Department of: Geography

Year: 2019

1) Department Chair:

Signature Date: 9/23/19

2) Dean:

Signature Date: 9/30/2019

3) Chair, UM Unit Standards Committee:

Signature Date: April 29, 2020

4) Provost and Vice President for Academic Affairs:

Signature Date: 4/29/2020
UNIT STANDARDS AND PROCEDURES FOR FACULTY EVALUATION

PHILOSOPHY

The Department of Geography at the University of Montana (UM) is committed to maintaining a program of academic excellence, to preparing students for realizing their professional goals, and to advancing geographic knowledge through teaching, research, and public service. Within this context, the Department expects its faculty to contribute to these goals in meaningful and productive ways. These departmental unit standards are designed to support and strengthen the Department’s programs by encouraging faculty contributions that reflect the uniqueness of their training, abilities, strengths, and innovations. These standards aim to facilitate and support faculty development, to guide the recognition and reward of faculty efforts and accomplishments, and to serve the long-term programmatic goals of the Department. These standards apply to all faculty members in the Department of Geography (tenurable and non-tenurable) at all ranks.

PROCEDURE

Departmental Unit Standards and the Collective Bargaining Agreement

The evaluation of the Department of Geography’s faculty members for the purposes of retention, salary increments, promotion, and tenure shall be guided by the procedures set forth in the current Collective Bargaining Agreement (CBA) drawn between the UM University Faculty Association and the Montana University System. The unit standards pertaining to faculty performance in the areas of teaching, scholarly activity (i.e., research/creative activity), and service that are described below serve as a supplement to the University Standards for Faculty Advancement and the Unit Standards for Faculty Evaluation described in the current CBA. In the event of any omissions or inconsistencies between the standards described below and those described in the CBA, those of the CBA shall prevail.

Each faculty member should consult the current CBA for procedures relative to the evaluation process and to determine procedural requirements for appeals. Probationary (i.e.,
non-tenured but tenurable) faculty members must meet the standards in effect at the time of their entry into service in the Department; however, they may opt to follow standards adopted between that time and prior to their application for promotion to Associate Professor, and/or for tenure, whichever comes first. Associate Professors who apply for promotion to Full Professor must follow the standards in effect at the time of their application. The particular standards that the faculty member follows must be clearly specified in his/her application in the Personal Statement.

Standards and procedures for the evaluation of non-tenurable faculty members are described immediately below and the procedures and standards for the evaluation of tenurable/tenured faculty members are described in the sections that follow.

PROCEDURE AND STANDARDS FOR THE EVALUATION OF NON-TENURABLE FACULTY MEMBERS

Non-tenurable faculty are defined in UM Policy 350, and the rights of those who are members of the UFA Bargaining Unit (i.e., appointed at 0.5 FTE or greater) are described in the CBA.

Procedure

Non-tenurable lecturers and adjunct faculty members who are members of the UFA Bargaining Unit are to be evaluated in the same manner as probationary tenurable faculty members. Ranked research faculty who are members of the UFA Bargaining Unit are to be evaluated in the same manner as tenurable and tenured faculty. Non-tenurable faculty members who are not members of the UFA Bargaining Unit must submit syllabi and teaching evaluations for the period under review to the Departmental Chairperson within two weeks after the term of appointment concludes and/or before any decision concerning whether or not the individual’s appointment should be renewed is rendered. The Departmental Chairperson will consult with the tenured and tenurable faculty prior to renewing any such appointments.

Standards

Non-tenurable faculty members will be evaluated with respect to the duties specified in their letter of appointment. Policy 350 stipulates that:

The evaluations must reflect assignments and expectations. Faculty with no research and creative activity or service requirements will not stand for evaluation in those areas, but the evaluations will acknowledge such professional activities when actually performed. The evaluations provide the opportunity to commend superior performance and provide guidance about weaknesses.

As such, non-tenurable faculty members’ activities in the areas of teaching, scholarly activity, and service will be evaluated with respect to their duties as specified in their letters of appointment.
The Individual Performance Record and Other Evidence of Performance for Tenurable and Non-Tenurable Faculty

The Individual Performance Record (IPR) summarizes and provides evidence of the teaching, scholarly activity, and service activities of a faculty member during the evaluation period under review as described in the CBA. Each faculty member under evaluation in a given year shall prepare an IPR (they may use the standard format promulgated by UM’s Franke College of Forestry and Conservation (FCFC) that is available on request), and submit it to the Department’s Faculty Evaluation Committee by October 15. Non-tenured faculty members shall be evaluated and submit an IPR annually. Tenured faculty at associate professor rank are required to be evaluated and submit an IPR at least once every two years, and tenured full professors at least once every three years (CBA Section 10.210). IPRs must also be prepared for requests/applications for promotions (to Associate and/or Full Professor) and for tenure following the individual faculty member’s eligibility established under CBA 9.240 and 9.310, and specified in their letter of appointment. Requests/applications for merit awards may be made any year.

The content of the IPR will thus depend on the type of review being conducted and the period of record under review. Documentation and evidence of the achievement or exceedance of standards for teaching, scholarly activity in the IPR is addressed in the Standards Pertaining to Teaching Effectiveness, Scholarly Activity, and Service section below.

Evidence of Teaching Effectiveness

As described in the CBA, each faculty member under evaluation in a given year shall provide the Student Evaluation Committee (SEC – see below) with evidence of teaching effectiveness by September 20. Items to be considered as evidence must include: student-completed teaching evaluations and/or aggregate scores (such as from the Instructional Assessment System student evaluation forms, item 4, or similar instruments) that are quantitative in nature, and any required results of peer review of course instruction (see Appendix for procedures). Students’ written course evaluation comment sheets can be included in the IPR, but if so all such submitted items must be included. Note: the CBA requires that all UM faculty members must have at least one course evaluated for each semester that he or she teaches, but also requires that “results of all courses evaluated will be provided to the student evaluation committee” (CBA 10.230).

Letters of Review by External Evaluators for Tenure Evaluation

Letters of review by external evaluators for tenure evaluation (external letters) are evaluations of the faculty member’s overall performance made by colleagues in the profession outside of UM. It is important that performance in the areas of scholarly activity and service be considered and evaluated in the larger context of the faculty member’s complete set of responsibilities (e.g., teaching, curriculum and program development, and program administration). Evaluators must be tenured faculty members, or senior (i.e., Associate or Full) non-tenurable research faculty members, at accredited institutions and units that offer terminal...
degrees comparable to those of the Department. External letters are to be solicited and utilized in the faculty evaluation process as follows:

1. By September 1, the faculty member must provide the Departmental Chairperson with the names, credentials, and contact information of at least three potential qualified external evaluators from outside UM who can offer objective and informed evaluations of his/her performance and suitability for tenure. Research collaborators, PhD advisors, or others who have close mentoring relationships with the candidate are not acceptable as evaluators. The faculty member can also provide the Chairperson with a list of individuals who should not be considered as outside evaluators for reasons that need not be specified.

2. The Departmental Chairperson will solicit between three and five external letters from: a) any one of the individuals named by the faculty member (excluding those listed by the faculty member as individuals who should not be considered), and b) also from two or more other qualified individuals not named by the faculty member. The Departmental Chairperson will provide the external evaluators who agree to assist in the evaluation process with the criteria and standards for the award of tenure as described in these Unit Standards, as well as a current curriculum vitae (CV) of the faculty member, the IPR/Application for Tenure (if available at that time), and text from these unit standards concerning evidence of teaching effectiveness to be utilized by the faculty member in his/her IPR. External evaluators are to be informed in the solicitation that they shall have no expectation of confidentiality and all materials submitted to the FEC must be signed (see CBA Section 10.240).

4. External evaluators must submit signed letters by October 15 at the latest, either in hardcopy or digital format, to the Departmental Chairperson who will make them available to members of the FEC for use in the committee review process (as items appended to the IPR) and the faculty member for review within 5 days of receipt and/or attachment to the IPR (as required in CBA 10.240). If any letters are not received, the review process will continue without prejudice. The FEC Chairperson will also attach the letters to the FEC Evaluation form that is to be submitted to the Department Chairperson prior to it being reviewed and signed by the faculty member. The letters will remain a component of the evaluation materials throughout the remainder of the process.

The Student Evaluation Committee – October 15

The SEC will be formed and is expected to conduct its business following the process described in the CBA (see CBA Section 10.230).

The Faculty Evaluation Committee – November 15

Annually in early September, faculty members of the department who are bargaining unit members shall elect a Faculty Evaluation Committee (FEC) to be composed of at least three (3) of their number, excluding the department chairperson, three (3) of whom must be tenured or tenurable (i.e. tenure-track) faculty members; non-tenurable faculty members who are members
of the faculty may also serve on the FEC. If and when the department’s faculty is diminished owing to leaves or does not have enough members to constitute an evaluation committee, the committee can be formed with members from related fields in the Franke College of Forestry and Conservation. The committee members shall elect their own chairperson from among the committee membership. One student observer with all rights, save voting, shall be appointed by the committee chairperson from among the undergraduate and/or graduate students majoring in the department’s programs. As specified in CBA Section 10.240, “only tenured or tenure-track faculty are able to vote on tenure and promotion decisions.” Additionally, evaluation of applications for promotion to Full Professor must be conducted by faculty members at the rank of Associate or Full Professor (both instructional and research faculty). As specified in Section 10.240, these Unit Standards will permit the faculty member to be present at formal FEC discussions of his/her own case prior to the finalization of a recommendation, upon request of the committee, to address questions that may be posed by the committee or to clarify information contained in the IPR. The faculty member should not be present when the FEC votes to recommend or not recommend him/her for the action requested. Similarly, faculty members have the right to consult with the Department Chairperson and the Dean of the Franke College of Forestry and Conservation prior to any finalization of recommendations about their case.

**Department Chairperson’s Recommendation – December 15**

The Department Chairperson shall prepare and sign a written evaluation for each faculty member in the unit, which shall address retention, salary increment, promotion and/or tenure, based on the consideration of the recommendations and evidence presented by the faculty member, the SEC recommendation, and the FEC recommendation (see CBA Section 10.250). The Chairperson will also rank the faculty members who have applied for merit increases in order of priority based on the Chairperson’s ratings of the faculty members’ performance across the three areas of evaluation.

**Dean’s Evaluation and Recommendation – February 15**

The Dean shall prepare an individual written evaluation and recommendation for each faculty member regarding retention, salary increment, promotion, and/or tenure based on consideration of the recommendations and the evidence presented by the faculty member (See CBA Section 10.260).

**STANDARDS**

**Standards for Promotion**

**To Assistant Professor**

The applicant or candidate must:

- Possess an appropriate terminal degree (an appropriate terminal degree in Geography or closely allied fields is defined as the Doctor of Philosophy (Ph.D.) or equivalent (D.Sc., etc.). The Doctor of Arts degree is not recognized as being equivalent to the Ph.D.)
To Associate Professor

The applicant or candidate must:

- Possess an appropriate terminal degree (an appropriate terminal degree in Geography or closely allied fields is defined as the Doctor of Philosophy (Ph.D.) or equivalent (D.Sc., etc.). The Doctor of Arts degree is not recognized as being equivalent to the Ph.D.);
- Except in unusual circumstances, have a minimum of four (4) years in rank as Assistant Professor;
- Have demonstrated effectiveness in teaching; have shown evidence of research productivity including the publication of articles in scholarly journals and/or other peer-reviewed media of importance to national and international audiences (e.g., edited volumes, books published by scholarly presses), and/or awards of highly competitive national or international research grants (see Specific Standards under Standards Pertaining to Scholarly Activity below); demonstrated engagement in service to the University and community; and have clearly demonstrated professional growth as an assistant professor and “an increasingly valuable contribution to the University” (CBA 10.110.1.b.).

To Full Professor

The applicant or candidate must:

- Possess an appropriate terminal degree (an appropriate terminal degree in Geography or closely allied fields is defined as the Doctor of Philosophy (Ph.D.) or equivalent (D.Sc., etc.). The Doctor of Arts degree is not recognized as being equivalent to the Ph.D.);
- Except in unusual circumstances, have a minimum of five (5) years in rank as Associate Professor (although a faculty member may apply for promotion to Full Professor during his/her fifth year in rank as Associate Professor);
- Have demonstrated effectiveness in teaching;
- Have demonstrated effectiveness in research and/or scholarship via the development and/or establishment of one or more research avenues through scholarly activity that includes the publication of peer reviewed work in scholarly journals, books, or other media – this might include the establishment of recognition in their areas of research by learned societies, respected scientists and scholars, and/or international scientists and scholars;
- Have demonstrated engagement in service to the University, profession, and/or public/community;
- Have clearly demonstrated professional growth during their service in rank as an associate professor and “an increasingly valuable contribution to the University” (CBA Section 10.110.1.c.).
No faculty member may be promoted to Full Professor on the basis of teaching and service alone.

**Standards for Award of Tenure**

The applicant or candidate must:

- Possess an appropriate terminal degree (an appropriate terminal degree in Geography or closely allied fields is defined as the Doctor of Philosophy (Ph.D.) or equivalent (D.Sc., etc.). The Doctor of Arts degree is not recognized as being equivalent to the Ph.D.);
- Have a minimum of five (5) years of credited service;
- Hold the minimum academic rank of Associate Professor, “although faculty may apply for tenure and promotion to Associate Professor simultaneously” as stipulated in the CBA (Section 9.310.3). Furthermore, “If a faculty member seeking promotion to associate professor and tenure simultaneously is not promoted, tenure will be denied as well. Under no circumstances may tenure be granted to an assistant professor” (Section 9.310.3).

Faculty who are eligible to apply for tenure must initiate the application through the submission of application materials as specified in the CBA (Section 9.320).

The applicant or candidate is evaluated with regard to his/her performance in teaching, scholarly activity, and service in accordance with the specific standards detailed below; normal performance is expected in each area for the purpose of tenure. And, as stipulated in the CBA, any probationary faculty member who has not attained tenure at The University of Montana by the completion of his/her seventh (7th) year of credited employment will be given notice and placed on a one-year non-renewable contract. In no case may a faculty member serve in a probationary position beyond the eighth (8th) year of creditable service, or as specified in CBA Section 9.340.
Standards Pertaining to Teaching Effectiveness, Scholarly Activity, and Service

As a scholar, the faculty member is expected to keep informed about advances in knowledge and to engage in an active program of scholarship (research and/or creative activity). Although these activities are in general not formally scheduled, they are nevertheless important and essential. Active participation in the work of professional organizations is related to the person's work as both scholar and faculty member. These activities should not be thought of as mutually exclusive, but rather as overlapping and complementary to one another and to teaching, advising, and graduate student supervision.

Standards Pertaining to Teaching Effectiveness

Evidence to be considered in the assessment of a faculty member's teaching effectiveness must include:

- Course evaluation results (IAS item 4 scores, other item scores) for each course that the faculty member has had evaluated in any given semester, written student evaluations (if these are to be used by a faculty member, all written evaluations from a given course must be submitted);
- Results of peer reviews of course instruction required for bargaining unit members who are probationary tenurable faculty, adjuncts and lecturers with less than six (6) years of continuous service, and research faculty at the rank of Assistant Professor (when teaching occurs, whether as required by letter of appointment or undertaken as additional activity);
- Levels and nature of courses taught (all courses must be listed, including course number and title, semester taught, credits and contact hours, and number of enrolled undergraduate and graduate students);
- Student advising (if applicable and/or appropriate; list all students advised during period under review, titles of graduate and undergraduate theses and research/creative works, students instructed in independent study courses, students placed in internship experiences, students placed in study abroad programs);
- Any teaching awards received during the period under review;
- The Student Evaluation Committee (SEC) report, if completed for the faculty member in question for the period under review.

Other evidence can include:

- Performance of students in courses;
- Additional investment in developing and employing innovative teaching methods such as distance learning, field-based learning, etc.
- Advising non-majors (i.e.; students completing the Geography minor, Mountain Studies minor, and/or certificates in Geographic Information Science and Technologies or Water, Science and Society, other programs in FCFC and UM);
- Designing, preparing, and offering courses specifically for the Honors Program, the General Education curriculum, or other important initiatives of the University;
- Use of community-engaged pedagogy, which can include:
  - Contributions to raising students’ awareness about current social and global issues as they relate to academic/disciplinary areas of interest.
Service learning (service learning courses are taught in partnership with the community being served and meet a community need).

All documented sources of information shall be considered by the Faculty Evaluation Committee (FEC).

Peer Review of Course Instruction

Peer review of course instruction\(^1\) is an excellent way for junior faculty members (i.e., bargaining unit members who are probationary tenurable faculty, adjuncts and lecturers with less than six (6) years of continuous service, and research faculty at the rank of Assistant Professor) to obtain feedback from senior colleagues on teaching effectiveness and impact, and is included here in the Department of Geography’s Unit Standards for that express purpose. Senior faculty members have demonstrated over their careers that they are effective instructors, and can assist their junior colleagues with identifying areas of strength and those that might benefit from improvement to ensure their overall success in the face-to-face and/or virtual classroom. The procedures that follow are meant to guide junior faculty and the Department in the conduct of peer review course instruction so that, even though required, it is regarded and approached as a positive and constructive process that can yield great benefits for the faculty, students, Department, and University.

The Mentoring Committee

Upon joining the faculty of the Department, junior faculty for whom peer review of teaching is required (i.e., bargaining unit members who are probationary tenurable faculty, adjuncts and lecturers with less than six (6) years of continuous service, and research faculty at the rank of Assistant Professor) will establish a mentoring committee of two or more tenured faculty members from Geography and other units in the FCFC. The mentoring committee will serve to advise in matters of teaching (instruction, advising, student mentoring), will conduct peer review of course instruction, and advise in the areas of research and service to assist the junior faculty member develop and maintain a balance of and success in these activities that will lead to promotion, tenure, and/or long-term retention.

Eligible Courses for Review

A course is defined as “an established course with a MUS course rubric (e.g., GPHY) and a three-digit number”; this then necessarily includes special topics courses that have a common number depending on level but generally have different titles and content. A class is defined as “a periodic offering, generally on a semester basis, of a specific course”.

At least two courses that a faculty member teaches must be evaluated at least once before tenure, or before the sixth (6\(^{th}\)) year of employment or promotion for other than tenure-track

\(^1\) This terminology, “peer review of course instruction”, is utilized in recognition that “teaching” is defined elsewhere in these unit standards as being comprised of instruction, advising, mentoring, etc.
bargaining unit members, with allowance, if deemed necessary by the mentoring committee, for
the revisiting of a course that has already been peer-reviewed to document improvement. The
selection of courses to be evaluated will be determined through consultation between the faculty
member and the mentoring committee.

Methods and Instruments

The faculty member and mentoring committee will identify courses and a schedule for
review during the first year of service, to be modified as necessary as assignments can change
unpredictably. Mentoring committee members will individually review one or more courses –
only one member per course at a time with repetition if this is deemed necessary or appropriate.
This should be repeated at the start of following years as necessary (i.e., new courses are offered,
previously offered courses that hadn’t been reviewed are offered, courses identified as being in
need of follow-up review). As well, these parties will jointly identify and adopt review
instruments drawing from, and modifying as deemed appropriate by consensus, the list of
resources listed below or identified from elsewhere. Given the intent of this peer review process,
it is important that the instruments selected for use provide the opportunity for members of the
mentoring committee to offer constructive feedback on instruction in the ways of comments and
suggestions; evaluation forms with simple rating criteria and little or no space for feedback are
not appropriate for peer review. The reviewer will arrange with the faculty member to visit a
specific class session (whether face-to-face or online), and shall be unobtrusive and not engage
with the faculty member or students; the reviewer is there to observe only.

Disposition of Reviews

The review forms and any related documentation must be copied and shared with the
faculty member and other members of the mentoring committee within one week of the class
visit. The faculty member must have the opportunity to respond to the feedback, either on the
review instrument itself if it accommodates that, or in a separate document. The response should
be completed within one or two weeks of the receipt of the review, and this response must also
be shared with the mentoring committee. The committee and faculty member may deem it
important to meet together to discuss the review and response, and if this transpires, any
outcomes must be reported in minutes or notes of the meeting, to be signed by all attending, and
copies of which retained by the faculty member and the department. The completed reviews and
faculty responses must be included in the faculty member’s IPR for each pertinent evaluation.

All original review related forms, evaluation documents, responses, and/or reports must be
submitted to the Department Chair for retention in the faculty member’s departmentally
maintained personnel file, and provided to the faculty member for inclusion in their IPR.

Some Resources to Consider (Copies are retained in the Department’s Box and serverfolders)

University of California Berkeley (https://teaching.berkeley.edu/peer-review-course-instruction;
last accessed 25 April 2019)
This resource/program provides a useful Guide to Peer Review, a Peer Review Form that is qualitative and comprehensive, and a Pre-Review Form that helps the reviewer prepare for the in-class review process.

Western Washington University Teaching Handbook
(https://www.wwu.edu/teachinghandbook/evaluation_of_teaching/evalteaching_fac_peer_review.shtml; last accessed 4 April 2019)
This website provides resources from other institutions not linked above, including best practices guides, resources designed for review of online teaching, and much more.

Vanderbilt University's Center for Teaching
(https://wp0.vanderbilt.edu/cft/guides-sub-pages/peer-review-of-teaching/; last accessed 25 April 2019)
Excellent resource for general information on peer review of teaching, teaching guides, and more.

Colorado School of Public Health Peer Review of Teaching Tool Box
(http://www.ucdenver.edu/academics/colleges/PublicHealth/resourcesfor/Faculty/facultyaffairs/Pages/ToolBoxforPeerReview.aspx; last accessed 25 April 2019)
This resource offers a large collection of forms/instruments developed by other institutions.

Standards Pertaining to Scholarly Activity

In evaluating the effectiveness of the scholarly activity of a faculty member, the FEC will consider if the faculty member is contributing in a positive way to the body of scientific knowledge through his/her research; if the value of the contribution is acknowledged by his/her peers, including professionals and/or academic researchers outside of the University of Montana; and if there is evidence of sufficient professional growth to portend continued growth in research abilities and contributions.

Evidence of effectiveness in scholarly activity to be considered in the evaluation of faculty members can include:

- Publication of books (from scholarly presses), monographs (published by professional societies), scholarly reports, peer-reviewed journal articles, papers in proceedings (peer-reviewed), and/or reviews;
- Development of externally competitive grant proposals and receipt of grant funding;
- Presentations before professional societies, associations, symposia, and workshops;
- Receipt of honors, awards, and fellowships;
- Scholarly presentations at disciplinary meetings that advance the scholarship of community outreach and engagement; and
- Contributions outside of the academy in the form of organizational and/or community-based research, program evaluations, or policy analyses with direct societal and/or cultural benefits.
The weight assigned to each piece of evidence depends upon the magnitude and quality of the work, as outlined in the following section.

Specific Standards

In making a determination of effectiveness in scholarly activity, the Department expects a productive scholar to contribute to the body of peer-reviewed and published work at an average rate of approximately one (1) publication every year, with a minimum of five (5) publications (three of which must be peer-reviewed publications as described in nos. 1 and 2 below) from an applicant for tenure. This expectation is based on the assumption that the faculty member is delivering a regular load of teaching and service as pertains to the Franke College of Forestry and Conservation faculty.

For the purposes of promotion and tenure, a publication is defined by the Department as follows:

1. A sole or lead authored paper in a peer-reviewed journal or a peer-reviewed chapter in an edited volume; similar publications as second or later author shall be assessed following the criteria in 6 below.

2. A sole or lead authored monograph (book) published through scholarly channels is equivalent to one or two publications depending on the magnitude of the effort, and a book authored and published through scholarly channels may be equivalent to two or more publications; similar publications as second or later author shall be assessed following the criteria in 6 below. Scholarly channels are expected to include a peer-review process.

3. Publications that have not been subjected to peer-review (e.g., papers published in non-reviewed proceedings, reports, or articles in “popular” literature) are equivalent to one-half of a full publication for purposes of promotion and tenure evaluation; similar publications as second or later author shall be assessed following the criteria in 6 below.

4. Successful proposals for externally competitive international or national research grants will be considered as the equivalent of a full publication for promotion and tenure evaluation. Other successful external research grant proposals, invited proposals, contracts, and proposals for external grants and/or contracts that make a significant contribution to the faculty member’s, the Department’s, and/or the University’s research, teaching and program objectives will be considered as the equivalent of one-half of a full publication for promotion and tenure evaluation. Similar publications as second or later author shall be assessed following the criteria in 6 below. All significant effort in grant writing, even if unsuccessful to date, will be favorably considered.

5. Other forms of scholarly activity may be considered as equivalent to peer-reviewed publications in lieu of, or in addition to, research published through normal channels. In the judgment of the FEC, such activity must constitute a valuable contribution (i.e., substantively and/or theoretically) to the discipline of Geography and must be acknowledged by peers outside of the University of Montana (e.g., editing of peer-reviewed volumes, journals, special issues, translations of significant works, etc.).
6. Collaborative research is encouraged by the Department. When the applicant has collaborated with colleagues and students in publishing and in the acquisition of competitive research grants, the level of his/her contribution must be indicated in the IPR and will be assessed by the FEC. The Department promotes and expects full transparency and integrity in relation to all activities, and especially those related to scholarly activity. It is recommended that for all co-authored works, a statement of authors’ contributions or statement of responsibility specifying the contributions of every author be prepared for inclusion in such, where appropriate, and for documentation in the applicant’s CV and IPR. Faculty members are recommended to consult the resources listed in the notes below for information about such documentation.\textsuperscript{2, 3}

7. The Department considers acknowledgement of research effectiveness in the form of awards, speaking invitations or other acclaim from peers to be important, but this will not be counted as equivalent to peer-reviewed publications. Participation in and presentation of research results at professional meetings shall likewise be considered favorably by the Department, but will not be counted as equivalent to peer-reviewed publications.

Because of the interdisciplinary nature of Geography and the importance of service within the discipline, exceptional professional achievements in service may reduce, but not eliminate, requirements for scholarly publications and/or creative activity.

\textbf{Standards Pertaining to Service}

University service, professional service, and public service are considered to be of equal importance. It is not expected that a faculty member be strong in all of the service areas, but he/she is expected to perform service in at least one of these areas.

Effectiveness in service means the faculty member engages in making valuable contributions to the University, the Department, the welfare of society, and the discipline of Geography. For professional public service outside the University, the service must be in the area of the faculty member’s training and expertise. It should be recognized, however, that not every faculty member, especially more junior ranked individuals, will have an opportunity of University service, and that unusually excellent and extensive scholarly productivity may play larger roles than University or professional service in some faculty careers.

\textbf{University service} may be shown by activity such as: participating in University governance (i.e., Faculty Senate, committees), interdisciplinary symposia, colloquia, or interdisciplinary curriculum development and teaching improvement. The weight assigned to each


\textsuperscript{3} Nature. 2018. Nature Research journals' authorship policy. \texttt{https://www.nature.com/authors/policies/authorship.html} (last accessed 1 April 2018).
piece of evidence depends upon the amount of time, effort, and expertise demanded, and the
level at which the service is performed.

**Service to the profession** may take the form of activity such as holding office in
international, national, or regional geographic associations or in associations which are corollary
to geography; chairing sessions at annual meetings of scholarly associations; serving as referee
for articles in scientific journals; editorial responsibilities (boards, journal editor or co-editor); or
evaluating grant proposals. Professional service may also include contributions of expertise to
governmental agencies and non-profit organizations; continuing education activities such as
extension courses, workshops, and/or seminars; and service on public advisory committees or
boards.

**Public service** may be demonstrated by high quality contributions to local, national, or
international communities through activities such as: giving professional presentations in
schools or to citizen's groups, engagement or collaboration with civic organizations or agencies
or with public agencies; and/or membership on civic committees which have public service
functions. In addition, public service may include forming and maintaining good working
relationships with community partners that have mutual benefits (e.g., grants, program
development, outreach) and help build community and institutional capacity for engagement.

In addition to the activities listed above under professional service, **participation in
one's professional field** includes, but is not limited to, belonging to appropriate professional
associations, taking an active part in their affairs, attending professional meetings, and accepting
speaking engagements related to one's field.

**Standards Pertaining to Salary Determination**

In order for a tenure track faculty member to be recommended for a merit award, they
must be judged to have demonstrated *above normal* performance in at least two of the three areas
of responsibility (teaching, scholarly activity, and public service), or *normal* performance in at
least two of these areas and *outstanding* performance in at least one of these areas. For an
application for a merit award, the faculty member's IPR documentation shall cover the period
since the last merit award or promotion, or the most recent seven (7) sequential years.

Non-tenurable faculty members may be recommended for an outstanding performance
awards for non-tenurable faculty as specified in the CBA (13.245). Depending on assigned
duties in letters of appointment (see above), and upon demonstration of *above normal or
outstanding* performance in the areas of teaching, research, and/or service, the non-tenurable
faculty member may be recommended for this award.

**OUTSTANDING** performance can include, but is not limited to:

- Research: Publication of a book by an academic press or that receives national critical acclaim;
  publication of research findings in high impact national or international peer-reviewed journals
  as lead author, averaging one publication per year; receipt as sole or lead principal investigator of
a peer-reviewed nationally or internationally competitive research funding award; receipt of a national or international award for scholarship/creative work; a significant contribution to public scholarship as sole or lead author; receipt of nationally recognized research/creative works fellowship(s); and/or invitations to give presentations at national and international meetings or symposia.

• Teaching: Successful mentorship of a significant number of graduate students to degree completion; receipt of a teaching or student mentoring award; excellent scores on student teaching/mentoring evaluations for most courses evaluated; obtaining ratings of excellent in peer reviews of course instruction (i.e., for bargaining unit members who are probationary tenurable faculty, adjuncts and lecturers with less than six (6) years of continuous service, and research faculty at the rank of Assistant Professor as described above); FEC acknowledgement of teaching excellence; innovation and application of new teaching methods; engagement in the development and teaching of multiple new course offerings that support Geography student needs and UM curriculum goals.

• Service: Active leadership in service on academic governance-related bodies of significance at the University; outstanding leadership in service to the community, government, industry, professional associations, or non-profit organizations; recognition in the media or by peers outside of UM of prominent professional or community service.

ABOVE NORMAL performance can include, but is not limited to:

• Research: Performance of extensive research or scholarly activities; evidence of research that influences policy, collaborative problem solving, community well-being, or public understanding; publication of research findings in two or more publications as 2nd author or higher in peer-reviewed journals or regional presses; publications of supervised student work in peer-reviewed publications or regional presses; receipt of a grant or contract award as a principal or co-principal investigator; collaborator on substantial research funding in the period of review; more than one invited and delivered lecture or research talk in national meetings or academic venues in an academic year; receipt of awards, honors, or fellowships; contribution to the implementation and success of graduate research at a level or quality that exceeds typical expectations; active pursuit of external support from highly competitive funding agencies; receipt of funding from less competitive or non-competitive funding sources.

• Teaching: Higher than average number of graduate student completions; higher than average student teaching/mentoring evaluations coupled with FEC acknowledgement of excellence; obtaining ratings of very good or above in peer reviews of course instruction (i.e., for bargaining unit members who are probationary tenurable faculty, adjuncts and lecturers with less than six (6) years of continuous service, and research faculty at the rank of Assistant Professor as described above); carrying a teaching load greater than the departmental standard (including summer and/or winter), with satisfactory course evaluations in courses evaluated; development and teaching one or more new course offerings that serve Geography student needs and UM curriculum goals; teaching classes that require exceptionally lengthy preparation time (e.g., classes with a significant lab and/or field component); teaching general education courses; incorporating new, innovative and effective instructional techniques beyond the traditional
lecture-based format; effective advising of students; noteworthy scholarly mentoring of
undergraduate and graduate students; and receiving funding to support graduate students.

- Service: Significant service to the community, government, industry, professional associations
  or non-profit organizations; service on more than two academic bodies of significance to UM,
  FCFC, Geography, or otherwise; or service to more than two bodies outside UM; participation in
  the organization of conferences, symposia, or lecture series; significant participation in
  professional societies: member of a committee or task force or holding a position as an
  administrator or officer; editing symposia volumes, proceedings, or journals; service on a review
  panel (e.g., NSF or similar); receipt of awards and honors or other special recognition for service
  activity; review of journal article submissions, grant proposals, and books; significant outreach to
  general public (e.g., public workshops, field trips, public lectures, work with media, non-student
  education); technology transfer outside of University; significant administrative activity such as
  playing a leadership role in developing new programs for the department, or significant
  committee work; member or facilitator of a collaborative planning or decision-making group;
  community activities or civic engagement related to the profession; and special assignments with
  significant time commitments.

NORMAL performance includes, but is not limited to:

- Research: Performance of research or scholarly activities commensurate with assigned
  responsibilities; positive contributions to the body of knowledge regionally, nationally, or
  internationally; demonstration of a leadership role in the conduct of research or scholarly
  activities; communication of research or scholarly information to the scientific, management,
  policy and public communities in oral and/or written formats, with at least one refereed
  publication per year (on average); design and/or implementation of ongoing research; advising
  and mentoring graduate and undergraduate research activities; active pursuit of external research
  support.

- Teaching: Carrying a teaching load commensurate with assigned responsibilities, comprised of
  classes in the faculty member’s area of expertise; obtaining ratings of good or above from peer
  reviews of course instruction (i.e., for bargaining unit members who are probationary tenurable
  faculty, adjuncts and lecturers with less than six (6) years of continuous service, and research
  faculty at the rank of Assistant Professor as described above); obtaining ratings of at least “good”
  in student evaluations; advising an appropriate number of undergraduate students; chairing M.S.
  and/or doctoral committees, active participation in graduate committees; pursuit of funding to
  support graduate students; maintaining and/or improving the content of courses in ways that keep
  them current and relevant.

- Service: Active participation in faculty meetings, active participation on departmental
  committees, and/or representing the department on college or university committees; active
  mentoring of untenured faculty; attendance at one regional, national or international conference,
  workshop or equivalent per year; satisfactory participation in departmental, college or university
  committees; presentations to local, national or international conferences, workshops or
  equivalent; reviews of journal article submissions; and other evidence of service to the
  profession.
LESS THAN NORMAL

• Research: Performance in research will be deemed to be of a below normal standard if the faculty member failed to meet the expectations of a normal standard of performance. However, extenuating personal circumstances (illness, bereavement etc.) will be taken into consideration before assigning a “below normal” performance evaluation.

• Teaching: Performance in teaching will be deemed to be of a below normal standard if the faculty member failed to meet the expectations of a normal standard of performance. Determination of a below normal standard of performance is made on a case-by-case basis by the FEC, and extenuating personal circumstances (illness, bereavement etc.) are taken into consideration.

• Service: Performance in service will be deemed to be of a below normal standard if the faculty member failed to meet the expectations of a normal standard of performance. However, extenuating personal circumstances (illness, bereavement etc.) will be taken into consideration before assigning a "below normal" performance evaluation.

Non-Renewal of Contract (for Probationary Faculty):
The CBA (Section 9.230) governs the non-renewal of contracts for probationary appointees. Following consultation with all tenured faculty members in the Department, the Chairperson of the Geography Department may recommend non-renewal of contract for non-tenured faculty who fail to achieve at least a normal recommendation.