

Standards and Criteria for Retention, Tenure, and Promotion

**Humboldt State University
Department of Physics &
Astronomy**

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The members of the Department of Physics & Astronomy approved the following criteria for level of accomplishment in each of the categories of teaching, scholarly/creative activities, and service as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook. The Department of Physics & Astronomy expects that successful candidates for promotion to Professor demonstrate leadership in at least one of the three categories of teaching, scholarly/creative activities, and service. Examples of leadership include but are not limited to the items listed within "Indicators of Excellence and Leadership" in section 1., within "Evidence of Leadership" in 2.A., and within "Leadership" in section 3.A.

The outcome for promotion (Acceptable/Unacceptable) is determined by the table in Section IX.A.2.c. of Appendix J.

1. TEACHING EFFECTIVENESS

In the Department of Physics & Astronomy and as defined in Appendix J, evaluations of teaching effectiveness “shall be based primarily on written statements from colleagues within the candidate’s academic discipline(s).”[IX.B.1.a.4] In addition, the Department of Physics & Astronomy will take into consideration the student evaluations from courses taught. However, as there are documented differences in student evaluations for instructors who are women and/or people of color, and as stated in Appendix J,[IX.B.1.8], these student evaluations will constitute a secondary consideration when evaluating the teaching effectiveness of a faculty member.

A. Activities to be Assessed

See Appendix J, Section IX.B.1.a-c.

Essential activities include ALL of the following:

- Favorable collegial letters based on multiple observations of teaching.
- Communicating course objectives, policies, and grading criteria in all classes.
- Supporting a diverse and inclusive learning environment, demonstrated through the use of varied means of assessment, multicultural content, responsive teaching strategies, and participation in training opportunities on and/or off campus.
- Utilizing course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field, and evidence of student success in achieving goals set for the course by the university and the program.
- Receiving a pattern of favorable comments and student ratings on the student evaluation survey instrument. In the event of a pattern of unfavorable comments, the candidate is expected to provide an explanation regarding these scores and/or a plan for future changes.
- Participating in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved.
- Demonstrating knowledge and command of appropriate levels of technology for courses taught;
- Being available to students for a predictable number of hours outside of class each week via regular office hours, e-mail, etc.
- A pattern of positive student letters;

Indicators of Excellence and Leadership in teaching:

Indicators of excellence and leadership in teaching include but are not limited to the following:

- Evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process and holistic student welfare.
- Efforts to improve and adapt teaching with innovative methods such as developing original content or the use of active learning strategies.
- Participating in activities designed to enhance the candidate's teaching effectiveness to our diverse student population, such as the Institute for Student Success or events organized by the Center for Teaching and Learning.
- Developing and implementing new/innovative courses.
- Developing and maintaining community partnerships for student internships, practica, and/or service-related course activities.

- Conducting workshops or seminars that enhance teaching within the department, college or profession.
- Receiving a student group, college, university, or discipline-based teaching/faculty award
- Effectively supervising students in their own and/or faculty-based original research 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.
- 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.
- Other activities which improve teaching and/or learning at HSU as evaluated by the IUPC.

B. Levels of Accomplishment in Teaching Effectiveness

The following criteria for level of accomplishment in Teaching Effectiveness 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/or Service).

To reach a level of "excellent" in teaching effectiveness, a candidate for tenure and promotion will normally meet all the conditions listed under "essential" throughout the period under review AND demonstrate a pattern of meeting at least three of the "indicators of excellence" in any given review period. If candidates do not meet these expectations, an explanation will be provided in the PDS. Candidates for RTP must document these activities (when applicable) as part of their eWPAF. In the PDS portion of the eWPAF, candidates must also provide critical reflection on their pedagogy and on student and faculty evaluation of their teaching. While recognizing that student letters and evaluations are deemed additional to other materials, they are nevertheless significant in a teaching institution, and therefore any pattern of unfavorable comments and/or lower scores on student evaluations must be specifically reflected upon and combined with a plan for improvement, where relevant.

Candidates for promotion to Professor seeking to demonstrate leadership in Teaching should document an accumulation of “Indicators of Excellence and Leadership”. The accumulation will not reflect a one-time achievement but rather a sustained set of noteworthy successes over the review period.

2. SCHOLARLY/CREATIVE ACTIVITIES

A. Activities to be Assessed

The Department of Physics & Astronomy considers a faculty member’s scholarly activities to be an extension of the faculty member’s teaching in that the faculty member will be a mentor and an instructor for the undergraduate researchers under their direction. The faculty member will be interacting — teaching — in a small group or one-on-one fashion with their undergraduate research students, helping them to learn the techniques necessary for the research projects under consideration. Thus, undergraduate research projects that involve fundamental or applied research in Physics and/or Astronomy are equally valued with undergraduate research projects that involve innovations in teaching pedagogy or other educational areas.

For the granting of tenure, the Department of Physics & Astronomy expects a faculty member to provide evidence of an ongoing scholarly program. The Physics & Astronomy department takes a broad view of scholarly activity in accordance with Boyer's model [IX.B.2.a-f]. 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 publications. Submission of extramural research grant proposals is 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. No relative importance in weighting is implied by the order within each category. Each category lists examples of appropriate contributions.

Category I. Significant Scholarship Contributions

- a. Peer-reviewed journal articles, books, textbooks, technical reports, and/or review articles that have been published or accepted for publication.
- b. Peer-reviewed funded extramural grants or contracts. The significance of the contribution will be based on the amount of funding secured.

Category II. Other Scholarship Contributions

- a. Submission/resubmission of a peer-reviewed major external grant.
- b. Funded internal (HSU) grant or contract proposals.
- c. Peer-reviewed oral or poster presentations based on student/faculty research and presented at regional/national meetings.
- d. Non-peer-reviewed technical reports, books, journal articles, proceedings, presentations, or other similar non-peer-reviewed activities.
- e. Evidence of collaboration with other individuals in scholarship.
- f. Sponsoring colloquia and forums.
- g. Developing new products, practices, clinical procedures and/or new creative works.
- h. Managing and reporting research activities for a major grant or program.
- i. Developing and researching innovative pedagogy and educational materials.
- j. Other documented and described scholarship activities, such as manuscripts or grant proposals in progress.
- k. Non-peer reviewed oral or poster presentations based on student/faculty research and presented on or off campus.

Evidence of Leadership for Scholarly Activities

- a. Mentoring colleagues in research, as evidenced by collegial letters.
- b. Serving as the PI for a funded extramural grant.
- c. Serving as the PI or Co-PI on an extramural grant of \$100,000 or more.
- d. Creating a significant program development, as evidenced by collegial letters.
- e. Authoring/co-Authoring a peer reviewed journal article, book, textbook, technical report, and/or review article of particular significance within one's discipline, as evidenced by collegial letters
- f. Consistently providing opportunities to minoritized students to participate in undergraduate research and/or attend conferences to disseminate their results.

C. Levels of Accomplishment in Scholarly/Creative Activities

The following criteria for level of accomplishment in Scholarly/Creative Activities 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/or Service).

Minimum Essential

Good

- Evidence of on-going scholarly/creative activity
 - Evidence of undergraduate student involvement in research projects
 - Positive critical collegial (internal departmental) review of the candidate's efforts in the area of scholarship/creative activity
 - One publication from Category I, and an average of at least one Category II contribution per year.
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- Attainment of Minimum Essential level of accomplishment
 - One additional Category I contribution. Additional Category I contributions may be substituted for Category II contributions.

Excellent

- Attainment of Minimum Essential level of accomplishment **and**
 - Two additional Category I contributions. Additional Category I contributions may be substituted for Category II contributions.
- or**
- One peer-reviewed publication or equivalent activity published in a high impact or highly regarded journal and of particular significance within one's discipline, as evidenced by collegial letters

3. SERVICE

A. Activities to be Assessed

All faculty are expected to contribute to the effective operation of the department, college, and university, and strive, in the broadest terms, to promote the disciplines of Physics & Astronomy 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. Impact of activities should be addressed in collegial and evaluative letters.

Essential Service:

- Attending department meetings and maintaining a pattern of participation on departmental standing committees.
- Providing advising to a typical number of students (up to 25, except within the first year).
- Working collaboratively and productively with colleagues in the department and across the University.
- Regularly attending important University events, such as Commencement and Convocation.
- Writing peer evaluations for colleagues, when necessary.
- Writing letters of recommendations/acting as a reference for students, when necessary.

Breadth:

Activities that demonstrate breadth outside the department may include, but are not limited to:

- Service on active College or University committees.
- Service on active committees of a professional organization.
- Reviewing or refereeing work in Physics and/or Astronomy, including conference submissions, workshop submissions, journal articles, textbooks, grant proposals, and the like.
- Non-Academic and/or academic mentoring of students.
- Acting regularly as a resource or consultant for the campus or greater community regarding academic or professional subject matter through outreach and networking (e.g., pro-bono consulting, radio interviews, etc.).
- Serving as an advisor to student organizations/clubs on campus.
- Expanding opportunities for students or programs in the community in the area of

academic and/or professional interest (such as creating an internship or building long-term relationships that support student professional development) above and beyond assigned teaching duties.

- Serve on working groups in order to improve community engagement (e.g. Equity Arcata, etc.)
- Giving presentations at the Campus & Community Dialogue on Race.
- Mentoring colleague(s), as evidenced by evaluative letters from mentees.
- Collaborating with colleagues from across campus, or from other campuses on one or more projects, such as, curricular, facilities, policies, or grant-writing.
- Serving as an active faculty member in another program/department (i.e., attending another department's meetings, serving on another department's committees, etc.).
- Department/College/University/Community service activity (including K-12 schools) that involves the faculty member's expertise or enhances the reputation of the department or the university

Leadership:

Activities that demonstrate leadership in service may include, but are not limited to

- Chairing or leading college or university committees or Programs
- Serving as a member on time-consuming college or university committees, such as but not limited to the University Senate, ICC, or a personnel search
- Chairing a Physics & Astronomy search committee or IUPC
- Serving as chair or another leadership position for a board or other community organization related to academic/professional interest
- Acting as an elected or appointed leader in discipline-based professional associations
- Creating and successfully sustaining significant collaborative partnerships with schools, industry, community, or other agencies that results in notable impact on curriculum, the HSU campus, and/or the community.
- Developing community/alumni relationships for in kind or monetary contributions to promote student success or develop scholarship.
- Serving as an editor of an academic or professional journal
- Organizing Physics & Astronomy community outreach events or services.
- Organizing a conference within one's discipline.
- Conducting a workshop or seminar that substantially enhances teaching within the department, university, or profession
- Serving on committees and programs to close opportunity and equity gaps.
- Leadership in professional organizations whose goal is to increase the representation of minoritized students or faculty in their discipline/profession.

- Serve on working groups in order to improve community engagement (e.g. Equity Arcata, etc).
- Non-Academic and/or academic mentoring of minoritized students.
- Mentoring of students in crisis (or preventing the descent into crisis) that goes beyond expected behavior either in frequency, duration or intensity

B. Levels 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/or Service). To demonstrate leadership in service, candidates must show a pattern of leadership over the evaluation period.

We recognize the cultural taxation of faculty members of color, those that identify as LBGTQ, and/or female, who provide intensive student mentoring and who may be called on to serve on multiple equity committees and institutional change initiatives. Though we do not encourage candidates to perform a disproportionate amount of service, we recognize the leadership provided by these candidates as they support our students, institution and/or community. It is incumbent on the IUPC to contextualize the candidate's service, and to recognize their leadership through extraordinary service, where cultural taxation is a factor.

Minimum Essential

- Minimum Essential performance in this category requires regular annual activity in all of the items listed as "Essential Service".
- Though an accounting of hours is not necessary, it is expected that Essential Service will correspond to an average of approximately 45 hours of work per year of service, except within the first year.

Good

- Attainment of Minimum Essential level of accomplishment
- An average of one activity from the Breadth or Leadership categories per year (service on each committee shall count as its own activity).
- Though an accounting of hours is not necessary, it is expected that Good Service will correspond to an average of approximately 60 hours of work per year of service, except within the first year.

Excellent

- Attainment of Minimum Essential level of accomplishment
- An average of two activities from the Breadth or Leadership categories per year (service on each committee shall count as its own activity).
- Though an accounting of hours is not necessary, it is expected that Excellent Service will correspond to an average of approximately 90 hours of work per year of service, except within the first year.

Approval:

Standards and Criteria for Retention, Promotion, and Tenure Committee **Date**