

Expectations for Tenure and Promotion

Department of Environment, Geography, and Geoscience (EVGG)

2025

Note: This EVGG policy applies only to faculty hired on or after November 1, 2025. For tenure and promotion guidelines for faculty hired before November 2025, please see the specific guidelines for the department or program in which the candidate was hired (Geology, Geography, or Environmental Studies). Those pre-November 2025 departmental policies are appended below the EVGG policy.

These guidelines were adopted via unanimous departmental vote on November 11, 2025.

EVGG Faculty Organization, Leadership, and Merit Review Committees

According to the initial [2024 proposal for merging programs](#), the faculty of the Department of EVGG is organized into two groups for the purpose of hiring, mentoring, and merit reviews, and new faculty appointments shall specify one or both groups: Environmental Studies and Geography faculty forms one group, while Environmental Geology faculty forms the second group. This appointment shall be made by the provost after consultation with the candidate and the co-chairs according to the candidate's disciplinary interests and expertise. One departmental co-chair is chosen from each group, and "The co-chairs will divide responsibilities as they wish, except that each co-chair shall be responsible for mentoring junior colleagues in their respective section of the faculty." Further, "The tenured members of the Department shall be eligible to serve on review committees, except that a review committee must be chaired by the co-chair from the reviewee's section of the faculty (Geoscience or Environmental Studies and Geography)."

Tenure:

Faculty in EVGG come from diverse disciplines with varied methodological commitments and goals. However all EVGG faculty at Augustana share the desire to lead a student-centered career. Whether we are in the classroom, lab, field, a meeting with local government officials, or just meeting colleagues in the hallway, we recognize this shared commitment to students as our guiding principle. Candidates for tenure in EVGG should demonstrate, through each part of their portfolio (teaching and advising, scholarship, and service) that they contribute to an environment that is student-centered.

Teaching and advising:

As faculty, we share the value that excellent teaching and advising are the most important criteria for tenure. Our shared expectation is that candidates for tenure will demonstrate each of the following:

1. Effective instructional delivery, course design, and course administration.

Coursework should be designed, delivered, and managed in clear, effective, and professional ways. Examples include, but are in no way limited to: well organized syllabi with clearly articulated goals that integrate college and program learning outcomes; timely feedback on student work; meaningful use of classroom, lab, and field time; effective use of Augustana facilities and resources; a program of assessments that allows a student to demonstrate growth, lively class participation; and an approach that is guided by proven pedagogical practices. The candidate's teaching portfolio should include clear evidence that this criterion is being met in ways appropriate for different classes and disciplines. Faculty members are expected to provide evidence of excellent teaching in the classroom and, as appropriate for their academic discipline, the lab, field, or geo-spatial analyses, or in projects that engage students in communities, local or distant. Demonstrated excellence in teaching in at least one of lab, field, geospatial analyses, or community-engaged teaching is required for tenure in the department. Effective course administration includes being available to assist and advise students outside of class during posted office hours and scheduled meetings.

The candidate should include, in their portfolio, a reflection on their IDEA course evaluations and what lessons they draw from those data. The department does not assume that IDEA scores speak for themselves, nor does the department believe that such scores are sufficient indicators, by themselves, of teaching effectiveness or ineffectiveness. Small enrollment sections and the use of novel (to the students) pedagogy can cause bias in IDEA scores. In addition, it has been well established in the literature that course evaluations are frequently biased against any faculty member who does not fit a college student's stereotype of what a college professor should look/act like. Any fair evaluation of IDEA data must proceed in a context where these limitations and biases are recognized. However, we do expect all candidates to thoughtfully engage with and respond to IDEA results and to maintain generally good scores and/or an upwards trajectory of scores approaching good by the time of tenure.

2. Documented student learning in their classes, as described in Chapter 3 of the faculty handbook and in the FRC committee's guidance on pre-tenure reviews.

Candidates are expected to provide evidence appropriate for their course goals and assessments, and this evidence may be quantitative or qualitative, as best fits the courses being assessed. Possible examples include, but are no way limited to: Pre- and post-instruction tests, practical demonstrations of learned laboratory skills, feedback on multiple drafts of written work, analysis of student reflections on field trips, and student posters accepted at regional or national scholarly meetings. Care should be taken to ensure that both the claims made in the candidate's statement of teaching philosophy and the

evidence collected from courses align with program and course goals. **Continual professional development as a teaching scholar.**

This development is evidenced by the ability to assess one's own teaching, diagnose problems, revise, and reassess. By the time a candidate is reviewed for tenure, their teaching statement/portfolio should also include scholarly citations relevant to their choices of pedagogies and assessments. While the department in no way requires that candidates contribute to the literature on teaching and learning, a candidate should be an intelligent consumer of that literature at the broad as well as discipline-specific level, and should be able to demonstrate effective and judicious use of the teaching and learning literature in their classroom.

3. Adoption of best current pedagogical practices, as seen through a disciplinary lens.

This includes engagement with high-impact practices, as tempered by available resources. This may include such practices as collaborative or team-based assignments, assignments that draw students into understanding other cultures, differences, and inequalities, mentored student research, community-based or service learning, field experiences, etc. While no candidate could embrace all of these methods of engagement, a candidate for tenure should have a documented record of including and assessing at least one high-impact practice in a disciplinarily appropriate way, for example, in field trips, labs, projects with community partners, or other disciplinarily appropriate modalities. Different programs within the department place special emphasis on different activities.

Environmental Geology places special emphasis on organizing and leading field trips (local and distant) as well as field programs and courses, which are 1- to 2-week-long J-term, spring break or summer session programs which at least one faculty member must organize and lead. An Environmental Geology faculty member is expected to participate in and/or lead these trips at least one third of the time, with more involvement being of greater benefit to the program and candidate both. Participation in (and even co-leading) the ongoing summer field course (GEOL 105) and/or development of a new summer program is also strongly encouraged.

4. Clear understanding of the department's goals and curriculum and effective advising.

Candidates for tenure should have a clear understanding of the different majors offered by the department, the structure of the curriculum of those majors, as well as relevant areas of concentration within majors. Because there are multiple majors within the department, and because we seek to draw close connections between these majors, candidates should understand the structure and requirements of all departmental majors and programs so that they can ensure students are taking full advantage of the best opportunities available across programs. While we recognize that some of the best advising and mentoring conversations happen outside formal academic advising, a successful tenure candidate will keep accurate, formal advising records, meet regularly (at least once a semester) with willing advisees, and

file all required Starfish and/or Arches reports. Finally, a candidate for tenure should understand developing career paths in their program so that they can offer students broad vocational advice. First-year advising is encouraged (later in the tenure-track process) but does not supersede departmental advising needs.

5. Effective teaching and advising includes a demonstrated commitment to all students.

The EVGG department fosters an environment in which all students are welcome, safe, and given opportunities to grow and prosper. A demonstrated commitment to that goal is expected of a successful candidate for tenure. Faculty are expected to understand how to access and implement all of the college's relevant programs, for example, how to refer students to counseling, how to honor accommodation requests, avoid exclusionary language or conduct, and demonstrate the active pursuit of a safe and welcoming community for all students. A candidate for tenure should include, in their portfolio, clear evidence that they uphold and further this departmental commitment. Examples might include, but are not limited to:

- Fostering a welcoming classroom environment that values all students, takes into consideration students from a broad variety of backgrounds and learning styles while challenging students to their best efforts.
- Removing barriers that might otherwise prevent students from being able to participate.
- Developing courses or curricular materials that focus on themes of social justice, patterns and causes of injustice, and texts and authors from a variety of backgrounds and genders, including historically underrepresented groups.
- Mentoring and advising of students from groups underrepresented in our disciplines.
- Developing techniques of instruction that meet the needs of students from underrepresented groups.
- Participating in teaching workshops to promote inclusion and success for all students in the classroom.

Scholarship

A candidate for tenure at Augustana is expected to be a productive scholar, and the department recognizes multiple activities and accomplishments as evidence of productive scholarship. Criteria 1-4, below, are essential for tenure and the successful tenure candidate will have done each of them. Criteria 5-6 are also considered evidence of professional expression, but are not required for tenure.

1) A publication in a peer-reviewed journal and an established Augustana Research program.

Prior to tenure, a candidate must have at least **one manuscript published or accepted for publication in a peer-reviewed journal**. The candidate need not be the sole author of this paper, but the candidate should be able to demonstrate that their contribution to that paper is substantial. A peer-reviewed publication of work done while at Augustana fulfills this criterion. The candidate's publications stemming from their dissertation may also be used to fulfill this criterion. However, in this case a candidate must *also* present substantial evidence of public-facing and/or expert-reviewed work done while at Augustana, such as reports to stakeholder groups, professional presentations, or public performance/display/engagement of research products that are designed to be public-facing. Multiple publications or publishing in higher impact journals is more praiseworthy, but a single publication in any peer-reviewed journal fulfills this criterion. Scholarship of teaching and learning can be used to fulfill this criterion.

The candidate is further expected to have established a visible research program at Augustana, evidenced by active laboratory work, grant applications/awards, field studies, presentations at regional or greater professional meetings, presentations to relevant stakeholders, or other efforts.

2) Involvement of Augustana students in research.

One of the primary benefits of faculty research at a liberal arts institution is that it creates opportunities for students to meaningfully engage in research. A published paper with an Augustana-student co-author is an especially powerful way of demonstrating this commitment, but supervising student research that results in posters or presentations at scientific meetings or formal reports to local stakeholder groups also fulfills this requirement. Candidates for tenure are expected to adapt some elements of their research program to provide some research opportunities for our students. These research opportunities may or may not be nested within a formal course setting (for example, SI experiences) and may or may not result in student credits. This criterion does not mean that students must be involved in every project or at every stage of the research process. Supervising students in the scholarship of application (*sensu* Boyer) – for example, projects that involve students applying disciplinary knowledge and skills in providing data and data interpretation to local communities or stakeholders – is considered equal to the scholarship of discovery (*sensu* Boyer). Of course, many projects simultaneously do both application and discovery.

3) Application for internal and/or external grants.

Submission of at least one competitive grant proposal to an internal (Augustana College or the STEM division, not the department) or peer-reviewed external funding agency that

seeks financial support for the faculty member's research at Augustana College is expected. The grant need not be funded to fulfill this requirement, but of course a funded grant is a more impressive achievement than an unfunded one.

4) Campus seminar.

A campus-wide presentation or seminar must be given prior to the tenure decision year. The presentation should showcase research performed with student(s). Symposium Day, Celebration of Learning, Udden Club, Map and Munch, or another meeting or speaker series would be an appropriate outlet for these presentations. The presentation or seminar must be advertised at least one week prior to the scheduled date.

5) Professional research presentations.

Attendance at and presentations of research at regional or national conferences/meetings and invited seminars at other institutions also demonstrate professional activity.

6) Professional expertise in community settings.

The use of disciplinary expertise to advise community groups or provide data and analysis to such groups is scholarship of application. Presentations, white papers, and reports to community groups that use the candidate's scholarly expertise are considered evidence of professional expression.

Service

Candidates for tenure in EVGG must demonstrate a commitment to meaningful department, campus and community service. Departmental and campus service are required for tenure. While community service is not required for tenure at Augustana, it is encouraged and fully considered as service by EVGG. A candidate with extensive community service may do less departmental and campus service, but a record including some departmental and campus service is essential for tenure.

1) Departmental service:

Department faculty are expected to support, develop, and promote the department's mission, curriculum and academic program, and participate in governance activities within the department, and support the activities of the department. Departmental service includes but is not limited to: mentoring, alumni engagement, outreach to prospective students, participating in admissions events, recruiting events, participation in local and distant field experiences, willingness to cooperate with and/or assist colleagues with discipline-related questions, regular attendance at and contribution to departmental seminars and department meetings, supporting (depending on the candidates disciplinary

emphasis) the activities of the Fryxell Geology Museum, supporting (depending on the candidates disciplinary emphasis) the work of the Upper Mississippi Studies Center and/or the Center for the Advancement of Community Health and Wellness, and serving on departmental search committees. While the balance and mix of such service activities depends on the individual candidate's expertise and disciplinary interests, all EVGG faculty are expected to constructively contribute to the work and well-being of the department.

2) Campus service:

Campus service might include service on college committees and task forces, serving on Faculty Council, advising first-year students, participation in the development and teaching and assessment of General Education courses, working on college-wide curriculum development initiatives, advising student organizations, and serving in other administrative roles at the request of the Provost or President.

3) Public/community service:

Public service includes involvement in community activities related to the faculty member's professional role or in any civic activity that represents the College to members of the community in a positive way. For the EVGG department tenure candidate, this involves a commitment to engage the broader public. The ethic of the department is one which sees active engagement with local and regional government agencies, non-governmental organizations, and local educational organizations as central to our role in the College. Examples of these types of activities could include: willingness to speak to community groups, developing and maintaining relationships with community and agency partners and internship opportunities, serving on local boards and task forces, participating in local conferences, and willingness to offer the services and expertise of the department and the Fryxell Geology Museum to local organizations.

The department recognizes that the nature of service contributions will differ widely from person to person and will be difficult to measure quantitatively, but we argue that the 'public/community' service component is especially important to the life of the department. Augustana College does not require community service for tenure, however, the College has a long established policy of recognizing such service as an exemplary component of a candidate's tenure portfolio.

Promotion from Associate to Full Professor

For promotion to full professor, the candidate is counseled to continue the efforts outlined above. It is assumed that the candidate will find their particular niche and balance in the life of the department and the College in the years following the awarding of tenure.

As teaching is still the central component of the College's mission, tenured colleagues should continue to demonstrate and model excellent student learning outcomes through the development of new courses, pedagogical approaches, and continued commitment to the department's curricular goals.

The candidate for promotion is expected to have a track record of professional expression that includes tangible research products. This requirement may be fulfilled in the following ways:

1. A peer-reviewed publication of research performed while at Augustana, in any journal, not including the publication used to support the tenure case.
2. Written reports of community-engaged research to relevant stakeholders.
3. Public performance/display/engagement of research products that are designed to be public-facing.

Candidates for promotion are also expected to continue mentoring student research throughout their career, and as is the case for tenure, this student-faculty research may occur within classes or outside of formal coursework. In addition to the requirement for tangible research products detailed above, all the other forms of professional expression considered for tenure (for example, Grant applications, presentations at professional meetings) are considered evidence of professional expression.

The candidate for promotion must also demonstrate continued commitment to departmental service. Apart from teaching, mentoring student research, and departmental service, the candidate may choose to emphasize scholarship, campus, and community service in ways that fulfill the particular niche that the candidate has crafted alongside of and continuing to fulfill their job description.

The rank of associate professor often comes with additional administrative duties such as department or program chair, Faculty Council, Division Dean, or special duties as assigned by the Provost or President. These important roles come with extra responsibilities, often without course release time. We value the importance of these roles and encourage our department members to take on these roles with the understanding that they may not be able to simultaneously show significant progress in all aspects of teaching, research, advising, and service. However, the candidate for promotion must still, by the time of coming up for promotion, produce a record of high performance in teaching, professional expression, and service.

CURRENT DEPARTMENTAL STATEMENTS BELOW
These expectations apply to faculty hired before November 2025

Augustana College Geography Department's Statement on Tenure

2023

The Department of Geography believes in excellent teaching, substantive research, and professional and community engagement as pillars for the attainment of tenure and for promotion. The varied activities outlined below are consistent with the experience and practice of members of this department as well as with those adopted by the Association of American Geographers (AAG) in a document entitled

"Reconsidering Faculty Roles and Rewards in Geography" published in 1994 by the AAG Special Committee on Faculty Roles and Rewards. The goals and recommendations of that document are much more detailed than we would care to include, but in general are consonant with those outlined in the Augustana Faculty Handbook. We will include key points from that document where we think emphasis is needed. Prior to the scheduled tenure hearing the senior faculty of the department will prepare the department's recommendation to the Faculty Review Committee. The department's assessment will cover the areas listed above but whose order would be ranked as: teaching, research, and service. Service outside the campus could be given equal weight given the department's long history of providing our students with professionally relevant experiences by developing and maintaining relationships with community and agency partners and internship opportunities. Candidates are also expected to play an important role in advising Geography students and to demonstrate a commitment to increasing equity, inclusion, and diversity through teaching, advising, scholarship, and/or service.

TEACHING

The Faculty Handbook outlines four teaching domains which should be considered:

"Instructional delivery" includes articulate communication, organized and well-planned use of class time, effective interaction with students, enthusiasm, and fair evaluation of student work along with meaningful feedback. Where labs are involved as major components of the class, sufficient field experiences should be initiated to provide students with local testing of theories discussed in class lectures.

"Instructional design" includes such activities as producing accurate and relevant syllabi with clearly stated objectives and expectations, providing helpful supplemental materials, challenging students to learn and perform at a level of rigor consistent with departmental expectations, intentionally connecting course material with past and future learning, and incorporating appropriate visual aids and technology in the classroom.

"Expertise in course material" assumes that the candidate's background and education is sufficient to relate course material to past knowledge and perspectives in the particular academic area addressed in the course, to give appropriate up-to-date examples, and to challenge the students to a higher level of thinking and problem solving.

“Course administration” includes making appropriate assignments, offering help to struggling students, being available to students for help and consultation outside the classroom, and timely grading.

In order to evaluate a candidate’s teaching performance in these domains, the departmental committee will consider the following sources of information:

a. Student evaluation data

IDEA SRI data accumulated during the probationary years will be analyzed. In addition, during spring semester prior to the tenure year, a detailed questionnaire will be distributed to former students in the candidate’s courses. Students will be selected from each course that the candidate has taught. This may include alumni. The questionnaire allows respondents to assess, based on personal experience, the candidate’s role as teacher, advisor, mentor, and scholar in both the geography department and in the college as a whole. Alumni respondents may be asked to choose one of the following responses to the question of whether the candidate should be granted tenure: “absolutely,” “probably so,” “uncertain,” or “absolutely not.” The geography department committee may also conduct oral interviews with current and former students.

b. Class visits

Throughout the probationary period, and in particular, during the two semesters immediately preceding that of the tenure hearing, the department Chair and other tenured members of the department will, on separate occasions, visit each of the candidate’s classes, including teamtaught courses.

c. Evaluation of syllabi, exams, and supplementary materials

The senior geography faculty will expect a candidate’s expectations of students to be consistent with the standards of the geography department and the College. The committee will evaluate the quality of the candidate’s syllabi, exams, homework, in-class and research assignments, and supplementary materials such as field-oriented exercises.

The Department of Geography values academic advising and mentoring as an important component of tenure and promotion, and as vital to the success of our geography students. Tenured and tenure-track faculty will be assigned major and/or minor advisees. Advising load will vary by year and by candidate, with advisees primarily assigned to department members with similar academic interests. New tenure-track colleagues will be exempt from advising during their first year. Although informal advising conversations are common, candidates should have formal advising meetings with their major and minor advisees at least two times a year, prior to registration. These meetings should be used to discuss progress in the major or minor, course planning, and career/internship conversations. More frequent meetings are recommended for certain students or time periods within the major. Advising handouts and electronic tracking of progress (e.g. e-portfolios, Student Planning, or Starfish) should be used to monitor progress of advisees and to promote conversations about goal setting, curricular advising tracks, or career paths. First year advising is encouraged (later in the tenure-track process) but does not supersede departmental advising. All department members are encouraged to promote geography to prospective students and to recommend potential new majors to the department chair. Candidates should also promote student engagement in the discipline outside the classroom through professional

meetings, service, internships, and activities (also detailed under “service”). Mentoring and advising student research projects is detailed under “scholarship”.

SCHOLARSHIP

A geography faculty member at Augustana College should be engaged in significant scholarly pursuits that are publicly expressed. “Significance” will be judged by the extent to which professional expression contributes to the advancement of disciplinary knowledge, improves the reputation of the College, makes the College more attractive to prospective top faculty candidates, and contributes to the Senior Inquiry program.

The following activities will be considered as evidence of scholarship when the departmental tenure recommendation is written with a, b, and c considered as essential to the needs of the department and the candidate’s success and d, e, f, and g considered highly desirable.

a. Dissertation

Completion of a Ph.D. is a requirement for tenure in the Department of Geography.

b. Publication

At least one article accepted for publication in a peer-reviewed journal describing research in any field of geography or closely-related subfield after arriving at Augustana College is required. The publication(s) may be in collaboration with other researchers, but a substantial portion of the research described must have been conceived, proposed, and directed by the Augustana faculty member.

c. Mentoring of geography major’s research

Serving as faculty advisor for a significant number (proportionally sharing the department load) of Senior Inquiry projects that culminate in student presentations at the college research fair or professional meeting.

d. Participation in research projects conducted by the candidate which includes Augustana students as research assistants is especially desirable.

e. Application for research funding

Submission of at least one grant proposal to an internal (Augustana College) or peer-reviewed external funding agency that seeks financial support for the faculty member’s research at Augustana College.

f. Professional research presentations

Presentations of research at national conferences and regional meetings and invited seminars at other institutions can also demonstrate professional activity.

g. Campus seminars

A departmental presentation or seminar should be given during the first semester of the tenure decision year describing research performed with student(s). The seminar must be advertised campus-wide at least a week prior to the seminar date.

Diversity, Equity, Inclusion

Evidence of a commitment to increase equity, inclusion, and diversity are expected in tenure and promotion materials. Such contributions can be part of teaching, advising, scholarship, and/or service. Evidence of commitment (described in the “Example of ways to incorporate DEI” section) must be reflected in at least two of these areas and be apparent when the faculty member applies for tenure and promotion. Evidence of commitment to increase equity, inclusion, and diversity is a necessary but insufficient condition to be tenured or promoted, i.e., a candidate should meet the department’s other requirements for tenure and promotion in addition to providing evidence of commitment to increase equity, inclusion, and diversity.

SERVICE

A candidate for tenure should have demonstrated a commitment to the liberal arts and to enhance the programs of the Geography Department, the larger College community, and the wider public community of which Augustana is a part of.

a. Departmental service

A geography department faculty member is expected to support, develop, and promote the department’s mission, curriculum and academic program and participate in governance activities within the department, and support the activities of the department (e.g. participation in all of the following: mentoring, outreach to alumni and prospective students, participation on local and distant field experiences, willingness to cooperate with and or assist colleagues with geography-related questions.

b. Campus service

Campus service might include service on College committees and task forces, serving on Faculty Council, advising first-year students, participation in General Education courses, working on college-wide curriculum development initiatives, and serving in other administrative roles at the request of the Provost or President.

c. Public/community service

Public service includes involvement in community activities related to the faculty member’s professional role or in any civic activity that represents the College to members of the community in a positive way. For the geography department tenure candidate, this involves a commitment to engage the broader public. The ethic of the geography department is one which sees active engagement with local and regional government agencies, non-governmental organizations, and local educational organizations as central to our role in the College. These activities are consistent with the mission of geography departments in North America as described in the following quote from Association of American Geographers document on expectations of geography faculty:

“Geography’s strong empirical and exploratory traditions and its rootedness in real places and regions often lead geographers to devote considerable energy and time to outreach. The ability and propensity of geographers to grapple with real problems is a disciplinary strength and an institutional asset. Geography programs should ensure that their departmental and institutional reward systems weight such contributions

appropriately.” Reconsidering Faculty Roles and Rewards in Geography, 1994, Association of American Geographers, pp. 5-6

Examples of these types of activities could include: willingness to speak to community groups, developing and maintaining relationships with community and agency partners and internship opportunities, serving on local boards and task forces, participating in local conferences, and willingness to offer the services and expertise of the department to local organizations.

The department recognizes that the nature of service contributions will differ widely from person to person and will be difficult to measure quantitatively, but we argue that the ‘public/community’ service component is especially important to the life of the department.

PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR

For promotion to full professor, the candidate is counseled to continue the efforts outlined above though no quantitative number of articles, monographs, books, or other academic productions will be specified. It is assumed that the candidate will find their particular niche and balance in the life of the department and the College in the years following the awarding of tenure. As teaching is still the central component in the priorities of the College, tenured colleagues should continue to demonstrate and model excellent student learning outcomes through the development of new courses and pedagogical approaches.

The rank of associate professor often comes with additional administrative duties such as department chair, program chair, Faculty Council, or special duties as assigned by the Provost or President. These important roles come with extra responsibilities, often without course release time. We value the importance of these roles and encourage our department members to take on these roles with the understanding that they may not be able to simultaneously show significant progress in all aspects of teaching, research, advising, and service. For promotion candidates who have these extra administrative duties, they should provide in writing one year prior to promotion hearing how they have chosen to prioritize their commitment to teaching, advising, service, and research. The department should not dictate how the faculty member should restructure their time, but their commitment to teaching should not be overlooked.

APPENDIX

Examples of DEI in faculty work

Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process and should be evaluated and credited in the same way as other faculty achievements. These contributions to diversity and equal opportunity can take a variety of forms, including efforts to advance equitable access to education, public service that addresses the needs of Augustana College’s diverse population, or research in a scholar’s area of expertise that highlights inequalities. Examples of activities include but are not limited to:

Teaching:

- Fostering an inclusive classroom environment that values diversity, takes into consideration students from a broad variety of backgrounds and learning styles and challenges students to their best efforts.

- Ensuring equity in the classroom by removing barriers that might otherwise prevent students from being able to participate.
- Developing courses or curricular materials that focus on themes of diversity, equity, and inclusion or include diverse texts and authors from a variety of backgrounds and genders, including historically underrepresented groups.
- Mentoring and advising of students from groups underrepresented in Geography.
- Development of inclusive techniques of instruction that meet the needs of students from underrepresented groups.
- Participation in teaching workshops to promote diversity, equity, and inclusion in the classroom.

Research:

- Invited presentations, creative work, and or publications focused on diversity, equity, and inclusion.
- Grant writing to fund research that focuses on diversity, equity, and inclusion.
- Participation in professional development programs to improve ability to incorporate DEI into research.
- Recruitment and mentoring of students from groups underrepresented in Geography and closely-related fields for work related to the faculty member's research.
- Research contributions to understanding the barriers facing women and underrepresented groups in Geography or closely-related fields.
- Research that reflects culturally diverse communities or voices and contributes to diversity, equity, and inclusion opportunity in higher education such as research that addresses issues such as race, gender, health disparities, educational access and achievement, political engagement, economic or environmental justice, social mobility, or civil and human rights.

Service:

- Curricular design at the college or departmental level that fosters inclusivity.
- Participation in professional development programs designed to improve knowledge of needs for supporting a diverse student population.
- Mentoring faculty members and participation in activities that support successful recruitment, retention, and promotion of faculty from underrepresented and underserved populations.
- Participation in activities that support successful recruitment, retention, and graduation of students from underrepresented and underserved populations.
- Community-engagement activities in marginalized communities.
- Commitment to a professional organizations' equity, inclusion, and diversity work.
- Membership on departmental or college committees related to diversity, equity, and inclusion.
- Service on local and/or statewide committees focused on issues of diversity, equity, and inclusion.

Augustana College's Geology Department's Tenure & Promotion Guidelines

A candidate for tenure in the Geology Department should present evidence of excellence in teaching, advising, scholarship and service, as outlined in the Faculty Handbook; but just what *is* meant by “excellence”? The Faculty Handbook uses the exemplars "good", "excellent" and "meritorious" (albeit sparsely) with regard to defining the quality and quantity of activities and products to which faculty members should strive. The Faculty Welfare Committee (FWC – which does faculty reviews) interprets that “good” work in an area means that the candidate meets departmental expectations in that area: **"A candidate must meet expectations in all areas to qualify for departmental support for tenure and promotion."** Likewise, FWC interprets that “excellent” work in an area means that the candidate exceeds departmental expectations in that area. Thus, **a candidate for regular promotion to full Professor must meet expectations in all areas and exceed expectations in at least one area.** In addition, **in order to be considered for early promotion, a candidate must exceed departmental expectations in all areas by which they are judged.** We also note that assessment of whether a candidate meets or exceeds expectations for tenure is not only a judgement on past efforts, but, as much as is possible with trying to augur the future, it is a prediction on whether the faculty member will continue to grow and do "good" work (i.e., meeting expectations) throughout their tenured career.

Prior to a candidate's tenure hearing, a committee consisting of the tenured members of the department (and an additional tenured faculty member, agreed upon by the candidate and the department chair, to bring the tenure committee up to three members) will prepare a recommendation assessing the candidate's performance in each of these areas (teaching, advising, scholarship, and service) that will be submitted in writing to the Faculty Welfare Committee. Although all three areas are important, the teaching/advising component will affect the strength of the departmental recommendation more than scholarship, and scholarship significantly more than service.

TEACHING

The Faculty Handbook suggests that four teaching domains should be evaluated:

"Instructional delivery" includes articulate communication, organized and well-planned use of class time, effective interaction with students, enthusiasm, and fair evaluation of student work along with meaningful, timely feedback. Hands-on laboratory work in the geosciences is of fundamental importance, and appropriate use of lab time and assignments is essential for maximum student learning outcomes. In recognition of the adage that “the more rocks seen, the better the geologist will become,” field trips for students are highly prized, and a candidate

is expected to participate in and co-lead, potentially develop new, and add educational value to field experiences, whether as part of a regular on-campus course or an off-campus J-term, inter-term or summer break project. Such field experiences could be part of courses, optional field trips, or research programs.

"Instructional design" includes such activities as producing accurate and relevant syllabi with clearly stated objectives, learning outcomes and expectations, providing helpful supplemental materials, challenging students to learn and perform at a level of rigor consistent with departmental expectations, intentionally connecting course material with past and future learning (be it within one's course or between courses throughout the curriculum), and incorporating appropriate visual aids, actual rock, mineral and fossil samples, and technology in the classroom. Given the content-heavy nature of our discipline, even when hybrid (online and in-person) methods are necessary (e.g., during a pandemic), contact hours should not be significantly reduced. A significant number of assignments should be designed to help develop team-building collaboration skills and responsible, ethical behavior (i.e., acknowledgment and adherence to Augustana's Honor Code).

"Expertise in course material" assumes that the candidate's background and education is sufficient to relate course material to past knowledge and perspectives in the particular academic area addressed in the course, to give appropriate up-to-date examples, and to challenge the students to a higher level of critical thinking and problem solving ("confused, but at a higher level"). Intellectual transfer of knowledge is necessary, but it needs to be done in an interesting and memorable way, so that students both want to learn more on their own and are appropriately trained as budding scientists so that they have the skills and tools to do so; the liberally educated geoscientist is a life-long learner.

"Course administration" includes making appropriate, shingled assignments, offering help to struggling students, being available to students for help and consultation outside the classroom, and timely grading and posting of those grades.

Because geology as a course of study is, unfortunately, not on the minds of most students, it behooves us to actively seek out these students, not only to strengthen the Geology department, but also to improve the geological knowledge of our citizenry, with clear benefits to the general public's understanding of environmental and economic issues. Thus, fundamental to the department's role is its faculty members' commitment to the liberal arts and the AGES (Augustana General Education Studies) and interdisciplinary programs (e.g., Introductory natural science-perspective courses, Honors, First Year courses, foreign terms, environmental studies...); all Geology faculty members are expected to participate in these diverse teaching opportunities in addition to their "for-majors" courses.

In addition to teaching activities (such as in courses and on field trips), advising and mentoring of geology majors and minors is an important, nearly continuous task assumed by all members of the department, though curricular advice is generally governed by the department chair. Advising and mentoring includes curricular decisions as well as personal advice/role-modelling

and research training. In fact, the department recognizes and highly values the often tremendous amount of time and energy required – usually uncompensated through normal FTE measures – to work with students on their Senior Inquiry research projects; the goal is not only to do science (which would count toward scholarship), but also (mainly) to make scientists.

In order to evaluate a candidate's performance in these domains, the departmental tenure committee will consider the following sources of information:

a. Student evaluation data

Data from student course evaluations accumulated during the probationary years will be analyzed. The department expects a generally “good” assessment of Student Ratings of Instruction (SRIs), both in the quantitative aspects (i.e., average or better scores, relative to similar lab science courses, on the “progress on relevant objectives” and “ratings of summative questions” on the IDEA forms) and qualitative aspects (i.e., the overall sense of student comments). A generally upward-trending arc of scores is sought, even as we acknowledge the lack of statistical significance in much of the data from small-sized courses, or the perturbations due to faculty attempts to innovate with new or challenging teaching modes.

b. Class visits

Throughout the probationary period, and in particular, during the two terms immediately preceding that of the tenure hearing, the department Chair and other tenured members of the department will, on separate and multiple occasions, visit each of the candidate's classes.

c. Evaluation of syllabi, exams and supplementary materials

A candidate's expectations of students should be consistent with the standards of the Geology Department and the College. The committee will evaluate the quality of the candidate's syllabi, exams, homework, in-class and research paper assignments, and supplementary materials (e.g., teaching demonstrations and audio-visual teaching aids). In addition, a sample of student work will also be assessed.

d. Field trips

The department had a many decades-long record of 1- to 2-week-long spring break field trips, which at least one faculty member organized and led. However, with the change to semesters and the addition of a January-term, the emphasis on fieldwork has shifted from spring break trips to J-term. It is expected that geology faculty co-lead a J-term field course regularly, as their personal schedules allow. Participation in the on-going summer field course (GEOL 105) and/or development of a new summer program is also strongly encouraged. Evaluation of a candidate's efforts during these experiences by senior geology faculty is a particularly revealing form of “classroom” assessment.

e. Advising/mentoring

High quality formal and informal advising and mentoring is a hallmark of small departments in liberal arts colleges and gives Augustana's Geology program its familial, close-knit atmosphere.

Even though the Chair holds ultimately responsibility and burden, all members of the department are expected to spend considerable advising time helping our majors and minors negotiate the intricacies of course selection and scheduling, the pitfalls and opportunities of college life in general, and the career and vocational options of an ever-changing post-baccalaureate landscape. Career and vocational paths often reveal themselves only after long hours spent with students, so the department views a candidate's time doing research with students as a clear manifestation of their advising and mentoring commitments. Far more than just about any other discipline, geology is all about studying the Earth outside of the classroom, and those fieldtrips and field courses are natural occasions for advising, mentoring and deep connections to be made with students. A record of such meetings and outcomes would be a useful evaluative tool. Finally, individual faculty members are expected to mentor students towards related careers or graduate programs, and they should be willing to write honest and effective letters of recommendation and serve as character references for those students with whom they are most familiar.

f. Letters of support

Opportunities exist that allow faculty members to work closely with other individuals (co-teaching, foreign terms, extensive committee work...) or community leaders (field trips, internships, outreach programs...). A record of activities, outcomes and recommendations would be a useful evaluative tool.

SCHOLARSHIP

A geology faculty member at Augustana College should be engaged in significant scholarly pursuits that are publicly expressed. "Significance" will be judged by the extent to which professional expression improves the reputation of the College, makes the College and Geology Department more attractive to prospective top faculty candidates and to prospective geology majors, and contributes to the Senior Inquiry program.

The following activities will be considered as evidence of scholarship when the Geology Department tenure recommendation is written.

a. Dissertation

Completion of a Ph.D. is strongly suggested for the initial hire and is a requirement to be considered for tenure.

b. Active Research Program

The Department expects at least one publication in a peer-reviewed journal from research completed under the supervision of graduate and post-doctoral advisers during graduate or post-doctoral training. A substantial portion of the research described must have been conducted by the candidate, presumably the publication of the Ph.D. effort; the significance of contribution to the research would be manifested as first or second authorship on the publication. An active research program at Augustana must be clearly evident. In large part, the department stresses the need for its faculty to mentor majors on their SI research. We are well

aware that this student-research-focused emphasis may lessen the likelihood that one's own research agenda gets fulfilled. Ideally, these research activities result in at least one article submitted for publication in a peer-reviewed journal, reporting results of research undertaken after arriving at Augustana College. The publication(s) may be in collaboration with other researchers, but a substantial portion of the research described must have been conceived, proposed, and conducted by the Augustana faculty member. Participation in the project by Augustana students eventually listed as co-authors or contributors of the publication is especially desirable (if warranted).

c. External funding for research

Submission to an external funding agency (e.g., NSF) of peer-reviewed grant proposals that seek significant financial support for the faculty member's research at Augustana College is important. Of course, success in obtaining a grant is especially desirable, including both support for fieldwork and for the construction and running of appropriate laboratory space and equipment. Other sources of funding may also be sought (e.g. collaboration with local businesses/agencies).

d. Mentoring of geology majors' research

Serving as faculty advisor for a significant number (i.e., proportionally sharing the dept. load) of Senior Inquiry projects that culminate in student presentations at a professional meeting (e.g., a Geological Society of America regional meeting) or Celebration of Learning. This collaborative research with and mentoring of students has a very high priority within our department.

e. Professional research presentations

Presentations of research at national conferences and regional meetings, invited seminars at other institutions, and leadership/organization of professional fieldtrips demonstrate professional activity.

f. Campus seminars

A departmental seminar given during the fall semester of the tenure-decision year describing research performed with student(s) is required. The seminar must be advertised campus-wide at least one week prior to the seminar date. Participation in other campus-wide research seminars well before this departmental seminar is strongly encouraged.

g. Sabbaticals

It is expected that faculty members of the Geology Department will apply for and take pre-tenure paid leaves as well as regular sabbaticals near the appointed times. Guidelines for appropriate pre-tenure paid leave and sabbatical efforts are listed the Faculty Handbook.

SERVICE

A candidate for tenure should have demonstrated a commitment to enhance the programs of both the Geology Department and the larger College community.

a. Departmental service

A Geology Department faculty member is expected to support, develop, and promote the department's mission, curriculum and academic program, participate in governance activities within the department, and support the activities of the Fryxell Geology Museum (*e.g.*, participation in ***all*** of the following: mentoring, advising, service on departmental committees, outreach to geology alumni and prospective students, participation on and leading local and distant fieldtrips, participation in weekly Udden Geology Club meetings throughout the year, and leadership in Alumni Council meetings).

b. Campus service

Campus service might include such activities as serving on College committees and task forces, advising first-year students, interacting with prospective students, advising majors and minors, acting as sponsor of a student group, teaching general education courses, working on college-wide curriculum development initiatives, and serving in other administrative roles at the request of the Dean or President. A tenure candidate must support the department's and College's commitment to the liberal arts and the AGES (Augustana General Education Studies) and/or interdisciplinary programs (*e.g.*, Introductory NB-perspective courses, Honors, FYI, foreign terms, environmental studies...).

c. Public service

Public service includes involvement in community activities related to the faculty member's professional role or in any civic activity that represents the College to members of the community in a positive way. A position of leadership in regional and national professional organizations is one such manifestation of service. Because of the special nature of the Fryxell Geology Museum, it is incumbent upon all members of the Geology Department to help sustain and enhance the quality reputation of the department's Museum, though much of this responsibility lies with the Museum's Director and Curator. The department recognizes that the nature of service contributions will differ widely from person to person and will be difficult to measure quantitatively. For example, a short list of especially significant service-related activities could well be judged to constitute more impressive service than a longer list of less weighty activities. Despite the difficulty of making quantitative assessments, the committee expects the difference between especially significant and especially weak records of service to be readily apparent.

STATEMENT ON DIVERSITY, EQUITY AND INCLUSION

As of May 2021, the tenure and promotion process will require faculty to include in their narrative a description of their contributions to diversity and inclusion. Faculty might choose to address intellectual, cultural, residential and/or student life experiences. Evidence supporting the statement should be included in the supplemental materials.

To that end, faculty will address one or both questions:

1. How is a commitment to diversity and inclusion apparent in your work at Augustana?
2. How have you developed your skills and abilities related to diversity and inclusion?

Those two questions allow for myriad ways of articulating commitment to our student body, to pedagogy, and/or to our disciplinary work. They allow for those who teach content-relevant courses both to have that work formally recognized as well as to continue learning. They allow for those who continually work to better understand the needs of students from diverse backgrounds to articulate that skills-based practice. They allow for those new to the work to have their learning and development be recognized and encouraged. There is no “woke” contest, no universal body of knowledge, no minimum page length, no one expectation for this work other than that we commit to our students’ educations.

PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR

For promotion to full professor, the candidate should clearly demonstrate a record of continued high-quality teaching and mentoring and ongoing and sustained scholarship. Evidence of scholarship should include (a) an effort to publish in peer-reviewed journals the results of work done since coming to Augustana (i.e., submitted or published manuscripts), (b) continuing efforts to fund research activities through external sources, (c) supervision of student projects that lead to student publications and/or presentations, (d) presentations of research at on-campus seminars and professional meetings, and (e) making good use of sabbaticals to further the candidate’s scholarship. In other words, continuing the efforts that were required to obtain tenure, as outlined in more detail above. However, because good teaching is paramount to what we do at Augustana, and is the main key to being awarded tenure, it behooves us to strive to become better teachers throughout our tenured career; a careful balance must be struck, and this balance may differ from person to person within the department. We need to foster attitudes and model behavior, among students and colleagues alike, which emphasize scholarship as integral to our own growth and development and to the improvement of the quality of science education in general.

Environmental Studies Program Expectations for Tenure and Promotion

The Mission Statement of the college:

Augustana College, rooted in the liberal arts and sciences and a Lutheran expression of the Christian faith, is committed to offering a challenging education that develops qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world.

The Vision of the program:

The world faces pressing environmental, social, and economic sustainability challenges. Augustana College's Environmental Studies Program equips students with the tools they need to understand and solve these challenges. We believe that:

- **Sustainability demands improving human well-being for present and future generations while ensuring the resilience of the Earth's ecosystems**
- **Sustainable stewardship of social-ecological systems requires that such systems continue to provide the ecosystem services necessary to ensure human and community well-being of present and future generations**
- **Solving complex sustainability challenges requires using an interdisciplinary framework to evaluate interactions between the human and environmental dimensions of social-ecological systems**
- **Students should be capable of addressing complex, context-dependent problems that involve contested values, complex systems, and high uncertainty**
- **Students should solve problems practically, contextually, and cooperatively in ways that serve society's common interests**
- **The knowledge, skills, and values consistent with this vision are best taught by bringing students, to the degree possible in each course, into the real world of complex environmental problem solving.**

Consistent with this vision, our program emphasizes the process of synthesis, integration, and analysis across disciplines to create new knowledge in the form of practical, effective solutions to sustainability challenges. Graduates of the program will be able to make a substantial contribution towards solving complex, pressing problems within the context of helping a community address a sustainability challenge. Students will be capable of using an interdisciplinary, problem-based, solution-oriented perspective that integrates a diverse array of disciplinary knowledge, perspectives, methods, and skills. Students will be able to collaborate with academic colleagues, disciplinary professionals, and a diverse array of stakeholders to formulate alternative solutions to such problems. Students will construct knowledge and collectively apply this constructed knowledge, perspectives, methods, and skills within the context of real world sustainability problem solving.

Program expectations for tenure and promotion

The purpose of this document is to clarify the Environmental Studies program's interpretation of the college's mission in terms of expectations and standards for tenure track and promotion eligible

colleagues. All colleagues should read the relevant section of the faculty handbook (Chapters 3 & 4) on faculty advancement. All faculty are expected to present evidence that they are “professionally active teaching scholars who contribute to the well being of the institution in a number of ways: through their teaching, professional activity, campus service, and public service” (Faculty Handbook Ch. 3). Please note that in all cases, the faculty handbook is the official policy of the college. Faculty are encouraged to use the Faculty Review Committee’s preparation documents and website.

Although departments/programs may vary in terms of their interpretation of specific types of activities and availability of resources, departments are not free to establish criteria that conflict with the letter or spirit of the handbook. What follows, therefore, is not so much a discussion of policy, but rather of program culture and emphasis. This document addresses departmental expectations for tenure and promotion, and is intended to serve as a guide for the evaluation of candidates for tenure and promotion in the Environmental Studies Program.

Diversity, Equity, and Inclusion (DEI) Efforts

Augustana College is committed to maintaining and enhancing an inclusive community that strives for equity and equal opportunity. Our institution deeply values activities and achievements aligned with diversity, equity, and inclusion. All faculty members are responsible for helping to ensure that these goals are achieved. Contributions to equity, inclusion, and diversity should be clearly identified in the faculty member’s tenure and promotion narrative so that they can be evaluated in promotion and tenure decisions. Such contributions can be part of teaching, advising, scholarship and/or service.

Please visit [this link](#) to find Examples of Diversity, Equity, and Inclusion in Academic Work (Teaching, Research, Advising, Service)

Teaching and Advising.

The Environmental Studies program holds the achievement of excellent teaching to be the *highest and best expression of our institutional values*. The work of developing qualities of mind, spirit, and body in our students is by far the most important work of the college. This work is the core of both the college’s and the program’s mission. *We seek, therefore, to hire and retain faculty who value teaching above all other professional aspirations.*

The evaluation of teaching, as laid out in the handbook, is based on the evidence of classroom performance drawn from various sources (e.g., colleague observations, colleague evaluations of syllabi, assignments, exams, labs, course assessment data, and other course material, interviews with students, and IDEA reports). Student rating of instruction (IDEA) can be a useful source of information but will never be considered to be more salient than a colleague’s own assessment of student progress and reflection on their own progress as a teacher. High IDEA ratings are not synonymous with teaching excellence, nor do lower IDEA ratings automatically indicate poor quality teaching.

The Environmental Studies Program places a high priority on the development of scholarly teaching, a practice that we see as two-fold. First, scholarly teaching is connected to and uses the literature on teaching and learning to inform practice. Note that scholarly teaching, by itself, does not require

faculty to contribute professionally to the Scholarship of Teaching and Learning (SoTL), but rather that faculty become intelligent consumers of that literature. Second, scholarly teaching is evidence based. Faculty should be able to provide *significant evidence of student learning in their classes*. What are your goals and objectives for each class? What are your students learning about sustainability in your classes? What are they learning about themselves as learners or potential practitioners of a vocation? *How do you know they are learning these things?* The program does not mandate that this assessment be done in a particular way. Different courses will certainly benefit from different kinds of assessment. Both qualitative and quantitative measures can be useful. Faculty members are responsible for constructing their own strong, evidence based, case for student learning in the context of specific course goals and objectives for their classes. The program recognizes that this is a large and time-consuming task. We expect faculty to apportion their energies towards professional activities, campus service, and public service in a way that does not conflict with (or better still augments) the central goal of scholarly teaching.

The Program also places a priority on integration of community-based experiential learning opportunities into courses. There is an expectation that all faculty incorporate a wide range of such opportunities (field trips, guest lectures, and simulations to introduce students to real-world challenges and project and problem-based projects where students tackle real-world challenges in interdisciplinary teams) into the courses they teach.

The Environmental Studies Program has high expectations for community engagement. Standards for evaluating community service are laid out in chapter 3 of the faculty handbook. Community service includes all uncompensated activities where disciplinary or teaching expertise is used to benefit the public. The expectation is that project and problem-based learning experiences in courses will play an integral part of faculty satisfying this expectation. As described below, co-authoring, with students, substantial reports to communities that integrate and synthesize the findings of course-based projects can satisfy professional scholarship expectations.

The Environmental Studies Program plays a strong role in guiding tenure-track faculty in their development as teachers. The program chair and an assigned mentor provide written feedback based on in-class observations at least once each academic year (more optimally once a semester, but time constraints do not always permit this). By the time a colleague is up for tenure, all or nearly all of the tenured colleagues in the program should have observed and evaluated their teaching. A colleague's yearly program mentor will be happy to discuss problems or issues that arise in teaching and the mentor should be considered a good first source for information about the program's teaching expectations.

In the months before the tenure (or pre-tenure) review, probationary faculty will be asked to share a statement of teaching philosophy, syllabi, exams, summary IDEA reports, and assignments with tenured program colleagues for review. Chairs do have access to a candidate's IDEA data, but any use of them should be done so in collaboration with the candidate. As a final form of assessment, the

chair, in consultation with the candidate, will interview selected students about the candidate's teaching at least before the tenure review. It is the obligation of the program chair to make any programmatic concerns about a tenure candidate's teaching known to that colleague as soon as practically possible.

The program expects that candidates for promotion or post-tenure reviews will demonstrate continued growth and investment in teaching. However, tenured faculty are expected to be able to "chart their own course" with respect to the development of excellent scholarly teaching as the program does not provide mentoring or annual reviews for tenured faculty. Tenured colleagues are encouraged to make full use of the college's resources available for faculty development in teaching.

The program recognizes that good teaching means more than just good student evaluations. We value colleagues who demonstrate rigor in their teaching and learning, including investigating, developing, and assessing new pedagogical models and styles of instruction, while keeping student welfare and learning as the ultimate goal. We also recognize that students can be resistant to new and unfamiliar pedagogies. We support faculty engaged in the assessment of new pedagogies, even those which may be initially unpopular with students, so long as faculty members remain centered on student welfare and learning and continue to take student concerns seriously.

The program requires that all faculty (tenured and tenure-track) construct their courses in a way that supports our shared curricular goals. This is especially important in our core classes but is significant throughout the curriculum. Faculty should have a solid working knowledge of the program's learning outcomes and be able to demonstrate how their classes implement and/or support these outcomes in addition to the College-wide Student Learning Outcomes.

The program stresses that it is the responsibility of each faculty member to build a portfolio of evidence that documents their development as a reflective and scholarly teacher who catalyzes real learning in their courses. While other faculty can provide guidance and advice to their peers, the motivation to innovate, assess, and reflect upon classroom practice must come from each colleague. Within the broad guidelines above, faculty members are free to develop, assess, and justify their own teaching styles and methods that are consistent with the overall curricular goals of the department.

The Environmental Studies Program stresses excellence in student-centered advising and mentoring as an important criterion for tenure and promotion. Faculty in the Environmental Studies Program are expected to lead a **student-centered career**. We recognize the deep relationship between classroom activities and a student's interactions with faculty outside the classroom. *Our future as a college rests on our ability to provide student centered advising and mentoring.* Knowing how to read the college catalog and navigate through the general education requirements isn't enough. Excellent advising is far more than just assisting students with scheduling issues. Excellent advising involves a working knowledge of a student's (ever changing) goals and values, as well as serving as a catalyst for vocational and sometimes even personal reflection.

This task goes well beyond the list of assigned advisees. Sometimes our most important mentoring work occurs with students in our classes or with students who choose to meet with us informally. This is a deeply rewarding task greatly valued by our students. We recognize that mentoring relationships include heavy investments of time whose product cannot easily be quantified; however, we conform to the College's ethos that one-on-one relationships built between faculty and students are often the most cherished product of an Augustana education. Because our program has an increasing major student to faculty ratios on campus, *faculty must specifically allocate considerable time and energy to student-centered advising and mentoring*. The program expects that a candidate for tenure or promotion will demonstrate excellence as an advisor and mentor, and that they continue to develop their advising and mentoring skills over time.

Faculty should provide evidence and have the flexibility in choosing the most appropriate evidence to build their case. Examples of evidence may include:

- Senior Survey data comparing individual data to that of the Program and the College averages
- Results of a focus group of advisees run by a program colleague/mentor
- Data from a survey where advisees assess your work as an advisor
- Providing a checklist of various advising related activities demonstrating knowledge of advising (e.g., do you know how to use Starfish, do you know where to refer advisee for mental health issues vs sexual harassment issues, who in the program is a good advisor for specific post-graduate areas, what forms do students need to transfer credits to Augie)

It is the practice of the program to support faculty who make significant investments in student-centered advising and mentoring. We understand that this investment may necessitate the navigation of trade-offs in how faculty apportion their time and energy. The program expects faculty to manage investment in other forms of campus service, public service, and scholarship, in a way congruent with attaining the goal of a student centered career.

Professional Activity

The faculty handbook sets policies for the evaluation of professional activity (Chapters 3 & 4). The handbook stipulates that professional activity is evaluated in two domains: Professional Expression and Professional Development.

The Environmental Studies Program seeks to foster an atmosphere where all faculty can engage in continual professional expression and development. Further, the program appreciates the potential synergy between professional expression and our core value of teaching excellence. The program highly values the direct involvement of undergraduates in the research process other than SI coursework, but understand that this can be highly variable given the scholarship goals of the candidate up for review. We expect tenure track faculty to develop a record of professional activity.

The faculty handbook (Chapter 3) recognizes a wide range of activities as evidence of professional expression including, but not limited to:

- Publishing a book (or book chapter), a monograph, an article in a scholarly journal.

- Publishing a review of an article or book.
- Presentation of a paper or poster at a professional meeting.
- Presentation of an invited lecture at another college or a museum or area school audience.
- Consulting work within the academic discipline or community.
- Election to a learned society or the earning of an honor or prize for academic distinction.

Further, the handbook clearly stipulates that professional expression involving the scholarship of teaching and learning (meeting the same criteria as above) fully counts as professional expression. In addition to the above, the Environmental Studies Program values serving as a peer reviewer for a professional journal or granting agency

professional expression. Since such reviews are necessarily anonymous, colleagues preparing for pre-tenure or tenure review should obtain a letter from the relevant editor/program officer confirming that the reviews took place and, if the candidate wishes, commenting on the quality of the reviews.

We expect each faculty member to document evidence of their own achievement in these areas. The program will see as especially meritorious faculty members who develop a strong track record of mentoring students in scholarly endeavors. The difficult work of integrating project and problem-based experiences into courses and mentoring student research sit on the border between teaching and research. The program considers substantial reports to community stakeholders synthesizing findings and mentoring which results in a public presentation at local, regional, or national meetings by students to be significant evidence of professional expression. We recognize that such an investment in experiential learning and student research is likely to slow the rate of faculty publication.

All faculty members are expected to develop a portfolio that demonstrates commitment to professional expression. The program recognizes peer-reviewed scholarship as being an important objective measure of professional expression. In this context, peer review would include traditional journal articles, but is not limited to them. We also include:

- Manuscripts, articles, or books approved by a single editor for a professional audience.
- Workshop proceedings or articles that are reviewed by participants as they are (collaboratively) written and are subsequently made available to a community of scholars.
- Co-authoring with students substantial reports to communities that integrate and synthesize the findings of course-based projects
- Submissions to electronic journals or communities that are open for criticism by a relevant community of scholars. Candidates must take care to demonstrate the rigor and scholarly nature of the review process.
- Presentations or posters at professional meetings if such presentation requires pre- presentation editorial review (i.e. some presentations are rejected because of limited quality).
- A submitted external grant proposal to a granting agency or foundation.

- Pedagogical materials such as original lab exercises, case studies, problem sets, or assessment tools if these materials are professionally reviewed (either pre-publication or by professional end-users, such as teachers).

Environmental Studies Program faculty members are free to craft their own portfolio of professional expression consistent with the faculty handbook. While the program does not mandate peer-reviewed publication, we stress that peer-reviewed publication, regardless of the impact value of the journal or venue (regional or national), constitutes objective, tangible evidence of professional expression. The program recognizes as evidence of professional expression publications at any stage of development that were completed while employed at Augustana. While this of course includes the publication of work initiated while employed by Augustana, it is not limited to this. We include publications for which all or part of the manuscript preparation, or data analysis, or response to reviewers was performed while employed at Augustana. We recognize that other factors may make the achievement of a pre-tenure publication impossible, such as limited infrastructure and internal funding, exceptional commitments to programmatic, campus, or public service, or the catastrophic loss of data. In any event, each faculty member must present significant evidence of professional expression to achieve tenure.

Incoming faculty are eligible for extra bridge funding (or other benefits) from the Dean of the college to assist in getting research programs up and running. The Dean may attach publication expectations to those additional resources. The program expects tenure track faculty to abide by whatever agreements they may make in such negotiations. The program will be informed of such negotiations, but it is the tenure track candidate's responsibility to understand and abide by whatever agreements they may have made.

Faculty hired after 2005/06 may be offered a pre-tenure leave (see handbook Ch. 7). The handbook stresses that the purpose of such leave is to work on significant scholarly endeavors. It should be emphasized that the pre-

tenure leave is only for research-related activities as detailed in the leave proposal submitted by junior faculty and approved by Faculty Review Committee and the Dean. Junior faculty are in no way obligated to, and should be discouraged from, work related to teaching and service, including program meetings during their leave. Faculty are expected to produce peer-reviewed professional expression based on the work proposed and completed during the leave.

As with teaching, junior faculty are obligated to keep the program and program chair informed of research agendas and progress. Written documentation of this should be included in portfolios submitted for pre-tenure reviews and the tenure hearing. Junior colleagues should provide annual updates to the program as part of the annual review process.

Professional development is critical to the success of every colleague. The handbook defines (Chapter 3) professional development to include:

- Service on a committee or board or elective office of a professional organization.
- Attending, organizing, or presiding at a professional meeting.
- Pursuit of additional course work, or a program of reading and study in the discipline. • Preparation of a grant proposal. A highly rated, but non-funded proposal should be considered significant evidence of professional development and professional expression.
- Attendance of teaching related conferences.
- Participation in on-campus activities such as Teaching Observation Groups, Faculty Development Academy, Center for Faculty Enrichment Programming, Friday Conversations, etc.

We note that the handbook stipulates that development that contributes to either disciplinary or teaching expertise is considered valid professional development. The Environmental Studies Program supports and encourages both disciplinary and teaching based professional development.

The Environmental Studies Program holds candidates for promotion to the same standards for professional development and expression as tenure-track candidates. That is, associate professors are expected to continue to develop a scholarly portfolio and mentor research students. However, the program acknowledges that associate professors are often called upon to shoulder heavy service loads such as program chair, division chair, and/or heavy involvement in campus wide committees, etc. Since associate professors are often expected to take on extraordinary campus leadership (i.e., Department, Program, or Division Chair, Associate Dean) roles at this point in their career, they may not be able to invest as much time and energy in scholarship as they did as an assistant professor. Publication expectations for promotion candidates must be tempered by an understanding of individual candidate's service commitments.

Campus Service

The college policies on the evaluation of campus service are in Chapters 3 & 4 of the faculty handbook. Campus service includes, but is not limited to:

- Serving as a Departmental mentor
- Service on Department and campus committees.
- Service on Faculty Council.
- Serving in student recruitment activities.
- Serving as a peer-reviewer of faculty.
- Participation in FYI, Honors, or off-campus/study away programs.
- Advisor or guest speaker for a student groups.
- Outside-of-Department representative on faculty searches • Involvement in assessment planning or procedure.

Beyond mentoring and active engagement with student welfare, all faculty members are expected to invest in the life and work of the program. Faculty members are strongly encouraged to share pedagogy, advising/mentoring, and research ideas with their colleagues. Engagement in the life of the program includes regular meeting attendance,

participation in curricular discussions, other program subcommittees, interviewing job candidates, as well as full participation in assessment activities and the advising of student clubs. Associate professors may be called upon to perform service such as program chair, division chair, or other heavy service commitments. The program sees such commitments, if performed well, as constituting strong evidence of campus service.

6

7