

## **HSU Wildlife RTP Criteria: Revised 28 November 2016**

### **To Replace the University-Wide Section IX. B. in Appendix J:**

#### **Assessment of the Areas of Performance for RTP**

##### **A. Demonstration of Teaching Excellence**

Appendix J states that demonstrated teaching excellence is the most important factor in the RTP process. If a probationary faculty member has not adequately demonstrated teaching effectiveness, the RTP should not be granted. With each performance evaluation, we expect faculty to reflect on their teaching philosophy and activities that they've undertaken to improve their performance as an educator. We recognize that collegial observations of classroom teaching are an integral part of the review process and encourage candidates to invite faculty colleagues to their lectures throughout evaluation periods.

We will also assess teaching excellence through monitoring progress of each graduate student to completion of their degree and subsequent publication of results. Faculty in the Wildlife Department typically receive 3 weighted teaching units (wtu) or 'S factor' for mentoring/advising an average of 3 MS graduate student candidates each year. We expect, therefore, probationary faculty to build a full component of graduate students (3) by the beginning of their third year, and to subsequently maintain an active research program with an average of 3 graduate students. Years of service credit for newly hired faculty will not count against this expected number of graduate students; i.e., for newly hired faculty with 1 year of service credit, the expectation is that they will have 3 graduate students by their third year in a tenure track position *at HSU*. It is also expected that new faculty mentor students efficiently toward degrees so that, ideally, at least one student thesis is completed before going up for tenure, though we recognize factors outside the faculty's control can delay that process.

##### **B. Scholarship and Creative Activities**

###### **CONTRIBUTIONS:**

For the granting of tenure, the Department expects a faculty member to provide evidence of an on-campus research program that encourages and provides for student involvement. This research enhances teaching and enriches the learning environment. Each faculty member is required to demonstrate contributions to knowledge in his or her area of specialization. At least some of these contributions from HSU-based activities should provide evidence of graduate or undergraduate student involvement. A faculty member must provide evidence of his or her efforts towards the dissemination of original research in peer-reviewed publications, as well as evidence of efforts towards the submission of extramural research grant proposals. 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 on-going on-campus scholarly activity must be presented.

Scholarly contributions are of many types and of variable importance with respect to the RTP process. We have therefore classified such contribution into two distinct categories of relative value.

## **Category I.**

Peer-Reviewed Publications: Academic journal papers or similar publications that represent original research contributions to knowledge in wildlife management and related disciplines. Peer-reviewed book\,s, book chapters, textbooks, review articles, symposium proceedings and the like that primarily compile, organize and analyze scholarly publications in wildlife research or related subjects. *Many contributions are multi-authored. For RTP purposes, higher tier journals and more involvement by the faculty member, increases the importance of the contribution. Faculty must to clarify their involvement in a contribution if they are not the senior author.*

Extramural Research Grants or contracts: Funded extramural grants or contracts in support of original work and research. Over review cycle, one unfunded grant proposal may be counted as a contribution required from Category I if submitted to highly competitive & prestigious or high dollar value funders and subjected to competitive evaluation by peers. *Funded proposals shall be weighted more heavily than unfunded proposals. Co-PIs should specifically indicate the contributions they made to a proposal. Exceptional size and longevity of funded grants may carry additional weight towards fulfilling the requirements for tenure.*

Completed Graduate Theses: Masters Theses on which the faculty served as the thesis advisor or co-advisor.

## **Category II.**

Funded Intramural Grants: Seed grants for research, graduate student support, etc., awarded by on-campus selection committees and/or funded with funds from HSU or HSUSPF.

Technical Reports: Non-peer-reviewed technical reports presented in completion of contracts that have a substantial scholarly value.

Software and Instructional Materials: Non-peer-reviewed 'courseware', tutorials, or software developed for innovative instruction or specialized research uses. These contributions shall be evaluated based on evidence of value to the discipline and dissemination, for example, through collegial letters.

Other Non-Peer-Reviewed Publications: Professional letters, professional book reviews, and other non-peer-reviewed publications in the discipline. Opinion-editorial pieces if relevant to the faculty's areas of professional expertise.

Extramural Meeting Presentations: Presentations at professional society meetings, published or unpublished abstracts from papers or posters presented at regional, national or international meetings, conferences, or symposia (including such meetings when they are held on the HSU campus).

Academic Seminars: e.g. Departmental Seminars at HSU or other academic institutions (but not simply guest lectures for a course).

Contributions in preparation: Contributions in preparation will not be considered as evidence except in exceptional situations (e.g., an especially large text, with demonstrable evidence of

progress and promise for future publication). *Such unpublished contributions must be documented and evaluated (e.g., with letters of support from colleagues).*

## **EVALUATION:**

Self-evaluation of *Scholarship and Creative Activities* should be provided by the faculty member in his or her PDS. Each member of the Wildlife IUPC shall evaluate the Scholarship and Creative Activities of faculty being considered for tenure according to three categories of performance: Excellent, Good, and Minimum Essential, with benchmark criteria for each described in the box below.

## **Retention of Probationary Faculty and Promotion to Associate Professor**

### ***Minimum Essential***

On average, one contribution per year (including service credit years) from Category I (peer-reviewed publications, funded extramural grants, completed graduate theses) and an average of one contribution per year from Category II is expected for all Probationary Faculty and those coming up for promotion to Associate Professor.

Promotion to Associate Professor requires at least five publications in total by the time the Probationary faculty member comes up for tenure and promotion to Associate Professor. An average of one Category II contribution per year is expected.

### ***Good***

At least two distinct contributions per year from Category I and an average of at least one contribution per year (including service credit years) from Category II is expected for Probationary Faculty and those coming up for promotion to Associate Professor.

Promotion to Associate Professor requires at least six publications supplemented by at least four other Category I contributions over the review cycle (at least two per year). Greater than one Category II contribution per year is expected.

### ***Excellent***

An average of at least three distinct contributions per year are expected from Category I. An average of at least one contribution per year (including service credit years) from Category II is expected.

Promotion to Associate Professor requires at least eight publications supplemented by at least six other Category I contributions over the review cycle (at least three per year). Greater than one Category II contribution per year is expected.

## **Promotion to Full Professor**

### ***Minimum Essential***

Promotion to Full Professor requires at least 15 contributions from Category I, including eight publications and five completed graduate student theses in total over the review cycle. Greater than one Category II contribution per year is expected.

### ***Good***

Promotion to Full Professor requires at least 20 contributions from Category I, including 11 publications and five completed graduate student theses over the review cycle. Greater than one Category II contribution per year is expected.

### ***Excellent***

Promotion to Full Professor requires at least 25 contributions from Category I, including 14 publications and five completed graduate student over the review cycle. Greater than one Category II contribution per year is expected.

### ***Notes:***

- For the purpose of evaluating faculty performance in the area of scholarship and creative activities, additional contributions in Category I can be used to take the place of required contributions from Category II.
- A balance among publications, completed Master's theses, and funded grants/contracts is expected. For example, an average of three publications per year with no grants or MS student theses completed is unlikely to yield an excellent evaluation.
- Performance standards should take into account release time provided by external grants/contracts for research. For example, expectations for scholarly contributions should be higher for a faculty member that has had substantial "buy-out" from teaching duties.
- Unlike the expectation for the number of graduate students, years of service credit do not extend the time for scholarship expectations, since scholarship initiated with previous position(s) is in part what merits service credit. Thus, expectations for promotion to Associate Professor with the rankings above are not adjusted for service credit.

## **C. Service to the Profession, University, or Community**

Faculty service activities are important, but the Department encourages faculty to emphasize *Scholarship or Creative Activities*, especially in the probationary years prior to the granting of tenure. Evidence of modest, but high-quality, on-going service activity is expected of faculty under consideration for tenure. Documentation of service requires that faculty provide a measure of their efforts (e.g., hours worked) on each activity.

The Department considers service in three categories (service to profession, university, community) to be of equal value, so long as the documented level of effort is equivalent. However, all faculty will be expected to provide some evidence of service to the Department or University, and we expect that reported service to the community takes advantage of the professional expertise of faculty members. The following are lists of possible activities, which may not be comprehensive and does not denote any order of importance.

### **CONTRIBUTIONS:**

#### **Evidence of Service to the Profession**

- Service at meetings of professional organizations, including organizing or chairing meetings, symposia or contributed paper sessions.
- Service in an official capacity for professional societies or organizations, including activity as an officer, committee chair, committee member, or the like.
- Service awards and honors from professional societies or organizations.
- Service as an editor or member of an editorial board for a professional journal.
- Service as a reviewer for professional publications, especially peer-review of manuscripts of journal articles, books, textbooks, and the like.
- Service as a reviewer for grant applications submitted to professional granting agencies such as the National Science Foundation.
- Service as a scientific consultant for public or private agencies, including non-scholarly technical reports on activities completed.

#### **Evidence of Service to the University**

- Service in governance, including membership on standing or ad hoc committees or offices involved in the governance.
- Service in organizing or conducting University functions and activities.
- Service on graduate student thesis committees at HSU or elsewhere.
- Mentoring activities sponsored by the University (e.g., of new faculty members) that are not directly related to instruction.
- Service as a faculty sponsor or advisor for on-campus student clubs or organizations.

#### **Evidence of Service to the Community**

- Service in community groups, including membership on local boards or other evidence of activity in community governance.
- Participation in mentoring, fund-raising, and charitable efforts in the community.
- Service in organizing or conducting community functions and events.
- Presentations of lectures or other instruction delivered to community groups or organizations.

## EVALUATION:

Self-evaluation of *Service to the Profession, University, or Community* should be provided by the faculty member in his or her PDS. Faculty should describe all service contributions along with a measure of the effort devoted to each contribution. Effort of more than a few hours on a specific service activity should be documented with a letter of support from an appropriate person. For granting of tenure, all probationary faculty will be expected to show strong evidence of service to the Department or University.

The IUPC shall review the material submitted by faculty as evidence of service, and evaluate these contributions as 'Excellent', 'Good' or 'Minimum Essential'. The Department defines these categories as follows to achieve tenure:

**Minimum Essential** – An average of 30 or more hours of service per year (1 hour per week for 2 semesters), at least half of which can be defined as 'Service to the University'.

**Good** – Regular activity (an average of 60 hours per academic year), at least half of which is devoted to ongoing committees or other activities that require regular, periodic effort.

**Excellent** – A substantial and sustained level of activity (at least 90 hours per academic year), at least half of which is devoted to ongoing committees or other activities that require regular, periodic effort.

For promotion to Full Professor, it is not necessary to have many more hours of service per year, but the expectation is that the faculty member play a larger role in the service activities, i.e., serving as editor of a journal, organizer of a symposium, chair of a committee, etc.

### D. Exceptional Situations

The Department acknowledges that exceptional situations may arise in which the specific criteria and rankings delineated above for ancillary activities may not provide an appropriate rubric for the awarding of tenure. For example, such situations may arise when faculty are specifically hired to conduct activities in addition to instruction, such as program development, or they may be assigned substantial administrative duties that reduce their time available to engage in Teaching, Scholarship and Creative Activities, and Service. In addition, some candidates may choose to seek promotion earlier than scheduled, and in these cases, the expectation for the number of scholarly contributions will be consistent with that for a regularly scheduled promotion (i.e., an expectation of 3 per year after 5 years is 15 contributions, even if the candidate seeks to promote after 4 years).