

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

## **Department of Oceanography**

### **Humboldt State University**

#### **October, 2021**

The members of the Department of Oceanography approved the following teaching, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (May 2019). This version of Appendix J is available at: [https://aavp.humboldt.edu/sites/default/files/appendixj-revised\\_may2019.pdf](https://aavp.humboldt.edu/sites/default/files/appendixj-revised_may2019.pdf)

### **1. Teaching Effectiveness:**

The Oceanography faculty affirms current language of Appendix J as it relates to the assessment of teaching effectiveness. Excellence in teaching is the primary criterion for tenure and promotion to Associate Professor and will thus receive the most weight in the RTP process. If a probationary faculty member has not adequately demonstrated excellent teaching effectiveness, then RTP should not be granted.

Excellence in teaching must be maintained for promotion to the Professor rank. In addition candidates seeking promotion to Professor must also demonstrate leadership in teaching related roles such as: peer mentoring of teaching faculty, outcomes-based curriculum development/improvement and management of departmental curriculum and assessment efforts.

The current version of Appendix J Section IX.B.1a on Teaching Effectiveness is duplicated here:

Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.

1. It is expected that faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed. Examples of such activities may include:
  - a. Exposing students to a diverse ensemble of scholars
  - b. Integrating diverse examples/voices into curriculum
  - c. Developing/Implementing inclusive pedagogies
  - d. Providing space for students to share their identities and common experiences
  - e. Building inclusive community/cohorts
  - f. Incorporating indigenous peoples and knowledge into curriculum where appropriate
  - g. Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
  - h. Providing a variety of ways in which students can demonstrate mastery of course material
2. It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, and strengthen teaching skills throughout the probationary

period, and will demonstrate clear, precise communication as well as effective application of that knowledge in teaching.

3. Teaching effectiveness is demonstrated through understanding and current knowledge, including the use of measures of student learning, in such activities as:
  - a. Clearly defined student learning outcomes
  - b. Appropriate learning activities
  - c. Samples of student exams and essays
  - d. Designed course materials.
4. Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of:
  - a. Acquiring theoretical and empirical research-based knowledge about effective learning and teaching;
  - b. Reflecting upon and practicing such knowledge in the educational setting; and c. Demonstrating how the use of various pedagogies have informed and enhanced teaching effectiveness;
  - d. Reflecting on and understanding how positionality impacts the learning environment and the teaching/learning experience;
  - e. Understanding and working toward equity-minded teaching practices
5. Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.
6. Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, and other learning activities.
7. Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, ensure equitable learning opportunities and activities, and availability of the faculty member on a regular basis to assist the academic needs of students.
8. Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of achievement of and supporting statements from former students.
9. Written student evaluation of teaching in all courses (unless exempted) is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the

year preceding their application for RTP. Additional written or oral evaluations may be

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taken, and identified by name, and submitted as part of the candidate's file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.

## **2. Scholarly/Creative Activities:**

GOAL: The candidate will have a strategy for life-long research in oceanography, including conduct of original research and the communication of research results to the scientific community.

**a. List activities to be assessed for determination of scholarly/creative activities (See Appendix J, Section IX.B.2.a-f). Boyer's model of scholarship should inform the list.**

### ***Category 1 Contributions:***

- Peer-reviewed journal articles, books or book chapters, textbooks, technical reports, and/or review articles that have been published or accepted for publication.
- Funded extramural grants or contracts. Funded extramural grants may support original research, whether for instrumentation, personnel, student research stipends, educational opportunities, or operating expenses. The significance of the contribution will be based on the amount of funding secured.
- 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

### ***Category 2 Contributions:***

- Submission/resubmission of a major external grant.
- Funded internal (HSU) grant or contract proposals.
- 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.
- Non-peer-reviewed technical reports, books, journal articles, proceedings, presentations, or other similar non-peer-reviewed activities.
- Evidence of collaboration with other individuals in scholarship.
- Sponsoring colloquia and forums.
- Developing new products, practices, clinical procedures and/or new creative works. ● Developing and disseminating software or other technologies that contribute to the field or advance teaching pedagogy
- Managing or significantly contributing to processing and/or dissemination of oceanographic data for use by the broader community
- Managing and reporting research activities for a major grant or program.
- Developing and researching innovative pedagogy and educational materials. ● Other documented and described scholarship activities, such as manuscripts or grant proposals in progress.
- 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

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***Category 3 Contributions:***

- Involving students in an original research project
- Involving students in the dissemination of original research at a local, regional or national conference
- Involving students in the processing and dissemination of oceanographic data for use by the broader community
- Involving students in a peer-reviewed, published work

**b. List activities and level of accomplishment necessary to meet departmental criteria for tenure or promotion to Associate Professor:**

Candidates must meet the below criteria. Additional Category I contributions can substitute for a Category II contribution,

***i. Minimum Essential***

- Category 1 Contributions: One peer-reviewed publication over the review period.
- Category 2 Contributions: Five over the review period.
- Category 3 Contributions: One over the review period.

***ii. Good***

- Category 1 Contributions: Two over the review period.
  - At least one must include a peer-reviewed journal article or book or book chapter
- Category 2 Contributions: Five over the review period.
- Category 3 Contributions: Three over the review period.

***iii. Excellent***

- Category 1 Contributions: Four over the review period.
  - At least one must include a peer-reviewed journal article or book or book chapter
  - At least one must include a significant external grant.
- Category 2 Contributions: Five over the review period.
- Category 3 Contributions: Four over the review period.

**c. List activities and level of accomplishment necessary to meet departmental criteria for promotion to Full Professor:**

***i. Minimum Essential***

- Category 1 Contributions: One peer-reviewed publication over the review period.
- Category 2 Contributions: Five over the review period.
- Category 3 Contributions: Two over the review period.

**ii. Good**

- Category 1 Contributions: Two over the review period.
  - At least one must include a peer-reviewed journal article or book or book chapter
  - At least one significant external grant
- Category 2 Contributions: Five over the review period.

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- Category 3 Contributions: Three over the review period.

**iii. Excellent**

- Category 1 Contributions: Four over the review period.
  - At least two must include a peer-reviewed journal article or book or book chapter
  - At least one must include a significant external grant
- Category 2 Contributions: Five over the review period.
- Category 3 Contributions: Four over the review period.
- Demonstrated leadership in scholarship as evidenced by at least one of the following (or another similar accomplishment):
  - A significant external or internal grant which increases the analytical and/or research capacities of the marine sciences at HSU
  - Guidance and leadership to other members of their field
  - Receiving external professional recognition for original research or sustained publication in major peer-reviewed journals or books.

**3. Service**

GOAL: The candidate will contribute professional expertise for the benefit of the department, college, university, community, and profession. The Chair and the IUPC will take into account the number and importance of the service activities to the department, college, university, community, and profession.

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

Tenure track faculty are expected to carry out normal professional duties which we consider here to be “**Minimum Duties.**” These duties include:

- Regularly attending convocation, commencement, department meetings and other standard department functions
- Conducting peer evaluations for colleagues and providing collegial letters
- Providing letters of reference for students
- Working collaboratively with colleagues.

Activities to consider in the evaluation of service may include some, but not necessarily all, and are not limited to the following:

Governance and Committee Assignments

- Fulfilling administrative responsibilities at the university, college, or department level
- Contributing to university, college, and department policy development and governance

Academic and Faculty Development

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- 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
- Participating in academic program development

### Student Support and Curriculum Development

- Sponsoring/advising student organizations
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- Contributing individually and collaboratively to the development of department, college and university-wide academic programs
  - Developing or participating in outreach activities and programs that foster student success across the University's diverse student body
  - Developing, participating in or maintaining services and programs that support curriculum

### University-wide Services

- Collaborating throughout the campus community on projects, workshops, presentation, and other campus activities
- Participating in traditional academic functions (i.e., convocation, commencement, student outreach, etc.)

### Practical application

- Making research understandable and usable in specific professional and applied settings ● Developing and offering training workshops and other forums for the dissemination of teaching techniques or demonstration of novel teaching methods
- Giving presentations for the public
- Providing extension education
- Testifying before legislative or congressional committees
- Writing for popular and non-academic publications, including newsletters and magazines directed to agencies, professionals, or other specialized audiences
- Serving as a knowledge source for media outlets and community members/groups

### Community and Profession

- Participating in collaborative endeavors with schools, industry, or civic agencies ● Consulting with local, county, state, federal, or international governments; schools, libraries, museums, parks and other public institutions; groups; or individuals
- Participating in professional organizations
- Providing public policy analysis, program evaluation, technical briefings for local, state, national, or international governmental agencies
- Contributing to department or university development through corporate grants or donations of equipment
- Evaluating programs, policies, or personnel for agencies and institutions
- Chairing sessions at professional meetings
- Reviewing journal articles and grant proposals
- Serving as external reviewer of other programs at other universities
- Leading field trips for professional societies

- Serving as external thesis advisor
- Editing peer-reviewed journal articles, books, or monographs
- Fulfilling editorial assignments with scholarly and professional publications, including journals, newsletters, electronic media
- Fulfilling editorial assignments with funding agencies, including mail and panel review of grant proposals
- Participating in scholarly conferences as panel organizer and/or panelist
- Organizing and directing scholarly conferences, symposia, field trips, etc.
- Leading and Managing Funded Research and Creative Products

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**b. List activities and level of accomplishment necessary to meet departmental criteria for tenure or promotion to Associate Professor:**

Individual items listed in each category may be supplemented or replaced by similar activities listed in section 3a.

***i. Minimum Essential***

Performs “minimum duties” as outlined above. In addition, participates in community, university, and professional service by devoting at least 40 hours per year to one or more of the following activities:

- Participating in the university's shared governance, including membership on college wide or university-wide committees, task forces or advisory bodies
- Participating in programs and activities that foster student success across the University’s diverse student body
- Collaborating with colleagues within the department and across campus
- Performing expected duties at the department and college levels
- Providing assistance to local or regional communities, agencies, or organizations ●
- Participating in programs or activities that show promise of enriching the community ●
- Identifying potential collaboration with schools, industry, or community agencies ●
- Participating in applied research activities
- Participating in professional organizations as a member
- Serving as peer reviewer for journals, granting agencies, government bodies, etc.

***ii. Good***

Performs “minimum duties” as outlined above. In addition, contributes actively to the university, community and professional service by devoting at least 70 hours per year to two or more of the following activities:

- Participating consistently in the university's system of shared governance, including contributions to university-wide committees, task forces or advisory bodies
- Developing or advancing programs that foster student success across the University’s diverse student body
- Successfully collaborating on at least one project with colleagues from other learning communities

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- Effectively carrying out faculty responsibilities at the department and/or college levels
- Supporting student organizations
- Participating in planning or development of community programs and services
- Participating in programs or activities that enrich the community
- Initiating collaborative partnerships with schools, industry, or other community agencies ●
- Planning or developing applied research activities with promise of benefitting the department, university, and community
- Participating in professional organizations as an officer, conference session organizer or in some other role that is distinguished from simple membership
- Fulfilling editorial role with scholarly or professional publications

### *iii. Excellent*

Performs “minimum duties” as outlined above. In addition, demonstrates leadership in university, community and professional service by devoting at least 100 hours per year to two or more of the following activities:

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- Participating in leadership roles in the university's system of shared governance, including leadership roles on university-wide committees, task forces, or advisory bodies
- Developing programs that foster student success across the University's diverse student body ●
- Developing and sustaining effective collaborative projects with colleagues across campus ●
- Developing and implementing effective department and college programs and policies ●
- Sponsoring successful student organizations
- Mentoring new faculty in their professional development
- Taking leadership role in development of public services or policies based on a faculty expertise ●
- Developing and participating in programs and activities that substantially enrich life of community
- Establishing and maintaining successful collaborative partnerships with schools, industry, or other community agencies
- Developing and implementing applied research activities that benefit the university and community
- Providing leadership in professional organizations as an executive officer, a conference organizer or in some other leadership role

### **c. List activities and level of accomplishment necessary to meet departmental criteria for promotion to Full Professor:**

Individual items listed in each category may be supplemented or replaced by similar activities listed in section 3a.

#### *i. Minimum Essential*

Performs “minimum duties” as outlined above. In addition, contributes actively to the university, community and professional service by devoting at least 40 hours per year to one or more of the following activities:

- Participating consistently in the university's system of shared governance, including contributions to university-wide committees, task forces or advisory bodies
- Participating in programs and activities that foster student success across the University's diverse student body

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- Successfully collaborating on at least one project with colleagues from other learning communities
- Effectively carrying out faculty responsibilities at the department and/or college levels
- Supporting student organizations
- Participating in planning or development of community programs and services
- Participating in programs or activities that enrich the community
- Initiating collaborative partnerships with schools, industry, or other community agencies ● Planning or developing applied research activities that show promise of benefitting department, university, and community
- Serving as peer reviewer for journals, granting agencies, governmental bodies, etc. ● Participating in professional organizations as an officer, conference session organizer or in some other role that is distinguished from simple membership

### *ii. Good*

Performs “minimum duties” as outlined above. In addition, provides substantial, sustained contributions to the university, community and profession by devoting at least 70 hours per year to two or more of the following activities:

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- Participating actively in the university's system of shared governance through sustained service on university-wide committees, task forces, or advisory bodies
- Developing or advancing programs that foster student success across the University’s diverse student body
- Successfully collaborating on more than one project with colleagues from other learning communities
- Effectively participating in planning and development programs or services at the department, college or University level
- Providing sponsorship or support of student organizations
- Mentoring junior faculty in their professional development
- Taking leadership role in development of public services or policies based on faculty member's expertise
- Developing and participating in programs and activities that substantially enrich life of community
- Establishing and maintaining successful collaborative partnerships with schools, industry, or other community agencies
- Developing and conducting applied research activities that benefit the university and community ● Providing leadership in professional organizations as an executive officer, a conference organizer or some other leadership role
- Fulfilling an editorial role with scholarly or professional publications

### *iii. Excellent*

Performs “minimum duties” as outlined above. In addition, provides sustained leadership and significant contributions to the university, community and professional service by devoting at least 100 hours per year to two or more of the following activities:

- Participating actively in the university's system of shared governance through sustained service in leadership roles on university-wide committees, task forces, or advisory bodies

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- Developing programs that foster student success across the University's diverse student body ● Organizing and promoting multiple collaborative efforts with colleagues across learning communities
- Developing and implementing multiple programs or services at the department, college, and/or university-wide levels
- Serving in a leadership role with student organizations
- Mentoring multiple junior faculty in their professional development
- Taking leadership role in developing and implementing public services or policies based on faculty member's expertise
- Leading programs and activities that substantially enrich life of community
- Maintaining long-term successful collaborative partnerships with schools, industry, or other community agencies
- Managing applied research activities that benefit the university and community ● Providing sustained leadership in professional organizations as an executive officer, conference organizer, or some other leadership role
- Serving as editor or associate editor of a scholarly or professional journal

### **Faculty Approval**

The undersigned faculty of the Department of Oceanography approve these RTP criteria.

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Christine Cass, Associate Professor and Chair Jeffrey Abell, Associate Professor

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Tamara Barriquand, Assistant Professor

