

## Appendix I

### *Department of Geography* *Expectations and Procedures for Faculty Promotion and Tenure*

University of Kentucky  
2007

#### **REGULAR TITLE SERIES FACULTY**

Excellence in teaching, research, and service is a central tenet of the Department of Geography. To sustain this commitment to undergraduate and graduate students; departmental, college and university colleagues; as well as members of the profession and public more generally, the department will maintain appropriate standards for assessing excellence and will mentor faculty to meet or exceed those standards. Faculty evaluation for promotion and tenure will be based upon a continuing record of effective and committed teaching and advising at all levels of instruction; substantive, original, and innovative scholarship; and effective service.

#### **Expectations**

##### **Tenure and promotion to Associate Professor**

**Teaching:** The successful candidate for promotion to Associate Professor with tenure will demonstrate a continuing record of high-quality and effective teaching and advising at all levels of instruction. A balanced teaching responsibility at the lower and upper division levels for undergraduates as well as graduate seminar instruction is required. Formal and informal advising for undergraduate and graduate students is an important aspect of teaching and will be assessed as appropriate. Teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations conducted each semester and other student ratings and comments, and an evaluation of a teaching portfolio. A portfolio should contain a teaching philosophy statement, course syllabi and materials, letters from current and former students, departmental-, college-, or university-level teaching awards, and other materials that may attest to the candidate's teaching effectiveness.

**Research:** The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication of research in appropriate peer-reviewed venues. The candidate must also provide evidence of a long-term commitment to scholarly research and publication. Scholarly accomplishment will be measured by work published and, where appropriate, extramural funding. Scholarly journal articles, book chapters, edited books, and sole-authored books should be placed in the highest quality peer-reviewed outlets, those journals and presses generally regarded by colleagues in one's subdiscipline as the top tier publications as reflected in their selectivity, influence, and reputation for publishing innovative scholarship. While collaborative research with colleagues or students is encouraged, it is also important that one demonstrate scholarly independence and leadership through lead or single authorship. Faculty must also demonstrate that they

have established an independent and original research agenda and have conceived a short, intermediate, and long-term trajectory for their research themes and projects. Generally, research work whose only publication outlet is in the form of grant reports to granting agencies or other forms of non-refereed publication is of little value in a promotional dossier. Additional measures of research quality may include, where appropriate, evaluation by external reviewers, awards and other formal acknowledgements by peers at regional, national, and international levels, and extramural research funding. As with publication outlets, grants from agencies that comply with rigorous peer-reviewed application procedures are generally the best analogs of high quality research programs and proposals. Note that external funding as an indicator of research achievement should be validated by refereed publication.

Service: The efficient and productive functioning of the department, college, university, and scholarly and professional organizations is the net product of collaborative effort by all unit members. Although the service responsibilities assigned to Assistant Professors are generally a more modest proportion of their Distribution Of Effort (DOE) than for tenured faculty, it is nevertheless important that all faculty contribute conscientiously to the collective growth and development of the academic milieu of their colleagues and students. Therefore, active and contributive service on departmental, college, and university committees as well as to academic organizations is encouraged and is considered demonstrative of one's magnanimous contribution to the academic commonweal.

## **Expectations**

### **Tenure and promotion to Professor**

Promotion to Professor requires that faculty have realized the professional promise implicit in the award of tenure as exemplified by a continuing record of distinguished research and publication, teaching and advising, and service since promotion to Associate Professor. They must be recognized by distinguished peers nationally and internationally as having achieved an eminent research record. They must excel at graduate and undergraduate teaching and maintain an appropriate level of service to the department, college, university, the larger community, as well as their discipline. Specifically, the Geography Department has the highest professional expectations of its Professor rank faculty and we offer the following criteria for promotion to this rank.

Teaching: The successful candidate for promotion to Professor with tenure will demonstrate a strong continuing record of high-quality and effective teaching and advising. A balanced teaching responsibility at that lower and upper division levels for undergraduates as well as graduates is expected of Professor rank faculty. High quality formal and informal advising for undergraduate and graduate students is a key expectation. Teaching assessment will include a review of the candidate's quantitative and qualitative teaching evaluations conducted each semester and other student ratings and comments, and an evaluation of a teaching portfolio. A portfolio should contain a teaching philosophy statement, course syllabi and materials, letters from current and former students, departmental-, college-, or university-level teaching awards, and other materials that may attest to the candidate's teaching effectiveness. Concomitant with their classroom and advising responsibilities, candidates for Professor should

demonstrate leadership in this area by, for example, serving as Director of Undergraduate Studies, Director of Graduate Studies, chairing or serving actively on the Undergraduate or Graduate Program committees, periodically teaching core undergraduate and graduate courses, advising undergraduate students taking independent study courses or working on special honors or capstone experience projects, serving as advisors to MA and PhD graduate students, serving as advisory committee members for graduate students, recruitment of graduate students through attendance and program participation at national and regional academic meetings, demonstrating teaching innovation through the design of new classes, major course revisions, and incorporating appropriate pedagogic technology into courses. Candidates for promotion to Professor should also participate in the department's Faculty-Teaching Assistant Mentoring Program (FTAMP), and otherwise exhibit full engagement with the department's teaching mission.

Research: The successful candidate for promotion to Professor must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication of research in appropriate venues. The candidate must provide evidence of a programmatic research and publication program that includes short-, intermediate-, and long-term projects. Scholarly accomplishment will be measured by the quantity and quality of work published and, where appropriate, extramural funding. Scholarly journal articles, book chapters, edited books, and sole-authored books are acceptable venues for published research and should be placed in the highest quality peer-reviewed outlets, those journals and presses generally regarded by colleagues in one's subdiscipline as the first rank publications as reflected in their selectivity, influence, and reputation for publishing innovative scholarship. While collaborative research with colleagues or students is encouraged, it is also important that faculty demonstrate scholarly independence and leadership through lead or single authorship. Generally, research work whose only publication outlet is in the form of grant reports to granting agencies or other forms of non-refereed publication is of little value in a promotional dossier. Additional measures of research quality may include, where appropriate, evaluation by external reviewers, awards and other formal acknowledgements by peers at regional, national, and international levels, and extramural research funding. As with publication outlets, grants from agencies that comply with rigorous peer-reviewed application procedures are generally the best analogs of high quality research programs and proposals. Examples of other research-related activity that attest to the high caliber of one's research program include invitations to present research findings at benchmark or equivalent institutions, or participation in important plenary panels at national meetings.

Service: The efficient and productive functioning of the department, college, university, and one's disciplinary organization is the net product of collaborative effort by all unit members. Service responsibilities assigned to Associate Professors and Professors are generally substantial and should be so reflected in their Distribution Of Effort (DOE). While all faculty must contribute conscientiously to the collective growth and development of the academic milieu of their colleagues and students, this responsibility is especially important for tenured faculty. Therefore, active leadership and contributive service on departmental, college, and university committees as well as to academic organizations is required and is considered demonstrative of one's magnanimous contribution to the academic commonweal. Chairing important committees at the

departmental level, chairing or serving on college and university committees, initiating innovative research and teaching programs such as interdisciplinary reading groups, collaborative research, and joint or adjunct appointments with other university units are examples of service commitment and leadership. Within one's academic discipline, service as a journal editor, on journal editorial boards, serving on grant review panels for national granting agencies, service as an officer in a regional or national professional association such as the Southeastern Division of the Association of American Geographers or the Association of American Geographers are all examples.

*Department of Geography*  
*Expectations and Procedures for Faculty Promotion and Tenure*

**SPECIAL TITLE SERIES FACULTY**  
*Department of Geography*  
**Expectations and Procedures for Faculty Promotion and Tenure**

**SPECIAL TITLE SERIES FACULTY**

Excellence in teaching, research, and service is a central tenet of the Department of Geography. To sustain this commitment to undergraduate and graduate students; departmental, college and university colleagues, as well as members of the profession and public more generally, the department will maintain appropriate standards for accessing excellence and will assiduously mentor faculty to meet those standards. Faculty evaluation for promotion and tenure will be based upon a continuing record of effective and committed teaching; substantive, original, and innovative research or other creative work; and effective service commensurate with the person's Distribution of Effort. How the expectations listed below apply depends upon the nature of the appointment and the individual's DOE.

**Expectations**

**Tenure and promotion to Associate Professor**

Appointment and promotion shall be based on achieving excellence in the areas prescribed by the agreement with the faculty member as set out in the approved document that establishes the position, considering the DOE and, when they occur, yearly updates to the faculty member's duties. Because each special title series appointment depends upon a crafted document, developed before the faculty member is employed, each such appointment is different, thereby requiring that the criteria for tenure and promotion be different from the Regular Title Series, and from all other Special Title Series faculty. However, each such appointment in Arts & Sciences will doubtless require one or more of the following: teaching, advising, research or other creative work, service or administration, curriculum development, or computer programming to support a scholarly field.

Teaching: If the Special Title position requires significant teaching, then the successful candidate will have demonstrated a continuing record of high-quality effective teaching. This will be measured primarily by a teaching portfolio that contains input from students

in the form of student ratings, student comments on course evaluation questionnaires, student interviews and letters from former students. Peer evaluations conducted by faculty in the unit, evaluation of course syllabi and course summaries, and any other means that will attest to the candidate's teaching effectiveness should be a part of the portfolio. If the Special Title position requires significant advising then the successful candidate will have demonstrated a continuing record of high-quality effective advising. This will be measured primarily by a teaching portfolio that contains input from students in the form of student interviews and letters from former students. Peer evaluations conducted by faculty in the unit, and any other means that will attest to the candidate's advising effectiveness should be a part of the portfolio. If the Special Title position requires significant curriculum and teaching development, then the successful candidate will have developed materials that are used nationally and internationally, and have received excellent reviews in scholarly as well as industry journals.

Research: If the Special Title position requires significant research or other creative work, then the successful candidate will demonstrate research and scholarly accomplishments that are consistent with agreed upon expectations for the position. These accomplishments may be measured in part by external letters of assessment solicited by the College. They may also be measured by performance in the following areas as appropriate to the discipline: publication of research/scholarship results in the highest-quality peer-reviewed journals or, in the case of books, presses or other publication media in the discipline; if appropriate to the discipline a record of peer-reviewed external research funding indicating that the candidate may be able to provide a sufficient level of support for his or her future research efforts; a significant record of invited and/or contributed talks at major academic institutions, industrial and governmental laboratories, conferences and workshops; receipt of professional honors and awards; the effective direction of doctoral or masters studies of graduate students; and any other accomplishments demonstrating that the candidate is a capable scholar.

Service: If the Special Title position requires significant service, then such activity shall be evaluated by appropriate officers, administrators, or peers appropriate to the position. Appropriate levels of quality service to the Department, College, and University must also be maintained. If the Special Title position requires significant computer programming, then such programs shall be put in use by educators, scholars, or practitioners in the field of endeavor, and shall have received excellent reviews from colleagues or journals in the field.

## **Expectations**

### **Tenure and promotion to Professor**

The associate professor who is a successful candidate for promotion to Professor will have realized the promise implicit in the award of tenure. A continuing record of high-quality activity appropriate to the position should be evident along with a strong indication that it will be maintained. In addition, the faculty member must have developed an external reputation reflecting significant and sustained accomplishment beyond that attained at the time of the award of tenure, and promotion to Associate Professor.

Teaching: If the Special Title position requires significant teaching and advising, then the successful candidate for promotion will have demonstrated a continuing record of high-quality effective teaching and advising. This will be measured primarily by a teaching portfolio that contains input from students in the form of student ratings, student comments on course evaluation questionnaires, student interviews and letters from former students. Peer evaluations conducted by faculty in the unit, evaluation of course syllabi and course summaries, and any other means that will attest to the candidate's teaching effectiveness should be a part of the portfolio.

Research: If the Special Title position requires significant research then the successful candidate will further demonstrate research and scholarly accomplishments that are consistent with agreed upon expectations for the position. These accomplishments will be measured in part by external letters of assessment solicited by the College. They will also be measured by performance in the following areas as appropriate to the discipline: publication of research/scholarship results in the highest-quality peer-reviewed journals or, in the case of books, presses or other publication media in the discipline; if appropriate to the discipline a record of peer-reviewed external research funding indicating that the candidate will be able to provide a sufficient level of support for his or her future research efforts; a significant record of invited and/or contributed talks at major academic institutions, industrial and governmental laboratories, conferences and workshops; receipt of professional honors and awards; the effective direction of doctoral or masters studies of graduate students; and any other accomplishments demonstrating that the candidate is an outstanding scholar.

Service: If the Special Title position requires significant service then the individual must also demonstrate leadership in quality service to the department, college, and university. To the extent that service, as reflected in the DOE, is a major component of responsibility it will become a major component in the overall evaluation.

In any area where the Special Title position requires significant activity, the associate professor will be held to a high degree of excellence, commensurate with her or his distribution of effort.

*Expectations and Procedures for Faculty Appointment, Promotion, and Tenure*

**LECTURER SERIES FACULTY**

*Department of Geography*

**Expectations and Procedures for Appointment at Lecturer and Senior Lecturer levels  
and Reappointment or Terminal Appointment**

**Appointment at the Rank of Lecturer**

The appointee will have received a PhD and show promise of being an excellent teacher as evidenced by previous teaching experience, University of Kentucky classroom presentations, or any teaching statement submitted as part of the application process.

Excellence in teaching and service is an expectation of Department of Geography faculty. To sustain this commitment to undergraduate and graduate students, departmental, college and university colleagues, as well as members of the profession and public more generally, the department will maintain appropriate standards for accessing performance and will assiduously mentor faculty to meet those standards. Lecturer Faculty evaluations for reappointment will be based upon a continuing record of quality teaching and service commensurate with the person's Distribution of Effort. How the expectations listed below apply depends upon the nature of the appointment and the individual's DOE.

**Expectations**

**Appointment at the Rank of Senior Lecturer**

The appointee will have received a PhD at least five years prior to appointment and be demonstrably an excellent teacher. In addition, the lecturer will have a record of excellence in the performance of any assigned nonteaching responsibilities.

Appointment to the rank of Senior Lecturer shall be based on achieving excellence in the areas prescribed by the agreement with the faculty member as set out in the approved document that establishes the position, considering the DOE and, when they occur, yearly updates to the faculty member's duties.

Teaching: A Lecturer position requires significant teaching, therefore the successful candidate for appointment to Senior Lecturer will have demonstrated a continuing record of quality teaching. This will be measured primarily by a teaching portfolio that contains input from students in the form of student ratings, student comments on course evaluation questionnaires, student interviews, letters from former students, and teaching awards or similar acknowledgements. Peer evaluations conducted by faculty in the unit, evaluation of course syllabi and course summaries, and any other means that will attest to the candidate's teaching effectiveness should be a part of the portfolio. Where possible, teaching evaluation should include consideration of student learning. If the Senior Lecturer position requires significant advising then the successful candidate will have demonstrated a continuing record of high-quality effective advising. This will be measured primarily by a teaching portfolio that contains input from students in

appropriate topic areas and formats be it student interviews, letters from former students, or other information. Peer evaluations conducted by faculty in the unit, and any other means that will attest to the candidate's advising effectiveness should be a part of the portfolio. If the Senior Lecturer appointment requires significant curriculum and teaching development, then the successful candidate for this appointment will have developed teaching materials that have proven effective in student learning.

Service: If the Senior Lecturer appointment requires significant service, then such activity shall be evaluated by appropriate officers, administrators, or peers as appropriate. Suitable levels of quality service to the Department, College, and University must also be maintained. If the Senior Lecturer position requires expertise in the use of electronic media such as Powerpoint, Blackboard, and Online course design, then examples of this work should be part of an evaluative teaching portfolio.

## **Expectations**

### **Reappointment**

The lecturer or senior lecturer will have shown evidence of living up to his or her promise of excellence at teaching as evidenced by the teaching materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation. A continuing record of excellence in teaching and service activity appropriate to the position should be evident along with a strong indication that it will be maintained. The lecturer will also have a record the quality performance of any assigned nonteaching responsibilities.

### **Nonrenewal of Appointment**

To warrant nonrenewal of appointment, the lecturer or senior lecturer will have failed to perform well as a teacher, or in his or her nonteaching responsibilities, as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

### **Terminal Reappointment**

The lecturer or senior lecturer will have persistently failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation. Lecturer faculty should be notified of a Terminal Reappointment in a manner consistent with the notification schedule applied to Regular Appointment Assistant Professors.