

The Department of Forestry and Wildland Resources' RTP standards are listed below.

A. Teaching.

We elect to use the teaching standards listed in the "Old" Appendix J.

B. Research and Other Scholarly or Creative Activities.

CONTRIBUTIONS:

For retention, promotion, and the granting of tenure, the Department of Forestry & Wildland Resources expects a faculty member to provide evidence of a sustained research program that encourages and provides for student involvement. Each faculty member is required to demonstrate contributions to knowledge in his or her area of specialization. At least some of the contributions from HSU-based activities should provide evidence of graduate or undergraduate student involvement. It is expected that a faculty member will provide evidence of: 1) sustained research resulting in peer-reviewed publications; 2) presenting research outcomes at regional or national conferences or professional meetings; 3) closely working with students on research projects; and 4) incorporating research results into courses. Contributions made during any service credit years granted to a faculty member will have equal standing to HSU-based contributions. Evidence of sustained original scholarly activity must be demonstrated.

Within Appendix J, five dimensions of scholarship are recognized: *DISCOVERY; INTEGRATION; APPLICATION; TEACHING; and ENGAGEMENT*. There is no expectation that faculty would have contributions in each of the five dimensions of scholarship.

Scholarship of Discovery- The pursuit of inquiry and investigation in search of new knowledge.

Scholarship of Integration- Making connections across disciplines or advancing knowledge through synthesis.

Scholarship of Application- How new knowledge can be applied to dynamic problems that generate and test new theory and knowledge.

Scholarship of Teaching- Transmitting and transforming knowledge.

Scholarship of Engagement- Connecting scholarship to forward the understanding of pressing societal, environmental, civic, and ethical problems.

These and other contributions shall be in accordance with areas specifically indicated below. “Scholarly ... activities in progress shall weigh less heavily than work completed”. *In order to provide academic freedom and scholarly individuality, this list of evidence has no implied ranking or priority. Further, not all items within each category must be fulfilled.*

Scholarship of Discovery and Integration:

- Peer-Reviewed Publications: Academic journal papers or similar publications that represent original research contributions to knowledge in natural resources. Other examples include peer-reviewed books, book chapters, textbooks, review articles, symposium proceedings and the like that primarily compile, organize and analyze material. *For any co-authored publications, the specific role of the faculty member in generating the final product should be indicated.*
- Completed Graduate Theses: Masters theses on which the faculty served as the thesis advisor or co-advisor.
- Extramural Meeting Presentations: Published or unpublished abstracts from papers or posters presented at regional, national or international meetings, conferences, or symposia.
- Funded Research Grants: Grants in support of original research (whether for instrumentation, personnel, student research stipends, education opportunities, or operating expenses).
- Other Non-Peer-Reviewed Publications: Professional book reviews, encyclopedia entries, and other publications in the discipline.

Scholarship of Application:

- Technical Reports: Peer-reviewed or non-peer-reviewed technical reports presented at conferences or symposia or those presented in completion of contracts that have a substantial scholarly value.
- Technology Transfer: Extension and summary of technical information to natural resource managers to solve applied management problems.

Scholarship of Teaching:

- Software and Instructional Materials: Non-peer-reviewed ‘courseware’, tutorials, or software developed for innovative instruction or specialized research uses.
- Academic Seminars: Departmental Seminars at HSU or elsewhere.
- Integration of current knowledge into teaching: Revisions to courseware that reflect recent advances in the literature or work by the faculty member relevant to the course.

Scholarship of Engagement:

- Non-technical Seminars: Delivery and interaction with the public in non-technical seminars or presentations that summarize technical material for lay audiences.
- Topical Expertise: Interaction with the media and policymakers to synthesize technical information and inform the public policy debate.

Activities and level of accomplishment necessary to meet departmental criteria are listed below. Activities will be evaluated for the entire tenure or promotion period under review. Work conducted during service credit years is to be included in the evaluation. Overall quality of the scholarship/creative activities is more important than the number of contributions. All items listed under “Minimum Essential” must be fulfilled. Faculty members rated as “Good” or “Excellent” must fulfill at least two items listed under the relevant category. Faculty members who receive assigned time for a portion of their teaching load are expected to be proportionally engaged in scholarly activities.

i) Minimum essential ^a

- (1) disseminating original research by peer-reviewed publication in regional or national journals;*
- (2) disseminating original research by publication in technical reports or by transferring technical information or policy issues to local natural resource managers and other scientists;;*
- (3) presenting research results at local, regional, or national conferences or professional meetings;*
- (4) receiving funding to support research or extension activities;*
- (5) working with undergraduate and graduate students on original research;*
- (6) serving on and contributing to graduate student advisory committees;*
- (7) incorporating research results into course lectures and laboratories.*

^a Contributions that do not meet minimum essential standards shall be rated ‘Unacceptable’.

ii) Good – In addition to minimum essential criteria a good rating could include:

- (1) disseminating original research by peer-reviewed publication in national journals;*
- (2) publishing original research with undergraduate or graduate students as co-authors in technical reports or journals;*
- (3) organizing and chairing research symposia at national or international conferences or conventions;*
- (4) transferring technical information or policy issues to local natural resource managers and other scientists through written and oral presentations;*
- (5) serving as primary advisor and mentoring other graduate students to successful thesis defense and graduation;*
- (6) receiving professional licensing or certification related to natural resource management (e.g., California RPF, CRM, PLE, or equivalent)*

(7) developing and disseminating software materials that substantially contribute to the field.

iii) Excellent – In addition to good criteria an excellent rating could include:

- (1) publishing substantial research findings or syntheses in peer-reviewed international journals, monographs, book chapters, or texts;*
- (2) chairing multiple graduate advisory committees and mentoring other students to thesis defense and graduation;*
- (3) giving invited presentations at national or international conferences;*
- (4) receiving substantial funding for research or extension activities;*
- (5) publishing original research in peer-reviewed outlets with undergraduate or graduate students as co-authors;*
- (6) substantial contributions to informing the public policy debate as evidenced by state or national advisory boards;*
- (7) serving an editorial role with a peer-reviewed journal.*

C. Service.

CONTRIBUTIONS:

List of activities to be assessed for determination of service include:

Service to the university, profession, and community

Participation on department/school, college and university committees, including shared governance activities

- Fulfilling administrative responsibilities at the department, college, and university levels
 - Department standing or *ad hoc* committees
 - Curriculum
 - Personnel
 - Search
 - Student scholarship
 - Tree farm
 - College and University committees
- Contributing to department, college, and university policy development and governance

Working collaboratively and productively with colleagues

Mentoring colleagues

Participation in traditional academic functions such as convocation and commencement; student outreach activities, etc. More specifically,

- Faculty advisor to student clubs
 - Annual Ring yearbook
 - Forestry Club
 - Logging sports team
 - Student association of fire ecologists
 - Student chapter of the Society of American Foresters
 - *Xi Sigma Pi*
 - Range and Soils Club
- Recruitment
- Alumni relations

Participation in group projects directed toward accomplishing department/school, college and university goals such as outcomes assessment development and implementation, strategic planning, accreditation activities, etc. More specifically,

- Program review
- Society of American Foresters accreditation
- WASC accreditation

Contributions to the community-at-large such as organizational leadership and presentations, as well as other relevant participation in groups serving the public interest. Community service contributions which relate directly to one's discipline or position will be given greater weight. Those activities that bring recognition to the university and aid faculty in their professional growth are of particular importance. More specifically,

- Extension-like activities
 - Seminars
 - Publications
 - Training workshops
 - Continuing education for professional groups
- Serving on government or community committees
 - Community, state, or national task forces or working groups
 - State Boards, e.g. State Board of Forestry
 - City of Arcata Community Forest Task Force
 - Boards of Directors of professional organizations
- Testifying before governmental committees/organizations

- Writing peer reviews of scholarly or professional publications and research proposals
- Serve as a knowledge source for media outlets and community members/groups
- Participating in professional organizations
 - Membership
 - Serving as an officer
 - Chairing committees
 - Professional meetings
- Consulting activities
- Serve on thesis committees external to HSU

Activities and level of accomplishment necessary to meet departmental criteria are listed below. Service will be evaluated for the entire tenure or promotion period under review. Work conducted during service credit years is to be included in the evaluation. All items listed under “Minimum essential” must be fulfilled. Faculty members rated as “Good” or “Excellent” must fulfill at least two items listed under the relevant category. Faculty members who receive assigned time for a portion of their teaching load are expected to be proportionally engaged in service activities.

i) Minimum essential

- (1) *Be an active participant in departmental governance. It is expected that faculty shoulder an equitable share of standing and ad hoc committee assignments.*
- (2) *Contribute to academic policy development*
- (3) *Work collaboratively and productively with colleagues*
- (4) *Participate in student outreach/recruitment*
- (5) *Participate in Society of American Foresters accreditation activities*
- (6) *Participate in Program Review*
- (7) *Participate in professional organizations*

ii) Good – In addition to minimum essential criteria a good rating could include:

- (1) *Chair a departmental standing committee or significant ad hoc committee*
- (2) *Participate on college or university committees*
- (3) *Be an active participant in academic development*
- (4) *Mentor a colleague*
- (5) *Serve as faculty advisor to a student club*
- (6) *Be an active participant in student outreach/recruitment*
- (7) *Participate in alumni relations*
- (8) *Participate in extension-like activities*
- (9) *Write peer reviews of scholarly or professional publications and research proposals*
- (10) *Be an active participant in professional organizations*
- (11) *Be an active participant in community organizations*
- (12) *Engage in consulting activities*
- (13) *Serve on thesis committee external to HSU*

iii) Excellent – In addition to good criteria an excellent rating could include:

- (1) Chair multiple departmental standing committees or significant ad hoc committees*
- (2) Be an active participant on college or university committees*
- (3) Take a leadership role in academic policy development*
- (4) Mentor multiple colleagues*
- (5) Serve as faculty advisor to multiple student clubs*
- (6) Take a leadership role in student outreach/recruitment*
- (7) Be an active participant in alumni relations*
- (8) Participate in multiple extension-like activities*
- (9) Take a leadership role in professional organizations*
- (10) Take a leadership role in community organizations*
- (11) Serve as an external thesis advisor for multiple students*