

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

Department of Forestry, Fire, and Rangeland Management (FFRM)

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### **Introduction**

This document provides the criteria for the minimum level of accomplishment required in each of the three categories of teaching, scholarship, and service for promotion to the rank of Associate Professor and tenure. Criteria for promotion to Professor are listed at the end of the document. It is important that candidates articulate clearly how their contributions meet these departmental expectations for teaching, scholarship, and service in their Personnel Data Sheet (PDS). A review of the PDS and candidate's case for promotion is made by the FFRM Initiating Unit Personnel Committee (IUPC), which submits an evaluative letter to [paf@humboldt.edu](mailto:paf@humboldt.edu) by the appropriate deadline.

### **Mission**

The Department of Forestry, Fire, and Rangeland Management has the responsibility to meet the broad educational goals of individuals and the specific needs of forestry, rangeland resources, and soil science professions. Additionally, the mission of the department's programs is to provide an undergraduate and graduate educational environment that fosters the capacity to analyze, understand, manage, and improve forest, rangeland, and soil resources. The department also recognizes that our programs must meet the societal needs for an educated workforce and citizenry, the continuing educational needs of practicing foresters, fire managers, hydrologists, rangeland specialists, and soil scientists, and the needs of faculty for development and improvement of teaching effectiveness. Our success in this mission is aided by the Forestry Advisory Committee, composed of representatives from public and private forest and rangeland management sectors, as well as by the encouragement and advice provided by our alumni.

### **Goals**

Six goals have been established by the Department of Forestry, Fire, and Rangeland Management.

1. To attract and retain well-qualified and motivated students who reflect California's demographic diversity
2. To maintain relevance and excellence in undergraduate education and to instill recognition of the need for interdisciplinary cooperation
3. To educate students to be thinking, responsible citizens, well-prepared to be leaders in their communities and profession

4. To produce graduates who possess the technical knowledge and professional qualities needed by a rapidly changing society
5. To provide continuing education for professionals in the field of forestry, fire, rangeland resources, and soil science
6. To provide effective teaching to a diverse student body via involvement in faculty research, professional activities, and continuing education

Candidates will be evaluated in teaching, scholarship, and service activities. Contributions made during any service credit years granted to a faculty member will have equal standing to contributions made during years at Cal Poly Humboldt. Criteria for each category are described in the following sections.

### **Teaching**

Ratings in teaching effectiveness include classroom performance, advising activities, and pedagogical activities that pertain to improving the delivery of departmental or extra-departmental courses. Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching, submitted as written statements, and analysis of student evaluations by peers. In particular, teaching must foster diversity, equity, and inclusion. Candidates can document and demonstrate their commitment to DEI work via their teaching philosophy in the PDS, by attending workshops that focus on equitable and inclusive practices, and by student and collegial evaluations of their teaching. We also suggest attendance at other kinds of teaching workshops. Additional evidence for teaching effectiveness could include, but is not limited to, evaluations of course materials (e.g., syllabi, exams, handouts), evidence that grading standards are fair and consistent, and conference presentations on pedagogical best practices. All candidates for tenure and promotion must earn an *excellent* rating in teaching. Below are lists of departmental criteria for *essential* and *excellent* ratings in teaching. Candidates should explain how they meet these criteria in their PDS and evaluative letters from colleagues and peers should clearly state whether these criteria have been met.

Essential—For an *essential* rating in teaching, all the following criteria must be demonstrated within the review period.

1. Effective teaching as indicated through evidence such as student course evaluations, peer evaluations, and letters from recent graduates or former students
2. Evidence of accessibility to students, including keeping weekly office hours that are scheduled in syllabi and posted on office doors, as well as punctuality for all class meetings
3. Cooperation in departmental efforts to assess and improve courses and major programs with which the faculty member has been involved
4. Clear communication, both in syllabi and in class, of course objectives, policies, and grading criteria

5. Evaluation practices consistent with course learning outcomes
6. Evidence (e.g., student letters and emails to advisees) of advising that promotes student retention and timely progression to graduation
7. Participation in professional development activities focused on teaching effectiveness and student success
8. Use of pedagogies that effectively teach to a diverse student body

Excellent—For an *excellent* rating in teaching, at least five of the following criteria must be demonstrated within the review period, in addition to all *essential* criteria.

1. Consistently earn numerical scores of 4.0 or higher (5-point scale) on student evaluations (or show marked improvement) while upholding Cal Poly Humboldt academic standards
2. Successfully develop and offer new courses that are deemed necessary within the department
3. Receive an internal or external teaching award
4. Submit a grant application with substantive contributions as PI or Co-PI that would directly support the Cal Poly Humboldt teaching mission
5. Major contributions to procuring and implementing a grant that bolsters the Cal Poly Humboldt teaching mission
6. Take on challenging teaching assignments and achieve positive results (NOTE: The challenge to the instructor, for example, may arise from the subject matter itself, the instructor's lack of familiarity with the subject matter, the audience involved, or the number of different preparations.)
7. Supervise successful undergraduate Theses or Directed Study courses
8. Updating or innovating a course through substantial related readings, scholarship, and/or travel
9. Conduct workshops or seminars that substantially enhance teaching within the department, university, or profession
10. Participate in departmental efforts to assess, standardize, improve, and monitor the delivery of courses with which the faculty member has been involved
11. Successfully expand teaching approaches by introducing projects that go beyond the conventional assignment and/or by attending meetings or seminars to enhance or broaden teaching styles and successfully implementing those teaching styles in the classroom

### **Scholarship**

For retention, promotion, and the granting of tenure, the Department of Forestry, Fire, and Rangeland Management expects a faculty member to provide evidence of a sustained research program that involves students. Each faculty member is required to make original contributions to knowledge in their area of specialization. Faculty members will provide evidence of sustained research resulting in peer-reviewed publications, presentation of research outcomes at regional

or national conferences or professional meetings, student involvement on research projects, and incorporation of research results into courses. First authorship will be weighted more heavily than co-authorship. In cases where a candidate is a co-author, the authors contribution of the candidate will be considered rather than the order of authorship. Publications in scientific journals that are peer-reviewed will be considered separately and weighted more heavily than non-peer reviewed literature. Below are lists of departmental criteria for *essential*, *good*, and *excellent* ratings in scholarship activities. Candidates should explain how they meet these criteria in their PDS.

Essential—For an *essential* rating in scholarship, all the following criteria must be demonstrated within the review period.

1. Publish at least two original research articles in the non-peer reviewed literature or peer-reviewed scientific journals
2. Share original research, technical information, or policy recommendations with local natural resource managers and other scientists
3. Present research results at local or regional conferences or professional meetings
4. Receive some internal or external funding to support research or extension activities
5. Work with undergraduate and graduate students on original research
6. Serve on and contribute to graduate student advisory committees

Good—For a *good* rating in scholarship, at least four of the following criteria must be demonstrated within the review period, in addition to all *essential* criteria.

1. Publish at least three original research articles in peer-reviewed scientific journals regionally or nationally recognized in the candidate's field
2. Publish original research with undergraduate or graduate students as co-authors
3. Transfer technical information or policy issues to local natural resource managers and other scientists through written and oral presentations
4. Present research results at national or international conferences or professional meetings
5. Receive considerable (>\$100,000 or >2 grants) external funding to support research or extension activities
6. Organize and chair a session at a national or international conference
7. Receive professional licensing or certification related to natural resource management (e.g., California RPF, CRM, PLE)
8. Serve as primary advisor to graduate student who successfully defends thesis and earns master's degree
9. Develop and disseminate software or technical applications that substantially contribute to the field

Excellent—For an *excellent* rating in scholarship, at least four of the following criteria must be demonstrated within the review period, in addition to all *essential* and at least four *good* criteria.

1. Publish a monograph, book, or multiple (4 or more) articles in peer-reviewed scientific journals nationally or internationally recognized in the candidate's field
2. Publish at least two peer-reviewed articles with student co-authors
3. Give invited presentations at national or international conferences
4. Receive substantial (>\$500,000 or > 4 grants) extramural funding for research or extension activities
5. Contribute to public policy debates as evidenced by state or national advisory boards utilizing results of the candidate's scientific publications
6. Serve as primary advisor to two or more graduate students who successfully defend theses and earn master's degrees
7. Serve in an editorial role with a peer-reviewed journal

### **Service**

For retention, tenure, and promotion, it is expected that candidates have made impactful contributions to at least one of the following: the department, the college, the university, the profession, and/or the larger stake-holder community. Contributions to the community-at-large include organizational leadership, presentations, and other relevant participation in groups serving the public interest. Community service contributions that relate directly to one's discipline or position will be given greater weight than contributions unrelated to the profession. Activities that bring recognition to the university and aid faculty in their professional growth are of particular importance. Below are lists of departmental criteria for *essential*, *good*, and *excellent* ratings in service activities. Candidates should explain how they meet these criteria in their PDS.

Essential—For an *essential* rating in service, the candidate must demonstrate all the following activities within the review period.

1. Attend university convocation and one commencement event per year
2. Be an active participant in departmental governance, including an equitable share of standing and *ad hoc* committee assignments
3. Contribute to academic policy development
4. Work collaboratively with colleagues
5. Conduct and write peer observations of colleagues' teaching
6. Participate in student outreach/recruitment
7. Serve as a reference for student employment, scholarship, and other opportunities
8. Participate in official program accreditation or certification activities, if this occurs during the candidate's review period

9. Participate in Program Review, if this occurs during the candidate's review period
10. Participate in professional organizations
11. Serve as a knowledge source for media outlets and community members/groups

Good—For a *good* rating in service, at least four of the following criteria must be demonstrated within the review period, in addition to all *essential* criteria.

1. Chair a departmental standing committee or significant *ad hoc* committee
2. Membership on college or university committees
3. Participate in outreach activities that involve the candidate's expertise
4. Mentor a colleague
5. Serve as faculty advisor to a student club
6. Participate in alumni relations
7. Peer-review scholarly or professional publications and research proposals
8. Substantially participate in community organizations
9. Engage in consulting activities
10. Serve on a thesis committee external to Cal Poly Humboldt

Excellent—For an *excellent* rating in service, at least four of the following criteria must be demonstrated within the review period, in addition to all *essential* and at least four *good* criteria.

1. Membership on more than one college or university committee
2. Take a leadership role in academic policy development
3. Take a leadership role in student outreach/recruitment
4. Take a leadership role in professional organizations
5. Organize and chair a national or international conference
6. Take a leadership role in program accreditation and certification
7. Take a leadership role in alumni relations
8. Take a leadership role in community organizations
9. Testify before governmental committees/organizations
10. Receive substantial (>\$100,000) extramural funding to support students and/or departmental programs
11. Participate in WSCUC (Western Senior College and University Commission) accreditation

#### **Promotion to Associate Professor**

1. Achieve an excellent rating, as defined above, in the category of teaching
2. Achieve an excellent rating, as defined above, in the category of scholarship or service with at least an essential rating in the other category. Alternatively, the candidate can be rated good in both categories.

3. Supportive letters from students, former students, and university colleagues that include multiple rounds of observations and address all aspects of the candidate's file, including at least two external evaluations from peers at other universities.

### **Early promotion to Associate Professor**

Candidates seeking early (before six probationary years) promotion to Associate Professor should provide strong evidence of *excellence* in teaching, scholarship, *and* service that meet the standard term requirements for excellence in the abbreviated time period.

### **Promotion to Professor**

The successful candidate for Professor is expected to do the following:

1. Achieve an *excellent* rating, as defined above, in the category of teaching
2. Achieve an *excellent* rating, as defined above, in the category of scholarship or service with at least an *essential* rating in the other category. Alternatively, the candidate can be rated *good* in both categories.
3. Demonstrate leadership in at least one of the three categories (teaching, scholarship, service). Examples of leadership include but are not limited to the following: developing or disseminating new methods of pedagogy, overseeing multiple large research grants, earning an international reputation for peer-reviewed scholarly work, organizing multiple seminar series or conferences, and serving on three or more university-level committees.
4. Supportive letters from students, former students, and university colleagues that include multiple rounds of observations and address all aspects of the candidate's file, including at least two external evaluations from peers at other universities.