



I. Guidelines for Tenure & Promotion

The goal of this document is to establish substantive and actionable criteria for reappointment, tenure and promotion to Associate Professor and promotion to Professor in the Department of Environmental Science. This document is a supplement to the minimum standards set forth in the University's Faculty Manual and highlights instruments and metrics for evaluating a faculty member's body of work as a scholar-teacher. A faculty member must demonstrate excellence in both teaching and scholarship to merit promotion; excellence in one will not make up for a deficiency in the other. Meaningful service to the department, the university, and the community at large is also expected from a faculty member, with those responsibilities increasing over time. Progression from reappointment to tenure and promotion to Associate Professor, and to promotion to Professor should be marked by a record of excellence and ongoing development in the areas of scholarship, teaching, and service to the department, the university, and the community.

A. Scholarship

Evidence of quality scholarship will include three major components: publications, external funding support, and external reviews.

Publications should consist primarily of refereed journal articles, but may also include books and book chapters. The candidate, especially in pre-tenure service, is encouraged to target high quality refereed journals in their field as the primary outlet for their scholarly work. Quantitative measures of publication quality and impact are now readily available; though they are not without deficiencies, they may be used as one metric to assess the quality of a candidate's scholarship. Possible metrics for evaluating journal quality include the journal's impact factor, the percent ranking in the field of study, and h-5 index. Although books and book chapters are clearly legitimate outlets for scholarship, the lack of tools for quantifying quality and impact make evaluating them problematic and hence less informative relative to journal articles. Similarly, publications in dictionaries, encyclopedias, the popular press, reviews of textbooks, trade magazine articles and conference proceedings will rarely provide useful information when assessing the quality of an individual's scholarship. This last group of outlets should be regarded as secondary to books or book chapters, which are themselves secondary to journal articles, especially for pre-tenure faculty.

To support a productive research program, all faculty should actively pursue significant external funding at levels appropriate for their field. External funding from nationally or internationally recognized and competitive sources will be taken as affirmation of the quality of the candidate's scholarly activities. For tenure and promotion to Associate Professor, the candidate should have a record of external funding sufficient to support an active research program, preferably from nationally or internationally competitive sources.

To merit promotion to the rank of Professor, in addition to meeting the criteria for the rank of Associate Professor, the faculty must show an arc of scholarly activity that demonstrates continued growth

in both the breadth and impact of their work. Supporting evidence should include a substantial publication record in high impact journals (evaluated using the same criteria as for promotion to Associate Professor), which may include highly regarded books or book chapters, and significant external funding, preferably from national or international, peer-reviewed competitive sources, to support a range of scholarly activities including research, training, and capacity building.

B. Teaching

Becoming an excellent teacher is an ongoing process, and new faculty members are expected to build a record of teaching excellence. Faculty members are encouraged to consult their mentors and Chair regarding their overall development as teachers.

Excellence in teaching results in students who have developed competencies in their core discipline and have acquired critical faculties for understanding not only advances in their own field, but also significant work in related disciplines. *To this end, the faculty shall provide timely, fair, and objective assessment of student performance.*

Excellence in teaching is not easily captured by any one measure. Thus, teaching will be evaluated based on a portfolio consisting of 5 major components: Teaching Statement, Self-Assessment, External Assessment, Student Assessment, and SET scores.

- A. Teaching Statement: This is the same item that is required in Files for Action as part of the comprehensive narrative. In it, the faculty member should reflect on their performance in courses (what worked, what actions to change/improve, etc.) and address their achievements, including engagement with students beyond the classroom and any new curricular initiatives
- B. Self-Assessment of Pedagogical Activities: This should document the actions that the faculty member has taken to grow and improve as a teacher. It should focus on one of the following. If faculty have reflections or accomplishments that do not fit into the chosen category, those should be listed in the CV or included, if desired, in the teaching statement.
 1. Annotated syllabi for no more than 2 classes, showing how and why the course has evolved over time and innovations the faculty member has made.
 2. Professional development related to teaching, including CTRL events attended.
 3. Examples of feedback to students, such as comments on their work.
 4. Written self-evaluation of video of teaching a class. Video need not be submitted.
 5. Written self-evaluation of teaching outside the classroom. This could include advising students on research projects, developing field trips, and creating experiential learning opportunities.
- C. External Assessment of Teaching: The faculty member should choose one of the following three options. It is recommended that the external assessment be conducted more than once so that changes and improvement in response to feedback can be documented. It is the faculty member's responsibility to arrange for these assessments to occur well in advance of the deadline for submitting a tenure or promotion file for action. Options are:
 1. External evaluation of teaching (in-class): The faculty member will arrange for an external observer from CTRL or a department other than ENVS to sit in on one or more class sessions and evaluate teaching using a rubric that has been developed and approved by the department. The faculty member will submit the rubric, narrative comments from the evaluator, and a brief (no more than 200 words) response to the evaluation. Generally, it is suggested to receive an external assessment more than once

during the period prior to coming up for tenure or promotion in order to document improvement and development.

2. External evaluation of teaching (video): This is the same as (1) but the evaluator watches a video of the faculty member's teaching, rather than being physically present in class. Video need not be submitted in the file for action.
 3. Review of course materials and report by appropriate standing or ad hoc departmental committee: Materials to include syllabi, course assignments, lecture notes, or other materials chosen by faculty member to convey pedagogical approach and quality. The faculty member must request a review and provide the committee with representative (not necessarily exhaustive) materials from two classes (not all the classes they have taught).
- D. Student Assessment of Teaching: The faculty member may choose one of the three options below. For options 1 and 2, faculty should consult the Beyond SETs guidelines and CTRL for more information on how to proceed:
1. **Student observer committee report**
 2. **Focus group** of faculty member's students led by colleague or CTRL instructional staff.
 3. **Narrative portions of SETs:** If any narratives are submitted for a course, all narratives from that course must be included. Reviewers are encouraged to weigh numerical scores in light of any expressions of bias related to physical characteristics and the like. Faculty are encouraged to respond constructively to issues raised in the narrative comments with ideas or steps for addressing valid student concerns.
- E. SETs: We recognize that SETs are an important, but incomplete, metric of teaching quality. To this end, when SETs and other components of the teaching portfolio (A-D, above) result in conflicting recommendations about whether a faculty member's teaching merits tenure and/or promotion, the other evidence in the teaching portfolio should be given greater weight in the final decision. Guidelines for presenting and evaluating SETs are below:
1. When comparing an individual's SET score to CAS or University means, only differences that are large in comparison to the level of variability should be considered meaningful. Small differences (such as one or a few tenths of a point) should be considered to mean that the individual's score is basically the same as the mean.
 2. SETs will primarily be used to look at faculty improvement over time, not to compare different faculty or courses to each other.
 3. Course characteristics (disciplinary field, class size, required/elective, lower division/upper division, etc) should be taken into account when interpreting SETs.
 4. Note new course preps and, if appropriate, use AU innovation exemption policy to drop SETs in advance.

To merit promotion to the rank of Professor, the candidate should have established a record of excellence in teaching across the departmental curriculum.

C. Service

Any academic institution flourishes by blending a variety of abilities, interests, and commitments. Indeed, ENVS regards service as an important aspect of professional development. Thus, a strong record of service will be essential for reappointment, tenure, and promotion decisions. However, we also recognize that service obligations should be less for pre-tenure faculty and grow in scope post-tenure, where more service outside of the department or outside AU will be expected of candidates for promotion to Professor. It should be noted that an outstanding service record will not make up for deficiencies in other areas. Service to one's professional societies is also encouraged, particularly in the case of candidates seeking promotion to Professor, but only to the extent that it does not compromise teaching and scholarly activities.

To merit promotion to the rank of Professor, a candidate must have a record of willingness and ability in providing leadership in faculty governance at all levels of the university community. This may include chairing Senate Committees, College Educational Policy Committees, and Ad-Hoc committees. It may also include serving as Department Chair or leading department reviews and assessments.