This document provides guidelines for retention, tenure, and promotion criteria applied in the Environmental Studies Program (ENVS). These guidelines are designed to clarify specific expectations for Environmental Studies while remaining consistent with SFSU Academic Senate Retention, Tenure, and Promotion Policy (policy numbers F06-241).

Under Retention, Tenure, and Promotion Criteria, the SFSU Academic Senate Policy states:

“The criteria for retention, tenure, and promotion are divided into three areas (a) teaching effectiveness, (b) professional achievement and growth, and (c) contributions to campus and community. Candidates for retention, tenure, and promotion shall be evaluated on all criteria. For teaching faculty, excellence in teaching is required. For faculty whose primary assignment is other than teaching, excellence in the primary assignment is required. To merit tenure and/or promotion all candidates must meet the standard of excellence normally expected of faculty and required by the University”

Environmental Studies expects retention, tenure, and promotion candidates to have made important contributions in the area of professional achievement and growth, and in campus and community service. Achievement in one area cannot be a substitute for lack of activity in the other area. Given the small size of the faculty in the Environmental Studies Program, Environmental Studies faculty are expected to make significant service contributions to the program.

I. Documentation. The candidate is responsible for providing the following documentation to the Program’s Retention, Tenure, and Promotion Committee: (1) a current Curriculum Vitae, (2) supplementary materials along with an index (including copies of course materials and evaluations, publications and grants, evidence of professional service), and (3) a self-statement of his/her activities.

Senate policy states “Candidates are encouraged to provide a self-statement of teaching effectiveness, professional achievement and growth, contributions to campus and community that provides an introduction to the candidate’s accomplishments. The goal of the self-statement is to provide an introduction of the candidate’s materials within each area for subsequent levels of review. It should provide a context for understanding the candidate’s accomplishments within each area. It is recommended that the statement for each area (effectiveness in teaching or area of primary assignment, professional achievement and growth, and contributions to campus and community) not exceed 750 words.”

II. Teaching Effectiveness. The Environmental Studies Program takes the teaching mission of the University seriously. To be recommended for retention, tenure, and promotion, candidates
must demonstrate teaching excellence. Evidence of Teaching Effectiveness in the Environmental Studies Program may be demonstrated in various ways. Primary evidence includes:

- **Course materials.** These materials are required in the WPAF and must include most recent syllabus for each course. Other materials may include other syllabi, reading lists, bibliographies, exercises, exams, and printouts of course websites.
- **Peer class visitation reports.** All candidates for promotion are expected to schedule a minimum of 1 or more class visitations per year. Evaluations by peers should be made by different people (members of the Retention, Tenure, and Promotion Committee, the program director, other Environmental Studies faculty, or faculty from other programs/departments) according to appropriate criteria. Reviewers should see Peer Classroom Observation Recording Form, prepared by the Office of Faculty Affairs and Professional Development (Fall 2002), for suggested criteria.
- **Student evaluations of teaching.** The program requires all non-tenured faculty to be evaluated by students in two courses per semester. Tenured faculty seeking promotion to full Professor must also be evaluated in 2 courses per semester for one year as part of their application for promotion. It is recognized that better evaluation scores are expected for electives for majors than for lower-division GE courses and quantitative subjects. Although Student Evaluation Scores are suggestive of teaching quality the final determination will be based on the RTP Committee evaluations of all of the above factors.

Other evidence of Teaching Effectiveness may also be used: for example, active thesis and/or research project committee membership, signed written comments from students to the Program, curriculum and/or program innovation. Note that Campus policy provides that “Curricular and/or program innovation…may qualify as Professional Achievement and Growth.” Such innovation cannot, however, be counted under both criteria.

The RTP committee will arrange with new faculty who are inexperienced in teaching or with probationary faculty having difficulties in their teaching for a peer mentor to provide direct assistance.

III. **Professional Achievement and Growth.** The Environmental Studies Program recognizes that professional growth can be achieved in a variety of ways. The particular accomplishments of a candidate for promotion will be judged on a case-by-case basis.

Evidence of Professional Achievement and Growth publications in peer-reviewed journals, books, book chapters, as well as other activities such as for example, writing and acquiring grants in support of research and/or curricular endeavors, writing technical reports for research projects, giving papers or posters and/or workshops at conferences, achieving recognition of professional accomplishment in the form of honors and appointments. In all cases, there should be peer review or validation by sources external to the department.
Because opportunities for publication and forms of presentation of research vary tremendously by the many disciplines related to environmental studies and because the Environmental Studies Program wishes to emphasize quality rather than quantity of work, it is not desirable to set a numerical quota of publications and presentations necessary for tenure or promotion. But as a general guide, the ENVS program would expect a candidate for tenure or promotion to have published or in press for publication two article length manuscripts representing significant research and analysis, and to have made several presentations to professional audiences. A book, including textbook, published by a reputable publisher could substitute for the articles.

IV. Contributions to Campus and Community. Campus service may include, but is not limited to:

- Chairing or directing a department, program, center, or other division of the University.
- Serving in a special advising role (for example, Major Advisor, Graduate Advisor).
- Chairing a departmental committee (for example, curriculum review, Hiring Committee).
- Serving on an active College or University committee.
- Sponsoring a student organization.
- Writing a grant to support department or student programs or facilities.

Community service may include, but is not limited to:

- Major work with a community or nonprofit organization that uses one’s professional expertise or brings credit to the university.
- Major activities in support of K-12 education within one’s field of academic expertise.
- Consulting within one’s field of academic expertise.
- Serving as a peer reviewer of journal articles, books, and/or grant proposals.
- Writing a grant to support a nonprofit organization’s programs or facilities.
- Service to a professional organization.

It is expected that a candidate for retention, tenure, and promotion will have engaged in at least two major service activities such as significant involvement in a community organization, significant participation on a University committee, etc. Service should include substantial service to the Environmental Studies Program.