

*Expired as of May 23, 2025; Per S15-7, 4.4.5:*

*If guidelines expire during the candidate's period of review and are not renewed, revised, or replaced with new guidelines, the candidate may include the old guidelines or no guidelines. If guidelines change—revise or replace—during the candidate's period of review, the candidate shall include their choice of the old or the new guidelines. Only one set of guidelines may appear in the dossier, and reviewers are restricted to considering only included, approved guidelines.*

## Department of Environmental Studies RTP Guidelines - Research, Scholarly and Creative Activities

### Developed by the tenured/tenure-track faculty of the Department of Environmental Studies

A. Purpose. These guidelines describe the types of Research, Scholarly and Creative Activities that are valued by the Department of Environmental Studies in the Retention, Tenure and Promotion (RTP) process. The works discussed here reflect the wide range of scholarly and creative activities that occur in environmental fields. We expect these guidelines to assist Environmental Studies faculty in the RTP process as well as help campus review committee members who may not be familiar with the range of scholarly and creative activities that are valued in environmental fields.

Thus, these guidelines are in the spirit of Academic Senate Policy S15-7, Section 4.1.5 which states that, "Guidelines should assist committees and administrators outside the department or college in understanding the standards appropriate to the applicant's profession and to ensure fair and equitable application of these standards to the broader procedures, standards, and criteria of the university policies. Such statements or guidelines may specify the sorts of documentation that are expected to be relevant to the evaluation of professional effectiveness of faculty in the particular academic area."

B. Peer-reviewed Work. The Department of Environmental Studies recognizes that peer-reviewed work, such as that published in peer-reviewed journals, scholarly monographs/books, or book chapters, is an important and easily-understood standard for scholarly achievement. In this realm, in addition to sole-authored work, we are highly supportive of:

- a) multiple-authored peer-reviewed publications. Environmental research is interdisciplinary and often large scale and/or long term, requiring collaboration with other researchers for high-quality work.
- b) papers authored with graduate students. Such publications are highly beneficial, allowing faculty to translate many hours of work with graduate students into a peer-reviewed product and assisting MS graduates in advancing their careers.

We also recognize the following scholarly and creative activities as comparable in value to peer-reviewed journal articles or book chapters:

- a) White papers or technical papers that have been peer-reviewed by experts at scientific agencies such as the US Geological Survey, the US Environmental Protection Agency or others. Because Environmental Studies is an applied field, technical studies that assist agencies in their work are extremely valuable. Faculty will need to describe the peer-review process and the credentials of the individuals involved in the review.
- b) White papers, technical papers or other works of analysis that receive some level of peer review and are used by agencies, municipalities or non-profit organizations to influence policy toward sustainability. Because the goal of Environmental Studies is to promote a sustainable society, works of analysis that influence policy to support sustainability are extremely value. Faculty will need to describe the peer-review process and how the work was used to influence policy.
- c) Grants with significant potential publication impact and/or of substantial award size that are peer-reviewed and are funded. Grants written to the National Science Foundation, US

Department of Agriculture or US Environmental Protection Agency are examples of such grants.

- d) Creative works that, as a result of independent critique, are published or shown publicly.
- e) Text books or technical books that are independently reviewed and edited.
- f) Technical books that are edited by the faculty member.
- g) Active editor of a professional, peer-reviewed journal.

C. Other Valuable Work. The following are some of the many other scholarly and creative activities that faculty may engage in which, while not completely comparable to the products listed in B, are quite valuable in showing the technical expertise of faculty members. These items are important to include in dossiers as evidence of the multiple ways in which faculty disseminate information to colleagues and to society at large:

- a) Presentations at professional meetings.
- b) Workshops developed by faculty in areas of expertise.
- c) Professional documents, such as but not confined to Environmental Impact Reports, program review reports, and project monitoring documents, that assist agencies and municipalities in promoting sustainability. The faculty member must describe how the product will be used to promote sustainability.
- d) Funded grants that received little or no peer review.
- e) Popular articles.
- f) Active contributions to professional societies as an officer.

D. Body of Work. As they go through their careers, faculty will typically have a mix of works from both the peer-reviewed and other valuable work categories. Generally, faculty add to their body of work yearly to advance their research and that of their graduate students and to disseminate valuable information on promoting sustainability. However, every faculty member is different in their scholarly production, especially in a highly interdisciplinary field such as environmental studies. We recognize and support the diversity of scholarly paths that faculty pursue.

E. Evaluation. Whether faculty are evaluated under Senate Policy S98-8 or S15-8 (for faculty hired in AY 2016-2017 or later and all faculty from 2020-2021 and on), "when making recommendations on faculty personnel matters, committees and administrators should use common sense and flexibility in applying standards and criteria."

For faculty evaluated under S15-7 and S15-8, as stated in S15-8, Section 3.3.2.1, "Committees and administrators shall write an evaluation of a candidate's scholarly/artistic/professional achievement and shall rate the overall performance in this category according to the..." descriptive scale as provided in S15-8. "When a candidate's achievements are significant but depart from the general description..." in S15-8, "evaluators should exercise judgment and give credit for unusual, unique, or unanticipated activities at the same level as better known activities of comparable significance. Especially in unusual cases, candidates should carefully document the significance of their accomplishments."