

The members of the Department of GESA approved the following teaching, scholarly, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook.

### **I. Teaching Effectiveness (regarding Appendix J, IX.B.1.a.1-8)**

All tenure-track members of the GESA Faculty (unless on an approved, extended leave such as a sabbatical) are encouraged to write evaluative colleague letters that may include descriptions of, and reflections upon, their observations of the candidate's "Teaching Effectiveness." The IUPC shall encourage all faculty members to observe the candidate multiple times over the course of a WPAF review cycle.

In evaluating the candidate's teaching effectiveness, colleagues may address activities including but not limited to the following:

1. Direct Instruction: Candidates will be evaluated based on the categories of classroom organization, active and engaged learning, student rapport, credibility and control, and presentation as highlighted in the Instructional Observation Checklist developed by the Faculty Affairs Committee
  - a. Observations of the candidate's in-class teaching, including lecture, discussion, and other types of instruction or classroom activity;
  - b. Observation of the candidate in other teaching environments, such as workshops, co teaching, or guest lectures, if applicable; and
  - c. Review of course syllabi and assignments and/or the candidate's use of a learning management system to organize and convey class material.
2. Academic Advising, Supervision and Mentoring of Students: This may include academic advising and career mentoring; supervising student assistants; and/or providing additional observation, evaluation and/or supplement outside of the normal classroom environment as indicated in student letters or collegial observation.
3. Development of Teaching Materials and Curriculum: This may include developing teaching materials such as course outlines, study-guides, instructional manuals, case studies and simulations and/or other content used in the classroom; developing and/or revising curriculum outcomes and assessment methodology; and/or making contributions to the achievement of departmental curriculum goals.
4. Professional Development Activities in Teaching: This may include reviewing literature and research in subject area teaching to enhance teaching; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars related to subject area teaching; using research to enhance pedagogy; and/or engaging in other activities related to teaching.

To achieve the standard of "excellence" in teaching effectiveness, a candidate for tenure and promotion must, at a minimum:

- Provide syllabi for all classes taught which clearly communicate course objectives, grading criteria, and other course and university policies. Syllabus should follow the CPH syllabi policy, use the accessible syllabus template, and follow best practices as demonstrated by the Center for Teaching and Learning Canvas Faculty Guide; Syllabus

should include a statement of inclusivity that clearly articulates this philosophy.

- Instructor ensures that all students feel safe and welcomed and have an equal opportunity to learn; students report through class evaluations that the classroom environment was respectful of diversity; instructor responds constructively to changes in student attentiveness; students report through class evaluations that they feel welcomed in class and office hours.
- Carries out assigned advising duties and attends department advising sessions.
- Demonstrates a concerted effort to reflect on the design of courses to elicit prior knowledge from students in relation to the subject, provides support in response to student performance, takes steps to remedy the situation when student's express confusion, and facilitates intercultural communication.
- Participates in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved.
- Demonstrates commitment to a diverse and/or inclusive learning environment through the use of multicultural content, varied means of assessment, and/or multilogical teaching strategies where the instructor endeavors to provide more than one perspective, identifies strengths and limitations of perspectives presented, and to engage students in reflective critiques of disciplinary perspectives.
- Reflective practice and continual refinement: Reflects on characteristics, positionality, power, and the effects of these factors on student learning. Reflects and comments on any unfavorable patterns in student evaluations, noting applied or planned changes to pedagogical practice where wanted. (GESA notes that there is a growing body of published research which casts doubt upon the reliability of student evaluations as a measure of teaching effectiveness. We therefore recommend against placing undue weight upon class climate surveys, and we would exercise particular caution in interpreting student surveys with low response rates, affirming that it is not the candidate's responsibility to ensure high response rates to such surveys.)
- Participating in professional development activities designed to enhance teaching effectiveness and advising, including professional training into classroom management practices of allowing students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning. This includes participation in teaching professional development activities including open education resource, Center for Teaching and Learning, and faculty-led workshops. Faculty should participate in one teaching and pedagogy professional development activity per year.

In addition, the candidate may demonstrate a record of accomplishment in activities such as (but not limited to):

- Mentoring of students above and beyond required advising duties, which is more than 30+ advisees;
- Developing and implementing new courses, original course content, and/or innovative teaching methods or technologies;
- Conducting workshops or seminars on teaching within the department, college or profession;
- Advise and coordinate on departmental curricular development or review;
- Receiving a college, university, or other teaching award;
- Supervising students in original research or collaborative, faculty-based research;

- Participating in extra-classroom activities with students, such as exhibitions, field trips, and workshops;
- Developing opportunities for the publication or dissemination of student work.

In addition to reflections on student learning and on their own teaching effectiveness in their courses, and how they have considered and instituted improvements in their courses, candidates for **promotion to Professor** are expected to demonstrate further teaching excellence by, for example: mentoring other faculty; teaching a variety of courses relevant to the discipline and solidifying/expanding their teaching repertoire by developing new course topics; adding new courses to the catalog; adopting/developing new pedagogical techniques and/or modes of instruction; team-teaching; presenting in on-campus professional development meetings; sharing resources, strategies and/or materials with fellow faculty; receiving a teaching award; update courses and incorporate current research, materials, technology, and software for courses taught, where appropriate; or other similar activities.

It is understood that candidates for RTP will document these activities in their WPAF, and that they will critically reflect upon their pedagogical philosophy and practice, and, where applicable, on student and peer evaluations of their teaching-in the relevant sections of their PDS.

## II. Scholarly/Creative Activities:

**For the granting of tenure and promotion, the GESA Department expects a candidate to provide evidence of an ongoing program that will lead to the production and dissemination of original, peer-reviewed work.**

1. GESA values the following in evaluating candidates' scholarship/creative activities:
  - Geography is cross-disciplinary in nature, so we value interdisciplinary scholarship, publication in scholarly journals outside the traditional boundaries of disciplinary fields, and creative activities that engage a broader academic community as equivalent to publishing within disciplinary parameters.
  - We value collaborative research and co-authored publications; candidates must specify their role and the magnitude of their contribution to the final product.
  - We highly value scholarship that synergizes with teaching and/or service.
  - We embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* and the activities associated with those dimensions as outlined in Appendix J, Section IX.B.2.a-e.
  - We recognize that scholarship comes in many forms and may employ disparate methodologies. Further, the *quality* as well as the *quantity* of scholarly activities should be considered when reviewing candidates for tenure and promotion.
2. Per Appendix J (VII.A.1.b), GESA considers it highly recommended, but not required for candidates applying for tenure and/or promotion, to have as part of the WPAF written evaluations of their scholarship/creative activities from experts in their fields at other institutions. Best practice is that the IUPC solicits and receives these letters. This kind of "outside" evaluation is desirable but not required for retention or post-tenure review.
3. The following are all nationally recognized scholarly/creative activities. There is no expectation that candidates should engage in most of these, much less all of these.
4. Regarding "publications:" On-line venues are considered as valid as printed venues, and manuscripts that have been accepted for publication or dissemination in writing, or which

have a written contract for publication/ dissemination by a journal, press, gallery, or other venue, are to be considered published, even if they have not yet appeared in print. In no particular order, examples of scholarship/creative activities include:

- Translating a published work: book, article, or document;
  - Publication of an article or book review essay in a peer-reviewed academic journal, or a chapter in a peer-reviewed book;
  - Curating or writing text for an exhibition, gallery, or museum;
  - Publication of papers in conference proceedings;
  - Publication of encyclopedia entries, book reviews, and similar short projects based on secondary research;
  - Serving as a series editor or a special issue journal editor.
  - Publication resulting from consulting outside agencies (government, foundations, museums, research institutes);
  - Publication of a peer-reviewed book by an academic press, publication of a book with a trade press, publication of a textbook, or publication of a volume of collected essays as content editor;
  - Delivering a paper as a keynote speaker at a professional conference;
  - Publication of a critical edition, reprint or documentary collection, as editor, with introduction; presenting a paper at a conference, or delivering an invited lecture on scholarly work; speaking on a panel or commenting on a session at a conference;
  - Co-authored book published with a university press or other major publisher;
  - Digital scholarship such as websites employing new technologies to address a scholarly or artistic question; a highly trafficked and influential scholarly or creative digital content creation; software;
  - Participation in Scholar-in-Residence programs at colleges or universities, museums, or non profit agencies;
  - The receipt of grants or awards supporting a candidate's work;
  - Participation and/or leadership roles in creative cooperative efforts, for example, group exhibitions, and other collaborative creative projects;
  - Participation and/or leadership roles in scholarly seminars and workshops;
  - Exhibit, installation, and/or performance of creative arts;
  - Creative publications, including digital creative work;
  - Scholarly/artistic community collaborations;
  - Non-academic publications (newspaper, magazine, etc).
5. We recognize two kinds of scholarly work: category A (**currency and engagement**) and category B (**dissemination**); both are required for faculty to achieve tenure and promotion.

A: For the GESA Department, and for this document, **currency and engagement** means **an average of at least one per year** of scholarly or creative activities such as: book reviews, conference presentations, encyclopedia articles, consultancies for community-based research projects, or engagement in artistic activities such as contributions to publications, presentations or performances. **Intense engagement** means an average of two or more of these activities per year.

**B: Dissemination**, or publishing scholarship and creative activities, is a very lengthy process. Given these constraints, within a probationary period, an article-length publication, (such as a journal article, a chapter in a book, an introduction to a book, a review article, etc.); a peer-reviewed community-based research project; or for scholar artists, one completed creative project during the probationary period represents a significant level of achievement that is acceptable for tenure and promotion to associate professor. For an artist, a project, gallery show, exhibition, performance, or publication at the national level is a substantial achievement.

6. For the GESA Department, and for this document: **Peer review** means that other scholars or artists with expertise in the appropriate field will evaluate a scholarly or creative work before publication or dissemination. (Appendix J, IX.B.2)
7. Grants can be scholarship or service, depending on the purpose of the grant and whether or not it leads to research/scholarship or creative activities.

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Examples of accomplishments meeting criteria and standards for tenure and promotion to **Associate Professor**:

Minimum Essential:

- a. Currency and engagement in one's field, demonstrated by an average of **one** every year of scholarly or creative activities, and
- b. Dissemination of scholarship through **one** article-length peer-reviewed publications or the equivalent over the entire period of review.

Good:

- a. Intense engagement in one's field, demonstrated by an average of **two** scholarly activities per year and
- b. Dissemination of scholarship through **one** article-length peer-reviewed publication.

**OR**

- a. Currency and engagement in one's field, demonstrated by an average of **one** scholarly or creative activity per year, and
- b. Dissemination of scholarship of **two** article-length peer-reviewed publications.

Excellent:

- a. Intense engagement in one's field, demonstrated by an average of **two** scholarly activities per year and
- b. More substantial dissemination of scholarship/creative activities through **two** article-length peer-reviewed publications over the entire period of the review.

**OR**

- a. Currency and engagement in one's field, demonstrated by an average of **one** scholarly or creative activity per year and
- b. Substantial dissemination of scholarship/creative activities, such as **three** significant peer-reviewed article-length publications, three substantial peer-reviewed creative projects, or three substantial peer-reviewed community-based research projects **or one** book-length peer reviewed publication (such as a monograph, a textbook, an anthology or encyclopedia [as editor], etc.) during the probationary period.

The table below illustrates the expectations for promotion to Associate Professor:

	Minimum	Good	Good	Excellent	Excellent
Currency and Engagement	1 per year	1 per year	2 per year	2 per year	1 per year
Dissemination	1 per probationary period	2 per probationary period	1 per probationary period	2 per probationary period	3 per probationary period

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Examples of accomplishments meeting criteria and standards for promotion to the rank of **Professor**:

Minimum Essential:

- a. Currency and engagement in one's field, demonstrated by at least **six** scholarly or creative activities over the entire period of review and
- b. More substantial dissemination of scholarship through **two** article-length peer-reviewed publications or the equivalent over the entire period of review.

Good:

- a. Intense engagement in one's field, demonstrated by at least **ten** scholarly activities over the entire period of review and
- b. More substantial dissemination of scholarship through at least **two** article-length peer reviewed publications or the equivalent over the entire period of review.

**OR**

- a. Currency and engagement in one's field, demonstrated by at least **six** scholarly or creative activities over the entire period of review and
- b. Very substantial dissemination of scholarship/creative activities, such as **three** significant peer-reviewed article-length publications or the equivalent over the entire period of review.

Excellent:

- a. Intense engagement in one's field, demonstrated by at least **ten** scholarly activities over

the entire period of review and

- b. Substantial dissemination of scholarship/creative activities, such as **three** peer-reviewed article-length publications, **three** substantial peer-reviewed creative projects or three substantial peer-reviewed community-based research projects **or one** book-length peer reviewed publication (such as a monograph, a textbook, an anthology or encyclopedia [as editor], etc.) during the probationary period.

The table below illustrates the expectations for promotion to Full Professor

	Minimum	Good	Good	Excellent
Currency and Engagement	6 per review period	10 per review period	6 per review period	10 per review period
Dissemination	2 per review period	2 per review period	3 per review period	3 per review period

### III. Service

Activities to be assessed: See Appendix J IX.B.3.a-g.

- A. Tenure-track faculty are expected to carry out essential service, such as regularly attending convocation, commencement, and department events (such as department meetings, majors meetings, writing peer evaluations for colleagues and letters of reference for students, and working collaboratively with colleagues). Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion.
- B. Candidates are expected to demonstrate through description (PDS) and collegial letters that their service was worthwhile and that their participation was active.
- C. Serving as department chair.
- D. Service on College and University level projects and committees is recommended.
- E. We recognize the Cultural Taxation of faculty members of color, who provide intensive student mentoring and who are called on to serve on multiple equity committees and institutional change initiatives. It is incumbent on the IUPC to contextualize the candidate’s service, and to recognize extraordinary service, where Cultural Taxation is a factor.

#### Categories for Service Criteria

GESA recognizes three categories of service activities: Type I (lighter or temporary duties), Type II (heavier or more sustained duties), and Type III, (duties requiring leadership). The amount and quality of the candidate’s work should be explained in the PDS.

Type I Activities (worth one point each, over an averaged year period) include:

- A. Excess advising (more than 40 students);
- B. Talks and presentations in audiences in the public and campus communities (e.g. colleagues' classes, presentations, talks, events, etc.);
- C. Membership on department, college and university committees that meet rarely or on an ad hoc basis (less than three times per semester);
- D. Participation in local events that promote GESA-related events in local schools;
- E. Serving as a chair or discussant on a scholarly panel;
- F. Serving as a reviewer for faculty at other universities or colleges.

Type II Activities (worth two points each, over an averaged year period) include:

- A. Serving on active college or university committees (e.g. ICC, Professional Leave Committee, etc.);
- B. Serving on an IUPC, CFPC or UFPC, or a search committee;
- C. Sustained service to other academic departments, the library, or student support services (e.g., the Centers for Academic Excellence);
- D. Mentoring graduate students or serving on a thesis or doctoral committee at CPH or another campus;
- E. Sustained participation in professional organizations, task forces, government or non governmental organizations, or community organizations;
- F. Providing ongoing consulting services to the university, government or community;
- G. Student club advising (with active membership);
- H. Reviewing or refereeing journal articles, books, grant proposals, websites, etc. in one's field;
- I. Serving on the editorial committee of a journal or similar;
- J. Mentoring student research or creative activities.

Type III Activities (worth three points each) include:

- A. Chairing a search committee;
- B. Chairing a thesis or doctoral committee at CPH or another campus;
- C. Service as an officer in professional organizations, task forces, government or non governmental organizations, or community organizations;
- D. Development of curriculum that contributes to the long term goals of the GESA Department;
- E. Organizing professional conferences;
- F. Organizing community outreach programs;
- G. Chairing a college or university committee;
- H. Leading or organizing a community service activity;
- I. Participating in community governance;
- J. Serving as department chair.
- K. Organizing new co-curricular activities for students, including student conferences, service learning opportunities, and publications.

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For promotion to full professor, the GESA Department expects a faculty member to provide evidence of service that maintains the standards required for tenure and also provides evidence of



service in leadership capacity taking advantage of professional expertise. Full Professor is extended only to those faculty who have demonstrated a strong record of participation and achievement in service activities and that show promise of continual growth. For this reason expectations for service for promotion to full professor exceed those of non-tenured faculty seeking tenure. We support faculty who choose to perform a breadth of service as well as faculty who gear service towards their strengths in service either their department, university, community, or profession. Leadership in service may include, but is not limited to: chairing committees at the department, college, university, community, or professional level, organizing (or actively participating in the organization of) department, campus, community, or professional events, and taking a lead role in drafting documents or other supporting materials while participating in committee or other volunteer work.

Examples of levels of accomplishment that meet criteria for tenure and promotion to **Associate Professor:**

Minimum Essential:

Fulfillment is listed under 1-B above, and accumulation of **five service points per academic year in residence at CPH.**

Good:

Fulfillment of normal duties listed under 1-B above, and accumulation of **seven service points per academic year in residence at CPH, with at least one Type II or III activity.**

Excellent:

Fulfillment of normal duties listed under 1-B above, and accumulation of **ten service points, with at least one Type III activity** per academic year in residence at CPH.

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Examples of levels of accomplishment that meet criteria for promotion to the rank of **Professor:**

Minimum Essential:

Fulfillment of normal duties listed under 1-B above, and accumulation of **seven service points, including one Type II activity**, per academic year in residence at CPH.

Good:

Fulfillment of normal duties listed under 1-B above, and accumulation of **ten service points, including one Type III activity**, per academic year in residence at CPH.

Excellent:

Fulfillment of normal duties listed under 1-B above, and accumulation of **twelve service points, including two Type III activities**, per academic year in residence at CPH.