Guidelines for Consideration of Reappointment, Promotion, and Tenure of Faculty Members

This document describes the Department of Geography statement for Faculty Members seeking Reappointment, Promotion, and Tenure as required by the Framework Agreement.

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December 21, 2001
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1. INTRODUCTORY STATEMENT

The guidelines below set out expectations and criteria, agreed upon by the Department and relevant to the discipline of Geography, related to considerations of appointment, reappointment, promotion, and tenure. The guidelines represent the Department’s interpretation of the University’s tenure and promotion document. The University document is the formal statement of University policy and, as such, takes precedence over the Departmental document. The following guidelines are designed to provide more specificity to the general University document, for the guidance of candidates for reappointment, tenure, and promotion; the Departmental ARPT Committee; the Faculty Advisory Committee; and the Dean of the Faculty of Social Sciences. This document is not concerned with the processes involved in reappointment, tenure, and promotion considerations, but with the criteria applied. Within the context of the Departmental and University guidelines, the Department recognizes that all cases must be judged on their own merit and in consideration of the uniqueness of each case.

As a consequence the Department recognizes the importance of taking into account the changing conditions of the work environment, including potential administrative and teaching workload increases on faculty during times of fiscal restraint or faculty shortage, the move towards multidisciplinary and collaborative research, and the changing climate of access to research funding sources and funding success. These variances all have influences on a faculty member’s normal career trajectory and will be considered. The Department, therefore, will continue to adjust its evaluation criteria to reflect gradually changing standards while taking into consideration the realities of day-to-day working conditions, changing priorities within the University, and changing societal expectations.

2. DEPARTMENTAL STANDARDS

2.1. Faculty: Tenure-track/Tenured

The Department of Geography recognizes that the University is a community of learning, knowledge, and accomplishment that serves the people of British Columbia and the global community. In teaching, learning, research, artistic creativity, and professional practice, Regular Faculty members are committed to attaining the highest quality, to meeting the highest standards of integrity, to providing students with an environment in which they may develop intellectually and professionally, to promoting the advancement and dissemination of knowledge, and to supporting a climate of academic freedom, responsibility, and mutual respect. As required by the Framework Agreement (13.1.1), Regular Faculty members seeking reappointment, promotion, and tenure and Teaching Professors must be evaluated on the basis of their: a) teaching effectiveness; b) scholarly and professional achievement; and c) other contributions.

2.1.1. Teaching Effectiveness

The Department of Geography regards teaching as a major activity of all faculty members, and an important consideration in reappointment, tenure, and promotion decisions. A poor teaching record may result in the denial of reappointment, tenure, and/or promotion. However, it should be noted that Regular Faculty should not expect to obtain reappointment, tenure, or promotion on the basis of teaching excellence alone. Teaching can take many forms, including: (1) formal classroom instruction at both the undergraduate and graduate levels; (2) preparation and coordination of laboratory exercises; (3) graduate student supervision; (4) supervision of undergraduate honours theses; (5) teaching in field settings; (6) public research seminars; (7) supervision of independent study courses (490s and 590s); (8) participation in distance education and continuing education; (9) preparation and delivery of extension
courses or courses in other Departments; (10) academic counseling; and (11) participation in the Coop program.

Evaluation of teaching effectiveness takes a number of forms, including regular evaluations from students, evaluations from peers and external reviews, and evidence of new and innovative teaching techniques. A serious commitment to teaching may also be evidenced by attending, presenting at, or organizing workshops on teaching, and doing research on and publishing about teaching.

In assessing contributions, other information may be considered including the type and number of courses taught (and the number of students in the courses), development of new courses, and availability of teaching assistants in the courses. Evaluation of teaching should be both formative (i.e., content, process and design aspects of instruction) and summative (the outcome of instruction). Faculty members are encouraged to consult the Learning and Teaching Centre for more information on documenting teaching effectiveness and to consult the C.A.U.T. publication titled The Teaching Dossier.

2.1.2. Research and Scholarship

Scholarly achievements shall be evaluated broadly to include:

- publications, especially insofar as they reveal the quality of the research;
- other forms of creative achievement in areas directly relevant to the individual’s discipline.
- awards and fellowships granted;
- membership on boards of council devoted to research and professional affairs, and, the extent to which professional services are in demand by organizations outside the University;
- recognition by learned and professional societies; and
- the general reputation for scholarship that the individual establishes among professional colleagues at the University of Victoria and at other institutions.

Scholarship is determined largely by an individual’s ability to provide evidence of independent scholarly activity (where independent implies that the research is distinct from the scholar’s PhD research and that the faculty member is the principal scholar or researcher).

Scholarly activity includes two primary elements:

- the ability to carry out independent research (including design, propose, and, if necessary, obtain funding for this research);
- the results of research are published in peer-refereed journals or books, presented to academic audiences, and, if appropriate, disseminated to the wider public through reports, articles, and presentations. Also important in scholarly research activity is evidence of an ongoing research program (or the development of a research program for younger scholars). A research program typically includes the training of undergraduate and graduate students, involvement in professional activities related to one’s research, and invited presentations at scholarly meetings or other special outlets.

The research record of a candidate for reappointment, tenure, or promotion should document activity in each of the following:

i) Research proposals and research funding: There should be proposals developed and submitted for funding and these should include proposals where the candidate is principal investigator. Such proposals should be submitted to competitions where peer review is the norm (e.g., SSHRC or NSERC). Given the changing nature of research funding, grants and contracts from other sources that relate to a scholars research program are also considered to be important funding mechanisms.
While the acquisition of funding is not an absolute requirement for reappointment, promotion, or tenure in the Department, it is strongly encouraged. The Department recognizes that there are scholars who are engaged in entirely theoretical or phenomenological work that requires no funding. It is generally expected however that a faculty member will secure funding to support their graduate student program.

ii) **Publication of results:** An important criterion for evaluation of a research project/program is the publication of research results. Evidence of research through publications and scholarly papers may exist in many forms, and the publication outlets for geographical research are diverse. It is not possible, therefore, to apply steadfast rules about the relative ranking of different publication outlets. The quality of work, as evaluated by external reviewers and those familiar with the candidate’s area of research, and the quality of different journals and publishing sources do have a bearing on the assessment of research. There *is* a distinction between peer-reviewed publications and non-reviewed publications and other material. In most cases, peer-reviewed publications reflect the quality and productivity of an individual’s research program. Non-reviewed materials are given substantially less weight, unless they are deemed by external reviewers (in promotion and tenure cases) or colleagues to be of high quality.

The following are examples of peer-reviewed and non-reviewed material:

*Peer-reviewed publications*

- **Papers in refereed journals.** The quality of the journal is a consideration, and individuals are encouraged to discuss the perception and relative rank of journals with their peers.
- **Fully peer-reviewed published books.** The quality of the publisher is a consideration and individuals are encouraged to discuss the perception and relative rank of publishers with their peers.
- **Edited books and journals,** insofar as these have been evaluated by external reviewers or have been accepted as major contributions to the discipline.
- **Maps and atlases** that are peer reviewed.
- **Chapters** in fully peer-reviewed published books.
- **Fully peer-reviewed papers published in conference proceedings.**
- **Films, videos, software, or other publication media** where a peer review can be documented.

*Non-reviewed material*

- Articles in non-peer-reviewed academic journals.
- Non-reviewed books.
- Non-reviewed chapters in books.
- Non-reviewed conference proceedings.
- Published reviews or critiques of books, atlases, films, journal articles, etc.
- Non-reviewed software, films, videos, etc.
- **Material prepared for wider distribution as part of a research project** (for example, to community groups, policy makers, or the general research community).
- Occasional papers, technical reports, and contract reports.
- Other.
iii) Development of an ongoing research program: While it is important to publish articles resulting from work associated with one’s PhD research, there must be evidence of an active post-PhD research program and publications in order to demonstrate independent scholarly activity.

A successful research program also includes the circulation of research through other media (e.g., presentations at scholarly conferences and specialized meetings). Invited articles and book chapters may offer additional evidence of the maturity of one’s research program, as long as these articles/chapters are subject to ample peer review. In certain circumstances, community involvement can be considered integral to maintaining a successful research program.

2.1.3. Other Contributions

Individuals may contribute to the University in a wide variety of ways, and every effort shall be made to consider other contributions, such as those listed below.

- attainment of extra-university recognition that reflects to advantage on the University of Victoria.
- contributions to development of the faculty member’s department, faculty, or the university.
- contributions to student life.
- contributions on university committee assignments.
- contributions on university administrative assignments.
- contributions at the community, provincial, national, or international level in scholarly capacities.

Individuals are expected, on an ongoing basis, to contribute to the routine administration of the Department, Faculty, and University in a variety of ways outside normal teaching and scholarship. Extraordinary participation in Department or University affairs, and active participation in the administration of professional organizations and organization of professional activities and/or community activities (related to scholarly interest) will be considered in reappointment, promotion, and tenure decisions. Community outreach is recognized and credited as important in enhancing the reputation of the University as well as the faculty member as scholar.

The above contributions are not as important as teaching and scholarship, but they do form a necessary part of the evaluation criteria used for promotion and tenure. However, while outstanding services to the Department, University, profession, or community can be used to strengthen a case for reappointment, promotion, or tenure, they do not, standing alone, warrant reappointment, promotion, or tenure.

2.1.4. Other Considerations

The Department acknowledges that other responsibilities, such as child care and elder care, and the general health of faculty members, may impact on one’s career progression and should be considered in reappointment, tenure, and promotion decisions, where appropriate.

2.2. Faculty: Assistant Teaching Professors

The principal responsibility of Assistant Teaching Professors is to support the work of the department through undergraduate teaching. Assistant Teaching Professors in the Department of Geography seeking reappointment shall be recommended only when their records clearly demonstrate outstanding performance and commitment to teaching and professional activity (13.2.1). Service is a lesser criterion which, although expected of every Assistant Teaching Professor, cannot be considered as substituting for teaching and/or professional excellence.
Tenure is granted to Assistant Teaching Professors only when they have attained the rank of Teaching Professor. The expectations for promotion to this rank are:

- a Master’s degree or a higher qualification or appropriate professional achievement in the discipline;
- a record of outstanding achievement in teaching; and
- scholarship related to teaching that has attained national or international recognition

(See 2012 Framework Agreement Negotiations Section 11.5.2 “Qualifications for Appointment”)

2.2.1. Teaching Responsibilities

Teaching, as demonstrated by teaching effectiveness and active professional attitude toward teaching, is the single most important role of an Assistant Teaching Professor.

Evidence of teaching effectiveness documented in a teaching dossier will include:

- student evaluations: generally favourable student evaluations for the past 3 years of teaching;
- Chair’s annual evaluation: generally favourable evaluation for the past 3 years of teaching; and
- peer evaluations: should have a minimum of three recommendations from teaching faculty.

Evidence of a professional attitude toward teaching should include:

- demonstrated flexibility in accepting teaching assignments;
- demonstration of a commitment to teaching; and
- other teaching services above and beyond classroom instruction.

2.2.2. Professional Activity

Although teaching remains the single most important role of an Assistant Teaching Professor, candidates seeking reappointment or tenure must possess, in addition to an outstanding teaching record, a demonstrably high level of commitment to their profession. Examples of the types of activities in which an Assistant Teaching Professor might participate include:

- professional organization memberships;
- guest speaker at workshops, conferences, or other professional activities; and
- evidence of the support of co-workers by such activities as course development and innovative contributions to teaching

2.2.3. Service

Assistant Teaching Professors will demonstrate commitment of service to the University of Victoria and to the community. This type of commitment normally is demonstrated by participation and leadership in departmental, faculty, or University committees, and affairs of the local, provincial, and/or national/international community, etc. Evidence could include:

- service to the Department
- service to the University
- service to the community
3. REQUIREMENTS FOR APPOINTMENT, REAPPOINTMENT, PROMOTION, AND TENURE OF FACULTY MEMBERS IN THE DEPARTMENT OF GEOGRAPHY

3.1. Regular Tenure-Track Faculty Members

3.1.1. Assistant Professor

The Department of Geography expects that appointment at, or promotion to, the rank of Assistant Professor would normally require a PhD degree. The Department expectations are that, for initial appointment at this level, a candidate must demonstrate:

- a potential for teaching effectiveness;
- a potential for research and scholarship; and
- a potential to contribute to the Department, the University, and the discipline.

For reappointment at this level, a candidate must have demonstrated:

- a satisfactory level of teaching effectiveness and evidence of activity promoting excellence in teaching;
- a satisfactory level of research and scholarship, including evidence of a developing research program beyond the PhD; and
- evidence of participation in professional activities and/or community activities (related to scholarly interest) and an otherwise satisfactory level of “other” contributions.

3.1.2. Tenure

The Department expectations are that, for granting of tenure, the faculty member has performed consistently at, or above, the expectations set out for the rank at which tenure is being granted. For newly appointed tenure-track faculty, these are the expectations:

- a high quality teaching dossier has been compiled as evidenced by course outlines and student and peer evaluations;
- ongoing graduate supervision;
- a research program beyond the PhD level that includes funding application to external, preferably national granting agencies and dissemination of research results in peer reviewed scholarly outlets and at learned meetings; and
- evidence of service to the university and community.

The department expects that a faculty member will have published a minimum of 8 peer reviewed papers in quality outlets and successfully engaged in the graduate program through activities such as graduate teaching and supervision, joint conference presentations, and joint publications.

3.1.3. Associate Professor

The Department expectations are that, for initial appointment or promotion to this level, a candidate must have demonstrated:

- a documented level of ongoing competence in teaching effectiveness; excellence in teaching is to be documented in a teaching dossier that shall include course outlines and other relevant course materials, and student and peer evaluations. The candidate must also document a growing capacity
for graduate supervision. The department expects that candidates will have shown positive engagement with the graduate program through measures such as graduate teaching and supervision, joint conference presentations, and joint publications.

- a satisfactory level of ongoing research and scholarship that demonstrates the candidate’s capacity to maintain and grow an independent research program. This will be evidenced by increasing levels of support and publications in scholarly outlets. It is expected that candidates will have published a minimum of 8 peer reviewed papers in quality outlets. It is recognized, however, that different areas of study within the discipline have differing models for dissemination of their results, so the Department reserves the right to assess each candidate within the expectations of their area of study.
- ongoing participation in professional activities and/or community activities (related to scholarly interest), and ongoing contributions to the routine administration of the candidate’s Department and University.

3.1.4. Full Professor

The rank of Professor is reserved for those who possess the experience and qualifications of the Associate Professor level, and have demonstrated superior intellectual attainment, gained national recognition professionally, and shown outstanding scholarship in the opinion of their colleagues.

The Department expectations are that, for initial appointment or promotion to this level, a candidate must demonstrate:

- a documented level of continuing competence in teaching effectiveness, although excellence in teaching alone does not merit promotion unless there is a research agenda that focuses on teaching, in which case it shall be evaluated by the criteria applied to research contribution;
- continuing growth and success in graduate student supervision, including at the PhD level. It is expected that a candidate will have supervised to completion at least one PhD candidate.
- internationally recognized ongoing and outstanding performance in research and scholarship, with an output that is consistent with the departmental expectations for years of service;
- ongoing participation in professional activities and/or community activities (related to scholarly interest), including evidence of organization and/or leadership, and ongoing contributions to the routine administration of the Department and University.

3.2. Assistant Teaching Professors

3.2.1. Appointment/Reappointment

The Department of Geography expects appointment as an Assistant Teaching Professor would normally require a PhD degree or evidence of equivalent scholarly achievement or of appropriate professional achievement.

Department expectations are that, for initial appointment at this level, a candidate must demonstrate:

- a potential for teaching effectiveness; and
- a potential to contribute to the Department, the University, and the discipline.

For reappointment at this level, a candidate must have demonstrated:

- a satisfactory level of teaching effectiveness and evidence of activity promoting excellence in teaching; and
- evidence of participation in professional activities and/or community activities.