

# **Humboldt State University**

## **Criteria and Standards for Retention, Tenure and Promotion**

### **Department of Forestry and Wildland Resources**

Approved by the Department of Forestry and Wildland Resources: October 8, 2015.

NB: for tenure, this document will apply to those members hired after its acceptance by the Dean of CNRS. Likewise, for consideration of promotion to full professor, it applies to those individuals who became associate professors after its acceptance. Candidates who started at HSU prior to the date of acceptance of this document, may choose to be judged by the criteria in this document or by those of the previous RTP document it supersedes.

#### **Introduction**

This document provides the criteria for the minimum level of accomplishment required in each of the three categories of teaching, scholarship, and service for promotion to the rank of Associate Professor. Criteria for promotion to full professor are discussed at the end of the document.

It is important that the candidate articulate clearly how their contributions meet these departmental expectations for teaching, scholarship and service in their PDS. Following review, the decision for promotion (Acceptable/Unacceptable) is determined by a vote of all tenured faculty.

#### **Mission**

The Department of Forestry and Wildland Resources has the responsibility to meet the broad educational needs of individuals and the specific needs of the forestry, rangeland resources, and wildland soils professions. Additionally, the mission of the programs is to provide an undergraduate and graduate educational environment that fosters the capacity to analyze, understand, manage, and improve forestland, rangeland, and wildland soil resources. The department also recognizes that our programs must meet the societal needs for an educated workforce and citizenry, the continuing educational needs of practicing foresters, hydrologists, rangeland specialists, soils specialists, and the needs of faculty for development and improvement of teaching effectiveness. Our success in this mission is aided by the Forestry Advisory committee, composed of representatives from the forest products industry and government agencies, as well as by the encouragement and advice provided by our alumni.

#### **Goals**

Six goals have been established by the Department of Forestry and Wildland Resources. These are:

1. To attract and retain well-qualified and motivated students;
2. To maintain relevancy and excellence in undergraduate education and to instill recognition of the need for interdisciplinary cooperation;
3. To educate students to be thinking, responsible citizens, well-prepared to be leaders in their communities and profession;
4. To produce graduates who possess the technical knowledge and professional qualities needed by a rapidly changing society;
5. To provide continuing education for professionals in the field of forestry, rangeland resources, and wildland soils; and finally

6. To provide for faculty development and increased teaching effectiveness through active involvement in research, professional activities, and continuing education.

## ***Teaching***

### **Activities to Assess**

Ratings in the teaching effectiveness category reflect not only classroom performance, but also advising activities and pedagogical activities that pertain to improving the delivery of departmental or extra-departmental courses. Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching, submitted as written statements, and analysis of student evaluations by peers.

Additional substantiation that might be considered includes, but is not limited to:

- Evaluations of course materials (syllabi, exams, handouts, etc.) by faculty
- Conference presentations on pedagogical issues

### **Level of Accomplishment**

All candidates for tenure and promotion must earn an “excellent” rating. To do so, the faculty member should meet all conditions listed under “Essential” (below) and attain several of the “Indicators of Excellence.” As described in the introduction of this document, candidates for promotion to Professor must also demonstrate leadership in one or more of the areas of assessment (Teaching, Scholarly Activities, and Service). Thus, candidates for promotion to Professor should explain how the pattern of the Indicators of Excellence demonstrates leadership.

Essential: Essential performance in this category is based on evidence of a demonstrated commitment to teaching. Related criteria include:

- [1] Effective teaching as indicated through evidence such as student evaluations of courses, peer evaluations, letters from recent graduates or former students, or other relevant data
- [2] Evidence of accessibility to students, including keeping weekly office hours and punctuality for all class meetings
- [3] Cooperation in departmental efforts to assess and improve courses with which the faculty member has been involved
- [4] Cooperation in departmental efforts to assess major programs with which the faculty member has been involved
- [5] Clear communication, both in syllabi and in class, of course objectives, policies, and grading criteria.
- [6] Evaluation/Assessment practices consistent with department student learning outcomes.
- [7] Evidence of advising that promotes retention and timely progression to graduation.
- [8] Course content that is consonant with course and departmental SLOS’s.

### Indicators of Excellence:

- [9] Consistently earning high student evaluation scores (or showing marked improvement)
- [10] Successfully developing and offering new courses that are determined to be needed by either the department or student demands.

- [11] Receiving a notable teaching award
- [12] Submitting a grant application that would directly support the teaching mission of the university
- [13] Greatly helping in the development or implementation of a grant that bolsters the teaching mission of the University
- [14] Tackling difficult teaching assignments and achieving positive results. The challenge to the instructor, for example, may arise from the subject matter itself, the instructor's lack of familiarity with the subject matter, the audience involved, or the number of different preparations
- [15] Directing successful independent or directed study courses, as indicated by the quality of the completed product of the students' work while taking the course
- [16] Maintaining/updating a course through substantial related readings, scholarship, and/or travel
- [17] Conducting workshops or seminars that substantially enhance teaching within the department, university, or profession
- [18] Participating in departmental efforts to assess, standardize, improve, and monitor the delivery of courses with which the faculty member has been involved
- [19] Preparing high - quality teaching materials such as students' solution manuals, worksheets, handouts, or class - related websites
- [20] Successfully expanding teaching approaches by introducing projects that go beyond the conventional assignment, attending meetings or seminars to enhance or expand teaching styles, and successfully implementing those teaching styles in the classroom

### ***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 all five of the 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, and disseminated with evidence (e.g. letters from colleagues who have used them).
- Academic Seminars: Departmental Seminars at HSU or elsewhere.

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.

Below is a list of activities and level of accomplishment necessary to meet departmental criteria.

**i) Minimum essential. The candidate must meet all 6 criteria)**

- (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;

**ii) Good – A good rating includes the previous criteria as well as seven additional criteria, at least four of which must be met.**

- (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) Transferring technical information or policy issues to local natural resource managers and other scientists through written and oral presentations;
- (4) Organizing and chairing research symposia at national or international conferences or conventions;
- (5) Receiving professional licensing or certification related to natural resource management (e.g., California RPF, CRM, PLE, or equivalent)
- (6) Serving as primary advisor and mentoring other graduate students to successful thesis defense and graduation;
- (7) Developing and disseminating software materials that substantially contribute to the field.

**iii) Excellent – In addition to the “good” criteria, an excellent rating includes at least four of the following:**

- (1) Publishing substantial research findings or syntheses in peer-reviewed international journals, monographs, book chapters, or texts;
- (2) Publishing original research in peer-reviewed outlets with undergraduate or graduate students as co-authors;
- (3) Giving invited presentations at national or international conferences;
- (4) Receiving substantial funding for research or extension activities;

- (5) Substantial contributions to informing public policy debates as evidenced by state or national advisory boards;
- (6) Chairing multiple graduate advisory committees and mentoring other students to thesis defense and graduation;
- (7) Serving an editorial role with a peer-reviewed journal.

### ***Service***

It is expected that candidates for promotion will have made significant contributions to at least one of the following: the department, the university, and the larger stake-holder community.

The activities to be assessed for determination of service:

- a) List of activities to be assessed for determination of service. (Candidates for promotion should discuss how they meet these guidelines in their PDS.)
  - i) Service to the university, profession, and community
  - ii) Participation on department/school, college and university committees, including shared governance activities
    - (1) Fulfilling administrative responsibilities at the department, college, and university levels
      - (a) Department standing or *ad hoc* committees
        - (i) Curriculum
        - (ii) Personnel
        - (iii) Search
        - (iv) Student scholarship
        - (v) Tree farm
      - (b) College and University committees
    - (2) Contributing to department, college, and university policy development and governance
  - iii) Working collaboratively and productively with colleagues
  - iv) Mentoring colleagues
  - v) Participation in traditional academic functions such as convocation and commencement as well as student outreach activities. More specifically,
    - (1) Faculty advisor to student clubs
      - (a) Annual Ring yearbook
      - (b) Forestry Club
      - (c) Logging sports team
      - (d) Student association of fire ecologists
      - (e) Student chapter of the Society of American Foresters
      - (f) *Xi Sigma Pi*
      - (g) Range and Soils Club
    - (2) Recruitment
    - (3) Alumni relations
  - vi) 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,
    - (1) Program review

- (2) Society of American Foresters accreditation
- (3) WASC accreditation
- vii) 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 that 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,
  - (1) Extension-like activities
    - (a) Seminars
    - (b) Publications
    - (c) Training workshops
    - (d) Continuing education for professional groups
  - (2) Serving on government or community committees such as:
    - (a) Community, state, or national task forces or working groups;
    - (b) State Boards, e.g. State Board of Forestry;
    - (c) City of Arcata Community Forest Task Force; or
    - (d) Boards of Directors of professional organizations or other groups
  - (3) Testifying before governmental committees/organizations
  - (4) Writing peer reviews of scholarly or professional publications and research proposals
  - (5) Serve as a knowledge source for media outlets and community members/groups
  - (6) Participating in professional organizations
    - (a) Membership
    - (b) Serving as an officer
    - (c) Chairing committees
    - (d) Professional meetings
  - (7) Consulting activities
  - (8) Serve on thesis committees external to HSU
- b) List of activities and level of accomplishment necessary to meet departmental criteria:
  - i) Minimum essential—this includes at least 2-3 hours per week for the two semesters of the academic year.
    - (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 includes an average of at least 3-6 hours per week during the two semesters drawn from the following activities:
    - (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) Participate in extension-like activities
    - (5) Be an active participant in student outreach/recruitment
    - (6) Mentor a colleague
    - (7) Be an active participant in professional organizations

- (8) Serve as faculty advisor to a student club
  - (9) Participate in alumni relations
  - (10) Write peer reviews of scholarly or professional publications and research proposals
  - (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 the good criteria above, an excellent rating includes at least 5-10 hours per week for the two semesters drawn from the following activities:
- (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) Serve as faculty advisor to multiple student clubs
  - (5) Take a leadership role in student outreach/recruitment
  - (6) Mentor multiple colleagues
  - (7) Participate in multiple extension-like activities
  - (8) Take a leadership role in professional organizations
  - (9) Be an active participant in alumni relations
  - (10) Serve as an external thesis advisor for multiple students
  - (11) Take a leadership role in community organizations

### ***Promotion to Full Professor***

The successful candidate for full professor is expected to

- (1) Achieve an excellent rating, as defined above, in the category of service *or* scholarship, with at least a minimum essential rating for the other category. Conversely, the candidate for full professor can be rated good in *both* categories.
- (2) Demonstrate *leadership* in at least one of the three categories. Examples of leadership include but are not limited to: developing or disseminating new methods of pedagogy, overseeing at least two large research grants, an international reputation for peer-reviewed scholarly work, organizing three or more seminar series or conferences, or serving on three or more university or extra-university committees.