

Scholarship Guidelines for the Department of Geology

As in most sciences, the standard measure of professional activity in geology is publication of peer-reviewed articles in professional journals. Lead authorship is, of course, most highly valued but second or third authorship on a paper, especially if it has only two or three authors, generally indicates a substantial contribution to the paper. Geology journals can be non-specialized (e.g. *Geology*, *Geological Society of America Bulletin*) or they may publish papers pertaining to only one area of specialization (e.g. *Journal of Geophysical Research*, *Tectonics*, *Journal of Petrology*, etc.). Journals can also be categorized as international, national, or regional based on impact, readership, and the geographic area where the research is based. Publication in international or national non-specialized journals is generally considered to be the most prestigious, followed by international specialized journals. Peer reviewed chapters in books and monographs such as "special paper" or "memoir" volumes or field trip guides are also highly regarded, but are generally viewed as a step down from a peer-reviewed international journal. Textbooks and trade books, even when peer-reviewed, are generally less highly regarded than journal articles, particularly in cases where they present a synthesis that is largely based on the research and conclusions of others. The acquisition of grants to support research and instrumentation is a highly regarded measure of the quality of professional activity, especially when the grants come from highly competitive sources such as the National Science Foundation (NSF).

The Department of Geology feels that at an institution such as Whitman, student-faculty collaborative research is a critical component of professional activity. With this philosophy in mind, we regard the publication of student-involved research to be on par with publication in top-flight peer-reviewed journals, even though student-involved research activities may result in publication in less prestigious peer-reviewed journals. Over the years, the success and prestige of geology at Whitman College (we often hear of our department referred to as one of the finest undergraduate geology programs in the US) has resulted not from the prestigious publications of our faculty, but from the strength and success of our alumni, who have excelled in top-tier graduate programs. We feel that the success of our students results, in part, from their opportunities to conduct collaborative research and to present that research at professional meetings.

Other professional activities that are valued by our department include 1) serving as an editor or reviewer for articles, chapters, and books, 2) presentations at professional meetings (especially if the presentations are invited), 3) organizing or chairing meetings, sessions and field trips, 4) and invited lectures at other institutions. These activities by themselves are not regarded as sufficient for tenure and promotion - they must be accompanied by peer-reviewed publications and evidence of involvement of students in research.

With regard to the types of activities that would justify tenure or promotion, the department would accept a range and mixture of peer-reviewed publications, student involved research, and other activities. For instance, if one of our colleagues was heavily involved in student research (advising several senior theses or honors theses per year, mentoring student presentations at professional meetings, or

directing Keck Geology Consortium summer research projects), expectations for the number of peer-reviewed publications would be lower than for a colleague whose research was less student-involved.