ASSOCIATE AND FULL PROFESSORS

Faculty members are required to undergo post-tenure review every five years after award of their tenure. Post-tenure review cases for tenured faculty members in Department of Geography and Environmental Sciences are managed by the Post-Tenure Review Committee in the College of Liberal Arts and Sciences. Faculty members will be given an overall assessment of “Outstanding,” “Exceeding Expectations,” “Meeting Expectations,” “Below Expectations,” or “Fails to Meet Expectations.” They will also receive a rating for each evaluative area (teaching, scholarly/creative work, and leadership and service). Departmental criteria for assessing these cases are provided below.

- 1. Teaching:** Tenured faculty members are expected to demonstrate continued commitment to teaching excellence by offering a variety of undergraduate and graduate courses that are up-to-date, rigorous, and rated positively by students and peer evaluators. Additionally, tenured faculty members should significantly contribute to individualized student instruction in the form of mentoring undergraduate honors projects, guiding independent studies, and serving on and chairing master’s thesis committees in Geography and Environmental Sciences as well as serving as external committee members in other departments. Advising and supporting students in their pursuit of fellowships, graduate education and employment also is a valued part of the teaching role for senior faculty members.

- 2. Scholarly/Creative Work:** Tenured faculty members are expected to sustain an engaged research agenda that includes regular presentation and publication of high-quality research. As more experienced and better-networked researchers, tenured faculty members will likely engage in more collaborative projects than junior faculty members pursuing tenure. Such activities may involve junior colleagues and/or students or serving as co-investigator with departmental colleagues and other collaborators. Tenured faculty members are also expected to pursue research funding as is appropriate for their areas of emphasis. Active research participation in the profession is also expected at this level, including such activities as serving on grant review panels and editorial boards, regularly providing ad-hoc reviews for scholarly journals, and assisting in the organization of professional meetings.

- 3. Leadership and Service:** Tenured faculty members are expected to regularly engage in leadership and service at a variety of levels and to contribute meaningfully in such roles. Tenured faculty members should be responsible for the major service assignments in the department and should chair departmental committees as needed. Tenured faculty members also are expected to provide mentoring to junior faculty members, as appropriate. Involvement in leadership and service activities at the college, university and/or professional levels should be pursued as well.