

DEPARTMENT OF HUMAN GEOGRAPHY DISCIPLINE PROFILE 2007

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DEPARTMENT OF HUMAN GEOGRAPHY

DRAFT DISCIPLINE PROFILE 2007

Since its establishment, Macquarie University has valued highly maintenance of a strong nexus between quality teaching and quality research, supplemented by strong community service. These elements of academic practice are treated as co-constitutive of the University's mission. The high value placed on teaching at the University's foundation was reflected in the adoption of the motto 'And Gladly Teche' from the general Prologue to Chaucer's *The Canterbury Tales*. The value placed on the research contribution of universities in the early-21st century is thus expected to come in addition to excellence in teaching.

The Division of Environmental and Life Sciences' record of excellence in both teaching and research is demonstrated in its performance in both internally and externally benchmarked performance reviews. Indeed, the strength of the Division's commitment to interdisciplinary programs, broadly referenced science education that encompasses the natural, physical, human and social sciences confirms the importance of both graduates and ideas as the basic products of our labours.

Although the working definition of scholarship across the higher education sector is often dominated by a competitive tension between research and teaching, this tension has rarely produced conflict between 'teaching' and 'research' activities within the Division. Rather, the Division and its Departments encourage staff to pursue and deliver excellence across all of their professional activities in an integrated way. This has produced demonstrable achievements in science education, basic research, applied research, commercialisation of research, community service and the conventional markers of scholarship in measurable outputs in publications, recognition and impacts.

On a widely-endorsed alternative view of the relationship between teaching and research, the Division of Environmental and Life Sciences builds on strong traditions of excellence across the four domains of scholarship identified by Boyer (1990) as characterising the practice of scholarly excellence in the contemporary higher education system:

- the scholarship of teaching,
- the scholarship of discovery,
- the scholarship of application, and
- the scholarship of integration.

Geography Discipline at Macquarie University

Geography has existed at Macquarie since the appointment of the late Professor A.J. Rose as Professor of Human Geography in the School of Earth Sciences in April 1966. It has rich and diverse traditions in teaching and research that encompass the discipline's rich intellectual traditions and which nurtures critical and distinctive concepts for thinking about, understanding and responding to people, places and the relationships within and between them; for investigating, explaining and caring for the earth and its diverse habitats and peoples.

The Departments of Human Geography and Physical Geography, along with geographers in other parts of the Division in the Graduate School of the Environment and Department of Health and Chiropractic, have provided scholarly leadership across the scope of the discipline including work in the atmospheric, earth, environmental, geographical information, health and social sciences.

Geography's undergraduate teaching profile includes recognised majors within the Science, Arts, Economics, Social Science, Marine Science, Environmental Management and Environmental Science programs. The discipline has provided undergraduate coordinators on interdisciplinary programs in Social Science, Environmental Management and Environmental Science as well as academic leadership at Associate Dean level in both Teaching & Learning and Research. Interdisciplinary team teaching is common, with geographers co-teaching in the undergraduate program with colleagues from the two geography departments (GEOS118, GEOS264, GEOS267,) geology (GEOS112, GEOS115), environmental philosophy (ELS300) and more widely (ELS301).

In graduate teaching, geographers have provided a strong contribution to interdisciplinary teaching, with contributions through the programs of the Graduate School of the Environment, the MA in Human Geography and units that are sought after in a range of Science, Social Science, Health and Humanities programs. Graduate studies in GIS are also offered.

Research training through supervision of Honours and Higher Degree Research students is also an area in which the discipline has a strong record at Macquarie.

In research, Macquarie geographers have exemplified the value of work across all four fields of scholarship referred to by Boyer (1990), with strong performance in:

- **Basic Research** – the scholarship of discovery (eg path breaking work by Macquarie University soil scientists; important work on epidemiology of asthma and the historical geography of plague in Australia; development of global climate modelling techniques; urban segregation analyses; key work in understanding local labour markets, indigenous regional economic activity, etc);
- **Applied Research** – the scholarship of application in fields as diverse as land degradation, management of natural hazards, social impact assessment of major infrastructure and resource projects, local labour market analyses, policy analysis, health services planning and urban planning;
- **Synthesising Research** – the scholarship of integration in areas of community development, total catchment management, healthy rivers, policy advice in numerous fields, and the synthesis of spatial data for policy applications; and
- **Teaching-related Research** – the scholarship of teaching, including important work on generic skills, curriculum planning, geographical education, use of computer assisted learning, innovative research supervision.

Within the Division, geographers are encouraged to develop their scholarship across the broad scope of the discipline, but may reflect diverse patterns of scholarship within this. The fundamental marker of geography at Macquarie University, however, is an explicit commitment to and nurturing of basic, integrative and applied geographical professional practice that is research-driven and teaching-effective. This will be reflected in staff delivery of teaching excellence, generous community service and excellence across one or more fields of scholarship.

Human Geography

Within this broad disciplinary and interdisciplinary context, academics in Human Geography work as members of a diverse social and environmental science discipline.

INTEGRATED SCHOLARSHIP IN HUMAN GEOGRAPHY

Human Geographers teach within broadly science-oriented pedagogy which emphasises geography as a field discipline. We train our students in skills of observation, data collection, ethics, critical analysis and social theory. In the GIS programs, we train our students to derive spatial information from spatial data using GIS skills. The Human Geography curriculum expects and nurtures the development of skills in research, thinking, writing and communicating. It uses qualitative and quantitative analysis and it involves students' participation in lectures, tutorials, seminars and practicals and field-based teaching and learning as fundamental to their success in Human Geography programs. We cultivate a wide range of generic skills alongside our discipline-specific knowledge, skills and insights.

In our research activities, Human Geographers build on a variety of intellectual traditions, employing diverse paradigms of scholarship, utilise many different research methods and investigating a wide variety of subject matter over spatial scales ranging from the local through the regional and national, to the international and global. We maintain active inter-disciplinary research relationships, including co-supervision of honours and HDR students, with colleagues in Physical Geography, Environmental Sciences, Anthropology, Sociology, History, Politics, Philosophy, Education and Health (*inter alia*).

The Department of Human Geography values and encourages scholarship and service across Boyer's four fields. We have a particularly strong record in applied and integrative research, and in the scholarship of teaching, in addition to a well-deserved reputation for contributions to social and geographic theory, policy analysis and basic social research. As a leading contributor to the Macquarie University Centre for Research on Social Inclusion, Human Geography has pursued a strong research agenda around core themes that relate directly to the research themes of the Centre (see Figure 1):

- Living with Globalisation (Critical Theory and Social Hope)
- Social Conditions (Migration, Multiculturalism and Nation/ Welfare, Care and Social Policy)
- Postcolonial Studies (The Postcolonial World and Globalisation)
- Urban Life (Inclusion and Exclusion in Urban Spaces)
- Resource and Environmental Management (Sustainability and Social and Environmental Justice)

Scholarship of integration can lead to the transformation of information into knowledge and even, perhaps, wisdom. As a discipline well-used to interdisciplinary collaboration in teaching and research, conceptually bridging the social, human and environmental sciences, and oriented towards both documentary and interpretative study, Human Geography nurtures an intellectual culture that is strongly interdisciplinary, interpretive, imaginative and integrative.

Scholarship of application is a means of harnessing scholarship as a means of service to the community, in the sense that "such service is serious, demanding work, requiring the rigour – and the accountability – traditionally associated with research activities" (Boyer 1990: 22), and recognises that "new intellectual understandings can arise out of the very act of application" (Boyer 1990: 23). Much of the scholarship for which the Department of Human Geography is best known is applied in this way. Harnessing the

insights and methods of work from various fields to the particular circumstances of suburban community groups, marginalised Indigenous communities, local government organisations and many others, Human Geographers provide rigorous and highly-valued applied social and environmental research through a range of projects and activities.

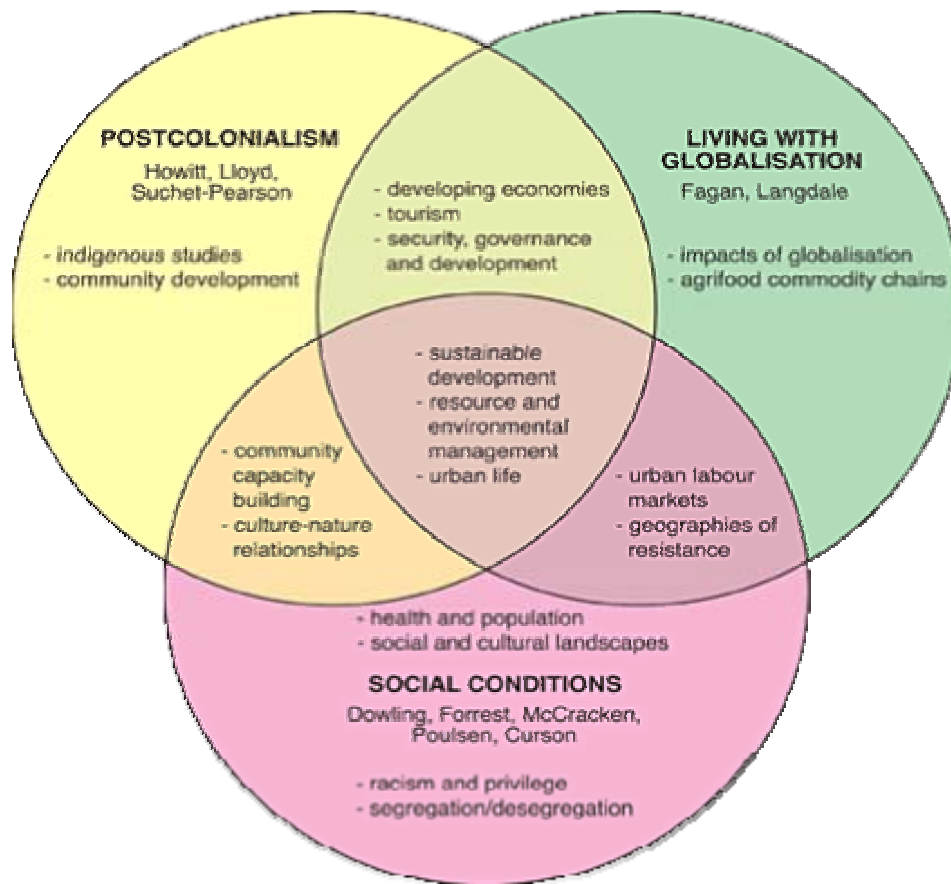


Figure 1: Research orientations in Human Geography at Macquarie University in 2005
(J Davis, Dept of Human Geography 2005)

Scholarship of discovery underpins the research practices of and research training undertaken in the Department of Human Geography. This includes work to develop and provide analysis of sound empirical information for decision makers to use. Funded through a wide range of external competitive grants, research commissions and other sources, our work contributes “not only to the stock of human knowledge but also to the intellectual climate of [the] university. Not just the outcomes, but the process, and especially the passion, give meaning to [our] effort” (Boyer 1990: 17).

Finally, both *scholarly teaching* and *scholarship of teaching* are actively encouraged within the Department. We foster a critical engagement with geographical education, reflected in grants and research that is reflective on our own teaching practices, which advances geographic pedagogy, and which is published in scholarly journals of geographic education.

Human Geography’s approach to integrated scholarship thus provides a framework for balancing ‘teaching’, ‘research’ and ‘community service’ in the execution of staff duties and the pursuit of the University’s mission. Thus Human Geographers have established a high standard of performance in the documentation and delivery of quality teaching and learning programs, have provided academic leadership in a wide range of fields of teaching and research, and have maintained high level of professional service to

disciplinary organisations, academic journals and the discipline through peer-review and external examinations of theses etc. Much of our approach to engagement with communities, governments and industry has been predicated on the social value of geographical understanding as a basis for community responses to the circumstances in which people in their various communities and settings might find themselves. The spatial dimensions of these relationships and their embeddedness in the geographies of social process are fundamental to our work. Consequently, it is often difficult for Human Geographers to delineate distinct boundaries between their teaching, research and service activities, as they often integrate their scholarly skills in a way that delivers research-based education to community groups outside the classroom (see eg Howitt 2000).

LEVEL AND TYPES OF QUALIFICATIONS REQUIRED

It is a requirement for appointment to Level A in the discipline to hold a good honours degree in a relevant field. It is normally required that appointments to Level B or higher in the discipline hold a PhD or equivalent qualification or equivalent relevant experience.

<p><i>Level A: Associate Lecturer</i></p> <ul style="list-style-type: none"> Appointees to an Associate Lectureship might have a range of qualifications, varying from a good honours degree plus appropriate research or professional experience to a PhD. In some cases it would be anticipated that a higher degree (eg Masters) or near completion of a PhD plus appropriate research or professional experience would be acceptable for Level A appointments or promotion to Level B.
<p><i>Level B: Lecturer</i></p> <ul style="list-style-type: none"> A PhD is normally required. However, for appointment or promotion to this level, consideration would be given to a candidate who is in the final stages of a PhD, i.e. post-submission and preferably at the stage of making any required corrections, and/or who has another higher degree, a professional qualification, or who has made a substantial research contribution in other ways.
<p><i>Level C: Senior Lecturer</i></p> <ul style="list-style-type: none"> A PhD is normally required.
<p><i>Level D: Associate Professor</i></p> <ul style="list-style-type: none"> A PhD is normally required.
<p><i>Level E: Professor</i></p> <ul style="list-style-type: none"> A PhD is normally required.

LEARNING AND TEACHING IN HUMAN GEOGRAPHY

Human Geography at Macquarie maintains a long-term commitment to scholarly and strongly student-centred approaches to geographic education, with small-group work and a combination of lectures and tutorials a common teaching pattern. Many units also feature ‘practical’ sessions, distinguished from tutorials mostly by their basis in primary data sources of a variety of types, and some manipulation of these in the form of exercises, and field-based and experiential learning activities. Both tutorials and practicals generate large amounts of preparation, class contact and marking. A strong commitment to distance and flexible education has seen most Human Geography units available in external study mode for many years. This has also seen development of various combinations of face-to-face, internet-based and multi-media teaching in some units.

In addition, Human Geographers’ student-centred approach places a priority on student welfare and pastoral care, with a consequent commitment to providing student advising regarding program planning, professional orientation and career planning, preparing job

applications and resumes and organising exchange and internship opportunities at a high level of accessibility and reliability.

HONOURS TEACHING

An important part of Human Geography's undergraduate teaching is its honours program. Numbers in the program and areas of thesis specialisation vary from year to year as thus do the opportunities for staff to provide supervision. All staff are involved in examining theses.

POSTGRADUATE TEACHING

The Department offers a substantial program of postgraduate coursework, all of which is available in the MA in Human Geography, and most of which is accredited for inclusion in a large number of specialist programs offered in other parts of the Division and the University. Not all staff contribute to the postgraduate coursework program, although most will.

HIGHER DEGREE RESEARCH SUPERVISION (RESEARCH TRAINING)

Research training is a major thrust of Human Geography's postgraduate teaching. The PhD remains the most common research degree, with little demand for MPhil enrolments. In addition, Human Geographers are involved in joint supervision of students enrolled for research degrees in other Departments of the Division and the University. There is an increasing expectation that all staff above Level A will be involved in HDR student supervision.

Higher degree research projects in Human Geography do not usually follow a 'science' model whereby an academic builds up an integrated research team including graduate students working on related aspects of a single project. It is much more usual for HDR students to develop their own distinct research project, albeit under guidance, so that a staff member may be expected to supervise a considerable range of projects, rather than work closely related to a single theme. While, in a sense, this imposes greater obligations on the student to develop his/her own research program rather than on the staff member to propose a particular piece of work, it is inevitably much more demanding of the staff member in having to cope with a diversity of projects often some way removed from his/her own interests. Close, regular and frequent contact between supervisor and student is expected and is the normal experience in Human Geography (Fagan et al 2001).

INNOVATIVE CURRICULUM DEVELOPMENT AND COURSE DESIGN

Rapid changes in the nature of the discipline, inadequacies in commercially available resource material, the need to teach new techniques required of many graduates, pressures created by rising student-teacher ratios and changing patterns of student demand, and the rewards promised by emerging teaching technologies have all stimulated staff to devote considerable effort to reconsider course content, develop new teaching methods and prepare additional teaching materials. This is, of course, an on-going commitment, involving a great variety of contributions. Regular review of unit content and teaching success including peer review and student feedback is expected of all staff. Similarly, all staff are expected and encouraged to maintain their professional development through participation in CPD teaching and learning programs and other relevant activities.

Within this specific context the following criteria might be considered in assessing staff members. However, the great variety of possible teaching contributions means that it is inappropriate to imply any single assessment yardstick for a specific level. The

following table indicates the range of activities and levels of performance expected or required of Human Geography staff in terms of their teaching performance at each level.

Human Geography Teaching Profiles
<p>Level A: Associate Lecturer</p> <ul style="list-style-type: none"> • Level A staff normally contribute to 100 and 200 (and sometimes 300) level units with lectures and regular tutorial and practical sessions. They also take part in unit development with more senior staff. Associate Lecturers would not usually be required to convene units. Staff at this level are not normally assigned thesis supervision responsibilities, although as part of their professional development they may take an associate supervision role with a more senior colleague in honours level supervision. • Level A staff would be expected to participate in some professional development emphasising classroom teaching, curriculum planning and related teaching skills. They would be expected to work closely with a senior colleague as a mentor in both teaching and research, in addition to their formal oversight through the PMS.
<p>Level B: Lecturer</p> <ul style="list-style-type: none"> • Level B staff will have a sound, current and scholarly knowledge of their subject matter and be capable of providing lucid expositions of it during lectures, tutorials and practicals. They are also expected to contribute in some significant way to the development of unit content and teaching material within their teaching area and may be expected to convene units. Evidence of teaching achievement could come via indicators such as favourable response from students, publication of papers oriented towards geography teaching (at any level) or, if appropriate, the supervision of honours and HDR students. • Newly-appointed or probationary staff will be assigned to a senior colleague as a mentor, and they will be supported to undertake formal professional development activities related to their teaching duties.
<p>Level C: Senior Lecturer</p> <ul style="list-style-type: none"> • Level C staff will make a substantial and effective contribution to teaching, offering leadership by example as high quality teachers and through teaching innovation. This would normally include a record of developing and regularly convening one or more units, preparing new teaching materials or units, and supervising honours and HDR students. • Level C staff are expected to undertake wider curriculum responsibilities and educational leadership roles than staff at lower levels, including program coordination, development of funding applications for teaching innovations, outreach activities in geographical education (including, eg, work with state and national teacher organisations, service on school syllabus committees, acting as external examiner for HSC or other examinations), and mentoring and support of junior staff.
<p>Level D: Associate Professor</p> <ul style="list-style-type: none"> • Level D staff will have made a substantial, effective and sustained contribution to teaching and learning. Such contributions may be represented by the types of indicator used for assessing Senior Lecturers but a greater range, higher level of innovation, longer duration of such contributions or involvement in curriculum development would normally be expected. • At Level D, leadership in the field of teaching and learning will be reflected in internal and external awards, representation of the Department and the Division on teaching and learning structures of the University, and national and international recognition of one's work in teaching and learning through membership of relevant editorial boards, review panels and assessment committees. • Level D staff will be allocated roles as mentors and supervisors of more junior staff, and will be encouraged to maintain high levels of professional development through participation in (or ongoing contributions to) CPD programs relevant to their teaching practices, including formal teaching qualifications at postgraduate level. There is an expectation that staff at this level will be in demand as HDR supervisors, and will demonstrate exemplary practice as research supervisors.
<p>Level E: Professor</p> <ul style="list-style-type: none"> • Level E staff will be required to demonstrate and sustain a substantial, effective and long-term contribution to teaching. In addition, they should provide leadership to the teaching program through such things as initiating and guiding regular curriculum reviews, exhibiting teaching excellence at key points in the program (e.g. 100 level, honours). • The leadership role of Level E staff will be reflected not only in their internal roles in mentoring and professional development, but also in a number of external teaching and learning roles within and beyond the University. • Level E staff will be expected to demonstrate exemplary practice as research supervisors, teaching supervisors and classroom teachers, and to facilitate the incorporation of important trends and innovations from national and international sources into the Department's consideration.

SCHOLARSHIP AND RESEARCH IN HUMAN GEOGRAPHY

A wide range of research interests, forms of scholarship and research methods characterise Human Geography. Research encompasses basic, applied and integrative research, as well as research related to teaching and pedagogy. Primary data collection in the field is often an important part of the research process, and can take a variety of forms: sample surveys of many kinds; interviews (sometimes in a foreign language) with a variety of respondents; and measurements within enterprises or other organisations. Data gathering can also involve extensive work in libraries and government, corporate or other archival collections. Similarly, a very wide range of techniques of analysis and interpretation is employed, often paralleling those used in disciplines such as Physical Geography, Anthropology, Health, Economics, Environmental Studies, Demography, Sociology or History.

The University's definition of 'research active' is expected to provide the minimum criterion for research activity by any academic staff member of Human Geography above Level A. The Department expects and encourages all staff to seek external research funds, and to maintain an active program of scholarship and research that contributes to the reputation and standing of the Department.

FORMS OF SCHOLARLY OUTPUT

Publication of books and papers in scholarly journals both in Australia and overseas remains the principal outlet for scholarship and research in Human Geography. While specifically geographical journals are often the preferred outlet, with emphasis on publication in high impact international journals, and the major Australian disciplinary journals, it is common to publish either in interdisciplinary journals (e.g. Environmental Studies, Development Studies, Asian Studies) or in journals of other disciplines (e.g. Political Science, Sociology, Anthropology, Planning). In Human Geography, non-Australian journals are important, partly because of an upsurge in the importance of cross-national comparative investigations and growing emphasis on theoretical work. Nevertheless, refereed Australian journals also provide a major, often high-status outlet, especially given the importance of place in Human Geography research.

Human Geography also employs a wide variety of other outlets, including: books and monographs; book chapters (usually accorded the same status as journal papers); reports for government bodies and other agencies; invited contributions to research workshops or conferences (and the ensuing published record of proceedings); research contributions to specialist or popular atlases and encyclopaedias; and commentaries or short review articles in journals, newspapers and other media. Importantly, human geographers are often called on to tailor the output from their scholarship and research to a student audience, whether through University classes, textbooks, geographical education journals or professional development courses for geographical educators.

Joint authorship of publications is common, but single-author publications are also a common form of publication in the discipline.

The audience for the published work of Human Geographers is highly diverse. The largest single audience is probably other academic and professional geographers. Publications are also often directed to academics and professionals in other fields, to policy-makers, to students, to a general audience or to specific audiences within identified communities, industry sectors or fields of practice.

NUMBER, FREQUENCY AND LENGTH OF PUBLICATIONS

Field-based, archival and other primary data gathering is often extremely time-consuming, especially where, as is often the case, related material needs to be obtained

from a wide variety of sources. Other types of research may face fewer or different time constraints. There is thus a wide variety both in the amount of time elapsing between commencing research and final publication, and in the rate of publication.

Many geographical journals impose a length limit of 6000-8000 words on papers, and these would be reasonably common lengths of articles published by Human Geographers. However, diversity is again the hallmark, with papers and book chapters often ranging from 3000 to 10,000 words, or even beyond these limits. As with the number of publications, there is little if any correlation between length and significance.

The Department has a long record of joint-authorship/editorship of monographs, collections and contributions to atlases and encyclopaedias, along with a long history of editorial roles in major journals.

REVIEW PROCESSES

Review processes and refereeing are thorough and rigorous throughout the social science journals to which Human Geographers contribute. Most other publication outlets utilise some form of peer evaluation, and this often results in reworking of material to meet an editor's or a publisher's requirements. All refereed publications are recorded in the University's OPUS system annually.

REPORTS, PROCEEDINGS AND OTHER CREATIVE WORKS

Published or unpublished reports based on commissioned research can be an important research outlet for Human Geographers, following from the 'applied' and integrated policy-planning dimensions evident in many branches of the discipline. However, in most cases where there has been a major contribution through consultancy and applied study, it could be expected that an additional output of more 'academic' publications would be generated drawing on the same body of work.

Conference proceedings provide another important outlet for active researchers. Commonly, but not universally, they would be subjected to some form of peer assessment.

ASSESSING SCHOLARSHIP AND RESEARCH

All staff above Level A are expected to be research active against the University's criteria, unless a specific workload arrangement approving a low-research loading has been put in place by the Head of Department. Level A staff are required to be clearly oriented towards a research active status, with completion of higher degree studies, submission of competitive grant applications, a clear publication program and other purposeful activities taken as the indicator of this in the PMS review process.

Beyond the basic criterion of research active status, qualitative criteria are more appropriate than quantitative in evaluating research performance; it is not very useful to specify minimum annual publication 'frequency rates' since there is so much variation in the types and orientation of research, and the speed of publication by various appropriate outlets. In developing their research and publication programs, staff will be expected to consider issues of journal impact ratings to target high impact outlets wherever appropriate.

The research contribution of Human Geographers is best assessed across a mix of criteria including the following:

- Achievement of an appropriate period of output of original research involving either new conceptual frameworks for analysis or previously un-researched data sources or fieldwork areas, or both.
- Publication of substantial review papers and perspectives on progress in

research.

- Completion of policy-oriented or applied studies from which some practical outcomes may have followed (but from which the number of conventional scholarly publications may be low compared with the time input), but where there is demonstrable social impact from the research activity.
- Success in securing external research funds, although assessment of performance on this criterion should avoid reducing it to merely ‘counting the dollars’.

The following table provides an indication of the range of activities and levels of performance expected or required of Human Geography staff in terms of their research performance at each level.

<p>Level A: Associate Lecturer</p> <ul style="list-style-type: none">• Level A staff will be expected to document planning and early execution of an on-going research program consistent with their experience, expertise and teaching loads. Completion of a PhD and publication of the main findings of such work (and perhaps other research) would be normal within a few years of appointment. Plans for future research activity, including publications, should be clear.• Level A staff will pursue relevant professional development in appropriate research methods and research supervision skills, including associate supervision of honours students under mentoring from senior colleagues.
<p>Level B: Lecturer</p> <ul style="list-style-type: none">• Level B staff will have a sound on-going research program, with publication being achieved in a variety of peer-reviewed outlets. The scope of their research program may remain related to the work undertaken in the PhD research, but it is expected that it may expand beyond that during this phase of professional development. The level of scholarship should represent significant contributions to knowledge in their field(s). It is not anticipated that all staff will be active across all fields of scholarship and, at Level B, it is expected that a concentration on one field (eg discovery, teaching) will be found, with a consequent focusing of funding, HDR student recruitment and publications.• Level B staff will be expected to draw their research findings into teaching materials relevant to their undergraduate teaching duties, and to demonstrate a developing scholarly capacity to communicate their findings to student and non-specialist audiences as well as specialist and peer audiences.
<p>Level C: Senior Lecturer</p> <ul style="list-style-type: none">• Level C staff will demonstrate that they are making a substantial and effective contribution to research and publication well beyond the scope of their PhD work. More than one research direction may be evident, with the emergence of scholarly activities in several domains. Some publications may be in the form of larger works such as books or monographs (perhaps drawing together results of their longer period of research effort).• Level C staff are expected to take on increasing leadership roles in research and scholarship, developing a capacity for leading research teams, overseeing research and research support programs and playing a role in the development of research cultures and facilities at the Department and research centre levels.• Level C staff would be expected to demonstrate research leadership also in publication outlets through editing significant collections of research papers, organising or contributing to organisation of research conferences, and having active participation in peer review activities, relevant international conferences and collaborative research relationships nationally and internationally.
<p>Level D: Associate Professor</p> <ul style="list-style-type: none">• Level D staff will display evidence of substantial and effective research activity beyond that expected at the Senior Lecturer level. They will be required to be research active and expected to have achieved a high level of national or international recognition in their specialist field(s). A record of influential research outputs, including (but not restricted to) formal publications with high levels of peer respect is expected.• In some situations, where a staff member at this level has been primarily active in applied or integrative scholarship, recognition in non-academic arenas where the impact of their work is demonstrable through (<i>inter alia</i>) continuing research commissions, ongoing collaborative research projects, including placement of honours and/or HDR students in related projects, employment of graduates, implementation of policy or practice recommendations arising from specific research reports and requests for advice, speaking and reviewing can be expected.• At Level D, staff will demonstrate research leadership beyond the Department, although this expectation would be tempered in the case of an Associate Professor playing a leading role in a

Teaching & Learning or administratively focused capacity. Within the Department, they will play an active and constructive role in the promulgation of a strong research culture with emphasis on excellence, ethics and impact. This will be demonstrated through their work in supporting junior colleagues in preparing grant applications, research contract, publications and in mentoring them towards supervisory excellence.

- In all areas of scholarship and research, the normal expectation is that Level D staff will demonstrate a superior research performance on more than one of the criteria used to assess research active status. It would be expected that Level D staff will place some of their research in major international journals, and achieve a significant level of disciplinary recognition.

Level E: Professor

- Level E staff will demonstrate high disciplinary, national and/or international standing in their field(s) of scholarship and research and will maintain this through on-going high quality research programs.
- Level E staff will be required to provide clear research leadership, with the Department placing high value on both individual research performance and contributions to research capacity and performance in the Department and its related institutional collaborations in research centres and other structures. At this level, the professor is expected to be an exemplary citizen, demonstrating a sophisticated and integrated approach to geographical scholarship, education and research that draws on an impressive research career to deliver both ongoing outputs from the individual, and the renewal of the Department through inspiration, leadership and support of younger staff.
- No predetermined number of research papers or dollars per year is used as a yardstick for appointment, promotion or annual assessment at Level E. The expectation though is that professorial staff will be the discipline's research leaders. It would be expected that Professors would be placing much of their research in major international journals.

COMMUNITY AND PROFESSIONAL SERVICE IN HUMAN GEOGRAPHY

ADMINISTRATIVE RESPONSIBILITIES

The role of Head of Department represents the largest single administrative burden on academic staff in Human Geography. This role was filled by election from the staff for the period 1988-2006, and has grown in size and significance with increasing devolution from the University to the Divisional level and from Division to Department, with increased reporting and other requirements, and especially because of growing shortage of resources of all kinds in the face of rapidly increasing demands. In future, the role will be filled by appointment by the Dean of Environmental & Life Sciences.

In addition, many administrative duties within the Department, the Division and the University have long been widely shared amongst academic staff. Such tasks are generally allocated to Lecturers, Senior Lecturers and Associate Professors, and has historically provided opportunities for staff to develop a familiarity with University structures and procedures, but these important responsibilities carry no provision for teaching relief. In many cases, Human Geographers act in roles representing the Division on major University Committees (Coursework Studies, Ethics, Academic Programs, Promotions, Outreach), or take on leadership roles within the Division (Associate Dean).

It is recognised that academic leadership in the rapidly changing context of the Australian higher education sector is a major task that is often unrelated to the main tasks of teaching, scholarship and research. Senior staff will be encouraged and supported to undertake targeted professional development activities, including appropriate further studies to equip them to take on wider administrative roles effectively and in ways that allow them to maintain their other scholarly activities in balance with their changing academic and administrative roles.

CONTRIBUTIONS TO PROFESSIONAL ASSOCIATIONS

In Australia, Geography has professional organisations at both state and national level, each with their own journals. Such associations depend heavily on a large input of voluntary labour (for example, acting as office-bearers, conference organisers, study-

group conveners, and journal editors). The Department encourages staff to make these commitments as these activities are seen as important contributions to the discipline within Australia.

In addition, the nature of Human Geography, with its diverse interdisciplinary links and research profile, means that some geographers are equally active in interdisciplinary professional associations, journals and conferences, for example in areas such as Population Studies, Asian Studies, Development Studies, Aboriginal Studies and Planning.

UNIVERSITY-COMMUNITY RELATIONS

Academic staff, especially more senior ones, could be expected to be involved in a variety of activities that affect relations between the University and the wider community. Within Human Geography, such activities have been distributed reasonably widely across the staff and include such things as membership of HSC Geography Syllabus and Examination Committees, major roles in producing in-service resources for changing syllabuses for HSC Geography, and organisation of a continuing education and professional development program for secondary teachers.

Other public profile activities include appearances on and in electronic and print media. Some indication of public profile could be gained from things like invitations to speak at or convene conferences, or requests to sit on or give evidence to government advisory boards or commissions of inquiry. It should be stressed that the opportunities for receiving such invitations are not evenly distributed at any given time so their absence should not be viewed as a negative factor.

In pursuing an integrated social and environmental scholarship, Human Geographers often take on a variety of research-related roles in community organisations, including roles as an expert witness in legal procedures, advocate in political processes, technical advisor on social processes and so on. Human Geographers play such roles for a diverse range of groups, including major industry groups, local, state and Commonwealth government bodies, Aboriginal organisations, urban residential groups, non-government organisations, environmental groups and so on. While some of this work would be recognisable as 'research' through formal consultancy arrangements (usually negotiated through AccessMQ), in some cases where the work is with impoverished or marginalised groups, the absence of financial contracts should not be mistaken for an absence of scholarly rigour and commitment.

No simple performance standard can be prescribed for this kind of work. Nor should it be implied that it is an essential ingredient of a case for promotion or appointment to any level. Rather, an individual staff member's approach to their own integrated scholarship will present a specific career trajectory that should be considered on its merits in terms of its overall balance and the way that the application of integrative geographical scholarship has created knowledge, understanding and capacities of value to the society/ies in which the University is embedded.

OTHER PROFESSIONAL CONTRIBUTIONS

Human Geographers, like other academics, make a wide variety of other contributions to education and the community generally. Examples include acting as external examiner for higher and honours degrees, serving as assessors for external research or teaching grant schemes, refereeing journal articles and preparing book reviews for journals or manuscript reviews for commercial publishers. Invitations to undertake such tasks might be an indicator of the staff member's standing in the field, while regular performance of them is an important dimension of a human geographer's contribution.

ASSESSING CONTRIBUTIONS TO THE UNIVERSITY AND COMMUNITY

Just as with teaching and research, it is impossible to specify any firm standards of contribution for promotion, appointment or annual assessment at a specific level. The range in the nature and significance of such potential contributions is simply too great to make any solid generalisations worthwhile, beyond making two points. Opportunities for such University and community contributions are clearly fewer for more junior and less-experienced staff and this should be taken into account. Such contributions to the University and the community are extremely important parts of a human geographer's professional activities and should be given full recognition as such; however, many of these duties are extremely time-consuming and it is unlikely that any one individual – however industrious and committed – could make an intensive and prolonged contribution across more than a small number of the wide range of activities.

The following table gives an approximate idea of expectations.

<p>Level A: Associate Lecturer</p> <ul style="list-style-type: none">• Level A staff would be expected to take an active part in the day to day administration of units, student advising, and university promotion. They might possibly also serve on Departmental working parties related to their research and teaching areas, and some Divisional committees.
<p>Level B: Lecturer</p> <ul style="list-style-type: none">• Level B staff would do similar things as Level A staff, but may also be involved in some middle range administrative roles. They may also take on external roles in discipline-based bodies such as elected positions on governing bodies, or participating in conference organisation activities.
<p>Level C: Senior Lecturer</p> <ul style="list-style-type: none">• Level C staff will be involved in more Divisional and/or University committees than those at Level A and B. Depending on circumstances they may sometimes chair such groups. Level C staff might serve as Head of Department. Level C staff will also be expected to act as mentors to junior staff in both teaching and research.
<p>Level D: Associate Professor</p> <ul style="list-style-type: none">• Level D staff would cover a similar number of committee activities as Level C staff, but in more senior roles. They will be expected to demonstrate leadership in administrative and service roles in addition to their leadership in teaching and research.
<p>Level E: Professor</p> <ul style="list-style-type: none">• Level E staff are expected to take on a wide range of Divisional and University administrative responsibilities, often in leadership roles. Professorial staff should also be active in forging and advertising linkages with the community. They will be expected to take a major leadership role in securing the future of the Department and its ongoing development and excellence.

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