The tenured and probationary faculty members of the Department of Politics 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 (Revised May 2021). https://aavp.humboldt.edu/sites/default/files/appendixj-revised_may2021.pdf

All candidates must demonstrate excellence in teaching effectiveness, and consistent with Appendix J, Section IX.2.c, the following table guides candidates in determining whether their progress to date is acceptable or unacceptable for retention, tenure, and promotion.

<table>
<thead>
<tr>
<th>Scholarly/Creative Activity</th>
<th>Service</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Good</td>
<td>Excellent</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Good</td>
<td>Good</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Excellent</td>
<td>Minimum Essential</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Minimum Essential</td>
<td>Excellent</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Good</td>
<td>Minimum Essential</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Minimum Essential</td>
<td>Good</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Minimum Essential</td>
<td>Minimum Essential</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

**Teaching Effectiveness**

For purposes of evaluating activities for teaching effectiveness the following activities are examples of the types to be evaluated:

1. **Direct Instruction:**
   a. Each faculty member above the rank of a candidate (unless they are on an approved extended leave such as a sabbatical) is expected to write an evaluative letter, based on the following during each review period:
      i. Collegial observations of the candidate’s teaching, including but not limited to class lecture, discussion, in-class learning activities, and presentation of material;
      ii. Collegial observation of the candidate in other teaching environments, such as workshops, co teaching or guest lectures; and
      iii. Collegial review of course syllabi and/or assignments and the candidate’s use of the university’s learning management system to organize and convey class material.
   b. University-administered student evaluations of teaching.

2. **Academic Advising, Supervising and Mentoring Students:** This may include academic advising and career mentoring of students; supervising student-assistants; and/or providing additional observation, evaluation and/or support outside of the normal classroom environment, to be demonstrated via student letters and collegial observations.

3. **Development of Teaching Materials and Curriculum:** This may include developing teaching materials such as appropriate outlines, study-guides, instructional manuals, and/or other content
used in the classroom; developing and/or revising curriculum outcomes and assessment methodology; and/or making contributions to the achievement of departmental curriculum goals.

**Professional Development Activities in Teaching:** This may include reviewing literature and research in teaching subject areas; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars appropriate to teaching subject areas; and/or conducting research related to teaching (if disseminated and peer-reviewed, such research could be considered under “scholarship”).

To reach a level of “excellent” in teaching effectiveness, candidates for tenure and promotion to **Associate Professor** must meet all the conditions listed under “essential” (listed below) and also accumulate two or more “indicators of excellence,” reflecting a pattern of achievement (rather than a one-time achievement) over the review period.

Candidates for promotion to **Professor** must meet all the conditions listed under “essential” (listed below) and also accumulate four or more “indicators of excellence,” reflecting a pattern of achievement over the review period (rather than a one-time achievement). Candidates for RTP must document these activities (when applicable) as part of their WPAFs. In the PDS portion of the WPAF, candidates must provide critical reflection on their pedagogy and on student and faculty evaluations of their teaching. In the event of a pattern of unfavorable comments and/or lower than normal scores on student evaluations, candidates must provide an explanation, a plan for improvement, and/or a reflection on subsequent evaluations.

**Essential activities include ALL of the following:**

- Demonstrating evidence of excellence in classroom teaching based on observation by colleagues.
- Demonstrating evidence of incorporating inclusive and equitable teaching and learning practices, consistent with Appendix J of the Faculty Handbook, Section IX.B.1.a and the DEIC Subcommittee on Inclusive Teaching: Essential Evidence of Excellence in Inclusive Teaching. See Appendix 1.
- Availability for student consultation via office hours, appointments, and electronic communication.
- Communicating course objectives, policies, and grading criteria in all classes.
- Incorporating departmental and university learning outcomes in course design.
- Achieving a pattern of favorable comments and student ratings—at or above 4.0 (on a 5-point scale, or equivalent) on student evaluations; for items with less than a 4.0 average score, candidates should provide explanations and/or strategies for improvement.
- Providing advising to assigned advisees that promotes their success in the major and supports timely graduation.
- Participating in departmental efforts (if any) to assess and improve courses with which the candidate has been involved.

**Indicators of excellence in teaching:**

- A pattern of improving and adapting teaching with innovative methods.
- Developing original content for teaching (for example, simulations or case studies).
- Achieving a pattern of favorable comments and mean-item student ratings at or above 4.5 (on a 5-point scale, or equivalent) on student evaluations in a majority of classes taught during the review period.
- A pattern of participating in activities designed to enhance the candidate’s teaching effectiveness
and/or advising, such as events organized by Cal Poly Humboldt’s Center for Teaching and Learning.

- Engaging in ongoing mentoring of students above required advising duties.
- Developing and implementing new/innovative departmental courses (as changing needs require).
- Receiving a grant related to improvement of teaching methods or curriculum.
- Conducting workshops or seminars that enhance teaching within the department, university or profession.
- Being nominated by one’s colleagues for a university or discipline-based teaching award.
- Effectively supervising students in their own and/or faculty-based original-research projects.
- Conducting workshops or seminars that enhance teaching within the department, college, or profession.

Scholarly/Creative Activities:

For the granting of tenure and promotion, the Department of Politics expects a candidate to provide evidence of an ongoing program that will lead to the production and dissemination of original, peer-reviewed work. We consider political science to be cross-disciplinary in nature, so we value interdisciplinary scholarship and publication in scholarly journals outside the traditional boundaries of political science as equivalent to publishing within the typical parameters of the field. We value collaborative research and co-authored publications; candidates must specify their role and the magnitude of their contribution to the final product. We embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* and the activities associated with those dimensions as outlined in Appendix J, Section IX.B.2.a-e. We recognize that scholarship comes in many forms and may employ disparate methodologies. Further, the quality as well as the quantity of scholarly activities should be considered when reviewing candidates for tenure and promotion. For instance, a journal article for which colleagues provide evidence that it has had a significant influence in the field could be weighed more heavily than another article of comparable length.

The types of activities typically considered as evidence of an ongoing research program have been grouped into Categories 1 and 2 below. A candidate may make the case in their WPAF that an activity not listed in Categories 1 and 2 should count as a contribution to scholarship for purposes of evaluation. The IUPC will then determine whether or not the activity should be evaluated as part of the candidate’s scholarly/creative activities and in which category of activity it will be placed. Additional activities in Category 1 can be used by the candidate to take the place of activities from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.

**Category 1**

- Publishing a peer-reviewed publication, such as a journal article or a scholarly book chapter.
- Publishing a significant scholarly endeavor, such as a book.\(^1\)
- Publishing an edited volume, such as a book or journal special issue.
- Receiving an externally funded grant in support of original research.
- Organizing or curating a scholarly conference external to Cal Poly Humboldt at which original research is presented.

**Category 2**

- Publishing a book review, review essay, encyclopedia entry, scholarly Web-based commentary in political science or cognate discipline.
- Presenting original work at external national or regional conferences, workshops, and forums.

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\(^1\) Publication of a book will generally be considered as equal to the publication of three journal articles. As such, it will be counted as three distinct activities. The candidate can make a case in the WPAF—to be evaluated by the IUPC—for different weighing of this scholarship based on quality and/or magnitude of the product. Manuscripts that are forthcoming are to be considered "publications," even if they have not yet appeared in print, provided the manuscript has been “accepted for publication”. 
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- Participating in academic conferences, workshops and forums; for example, by giving a talk or acting as a discussant on a panel.
- Acting as a scholarly resource in non-academic contexts, for example for government, the press, or in non-peer reviewed publications.
- Receiving positive reviews for a proposal for an unfunded external grant from the funding agency
- Receiving funded internal grants for research and scholarly activities (except for travel grants).
- Presenting non-peer-review technical reports in completion of contracts or collaborative agreements that have a substantial scholarly value.
- A manuscript under review at a peer-reviewed publication.

Minimum Combination of Activities Required for Achievement for Promotion to Associate Professor

<table>
<thead>
<tr>
<th>Excellent</th>
<th>At least THREE distinct activities(^2) from Category 1, at least TWO of which are peer-reviewed publications, AND</th>
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<tbody>
<tr>
<td></td>
<td>A total of SIX distinct activities from Category 2.</td>
</tr>
<tr>
<td>Good</td>
<td>At least TWO distinct activities from Category 1, at least ONE of which is a peer-reviewed publication, AND</td>
</tr>
<tr>
<td></td>
<td>A total of FIVE distinct activities from Category 2.</td>
</tr>
<tr>
<td>Minimum Essential</td>
<td>At least ONE activity from Category 1, which is a peer-reviewed publication AND</td>
</tr>
<tr>
<td></td>
<td>A total of FIVE distinct activities from Category 2.</td>
</tr>
</tbody>
</table>

Minimum Combination of Activities Required (after promotion to Associate Professor) for Achievement for Promotion to Professor

<table>
<thead>
<tr>
<th>Excellent</th>
<th>At least FOUR distinct activities(^3) from Category 1, at least TWO of which are peer-reviewed publications, AND</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>A total of (n) distinct activities from Category 2, where (n) = number of years since tenure and promotion was granted.</td>
</tr>
<tr>
<td>Good</td>
<td>At least THREE distinct activities from Category 1, at least ONE of which is a peer-reviewed publication, AND</td>
</tr>
<tr>
<td></td>
<td>A total of (n-1) distinct activities from Category 2, where (n) = number of years since tenure or promotion was granted.</td>
</tr>
<tr>
<td>Minimum Essential</td>
<td>At least TWO distinct activities from Category 1, at least ONE of which is a peer-reviewed publication, AND</td>
</tr>
<tr>
<td></td>
<td>A total of (n-1) distinct activities from Category 2, where (n) = number of years since tenure or promotion was granted.</td>
</tr>
</tbody>
</table>

Service to the University, Profession or Community

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\(^2\) Distinct activity” means a separate original project. When we state that a candidate must demonstrate three distinct activities from Category 1 to achieve a performance rating of excellent, we do not mean the candidate must demonstrate achievement of three different types of activities, e.g., publication of a peer reviewed article, submitting a book manuscript for publication and receiving an externally funded grant. We mean that the candidate must complete three activities of the types listed in Category 1. For example, each peer-reviewed article counts as one distinct activity. \(^3\) As in the table for promotion to Associate Professor, “distinct activity” is defined as a separate original project of the type listed in Category 1.
Department of Politics faculty members are expected to maintain a consistent pattern of ongoing service during the period under review for retention, tenure and promotion. Certain responsibilities are regarded by the department as essential service by tenure-line faculty members and therefore listed separately from Categories 1 and 2. Essential service includes, but is not limited to: attending department meetings, serving on departmental committees, attending commencements and convocations, writing collegial letters for members of the department and letters of reference for students. Examples of other activities typically considered as service have been grouped into Categories 1 and 2 below. In the WPAF, candidates will list and describe all service activities and provide a brief statement regarding the contribution to each activity, including role(s) and time commitment. In assessments of performance, the quality of service in addition to the quantity of service will be evaluated. A candidate may make the case in the WPAF that an activity not listed in Categories 1 and 2 should count as a contribution to service for purposes of evaluation. The IUPC will determine whether or not the activity should be evaluated as part of the candidate’s service and in which category of activity it will be placed.

Additional activities in Category 1 can be used by the candidate to take the place of requirements from Category 2, but additional activities from Category 2 typically cannot be used to offset deficiencies in activities from Category 1. However, in a case in which the candidate has been called upon to perform disproportionate service in one activity, such as the ongoing mentoring of students or service on departmental committees, the candidate can make a case in the WPAF for exceptional consideration of weighing of activities in Categories 1 and 2.

Tenure and Promotion to Associate Professor

In addition to fulfilling essential service duties as stated above, candidates for tenure and promotion to Associate Professor must fulfill a combination of service from Categories 1 and 2 as detailed in the table below:

**Category 1**

- Leading a college or university committee or program.
- Establishing a pattern of engaging actively and significantly (but not chairing/leading) in a college or university committee or program.
- Serving on departmental, college, or university search committees.
- Acting as an elected or appointed leader in discipline-based professional associations.
- Serving as an editor of an academic or professional journal.
- Establishing a pattern of providing opportunities for students or programs in the community in areas of academic and/or professional interest (such as making repeated connections with local or global agencies and elected officials, developing new internships, and hosting community forums on campus).

**Category 2**

- Serving as a member on a college- or university-wide committee or program (not a search committee).
- Serving as a peer reviewer for journals, presses, or grant-giving agencies.
- Acting regularly as a resource for the campus or greater community regarding academic or professional subject matter, for example through outreach, presentations, and networking.
- Participating in a discipline-based professional association, for example, by serving as a conference panel chair or a member of a decision-making committee (e.g., awards committee)
- Ongoing service as an advisor to student organizations/clubs on campus.
- Mentoring students regularly above the proportionate load shared by other departmental faculty, for example by advising students in other programs (e.g., INTL, ENST) or by providing exceptional levels of service to underserved or underrepresented populations.
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- Serving on a master’s degree thesis committee (for which no assigned time is received).
- Ongoing service on a community board or other community organization related to academic/professional interest.
- Serving on department committees that require extensive and sustained time commitment, including but not limited to the IUPC, and when active, the Assessment Committee, and the Curriculum Committee, RTP Committee, and the Program Review Committee.

Minimum Combination of Activities Required for Tenure and Promotion to Associate Professor

<table>
<thead>
<tr>
<th>Excellent</th>
<th>At least TWO distinct activities(^4) from Category 1, AND</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At least FOUR distinct activities from Category 2, no more than two of which can be of the same type.</td>
</tr>
<tr>
<td>Good</td>
<td>At least ONE distinct activity from Category 1, AND</td>
</tr>
<tr>
<td></td>
<td>At least THREE distinct activities from Category 2, no more than two of which can be of the same type.</td>
</tr>
<tr>
<td>Minimum Essential</td>
<td>At least ONE distinct activity from Category 1, AND</td>
</tr>
<tr>
<td></td>
<td>At least TWO distinct activities from Category 2.</td>
</tr>
</tbody>
</table>

Promotion to Professor

In addition to fulfilling essential service duties as stated above, all candidates for promotion to Professor must fulfill a combination of service activities from Categories 1 and 2 as detailed in the table below. The number of service activities in this table is premised upon a five-year period of evaluation following tenure and promotion to associate professor. If the period of evaluation is longer, then a proportionately larger number of service activities would be required:

**Category 1**
- Serving one or more years as department chair or academic program leader\(^5\).
- Chairing or leading a college or university committee or strategic initiative.
- Acting as an elected or appointed leader in one discipline-based professional association.
- Serving as an editor of an academic or professional journal.
- Establishing a pattern of providing opportunities for students or programs in the community in areas of academic and/or professional interest (such as making repeated connections with local or global agencies and elected officials, developing new internships, and hosting community forums on campus).

**Category 2**
- Chairing a major departmental committee (such as IUPC, Assessment, or RTP Standards).
- Establishing a pattern of engaging actively and significantly (but not chairing/leading) in a

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\(^4\) Distinct activity in this context means separate and distinct service commitments. For example, each time a candidate leads a different college or university committee (or serves a separate term as chair of one committee) counts as a distinct activity within the category of “chairing or leading college or university committee or strategic program”.

\(^5\) In the event that a candidate assumes a department chair or academic program leader role for more than one year, they can make the case in their WPAF for exceptional consideration of weighing of activities in Categories 1 and 2.
college or university committee or program.

- Serving on a departmental, college or university search committee.
- Repeated participation in a discipline-based professional association, for example, by serving as a conference panel chair or section committee member.
- Serving on editorial or advisory boards related to academic discipline.
- Repeated service as a peer reviewer for journals, presses, or grant-giving agencies.
- Acting regularly as a resource for the campus or greater community regarding academic or professional subject matter.
- Ongoing service as advisor to student organizations/clubs on campus, for example, by advising students in other programs (e.g., INTL, ENST) or by providing exceptional levels of service to underserved or underrepresented populations.
- Mentoring colleague(s), for example through teaching observations and collegial letters (above the required number for departmental RTP candidates).
- Serving on a master’s degree thesis committee (for which no assigned time is received).
- Ongoing service on a community board or other community organization related to academic/professional interest.

Minimum Combination of Activities Required for Promotion to Professor

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<table>
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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>At least THREE distinct activities&lt;sup&gt;6&lt;/sup&gt; from Category 1, AND</td>
<td>At least FIVE distinct activities from Category 2, with the caveat that no more than two can be of the same type.</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>At least TWO distinct activities from Category 1, AND</td>
<td>At least FOUR distinct activities from Category 2, with the caveat that no more than two can be of the same type.</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>At least ONE distinct activity from Category 1, AND</td>
<td></td>
</tr>
<tr>
<td><strong>Essential</strong></td>
<td>At least THREE distinct activities from Category 2.</td>
<td></td>
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</tbody>
</table>

<sup>6</sup> As in the table for promotion to associate professor, “distinct activity” here means separate and distinct service commitments.
Department of Politics RTP Criteria and Standards
Approved by the Committee on Faculty RTP Criteria and Standards, April 5, 2022

Department Criteria and Standards for Retention, Tenure and Promotion (RTP) Cover Memorandum

The following tenured and probationary faculty of the Department of Politics have reviewed and approved the revised department RTP criteria and standards in the attached document:

Stephanie Burkhalter 3-25-22

Joice Chang 3-25-22

Alison Holmes 3-25-22

John M. Meyer 3-25-22

Tani Sebro 3-25-22

Noah Zerbe 3-25-22

Document forwarded to the Committee on Faculty RTP Criteria and Standards on 3-25-22

Document approved by the Committee on Faculty RTP Criteria and Standards on 3-25-22