



HUMBOLDT STATE UNIVERSITY

DATE: August 20, 2019

TO: Vincent Biondo, Chair, Department of Religious Studies

FROM: Committee on Faculty RTP Criteria and Standards

SUBJECT: Department/Unit RTP Criteria and Standards Review

The Committee on Faculty RTP Criteria and Standards thanks you for your submission of RTP Criteria and Standards for the Department of Religious Studies. The Committee has completed its review of the document and approves the document for use.

A copy of your department's approved RTP Criteria and Standards shall be distributed to all probationary and tenured faculty members in your department. Each probationary faculty unit member will file a copy of the document in Section 3 of his/her Working Personnel Action File.

The Committee will forward your document to Academic Personnel Services where it will be maintained and made available on the web site.

Committee on Faculty RTP Criteria and Standards members: Lisa Bond-Maupin, Yvonne Everett (Chair), Gregg Gold, Benjamin Marschke, Whitney Ogle, Dale Oliver, Sondra Schwetman, Robert Zoellner.

CC: Simone Aloisio
Academic Personnel Services

Josh Meisel, Chair
University Faculty Personnel Committee

**Standards and Criteria for Retention, Tenure, and Promotion
Humboldt State University
Department of Religious Studies
Revised March 2019**

The tenure-track faculty member of the Department of Religious Studies and the Religious Studies IUPC approved the following teaching, scholarly, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (Revised June 2016).

Signed:

Vincent Biondo (Religious Studies)

Benjamin Marschke (IUPC Chair)

Mary Bockover (IUPC Member)

Rosemary Sherriff (IUPC Member)

I. Teaching Effectiveness (regarding Appendix J, IX.B.1.a.1-8)

(1) Candidates for tenure and promotion to Associate Professor are expected to reflect on student learning and on their own teaching effectiveness (based on feedback, student evaluations, and peer evaluations) and on how they have considered and instituted improvements throughout the probationary period. These reflections should be placed in the appropriate section of their PDS.

In addition to reflections on student learning and on their own teaching effectiveness in their courses, and on how they have considered and instituted improvements in their courses, candidates for promotion to Professor are expected to demonstrate further teaching excellence by, for example, solidifying/expanding their teaching repertoire by adding courses to the catalog, **or** adopting/developing new pedagogical techniques, **or** modes of instruction, **or** team-teaching, **or** other similar activities.

(2) Student learning objectives related to the specific content of each course will be defined by candidates' syllabi. Additionally, the Department of Religious Studies has identified general learning objectives for the curriculum as a whole. Candidates are expected to address, in their narrative comments, the specific ways in which they teach to their course-specific learning objectives. Narrative comments should also address how each course contributes to departmental objectives. It is **not** expected that every departmental objective will be applicable to every course. Candidates are expected to submit syllabi and sample assignments/exams to the Religious Studies IUPC in a supplementary binder.

(3) Candidates' participation in professional development activities will be demonstrated by candidates' statements and evaluated through direct observations of candidates' classroom teaching and through evaluations of candidates' supplementary binders.

(4) Tenure-track assistant professors and associate professors, with the assistance of the IUPC, are expected to arrange evaluations of classroom teaching (as defined by

IX.B.1.a.4). It is **not** expected that every course will be visited. It **is** expected that probationary and tenured faculty members in Religious Studies will conduct classroom observations and write peer evaluations of teaching. Faculty should review one or more ranks below and can review laterally. Peer evaluations from across the college and university are expected, as well as peer evaluations from Religious Studies faculty, and both upper and lower division courses should be visited and evaluated. IUPC members are encouraged to participate.

(5) Candidates are expected to advise students as described by IX.B.1.a.6.

(6) Per the CBA and Appendix J, all faculty will have every 3 or 4-unit course evaluated by students every semester.

(7) Any patterns of student concerns, as expressed in course evaluations and/or student letters, should be addressed in the PDS.

II. **Scholarly Activities**

A. Activities to be assessed.

1. The Department of Religious Studies recognizes original research on people or texts as important (though not necessarily the most valuable) publications a faculty member can contribute to the profession. We also recognize the value of publications based on secondary research, such as reviews, theoretical and historiographical essays, textbooks, encyclopedia entries, etc. Moreover, we recognize as scholarship activities that draw on scholarly expertise but do not result in a publication, such as refereeing, editing, and commenting on the scholarly work of others (individual candidates shall make the case whether these kinds of activities constitute "scholarly" or "service" achievements and provide evidence for such in their WPAF). These non-research-based publications and activities are often a good indication of a faculty member's standing and respect in the field and should not be considered lightly. The Department of Religious Studies is comfortable with the following analysis of Ernest Boyer's *Scholarship*

Reconsidered (Princeton, 1990):

- a. Of Boyer's 5 forms of scholarship we typically recognize "discovery" and "integration" as "Scholarly Activity."
 - b. Boyer's "scholarship of application," in the case of scholarly consultation, is also regarded as scholarship. Otherwise, Boyer's "scholarship of application" is not applicable.
 - c. Boyer's "scholarship of teaching," in the case of pedagogical research or innovation, is regarded as scholarship if it is disseminated beyond HSU and peer-reviewed. Otherwise, Boyer's "scholarship of teaching" is part of "Teaching Effectiveness."
 - d. Boyer's "scholarship of community" is "Community Service."
2. Per Appendix J (VII.A.1.b), Religious Studies expects candidates applying for tenure and/or promotion (to associate professor or to the rank of professor) to submit the names of experts in their fields at other institutions, from whom the IUPC will solicit critical evaluations of the candidates' scholarship. This kind of "outside" evaluation is not expected for retention or post-tenure review.
 3. The following are all nationally-recognized scholarly activities in which Religious Studies scholars regularly engage. There is **no** expectation that candidates should engage in most of these, much less all of these. Regarding "publications:" On-line venues are considered as valid as printed venues. Manuscripts that are forthcoming are to be considered "publications," even if they have not yet appeared in print, provided the manuscript has been "accepted for publication" and can reasonably be expected to appear during the period under review. (For example, a WPAF submitted in August/September could include manuscripts expected to appear before the end of the same academic year.)

In no particular order:

- a. Translating a published work: Book, article, or document.
- b. Acting as a peer reviewer for a journal, publisher, or granting agency (see II.A.1, above).
- c. Publication of an article or book review essay in a peer reviewed academic journal, or a chapter in a peer reviewed book.

- d. Curating or writing text for an exhibition.
 - e. Publication of papers in conference proceedings.
 - f. Publication of encyclopedia entries, book reviews, and similar short projects based on secondary research.
 - g. Serving as a series editor or a journal editor in a capacity as a peer reviewer (see II.A.1, above).
 - h. Publication resulting from consulting outside agencies (government, foundations, museums, research institutes).
 - i. Publication of a peer-reviewed book by an academic press, publication of a book with a trade press, publication of a textbook, or publication of a volume of collected essays as content editor.
 - j. Delivering a paper as a keynote speaker at a major conference.
 - k. Publication of a critical edition, reprint or documentary collection, as editor, with introduction.
 - l. Presenting a paper at a conference, or delivering an invited lecture on scholarly work.
 - m. Speaking on a panel or commenting on a session at a conference.
 - n. Writing and submitting a successful extramural grant proposal.
4. Researching and publishing Religious Studies scholarship can be a very lengthy process. Given these constraints, within a period of review one article-length publication, in addition to currency and engagement in one's field, represents a substantial level of achievement that is acceptable for tenure and promotion to associate professor.
 5. For the Department of Religious Studies and for this document, "currency and engagement" and "regular activities" means an average of at least **one per year**, and "intense engagement" and "continuous and numerous activities" means an average of **at least two or more per year**.
 6. For the Department of Religious Studies and for this document peer review means that a manuscript will be read and evaluated by other scholars with expertise in the time period, subject matter, languages, and documents with which the author deals **before** publication (Appendix J, IX.B.2).

B. Examples of scholarly accomplishments meeting criteria and standards for tenure and promotion to associate professor:

1. "Minimum Essential"	2. "Good"	3. "Excellent"
<p>a. Currency and engagement in one's field, demonstrated by regular scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Dissemination of Boyer's scholarship of "discovery" or "integration," through one article-length peer reviewed publication (such as a journal article, a chapter in a book, an introduction to a book, a review article, etc.) during the probationary period.</p>	<p>a. Intense engagement in one's field, demonstrated by continuous and numerous scholarly activities, (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Dissemination of Boyer's scholarship of "discovery" or "integration," through one article-length peer reviewed publication (such as a journal article, a chapter in a book, an introduction to a book, a review article, etc.) during the probationary period.</p> <p>OR</p> <p>a. Currency and engagement in one's field, demonstrated by regular scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. More substantial dissemination of Boyer's scholarship of "discovery" or "integration," through two article-length peer reviewed publications (such as a journal article, a chapter in a book, an introduction to a book, or a review article, etc.) during the probationary period.</p>	<p>a. Intense engagement in one's field, demonstrated by continuous and numerous scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. More substantial dissemination of Boyer's scholarship of "discovery" or "integration," through two article-length peer reviewed publications (such as journal articles, chapters in books, introductions to books, and/or review articles, etc.) during the probationary period.</p> <p>OR</p> <p>a. Currency and engagement in one's field, demonstrated by regular scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Very substantial dissemination of Boyer's scholarship of "discovery" or "integration," such as three or more article-length peer reviewed publications (such as journal articles, chapters in a book, introductions to books, and/or review articles, etc.), or one book-length peer reviewed publication (such as a monograph, a textbook, an anthology or encyclopedia [as editor], etc.) during the probationary period.</p>

C. Examples of scholarly accomplishments meeting criteria and standards for promotion to the rank of professor and post-tenure review:

1. "Minimum Essential"	2. "Good"	3. "Excellent"
<p>a. Currency and engagement in one's field, demonstrated by regular scholarly</p>	<p>a. Intense engagement in one's field, demonstrated by continuous and numerous scholarly activities, (such as book reviews, conference presentations, and/or encyclopedia</p>	<p>a. Intense engagement in one's field, demonstrated by continuous and numerous scholarly</p>

<p>activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Dissemination of Boyer's scholarship of "discovery" or "integration," through two article-length peer reviewed publications (such as a journal article, a chapter in a book, an introduction to a book, or a review article, etc.) during the period under review or the last five years (whichever is shorter).</p>	<p>articles, etc.).</p> <p>b. Dissemination of Boyer's scholarship of "discovery" or "integration," through two article-length peer reviewed publications (such as a journal article, a chapter in a book, an introduction to a book, a review article, etc.) during the period under review or the last five years (whichever is shorter).</p> <p>OR</p> <p>a. Currency and engagement in one's field, demonstrated by regular scholarly activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. More substantial dissemination of Boyer's scholarship of "discovery" or "integration," through three or more article-length peer reviewed publications (such as journal articles, chapters in books, introductions to books, and/or review articles, etc.) or one book-length peer reviewed publication (such as a monograph, a textbook, <u>or</u> an anthology or encyclopedia [as editor], etc.) during the period under review or the last five years (whichever is shorter).</p>	<p>activities (such as book reviews, conference presentations, and/or encyclopedia articles, etc.).</p> <p>b. Very substantial dissemination of scholarship of "discovery" or "integration," such as three or more article-length peer reviewed publications (such as journal articles, chapters in books, introductions to books, and/or review articles, etc.) or one book-length peer reviewed publication (such as a monograph, a textbook, <u>or</u> an anthology or encyclopedia [as editor], etc.) during the period under review or the last five years (whichever is shorter).</p>
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III. Service

- A. Activities to be assessed.
 - 1. See Appendix J IX.B.3.a-g.
- B. Tenure-track faculty are expected to carry out normal duties, such as regularly attending convocation and commencement and department events (department meetings, group advising, preview day, department conferences), writing peer evaluations for colleagues and letters of reference for students, and working collaboratively and collegially with colleagues. Candidates who consistently fail to carry out these duties shall **not** receive a positive recommendation for tenure/promotion. These activities are **not** classified as “service activities.”
- C. Candidates are expected to demonstrate through description (PDS) and collegial letters that their service was worthwhile and that their participation was active.
- D. At least two-thirds of service must be service to the University, discipline, or profession.
- E. Serving as department chair or in other positions for which reassigned time is allotted will be considered "Type II service" (see below) to the extent that the duties exceed the reassigned time, as evidenced in the candidate's PDS and in collegial letters.

F. Categories for Service Criteria

Religious Studies recognizes two categories of service activities: Type I (lighter or temporary duties) and Type II (heavier or more sustained duties) with two Type I activity being equivalent to one Type II activity:

Examples of Type I service activities:

Excess advising (more than 40 students)

Talks and presentations in audiences in the public and campus communities

Membership on department, college, and university committees that meet rarely or on an ad hoc basis (less than three times per semester)

Participation in local, state, and national events that promote Religious Studies

Serving as a chair or discussant on a scholarly panel

Serving as a reviewer for faculty at other universities or colleges

Examples of Type II service activities:

- Serving on active college or university committees (e.g. ICC, Professional Leave Committee, etc.)
- Serving on or chairing an IUPC, CFPC, or UFPC, or a search committee
- Service to other departments, the library, and student clubs
- Mentoring graduate students or serving on or chairing a thesis or doctoral committee at HSU or another campus
- Sustained participation in, or service as, an officer in professional organizations, task forces, or government organizations
- Providing ongoing consulting services to the university, government, or community
- Reviewing or refereeing journal articles, books, grant proposals, websites, etc. in one's field
- Serving on the editorial committee of a journal or similar
- Organizing curriculum development across departments
- Organizing professional conferences
- Organizing community outreach programs
- Chairing a college or university committee
- Leading or organizing a community service activity
- Participating in community governance
- Serving as department chair or in another position for which release time is granted, to the extent that the duties of that position exceed release time

G. Examples of levels of accomplishment that meet criteria for tenure and promotion to associate professor:

1. "Minimum Essential"	2. "Good"	3. "Excellent"
Fulfilment of normal duties listed under B above and participation in an average of at least two Type I activities or one Type II activity per academic year in residence at HSU.	Fulfilment of normal duties listed under B above and participation in an average of at least four Type I or two Type II activities or some combination thereof per academic year in residence at	Fulfilment of normal duties listed under B above and participation in an average of at least six Type I or three Type II activities or some combination thereof per academic year in residence at HSU.

	HSU.	
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H. Examples of levels of accomplishment that meet criteria for promotion to the rank of professor and post-tenure review:

1. "Minimum Essential"	2. "Good"	3. "Excellent"
Fulfillment of normal duties listed under B above and participation in an average of at least three Type I activities (or one Type I and one Type II activity) per academic year in residence at HSU.	Fulfillment of normal duties listed under B above and participation in an average of at least six Type I or three Type II activities, or some combination thereof, per academic year in residence at HSU, including leadership positions.	Fulfillment of normal duties listed under B above and participation in an average of at least ten Type I or five Type II activities, or some combination thereof, per academic year in residence at HSU, including leadership positions.