

Standards and Criteria for Retention, Tenure and Promotion

Humboldt State University

School of Education

11/15/2019

Pursuant to Appendix J of the Faculty Handbook, the faculty of the School of Education hereby establishes the following criteria for teaching effectiveness, scholarly/creative activities, and service with regard to Retention, Tenure, and Promotion (RTP).

RECOMMENDATION FOR RETENTION, TENURE, AND / OR PROMOTION

Recommendations for retention, tenure, and/or promotion are made on the basis of the candidate's performance in the domains of Teaching Effectiveness, Scholarly / Creative Activity, and Service. The criterion for Teaching Effectiveness is excellence. Recommendation of retention for probationary faculty who have not yet achieved the standard of excellence depends upon documented efforts to improve teaching effectiveness, and on demonstrated improvement.

Candidate performance in the domains of Scholarly / Creative Activities and Service shall be evaluated as shown in the following chart.

Scholarly /Creative Activities	Service	Outcome
Good	Good	Acceptable
Excellent	Minimum Essential	Acceptable
Minimum Essential	Excellent	Acceptable
Good	Minimum Essential	Unacceptable
Minimum Essential	Good	Unacceptable

TEACHING EFFECTIVENESS

Within the School of Education, teaching effectiveness is essential for retention, tenure and promotion. Teaching Effectiveness shall be evaluated in accordance with criteria established by the Faculty Handbook, Appendix J:

Effective teaching demands the clear communication of disciplinary/subject matter and the transformation and extension of that knowledge.

- (1) Candidates are expected to continually demonstrate and improve their understanding of student learning, pedagogy, and teaching skills, and apply that knowledge to continually improving their teaching. Examples of activities that demonstrate this include, but are not limited to (a) critical reflection upon student/collegial feedback and student success, and (b) completing readings or participating in professional development related to teaching - in each case, the candidate should demonstrate applying improvements to their teaching. Documentation/discussion of the above shall be in the PDS, with additional support/documentation via collegial letters and/or supplemental materials (e.g., syllabi, sample assignments, sample instructor-created materials) as needed.
- (2) Teaching effectiveness is demonstrated through supplemental materials when added evidence is required to accurately assess teaching quality:
 - a) Materials with clearly defined learning objectives
 - b) Learning activities reflecting current theory and methods
 - c) Samples of student work
 - d) Instructor created course materials
 - e) 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:
 - Exposing students to a diverse ensemble of scholars
 - Integrating diverse examples/voices into curriculum
 - Developing/Implementing inclusive pedagogies
 - Provide space for students to share their identities and common experiences
 - Building inclusive community/cohorts
 - Incorporate indigenous peoples & knowledge in curriculum where appropriate
 - Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
 - Providing a variety of ways in which students can demonstrate mastery of course material

(3) Faculty are expected to provide consistent feedback and mentoring of students and discuss this in the PDS:

- a) effective academic advising, when assigned
- b) counseling of students on course-related matters
- c) being available to assist students in a timely manner.

(4) Official course evaluations are required in all courses that the college uses for evaluation.

- a) To meet the standard of excellence course evaluations should show a consistent pattern of performance with an overall average on all items at the 4.0 level or above. If scores on any of these items is below the standard or there are low response rates making interpretation difficult, the circumstances should be discussed in the PDS including reflection on and plans for addressing the issues.
- b) During the review cycle, the IUPC will provide opportunities for additional written or oral evaluations, when identified by name, and submitted as part of the candidate's file.

(5) Collegial letters should be supported by direct observation of the candidate's performance. Tenured faculty will make multiple observations. Observations conducted over a period of time are preferable to a single observation conducted solely for personnel purposes.

- a) Evaluations by colleagues within the candidate's academic discipline(s) will be prioritized over colleagues in other disciplines.

(6) Definition of Excellence for the purposes of RTP: Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching. An analysis of course evaluations and letters from current and former students provide additional evidence where available. 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. Where conclusions based on student course evaluations differ significantly from that of collegial letters, an analysis of those supplemental items such as those listed in (2) of this section will be used to develop a final evaluation.

SCHOLARLY/CREATIVE ACTIVITIES

We, the faculty in Education:

1. Welcome scholarship as disseminated work across a range of fields and will treat these fields as holding equal weight so long as they are relevant to the discipline of the appointment as determined by the IUPC.
2. Recognize that scholarship comes in many forms and may employ disparate methodologies and therefore value collaborative research and co-authored publications as a useful, and often necessary, part of interdisciplinary research. Dual-authored work will be weighted equally with single-authored work. Beyond two authors, collaborative work will be weighted according to the proportion of work provided by the candidate, as evidenced in the WPAF.
3. Embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* (discovery, integration, application, teaching and community engagement) and the activities associated with those dimensions as outlined in Appendix J, Section IX.B.2.a-e.
4. Recognize that the dissemination of scholarship may range from narrow to wide audiences and that candidates' scholarship may include examples of both. For instance, this may include presentations to small forums of professional audiences, the creation of and receiving state approval for credential programs, reaching wider audiences of peer reviewed journals, and educating the lay public.
5. Recognize that peer review can take many forms according to Appendix J Rule VII.A.1.b). This includes, but is not limited to, publication in peer reviewed journals, accreditation of scholarly projects by state agencies, evaluations by peers in the field working in government agencies, evaluations of presentations by peers who participated in scholarly forums, and written statements evaluating candidates' scholarship by colleagues from within the university and, where appropriate, from peers outside the university. Peers outside the university include scholars and expert practitioners in their fields as identified by the IUPC.

The School of Education recognizes the following as quality scholarly products. They are organized in two categories. No relative importance or weighting is implied by the order within each category.

Examples of activities typically considered as evidence of an ongoing scholarship program have been grouped into categories 1 and 2 below. These lists should not be considered exhaustive and Appendix J, Section IX.B.5 does indicate that a candidate being evaluated may submit a similar activity for evaluation that is not included in the five dimensions of scholarship (listed in Appendix J, Section IX.B.2). A candidate may, therefore, make the case in the WPAF that an activity not listed at all, or that is currently listed as category 2, should count as a contribution to scholarship or in a higher category for purposes of

evaluation. The candidate may also make a case for giving more weight to a specific achievement (such as publication in a tier 1 journal).

Guided by a principle of quality, not quantity (so long as the minimums are met), the candidate's IUPC will comment on the placement of any activities not specifically listed in the categories below. Any particular piece of work can only be counted once in one category. Our definition of scholarship reflects the broad definition provided by the Boyer Model.

- The scholarship of discovery that includes original research that advances knowledge (i.e., basic research);
- The scholarship of integration that involves synthesis of information across disciplines, across topics within a discipline, or across time (i.e., inter-professional education, or science communication);
- The scholarship of application/engagement that goes beyond the service duties of a faculty member to those within or outside the University and involves the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers (i.e., Cooperative State Research, Education, and Extension Service, or science diplomacy); and
- The scholarship of teaching and learning that involves the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Category 1

- a) Publishing, or having accepted for publication, a manuscript in a peer reviewed publication, such as a white paper, journal article, or a scholarly book chapter
- b) Giving an invited presentation, key-note address, or leading a panel at a professional meeting
- c) Publishing, or having accepted for publication, a scholarly endeavor, such as a peer-reviewed and discipline-specific book or textbook
- d) Presenting original work at an external international, national or regional conference, workshop, or forum where peer review and dissemination are an integral part of the process
- e) Receiving a significant ($\geq \$10,000$) externally funded grant or contract in support of original research, consulting work, and/or professional development
- f) Shaping core curriculum or designing new courses in a process that involves peer review and dissemination beyond HSU

- g) Publishing a peer-reviewed manuscript in the proceedings from a scholarly conference at which original research is presented at the national or international level

Category 2

- a) Participating in local academic conferences or forums by presenting original work, workshops, or acting as a discussant on a panel or roundtable
- b) Publishing an academic book review, review essay, technical report, encyclopedia entry, peer-reviewed research abstract, annotated bibliography or scholarly web-based commentary or podcast in relevant area
- c) Developing and submitting an unfunded external grant (>10,000) based on individual scholarship or programmatic needs.
- d) Receiving an externally funded grant or contract in support of original research, program development, and/or personnel development (<\$10,000)
- e) Receiving funded internal (HSU) grants or contracts (except travel grants) that involve an application process that includes substantial work by the candidate
- f) Delivering an invited lecture on scholarly work
- g) Developing educational media or software (peer-reviewed)
- h) Creating and assessing a program within respective fields of academic study (peer-reviewed and disseminated beyond HSU) e.g., developing the Integrated LSEE program.
- i) Producing ancillary materials for textbooks, online resources (peer-reviewed and disseminated beyond HSU)
- j) Acting as a scholarly resource in non-academic contexts, for example for the government, the press, or in publications for a popular audience
- k) Engaging in scholarship of application using expertise to support innovations in response to community or professional issues e.g., developing an anti-bullying program for a school.
- l) Receiving positive reviews on an unpublished article from the journal reviewers or from recognized scholars in the field as judged by the IUPC.
- m) Contributing scholarly work to professional products (e.g. professional training materials, professional guidelines/standards, professionally related policy, program evaluations, etc.)
- n) Doing external reviews which include dissemination of the analysis
- o) Editing academic journals

Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from **Assistant to Associate Professor**

Excellent	At least THREE distinct activities from Category 1 (at least ONE of which is a peer-reviewed publication), AND
	A total of at least SIX distinct activities from Category 2 during the period under review, including service credit
Good	At least TWO distinct activities from Category 1 (at least ONE of which is a peer-reviewed publication), AND
	A total of at least FOUR distinct activities from Category 2 during the period under review, including service credit
Minimum Essential	At least ONE peer-reviewed publication from Category 1, AND
	A total of at least FOUR distinct activities from Category 2 during the period under review, including service credit

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from **Associate to Professor**

Excellent	At least FOUR distinct activities from Category 1 (at least TWO of which are peer-reviewed publications) AND
	A total of at least FIVE distinct activities from Category 2 since appointment as Associate
Good	At least THREE distinct activities from Category 1 (at least ONE of which is a peer-reviewed publication) AND
	A total of at least FOUR distinct activities from Category 2 since appointment as Associate
Minimum Essential	At least TWO distinct activities from Category 1 (at least ONE of which is a peer-reviewed publication) AND
	A total of at least FOUR distinct activities from Category 2 since appointment as Associate

* “Distinct activity” means a separate activity and *not* that a candidate must demonstrate achievement of different *types* of activities. E.g., two different peer-reviewed journal articles would equal two distinct activities; however, the acceptance of a journal article and the subsequent publication of that same journal article would not equal distinct activities. A single book, volume, or film (Category 1, b-c) may constitute more than one distinct activity, in correspondence to the number of journal articles to which it equates.

Note: (1) 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.

SERVICE

Tenure track faculty are expected to carry out normal professional duties, such as regularly attending convocation, commencement, and department meetings, majors meetings, writing peer evaluations for colleagues and letters of reference for students, and working collaboratively with colleagues. These activities are not classified as “service activities” but as part of faculty’s collateral responsibilities. Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion.

The RTP candidate should list and describe all service activities and provide a brief statement regarding their contribution to each activity, including role(s) and time commitment.

We note that Appendix J, Section IX.B.5 provides that the candidate may submit an activity for evaluation that is not included in the core definition of service as put forward in Appendix J, Section IX.B.3. 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 service for purposes of evaluation. Additional activities in Category 1 can be used to take the place of requirements from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.

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, college, or university committees, the candidate can make case in the WPAF for exceptional consideration of weighting of activities in Categories 1 and 2. We recognize the cultural taxation of indigenous faculty members and faculty members of color, who provide intensive student mentoring and who are called on to serve on multiple equity committees and institutional change initiatives. It is incumbent on the IUPC to contextualize the candidate’s service, and to recognize extraordinary service, where cultural taxation is a factor.

B. Evaluation of Service

Category 1: Examples of Activities

- Chairing or leading a college or university committee or program
- Serving as a member of a college or university committee , such as but not limited to Senate, ICC, or a personnel search
- Chairing a department search committee, university search committee or IUPC
- Leading projects directed toward accomplishing department/school, college or university goals, such as accreditation activities, outcomes assessment development, strategic planning, research for program development and design, etc.
- Serving as chair or another leadership position for a board or other community organization related to academic/professional interest
- Serving as a PI on a substantial grant (>\$10,000)
- 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 to promote student success through expanded scholarships, endowments, or other funding opportunities.
- Serving as an editor of an academic or professional journal
- Developing, running and/or maintaining community programs that result in students having practical application of academic knowledge, when above and beyond assigned teaching duties.

Category 2: Example of Activities

- Serving on an SOE committee, such as but not limited to an assessment, program, scholarship, accreditation, or personnel search committee
- Participating (but not chairing/leading) in a college or university committee
- Service to the profession through serving on professional organizations, consultations, reviewing proposals and articles
- Serving as an active faculty member in another program/department (i.e., attending another department's meetings, serving on another department's committees, etc.)
- Serving as a contributing member and active member on a grant funded project
- 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, media interviews, podcasts, blogs)
- Participating in a discipline-based professional association, for example, by serving as a conference panel chair or a committee member (e.g., an awards committee)
- Serving as an advisor to a student organization/club on campus
- Expanding opportunities for students or programs in the community in an 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

- Mentoring colleague(s), as evidenced by evaluative letters from mentees
- Serving on a master’s degree thesis committee, when not part of assigned teaching duties
- Voluntary unpaid supervision of an Independent Study Course
- Maintaining department social media activities for student support and recruitment purposes
- Contributing to the community-at-large such as organizational leadership and presentations, as well as other relevant participation in groups serving the public interest. Community service contributions which relate directly to one’s discipline or position will be given greater weight.
- Collaborating with colleagues from across campus, or from other campuses on one or more projects, such as curricular, facilities, policies, or grant-writing.

Excellent	<p>Associate Professor: Eight (8) contributions, at least two (2) of which must be from Category 1 Activities.</p> <p>Full Professor: Ten (10) contributions, at least three (3) of which must be from Category 1 Activities.</p>
Good	<p>Associate Professor: Six (6) contributions, at least two (2) of which must be from Category 1 Leadership Activities.</p> <p>Full Professor: Eight (8) contributions, at least two (2) of which must be from Category 1 Activities.</p>
Minimum Essential	<p>Associate Professor: Five (5) contributions.</p> <p>Full Professor: Six (6) contributions, at least one (1) of which must be from Category 1 Activities.</p>

Revised 11/15/19