

FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: Environmental Science (Dah Duran)

Department Chair: Beth Christensen [Signature]
Print Signature

Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: _____

Signature [Signature] Date 1/15/20 Approved Y/P/N

Dean/Supervisor: _____ Y/P/N

Add'l Admin [Signature] 2/4/20 Y/P/N

Provost/designee: _____ Y/P/N

President/designee: _____

Y = Approved	P = Approved pending modifications	N = Not approved
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For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE:	DATE
Departmental approval, sent to Dean/Supervisor:	September 25 (earlier if possible)
Dean provides feedback regarding criteria	October 9
Final administrative approval and forwarding to Senate, Department, and Dean	November 1

- iv. Evidence of research impact/Standing within peer-community
- v. Candidate's self evaluation of research activities
- b. External reviews, in the case of tenure and promotion
- c. Candidate's plans for growth and development of future research activities

3. Service: Contributions to the University and Wider Community – 11%

- a. Committee's evaluation of candidates service activities, including:
 - i. Service to Department of Environmental Science
 - ii. Service to School of Earth & Environment
 - iii. Service to University
 - iv. Service to scholarly community
 - v. Scholarly service to broader community
 - vi. Candidate's self-evaluation of service activities
- b. Candidate's plans for growth and development of future service activities
- c. Committee's evaluation of informal teaching activities (if applicable to this category)

Teaching & Public Communication

45 percent

Formal and Informal Teaching: In order to achieve tenure, faculty members must demonstrate that they are excellent and dedicated communicators. Both formal and informal teaching are valued activities.

Formal teaching activities, which are counted as teaching, include:

1. Traditional classroom and laboratory instruction, as well as mentoring activities on campus and on field trips.
2. Faculty are encouraged to embrace online teaching and should strive to develop at least one online or hybrid (partially online) course.
3. Contributions to the development of new curricula, including graduate and undergraduate majors, minors, and certificates of undergraduate study is a key educational undertaking and counts as both a teaching and a service activity.
4. Teaching collaborations with faculty both internally and externally are encouraged. The involvement of graduate students in undergraduate pedagogy is encouraged. The development of innovative pedagogical methods is valued.

Informal teaching activities, which are counted as teaching *or* service include:

1. A wide range of activities: Examples include talks, class lectures or even a lecture series to K-12 school groups, civic groups, university seminars and assemblies, and political forums, such as testifying before a governmental panel and is based on the faculty member's area of specialization.
2. Scholarly engagement with the media in all its forms (both traditional media and new media) is a highly valued activity and an important method of disseminating scholarly information, enhancing the public discourse, and boosting awareness of the university and its programs and activities.
3. Giving public talks is encouraged.
4. Invited talks in high-profile public venues, particularly those later distributed on the Internet, are a highly valued informal teaching activity.

Authorship: In the field of Environmental Science and related fields such as Biology, Chemistry, and Geology, first authorship usually carries the most weight. Beyond that, weight may depend on the order an author's name appears. For example, in a paper with three authors, the second or middle author is the second-most important. Third author or the last author may be the least important. In some cases the last author may be the Principal Investigator of the lab from which the work originated thus signifying significant weight. In this case, the principle author is usually also the corresponding author. Exceptions to these conventions such as authors being listed alphabetically must be explicitly stated by the candidate. Coauthoring peer-reviewed publications with undergraduate and/or graduate student co-authors is encouraged and enhances the value of the publication from an institutional standpoint. For each publication, the candidate must explain their role and its significance to the study and their relative contribution.

Non-peer-reviewed publications and other creative works (e.g., developing environmental impact statements, informational or topic-based websites, toolkits, datasets), that have an impact on the field will generally not be considered as a research contribution for tenure, unless an adequate case can be made, by the candidate, for their scholarly value.

Books: Sole and co-authored books, published by a university press or major publishing house, may constitute a major accomplishment. Engaging in a book project, prior to the awarding of tenure, should be carefully considered and weighed against the need for publishing peer-reviewed journal articles, which are essential for a successful tenure application. Books that introduce new scholarly information and/or synthesize information in new and significant ways will be considered as contributions to the faculty member's research portfolio. Books that primarily review or consolidate existing works, such as textbooks and children's books, will be viewed as part of the candidate's scholarly and teaching output, but (depending on content) might not constitute a contribution to the candidate's research output. Edited volumes, in which the candidate has assumed a lead role in the selection and curation of varied scholarship on a theme, introduced/contextualized it, and/or contributed a chapter (s) may be considered part of the candidate's research output depending on the degree to which information presented is synthetic or novel. It is incumbent upon the candidate to contextualize contributions to books and the candidate must explain their role in each project.

Research Funding: Candidates are expected to demonstrate the feasibility and sustainability of their research agenda. It is important to exhibit a sustained effort in applying for adequate grant funding and faculty members working towards tenure are expected to apply for federal funding on a regular basis to the extent that it is necessary to sustain their research agenda. Federal research awards add a commonly recognized external validation of a candidate's research agenda, in addition to financial support. That said, the departmental committee acknowledges that availability of federal funding is dependent on congressional appropriations to funding agencies which are strongly influenced by incumbent political administrations. In addition, there is significant variability in the amount of grant funding available to scholars across the diverse subfields of Environmental Sciences. These points will be considered when evaluating candidates for recontracting and tenure. In addition, seeking state, local, and foundational awards is encouraged and valued. Research support generated through philanthropy from private foundations, institutions, individuals, or other entities will also be evaluated positively. Candidates are encouraged to creatively seek a variety of avenues of support for their research.

Faculty members are encouraged to take advantage of internal funding opportunities, which are important for program building and proof-of-concept studies. Internal awards, however, will be

Research Expectations For Reappointment and Tenure

Pre-tenure reappointment

For recontracting submissions prior to the submission for tenure, the faculty member should provide evidence of:

1. A well-constructed research plan that includes near-term and long-term goals. This may include:
 - a. Publication and collaboration strategy
 - b. Funding strategy
 - c. Plans for data collection
 - d. Plans for fieldwork
 - e. Equipment plans and needs
2. Consistent and methodical attempts to secure research funding
3. A vigorous record of scholarly manuscript submissions

Tenure

To qualify for tenure, a candidate is expected to have demonstrated a sustained record of high-level achievement in his or her scholarly field. By the time of tenure consideration, the candidate should have developed a robust program of research poised to make future advances. It is the candidate's responsibility, within the application materials, to elucidate the significance of their research within their discipline and its broader impact to science and/or society.

Specifically, the tenure committee will look for:

1. A robust record of peer-reviewed publications
2. Acquisition of adequate funds to support the candidate's research objectives and a consistently strong track-record of applying for extramural funding. The availability and award amounts vary between sub-fields of Environmental Science which will be articulated by the candidate and taken into consideration by the committee.
3. Evidence that the candidate has developed a strong and sustainable research program/group/lab, that includes the participation of students
4. An ambitious and achievable plan for future research
5. Evidence that the candidate has become a recognized scholar in their field, with some evidence of a national or international reputation, among scholars as evidenced that includes but not limited to invited scholarly contributions to major peer-reviewed journals, invitation to speak at major research institutions and universities, organization and convening symposium/conferences/workshops, invited editor of a book or scientific series, and/or service as a panelist or lead on federal funding panels

External Review: The Memorandum of Agreement requires that candidates for tenure hired after July 2014 provide an evaluation of their research by one external reviewer at another institution with expertise appropriate for assessing the candidate's research.

The department will consider and encourages more than one reviewer's comments, if the candidate agrees. A minimum of four reviewers, while voluntary, is considered appropriate. The candidate will provide a list of a minimum of 8 potential external reviews from which the Chair of the R&T committee will select a maximum of 4 to solicit reviews from.

The department will ask the external reviewer(s) to comment on:

1. The quality of the candidate's scholarship
2. The appropriateness of the volume of research production

Faculty members are expected to conduct themselves in a professional manner and must engage other faculty members, members of the administration, staff, and students with courteousness and respect at all times. Faculty members must hold themselves and their students to the highest levels of academic integrity. Faculty members are also expected to respect the confidential information of students and colleagues. Faculty members are expected to take appropriate action if instances of discrimination or harassment are observed that directly effect students, faculty or staff.

3. **Examination and evaluation of the candidates teaching materials and procedures:** The candidate will be evaluated on the quality, clarity, breadth, depth, and effectiveness of materials and procedures the candidate uses to communicate the organization and objectives of courses taught. Items which may be evaluated include course syllabi, in-class activities, web sites, multimedia presentations, or other relevant matter.
4. **Curricular currency and innovation:** The periodic and progressive review, evaluation, and update by an instructor of the course material, context, and applications is essential. Review of a candidate's development and implementation of high quality curricular innovations is an important component of the evaluative process.
5. **Trajectory of teaching quality:** In addition to evaluating the current level of a candidate's teaching competence, we believe that the tenure and recontracting process must also consider the direction of change in teaching performance over time. The candidate needs to provide evidence that there is an ongoing and successful effort to develop and implement a strategy for continuous teaching improvement. In the case of very high initial assessments, we expect candidates to maintain those high levels as they progress toward tenure.