

Department/Unit Standards and Criteria for Retention, Tenure and Promotion

Department of Geology

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Introduction

The following are the criteria for level of accomplishment in each of the categories for promotion to the rank of Associate Professor and Professor. The Geology Department expects that successful candidates for promotion to Professor demonstrate leadership in at least one of the three categories of teaching, scholarship, and service. Examples of leadership include but are not limited to: mentoring probationary faculty in teaching or research, coordinating multi-year department curriculum or degree changes, overseeing a large research grant, organizing a prominent conference, and items listed under leadership in service (section 3.b. of this document). The outcome for promotion (Acceptable/Unacceptable) is determined by the table in Section IX.2.c. of Appendix J.

Geology Department Mission Statement

Provide a broad yet rigorous geologic education that allows students to develop scientific thinking skills with particular emphasis on field-based research and active geologic processes

1. TEACHING EFFECTIVENESS

List activities to be assessed for determination of teaching excellence (See Appendix J, Section IX.B.1.a).

A. Goal for Teaching Effectiveness:

To provide students with scientific reasoning skills and ability to solve geologic problems in the field and in the lab and to communicate scientific methods, data and ideas effectively.

B. Activities to Assess:

The Department Chair and IUPC will give attention to qualitative and quantitative measures of teaching effectiveness. 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 geology courses. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the Geology Department and/or University colleagues, as well as student evaluations.

- (i) Essential: Essential performance in this category is based on evidence of a demonstrated commitment to teaching. Related criteria include all of the following.
 - Effective teaching as indicated by course materials, including (but not limited to) syllabi, exams, handouts, laboratory-based learning, and field-based learning.

- Student evaluations of courses
- Collegial evaluation letters
- Letters from recent graduates or former students
- Evidence of accessibility to students, including weekly office hours
- Active engagement in curriculum development and assessment that promotes alignment of department curricular offerings with both the departmental learning objectives and the evolving needs of our academic discipline
- Clear communication of course objectives, policies and grading criteria made easily accessible to students
- Appropriate preparation for all class meetings
- Dedication to and effectiveness in teaching across a broad range of levels from introductory to specialized courses
- Advising and mentoring students, supervising teaching/student assistants

(ii) Indicators of Excellence:

- Consistently earning high (generally a score of 4 or greater for the majority of questions) student evaluation scores
- Regular supervision of quality student research, including senior theses, graduate theses, and independent study projects
- Assuming difficult teaching assignments and achieving positive results. The challenge to the instructor, for example, may arise from the subject matter itself, a significant field-based component, the instructor's lack of familiarity with the subject matter, the audience involved or the number of different preparations
- Successfully developing and offering new courses that are determined to be needed by either the department or student demands.
- Successfully expanding teaching approaches by introducing projects that go beyond the typical homework assignment; attending meetings or seminars to enhance or expand teaching styles, successfully implementing those teaching styles in the classroom
- Receiving a notable teaching award
- Directing successful independent or directed study courses, as indicated by the quality of the completed product of the students' work while taking the course
- Maintaining/updating a course through related readings, scholarship, and/or travel
- Preparing high-quality teaching materials such as online content, software, laboratory exercises, field-based exercises or class--related websites
- Incorporating outreach within course curriculum where students are given opportunities to be stewards of the community

C. Level of Accomplishment in Teaching:

All candidates for tenure and promotion must earn an “excellent” rating in Teaching. To do so, the faculty member should meet all conditions listed under “Essential” and have an accumulation of “Indicators of Excellence.” The accumulation will not reflect a one-time achievement but, rather, a prolonged accumulation of success over the review period. As described in the introduction of this document, candidates for promotion to Professor must demonstrate excellence in teaching and leadership in one or more of the other two areas of assessment (Scholarly Activities, and Service). Examples of leadership in teaching include development of new pedagogy, development of curriculum that resonates with diverse groups of students, and/or earning an award in teaching. Thus, candidates for promotion to Professor should explain how the pattern of Indicators of Excellence demonstrates leadership, as appropriate.

2. SCHOLARLY AND CREATIVE ACTIVITIES

List the activities to be assessed for determination of scholarly/creative activities (See Appendix J, Section IX.B.2.a-f).

A. Goal for Scholarly and Creative Activity:

To be lifelong scholars in the field of earth sciences by conducting original research, communicating research results to the scientific community, and advancing our understanding of the discipline. Collaboration is encouraged, especially with students.

B. Activities to Assess:

For the granting of tenure, the Department expects a faculty member to provide evidence of an on-going scholarly program. The geology department takes a broad view of scholarly activity in accordance with “Boyer’s Model”. Each faculty member is required to demonstrate contributions to knowledge in their area of specialization. It is expected that a faculty member will provide evidence of their efforts towards the dissemination of scholarly work in peer-reviewed articles published in scientific journals and submission of extramural research grant proposals is strongly encouraged. Contributions made during any service credit years granted to a faculty member will have equal standing to HSU--based contributions. The timing of contributions is not critical, but evidence of scholarly activity during employment at HSU must be present.

These and other contributions shall be in accordance with areas specifically indicated below. They are organized in two categories, whereas no relative importance or weighting is implied by the order within each category, the faculty member is encouraged to prioritize achievement of Category I conditions during the review period.

(i) Category I Contributions:

- **Peer-Reviewed Publications:** Academic journal papers that represent original contributions to knowledge in education, geology, geophysics, earth science or their application. Peer-reviewed books, book chapters, textbooks, technical reports, and review articles that primarily compile, organize and analyze material from the discipline are also acceptable. For the purposes of RTP, a contribution is considered “published” when a journal or editor has communicated that the manuscript has been accepted. For any co-authored publications, the specific role of the faculty member in generating the final product should be indicated. *In exceptional instances a single notable publication may be counted as two Category I contributions. The significance of the paper should be documented by letters of support from other researchers, and the faculty member should have played a lead role in the research.*
- **Funded Extramural Research Grants:** Funded extramural grants that support original research, whether for instrumentation, personnel, student research stipends, educational opportunities, or operating expenses. Co-PIs should specifically indicate the contributions they made to the proposal. Exceptional size and longevity of funded grants may carry additional weight towards fulfilling the requirements for tenure.
- **Supervision of Completed Masters Theses:** Masters Theses, based on original research, on which the faculty served as the thesis advisor or co-advisor. A student thesis is considered complete when all committee members have signed it.

(ii) Category II Contributions:

- **Supervision of Completed Undergraduate Theses:** Undergraduate theses, based on original research, on which the faculty served as the thesis advisor or co-advisor. A student thesis is considered complete when all committee members have signed it.
- **Extramural Meeting Presentations:** Published abstracts from papers or posters presented at regional, national or international meetings, conferences, or symposia (including such meetings when they are held on campus) on which the faculty served as a co-author.
- **Funded Intramural Grants:** Seed grants for research, graduate student support, etc., awarded by on-campus selection committees.
- Submitting a grant proposal that would directly support the teaching mission of the university
- **Field Guide Contributions:** Field guide papers or chapters that represent original contributions to knowledge in education, geology, geophysics, earth science or their application. For the purposes of RTP, a field guide contribution is considered “published” when a journal or editor has communicated that the field guide has

been accepted. For any co-authored publications, the specific role of the faculty member in generating the final product should be indicated. *In exceptional instances a notable publication, supported by a letter from a colleague may be counted as a Category I contribution. The significance of the field guide contribution should be documented by letters of support from other researchers, and the faculty member should have played a lead role in the research.*

- **Technical Reports:** Non-peer-reviewed technical reports presented in completion of contracts that have a substantial scholarly value. *The significance of the report should be documented by the faculty member.*
- **Other Non Peer-Reviewed Publications:** A scholarly contribution that is available to the public in print or digital format. Examples include reviews of scholarly articles published on self-published websites, and published final reports.
- **Academic Seminars:** Presentation of Departmental Colloquia at HSU or elsewhere. This may include conducting workshops or seminars that substantially enhance teaching within the department, university, or profession
- **Other Unpublished Material:** (limit of 1): Manuscripts in preparation, grant proposals in preparation, student theses in progress. Such unpublished contributions must be documented and evaluated (e.g., with letters of support from colleagues).
- **Unfunded Extramural Grant Proposals:** Unfunded extramural grant proposals in support of original research, when such proposals were submitted to well-established funding agencies (e.g., NSF, GSA, NPS, USGS, USFS) for competitive evaluation by peers.

C. Level of Accomplishment in Scholarly and Creative Activities:

The following criteria for level of accomplishment in Scholarly/Creative Activities apply for tenure with promotion to Associate Professor. However, as described in the introduction of this document, candidates for promotion to Professor must demonstrate leadership in one or more of the areas of assessment (Teaching, Scholarly Activities, and Service).

- (i) Minimal Essential: A total of **one** Category I contribution in the review period and an average of at least **one** Category II contribution per year in the review period
- (ii) Good -- A total of **two** Category I contributions in the review period and an average of at least **one** Category II contribution per year in the review period
- (iii) Excellent -- A total of **three** Category I contributions in the review period and an average of at least **one** Category II contribution per year in the review period

Candidates for promotion to Professor should explain how their scholarly contributions demonstrate leadership, as appropriate. Examples of leadership in Scholarly Activities

include recognition at the regional, national, and/or international level for scholarship in their field, management of at least two research grants during the period of evaluation, and/or incorporation of undergraduate and graduate students in research. The list below describes the activities and level of accomplishment necessary to meet departmental criteria for Scholarly and Creative Activities for the time period of evaluation:

- (iv) Minimal Essential: A total of **two** Category I contributions in the review period and an average of at least **one** Category II contribution per year in the review period or most recent six years (whichever is less).
- (v) Good -- A total of **three** Category I contributions in the review period, an average of at least **one** Category II contribution per year in the review period or most recent six years (whichever is less). Additional Category I contributions may be substituted for Category II contributions.
- (vi) Excellent -- A total of **five** Category I contributions in the review period and an average of at least **one** Category II contribution per year in the review period or most recent six years (whichever is less). Additional Category I contributions may be substituted for Category II contributions.

3. SERVICE

List activities to be assessed for determination of service (See Appendix J, Section IX.B.3.a-g; 4 and 5).

A. Service Goals

To provide the campus and broader community with educational opportunities and access to expertise in geology, geophysics, earth science, and geological hazards as well as to promote active involvement of faculty in campus, regional, state, national and international organizations leading to improvements in education, sustainable resource management, and the advancement of the geological discipline.

B. Activities to Assess

All faculty are expected to contribute to the effective operation of the department, college, and university, and strive to promote the discipline of geology and earth sciences in society. Evidence of faculty contributions over the period of evaluation for tenure and/or promotion is collected through written letters from colleagues inside and outside of the university, students, community members, and discipline - related professionals. Activities to consider in the evaluation of service may include some, but not necessarily all, and are not limited to the following:

i. Department Service

1. Regularly participate in department committees and meetings; contributing to department policy development, governance, and curriculum
2. Mentoring other faculty members, participating in faculty/staff search committees, organizing, directing and/or implementing faculty development activities, establishing and maintaining effective, collaborative working relationships with colleagues and other university personnel, and participating in academic program development
3. Demonstrate a pattern of serving as undergraduate thesis reader and graduate thesis committee member
4. Sponsoring/advising student organizations and student support initiatives
5. Updating, cleaning, retrofitting, and supervising use of department lab space
6. Contributing to and maintaining a presence on departmental social media, newsletters and webpages

ii. University Service

7. Fulfilling administrative responsibilities at the university and college level; contributing to university and college policy development and governance
8. Collaborating throughout the campus community on projects, workshops, presentation, and other campus activities
9. Contribute to department or university development through corporate grants, donations of equipment, and other entrepreneurial activities
10. Contribute individually and collaboratively to the development of department and university academic programs
11. Service on personnel committees for other departments

iii. Community Service

12. Making research understandable and usable in specific professional and applied settings, including giving presentations for the public
13. Testifying as a scientific expert before legislative or congressional committees
14. Writing for popular and non-academic publications, including newsletters, blogs and magazines directed to agencies, professionals, or other specialized audiences
15. Serve as a knowledge source for media outlets and community members/groups
16. Participating in collaborative endeavors with schools, industry, or civic agencies
17. Consulting with local, county, state, federal, or international governments; schools, libraries, museums, parks and other public institutions; groups; or individuals
18. Providing public policy analysis, program evaluation, technical briefings for local, state, national, or international governmental agencies

iv. Service to the Profession

19. Participating in professional organizations
20. Evaluating programs, policies, or personnel for agencies and institutions
21. Reviewing journal articles and grant proposals
22. Serving on panel reviews for external funding agencies (including mail and panel reviews)
23. Serving as external reviewer for geology programs at other universities
24. Serving as external thesis advisor

v. Service Leadership

25. Chairing an active committee at the department, college, or university level
26. Chairing or leading a service activity in the community
27. Chairing a committee or holding office in a regional, state, or national organization
28. Develop and lead outreach activities and programs that enhance the university's ability to serve the needs of a diverse student body
29. Develop and lead training workshops and other forums for the dissemination of teaching techniques or demonstration of novel teaching methods
30. Taking a leadership role in conferences as a panel organizer, panelist, or session convener
31. Develop and lead field trips for professional societies
32. Coordinate and lead curriculum developments across departments that have a demonstrably significant impact on the academic program
33. Serving as an editor for peer-reviewed scientific journals
34. Organizing and Chairing conferences

C. Level of Accomplishment in Service:

The following criteria for level of accomplishment in Service apply equally for tenure with promotion to Associate Professor and promotion to Professor. However, as described in the introduction of this document. Candidates for promotion to Professor must 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 their service contributions demonstrate leadership, as appropriate. As a measure of effort within each level of service, an estimate of the time invested can be used. Activities and level of accomplishment necessary to meet departmental criteria for Service are:

- i. Minimal Essential: Minimal Essential performance in this category includes satisfaction of the criteria in items 1-12. Also, an average of 30-45 or more hours of service per year (1-1.5 hours per week for 2 semesters) beyond attending standard faculty meetings and

participation in traditional academic functions (i.e., convocation, commencement, student outreach, etc.)

- ii. Good: Good performance in this category includes satisfaction of the criteria for “Minimal Essential” and service in activities in items 13-25. Also, an average of 45-90 or more service hours per year (1.5-3 hours per week per 2 semesters) beyond attending standard faculty meetings and participation in traditional academic functions (i.e., convocation, commencement, student outreach, etc.)
- iii. Excellent: Excellence in service requires satisfaction of the criteria for “Minimum Essential”, and service in activities in items 13-25, and leadership role in service as described by items 26-35. Also, an average of 90-150 or more service hours per year (3 - 5 hours per week per 2 semesters) beyond attending standard faculty meetings and participation in traditional academic functions (i.e., convocation, commencement, student outreach, etc.)

Candidates for promotion to Professor should explain how their scholarly contributions demonstrate leadership, as appropriate. The list below describes the activities and level of accomplishment necessary to meet departmental criteria for Service for the time period of evaluation:

- iv. Minimal Essential: Minimal Essential performance in this category includes satisfaction of the criteria in items 1-12. Also, an average of 45-60 or more hours of service per year (1.5 -2 hours per week for 2 semesters) beyond attending standard faculty meetings and participation in traditional academic functions (i.e., convocation, commencement, student outreach, etc.)
- v. Good: Good performance in this category includes satisfaction of the criteria for “Minimal Essential” and service in activities in items 13-25. Also, an average of 60-105 or more service hours per year (2-3.5 hours per week per 2 semesters) beyond attending standard faculty meetings and participation in traditional academic functions (i.e., convocation, commencement, student outreach, etc.)
- vi. Excellent: Excellence in service requires satisfaction of the criteria for “Minimum Essential”, and service in activities in items 13-25, and leadership role in service as described by items 26-35. Also, an average of 105-165 or more service hours per year (3.5-5.5 hours per week per 2 semesters) beyond attending standard faculty meetings and participation in traditional academic functions (i.e., convocation, commencement, student outreach, etc.)

The following tenure---line faculty of the Department of Geology have had the opportunity to review the new/revised department RTP criteria and standards as sent forward in the attached document.

Name/Date	Approve – Yes or No	
Brandon Browne	YES	NO
Sue Cashman	YES	NO
Mark Hemphill-Haley	YES	NO
Melanie Michalak	YES	NO
Jasper Oshun	YES	NO
William Miller	YES	NO

Documents will reside in the appropriate college office. Final approved documents will be posted on the Academic Personnel Services web page.