

Department of Wildlife

**Cal Poly Humboldt Wildlife Department RTP Criteria and Standards
 Revised 3 Oct 2025
 To Replace the University-Wide Section IX. B. in Appendix J**

Introduction

This document provides the criteria for faculty in the Department of Wildlife, herein referred to as the Department, at Cal Poly Humboldt for retention of Assistant Professors, granting tenure and promotion to the rank of Associate Professor, and promotion to the rank of Professor. The criteria include accomplishments in each of the three categories: *teaching*, *scholarship*, and *service*, with indications of performance at the level of excellent, good, and minimum essential.

Expectations for Tenure and Promotion

The outcome for promotion (acceptable/unacceptable) is determined by the table in Section IX.2.c of Appendix J (see below). With the understanding that **all candidates must demonstrate excellence in teaching effectiveness**, Appendix J offers the table below to guide departments and candidates in determining whether a candidate’s progress to date is acceptable or unacceptable for retention, tenure and promotion.

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

The Department expects that successful candidates for retention will demonstrate levels of accomplishment and professional development commensurate with progress towards achieving tenure.

The Department expects that successful candidates for tenure and/or promotion to Associate Professor will demonstrate excellence in teaching, and either excellence in one of the other categories (scholarship or service) and minimum essential (or good) in the other, or good performance in both of these categories.

The Department expects that successful candidates for promotion to Professor continue to demonstrate all the qualifications required for tenure, and additionally demonstrate Leadership in the three categories of teaching, scholarship, and service. Examples of leadership activities for each category are provided below.



Evaluation of Performance

It is important that the retention, tenure, and promotion (RTP) candidate articulate clearly how their contributions meet departmental expectations for teaching, scholarship, and service in the personnel data sheet (PDS) that is included in their Working Personnel Action File (WPAF). The Initiating Unit Personnel Committee (IUPC) must evaluate the candidate based on these criteria and clearly document their evaluation in their review letter. Collegial letters will be solicited by the IUPC each review period. Following review, the recommendation for retention, tenure, and promotion is submitted to the College Personnel Committee (CPC) by the IUPC. The department chair may also submit a separate evaluative letter with a recommendation to the Dean of the College.

Each probationary Wildlife faculty member is assigned a faculty mentor upon arrival. Probationary faculty are encouraged to work with their mentor and other Wildlife faculty to gain a good understanding of department expectations and culture. Probationary faculty should review this document with their mentor and the Department Chair in the first year of their employment so they may seek any necessary clarifications. While this document attempts to clarify department expectations, RTP candidates should seek clarification when necessary.

Assessment of the Areas of Performance for RTP

A. Demonstration of Teaching Excellence

Appendix J states that demonstrated teaching excellence is the most important factor in the RTP process. If a probationary faculty member's PAF does not adequately demonstrate teaching excellence, tenure or promotion should not be granted. In cases of probationary faculty seeking retention, probationary faculty must be on an upwards trajectory of demonstrating teaching excellence (i.e., if they have not met the standards of teaching excellence in their 2-year retention Personnel Action File [PAF], they should have a plan for how to do so). With each performance evaluation, we expect faculty to reflect on their teaching philosophy and activities that they've undertaken to improve their performance as an educator. We recognize that collegial observations of classroom teaching are an integral part of the review process and encourage candidates to invite faculty colleagues to their lectures throughout evaluation periods. Direct observations may include classroom visits, team teaching, guest lectures, etc. Multiple observations, conducted over time, are strongly encouraged.

All faculty are expected to create inclusive learning environments and ensure that students are provided with equitable opportunities for success. These contributions to equity and inclusion include, but are not limited to:

- Exposing students to a diverse ensemble of scholars
- Integrating diverse examples/voices into curricula
- Developing/Implementing inclusive pedagogies
- Providing space for students to share their identities and common experiences
- Building inclusive community/cohorts
- Incorporating indigenous peoples and knowledge into 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

We will also assess teaching excellence through monitoring progress of each graduate student to completion of their degree and subsequent publication of results. Faculty in the Wildlife Department typically earn 3 weighted teaching units (WTU) per semester (starting in their 3rd year) as 'S factor' for mentoring/advising an average of 3 MS graduate student candidates each year.

Essential

Essential performance in this category is based on evidence of a demonstrated commitment to teaching. Criteria include all of the following:

- Favorable collegial letters based on multiple observations of teaching.
- Consistently high student evaluation scores for courses. In student evaluations, it is our expectation that student responses for evaluative questions will be at least 3.5 or higher out of 5 once an instructor is experienced with a particular course/pedagogy (e.g., when they have taught the course at least once with a given pedagogy). Lower scores must be addressed in the Personnel Data Sheet (PDS).
- Accessibility to students, including weekly office hours (minimum 4 hrs/week).
- Cooperating in departmental efforts to assess and improve courses with which the faculty member has been involved.
- Clearly communicating course objectives, policies and grading criteria. These items should be easily accessible to students in the course syllabus and in other places such as the online course management system, where appropriate.
- Appropriate preparation for class meetings as indicated by peer and student evaluations.
- Appropriate coverage of required course content as indicated by peer evaluations.
- A consistent pattern of excellence in academic advising as supported by observations of the Department Chair or mentor.
- Creating a welcoming and inclusive learning environment where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed.
- Understanding and working toward equity-minded teaching practices.
- Maintaining/building a research program with graduate students.

EVALUATION

Indicators of Excellence

Indicators of excellence in this category include the following:

- Multiple favorable letters from current or former students.
- Receiving a notable teaching award.
- Maintaining/updating assigned courses through related readings, scholarship, and/or travel, as documented in the PDS or collegial letters.
- Participating in departmental efforts to assess, standardize, improve, and monitor the delivery of courses with which the faculty member has been involved.
- Preparing high-quality teaching materials such as student assignments and activities, and on course learning management systems (e.g., Canvas), as documented in the PDS or collegial letters.
- Preparing high-quality learning experiences through new and improved seminar/discussion/lab activities or field trips for courses that have a lab period
- Successfully expanding teaching approaches by introducing projects that go beyond the typical homework assignment, attending meetings or seminars to enhance or expand teaching styles, successfully implementing those teaching styles in the classroom.
- Conference attendance on pedagogical issues.

- Directing successful independent or directed study (S-factor) courses, both undergraduate and graduate, as indicated by collegial letters, student products (e.g., presentations, posters, papers), or student letters.
- Facilitating undergraduate research as indicated by collegial letters, student products (e.g., presentations, posters, papers), or student letters.

Level of Accomplishment for Tenure and Promotion to Associate Professor

All candidates for tenure and promotion must earn an "Excellent" rating in the area of teaching effectiveness. To do so, the faculty member should meet all conditions listed under "Essential" and have achieved three or more of the items on the "Indicators of Excellence" list. Faculty should build and maintain their graduate lab by admitting and mentoring at least 3 graduate students (1 of which can be co-advised) by their 3rd year at Cal Poly Humboldt (not counting service years). It is also expected that new faculty mentor graduate students efficiently toward degrees such that at least one student thesis is completed before going up for tenure, though we recognize factors outside the faculty's control can delay that process, which should be addressed in the Personnel Data Sheet.

Level of Accomplishment for Promotion to Professor

All candidates for promotion to Professor must earn an "Excellent" rating in the area of teaching effectiveness. To do so, the faculty member should meet all conditions listed under "Essential" and have achieved four or more of the items on the "Indicators of Excellence" list. Demonstration of maintaining a graduate lab will include mentoring an average of 3 graduate students per year. The accumulation will not reflect a one-time achievement but, rather, a set of noteworthy successes over the review period.

As described in the introduction of this document, candidates for promotion to Professor must also demonstrate leadership in the three categories of teaching, scholarship, and service. For promotion to Professor, leadership contributions in the area of teaching can take a variety of forms including, but not limited to those, listed below in the Evidence of Leadership (Teaching). The faculty member will provide at least one example of evidence of leadership in teaching through appropriate documentation or collegial letters.

Evidence of Leadership (Teaching)

- Conducting workshops or seminars that are designed to enhance teaching within the department, university, or profession.
- Submitting a peer reviewed grant application, as PI or co-PI, that directly supports the teaching mission of the university.
- Introducing or adopting new pedagogical approaches effectively and sharing it with other faculty, where effectiveness is measured by collegial evaluations based on classroom observations, responses on student evaluations, letters from students and graduates, and other relevant data.
- Successfully developing and offering new courses responsive to disciplinary needs, as documented in the PDS or collegial letters.
- Developing curricula to close equity gaps
- Mentoring peers in teaching, as evidenced by collegial letters.

B. Scholarship and Creative Activities

For the granting of tenure, the Department expects a faculty member to provide evidence of an on-campus research program that encourages and facilitates student involvement. This research enhances teaching and enriches the learning environment. Each faculty member is required to demonstrate contributions to knowledge in their area of specialization. At least some

of these contributions from Cal Poly Humboldt-based activities should provide evidence of graduate and undergraduate student involvement. A faculty member must provide evidence of his or her efforts towards the dissemination of original research in peer-reviewed publications, as well as evidence of efforts towards the submission of extramural research grant proposals. Contributions made during any service credit years granted to a faculty member will have equal standing to Cal Poly Humboldt-based contributions, but evidence of scholarly activity while in residence at Cal Poly Humboldt must be presented.

Although not required, faculty are encouraged to make contributions toward equity and inclusion through their scholarly/creative activities. These contributions to equity and inclusion can take a variety of forms including but not limited to the following:

- Recognizing diverse ways of knowing
- Utilizing community-based methods
- Using critical theories and methodologies
- Emphasizing research with rather than on communities
- Giving presentations to marginalized communities
- Providing opportunities for minoritized students, e.g., research, internship, or student assistant opportunities

Scholarly contributions are of many types and of variable importance with respect to the RTP process. We have therefore classified such contributions into two distinct categories of relative value.

CONTRIBUTIONS

Category I.

i) Peer-Reviewed Publications include:

- Academic journal papers or similar publications that represent original research contributions to knowledge in wildlife management and related disciplines.
- Peer-reviewed books, book chapters, textbooks, review articles, symposium proceedings, and the like that primarily compile, organize, and analyze scholarly publications in wildlife research or related subjects.

We recognize that many contributions are multi-authored. For co-authored publications, the specific role of the faculty member and level of involvement in generating the final product should be described in the PDS.

ii) Extramural Research Grants or Contracts: Funded extramural grants or contracts in support of original work and research. Over the period of review, one unfunded grant proposal may be counted as a contribution required from Category I if submitted to highly competitive & prestigious or high dollar value funders and subjected to competitive evaluation by peers. Co-PIs should specifically indicate the contributions they made to a proposal and to the management of the grant. Funded grants of exceptional fund sizes and longevity (i.e., \geq \$100,000 received by faculty member at Cal Poly Humboldt and grant period of \geq 2 years) where the faculty member is PI or played a substantial Co-PI role may carry additional weight towards fulfilling the requirements for tenure. That is, when an external grant is a large amount and distributed over 2 years or greater it may be counted in two years (for a maximum of two Category 1 contributions within a single review period).

iii) Completed Graduate Theses: Masters Theses on which the faculty served as the thesis advisor, or co-advisor (up to 2 co-advised students may be counted per review period). Service

on graduate committees as a secondary member shall be considered as a service activity and not as a scholarship activity.

Category II.

i) **Funded Intramural Grants:** Seed grants for research, graduate student support, etc., awarded by on-campus selection committees and/or funded with funds from Cal Poly Humboldt or Cal Poly Humboldt Sponsored Programs Foundation.

ii) **Technical Reports:** Non-peer-reviewed technical reports presented in completion of contracts that have a substantial scholarly value.

iii) **Software and Instructional Materials:** Non-peer-reviewed 'courseware', tutorials, or software developed for innovative instruction or specialized research uses. These contributions shall be evaluated based on evidence of value to the discipline and dissemination, for example, through collegial letters.

iv) **Other Non-Peer-Reviewed Publications:** Professional letters, professional book reviews, and other non-peer-reviewed publications in the discipline. Opinion-editorial pieces if relevant to the faculty's areas of professional expertise.

v) **Extramural Meeting Presentations:** Presentations at professional society meetings, published or unpublished abstracts from papers or posters presented at regional, national or international meetings, conferences, or symposia (including such meetings when they are held on the Cal Poly Humboldt campus).

vi) **Academic Seminars:** e.g., Departmental Seminars at Cal Poly Humboldt or other academic institutions (but not simply guest lectures for a course, which can be counted as service).

vii) Contributions in preparation will not be considered as evidence except in exceptional situations (e.g., an especially large book, with demonstrable evidence of progress and promise for future publication). Such unpublished contributions must be documented and evaluated (e.g., with letters of support from colleagues).

EVALUATION

Self-evaluation of *Scholarship and Creative Activities* should be provided by the faculty member in their PDS. Each member of the Wildlife IUPC shall evaluate the Scholarship and Creative Activities of faculty being considered for retention, tenure, and promotion according to three categories of performance: Excellent, Good, and Minimum Essential, with benchmark criteria for each described below (see also Table 1 on page 13).

Retention of Probationary Faculty and Promotion to Associate Professor

Minimum Essential

Retention of Probationary Faculty: on average, **one** contribution per year (including service credit years) from Category I (peer-reviewed publications, funded extramural grants, completed graduate theses) and **one** contribution per year from Category II are expected for all Probationary Faculty.

Promotion to Associate Professor: by the time the Probationary faculty member comes up for tenure and promotion to Associate Professor an average of **one** Category I and **one** Category II

contributions per year is expected such that, over the review period:

- Number of distinct contributions from Category I: at least **5**
 - At least **3** peer-reviewed publications
 - At least **one** completed graduate student thesis (ideally, as we recognize factors outside the faculty's control can delay that process)
 - At least **one** funded extramural grant or contract
- Number of contributions from Category II: at least **5**

Good

Retention of Probationary Faculty: on average, **two** contributions per year (including service credit years) from Category I (peer-reviewed publications, funded extramural grants, completed graduate theses) and **one** contribution per year from Category II are expected for all Probationary Faculty.

Promotion to Associate Professor: by the time the Probationary faculty member comes up for tenure and promotion to Associate Professor an average of **two** Category I and **one** Category II contributions per year is expected such that, over the review period:

- Number of distinct contributions from Category I: at least **10**
 - At least **6** peer-reviewed publications
 - At least **one** completed graduate student thesis (ideally, as we recognize factors outside the faculty's control can delay that process)
 - At least **two** funded extramural grants or contracts (or one grant \geq \$100,000)
- Number of contributions from Category II: at least **5**

Excellent

Retention of Probationary Faculty: on average, **two-three** contributions per year (including service credit years) from Category I (peer-reviewed publications, funded extramural grants, completed graduate theses) and **one-two** contributions per year from Category II are expected for all Probationary Faculty.

Promotion to Associate Professor: by the time the Probationary faculty member comes up for tenure and promotion to Associate Professor an average of **two-three** Category I and **one-two** Category II contributions per year is expected, over the review period:

- Number of distinct contributions from Category I: at least **13**
 - At least **8** peer-reviewed publications
 - At least **one** completed graduate student thesis (ideally, as we recognize factors outside the faculty's control can delay that process)
 - At least **two** funded extramural grants or contracts (or one grant \geq \$100,000)
- Number of contributions from Category II: at least **7**

Promotion to Full Professor

The review period for evaluation to Full Professor starts after the submission of the Tenure file (or after starting at Cal Poly Humboldt if hired as an Associate Professor). For promotion to Professor, the Department expects a faculty member to provide evidence of a research program that continues to maintain the standards required for tenure. In addition, to be promoted in the area of scholarship, the candidate will at least have one leadership contribution, which can be counted as a Category I or II (depending on the contribution). For promotion to Professor, leadership contributions in the area of scholarship can take a variety of forms including, but not limited to, those listed below in the Evidence of Leadership (Scholarship). The faculty member

will provide evidence of leadership in scholarship through appropriate documentation or collegial letters.

Minimum Essential

Promotion to Full Professor

- Number of distinct contributions from Category I: at least **15**
 - At least **6** peer-reviewed publications
 - At least **5** completed graduate student theses
 -
- Number of distinct contributions from Category II: at least **10**

Good

Promotion to Full Professor

- Number of distinct contributions from Category I: at least **18**
 - At least **8** peer-reviewed publications
 - At least **5** completed graduate student theses
 - At least **two** funded extramural grants or contracts (or one grant \geq \$100,000)
- Number of distinct contributions from Category II: at least **10**

Excellent

Promotion to Full Professor

- Number of distinct contributions from Category I: at least **22**
 - At least **10** peer-reviewed publications
 - At least **5** completed graduate student theses
 - At least **two** funded extramural grants or contracts (or one grant \geq \$100,000)
- Number of distinct contributions from Category II: at least **8**

Evidence of Leadership (Scholarship) – at least one (*this list is not exhaustive*)

- Mentoring peers in research, as evidenced by peer letters.
- Serving as the PI for a funded extramural research grant.
- Exceptional size (i.e., \geq \$100,000) of funded extramural research grants.
- Significant collaborative research project completed as the lead investigator.
- Publication of work by mentored students.
- Chairing technical committees.

While evaluating the criteria for Retention and Promotion, there are several aspects to note:

- ★ For the purpose of evaluating faculty performance in the area of scholarship, additional contributions in Category I can be used to take the place of required contributions from Category II on a one-to-one basis. (However, the reverse is not true.)
- ★ Performance standards should take into account release time provided by external grants/contracts for research. For example, expectations for scholarly contributions should be higher for a faculty member that has had substantial teaching release from typical teaching duties.
- ★ Unlike the expectation for the number of graduate students, years of service credit do not extend the time for scholarship expectations, as scholarship initiated with previous position(s) is in part what merits service credit. Thus, expectations for promotion to Associate Professor with the rankings above are not adjusted for service credit.

C. Service to the Profession, University, or Community

It is the responsibility of the candidate to describe the workload for service activities in the PDS and document activities in the WPAF so that the IUPC can make the appropriate evaluation.

The Department considers service in three categories (service to profession, university, community) to be of equal value, and expects faculty to have at least one contribution of each service category per review cycle to demonstrate service breadth. We expect that reported service to the community takes advantage of the general wildlife ecology, conservation, and management expertise of faculty members.

In the WPAF, the RTP candidate will list and describe all service activities and provide explanations of their contribution to each activity, including roles and time commitment. A detailed log of hours is not required. Evidence of faculty contributions must be supported by documentation of participation and/or evaluative written letters from colleagues inside and outside of the university, students, community members, and discipline-related professionals. In assessments of performance, both the quality and quantity of service will be evaluated.

The faculty of the Department of Wildlife recognize three categories of service activity: 1) Essential Service, 2) Service, and 3) Service Leadership. The service activities in each category should serve as examples for interpreting service, but are not meant to restrict anyone's service only to what is listed. Expectations for achievement in each category follow the lists.

1. Essential Service

Certain responsibilities are regarded by the department as necessary service by tenure-line faculty members and therefore listed as "Essential Service". Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion.

Essential Service: All Wildlife faculty are expected to:

- Regularly attend Department meetings including Departmental retreats that occur during green days the week before instruction every semester;
- Work collaboratively and productively with colleagues;
- Actively participate in the Department RTP review process by conducting direct observations of peer teaching and submitting written letters to include in peers' WPAFs;
- Actively participate, as needed, in Department assessment of student learning outcomes; and
- Serve as an academic advisor for undergraduate students in the Department, performing those duties such as meeting with students, updating DARS plans, etc.

Although not required, faculty may also make contributions toward equity and inclusion through the service aspects of their duties. These contributions to equity and inclusion can take a variety of forms including but not limited to those listed below.

- Serving as the equity advocate on search committees;
- Serving on committees and programs to close opportunity and equity gaps;
- Participation in professional organizations whose goal is to increase the representation of minoritized students or faculty in their discipline/profession; and
- Serve on working groups in order to improve community engagement (e.g. Equity Arcata, etc.).

2. Service

Service includes activities that contribute directly to the Department, University, community, and profession. Activities can include, but are not limited to:

Evidence of Service to the Profession

- Service at meetings of professional organizations, including organizing meetings, symposia or contributed paper sessions;
- Service as a reviewer for professional publications, especially peer-review of manuscripts of journal articles, books, textbooks, and the like;
- Service as a reviewer for grant applications submitted to professional granting agencies, such as the National Science Foundation;
- Service as a scientific consultant for public or private agencies, including non-scholarly technical reports on activities completed.

Evidence of Service to the University

- Service in governance, including membership on standing or ad hoc committees;
- Service in organizing or conducting University functions and activities;
- Service on graduate student thesis committees at Cal Poly Humboldt or elsewhere;
- Service as a faculty sponsor or advisor for on-campus student clubs or organizations.

Evidence of Service to the Community

- Service in community groups, including membership on local boards, or other evidence of activity in community governance.
- Participation in mentoring, fund-raising, and charitable efforts in the community.
- Service in organizing or conducting community functions and events.
- Presentations of lectures or other instruction delivered to community groups or organizations.

3. Service Leadership

Evidence of Service Leadership to the Profession

- Chairing a committee or holding office in a regional, state, or national professional organization, including activity as an officer, committee chair, or the like;
- Service awards and honors from professional societies or organizations;
- Service as member of an editorial board for a professional peer-reviewed journal.

Evidence of Service Leadership to the University

- Chairing an active committee at the college or university level.
- Mentoring activities sponsored by the University (e.g., of new faculty members) that are not directly related to instruction.
- Coordinating role in development of the major degree programs.
- Coordinating role in development of other departmental activities, such as study abroad programs, internships, or other activities which contribute to department goals.
- Coordinating curriculum developments across departments that have a demonstrably significant impact on academic programs.

Evidence of Service Leadership to the Community

- Service as Chair of Board of a community group or nonprofit organization
- Chairing or leading a service activity in the community.
- Organizing community-outreach events (including K-12) or services relevant to the discipline.

EVALUATION

Self-evaluation of *Service to the Profession, University, or Community* should be provided by the faculty member in their PDS. Faculty should describe all service contributions along with a measure of the effort devoted to each contribution (a detailed log of hours is not required). Effort of more than a few hours on a specific service activity should have appropriate documentation (e.g., a thank you or support letter from an appropriate person, certificate, flyer, conference program, etc.). For granting of tenure, all probationary faculty will be expected to show strong evidence of service to the Department and University.

Reviewers shall evaluate the Service activities of faculty being considered **for retention, tenure and promotion to Associate Professor, or promotion to Full Professor** according to the categories of performance: Excellent, Good or Minimum Essential. The Department defines these categories as following:

Retention of Probationary Faculty and Promotion to Associate Professor

Minimum Essential

Retention of Probationary Faculty: it is expected that contributions include:

- Essential Service AND
- On average, one distinct contribution per year (including service credit years) from Category 2 (Service) or Category 3 (Leadership in Service). If faculty engage in a service activity across multiple years, it may be counted as a separate contribution for each year. (e.g., serving on a university committee with a three-year term).

Promotion to Associate Professor: by the time the Probationary faculty member comes up for tenure and promotion to Associate Professor it is expected that contributions over the review period include:

- Essential Service AND
- At least three distinct contributions from Category 2 (Service) and Category 3 (Leadership in Service), i.e., at least three total across the review period

Good

Retention of Probationary Faculty: it is expected that contributions include:

- Essential Service AND
- On average, two distinct contributions per year (including service credit years) from Category 2 (Service) or Category 3 (Leadership in Service). If faculty engage in a service activity across multiple years, it may be counted as a separate contribution for each year (e.g., serving on a university committee with a three-year term and as a reviewer for a professional journal for multiple years).

Promotion to Associate Professor: by the time the Probationary faculty member comes up for tenure and promotion to Associate Professor it is expected that contributions over the review period include:

- Essential Service AND
- At least four distinct contributions from Category 2 (Service) and Category 3 (Leadership in Service) i.e., at least four total across the review period

Excellent

Retention of Probationary Faculty: it is expected that contributions include:

- Essential Service AND
- On average, three distinct contributions per year (including service credit years) from

Category 2 (Service) or Category 3 (Leadership in Service). If faculty engage in a service activity across multiple years, it may be counted as a separate contribution for each year (e.g., serving on a university committee with a three-year term, as a reviewer for a professional journal for multiple years, and chairing a non-profit organization board for multiple years).

Promotion to Associate Professor: by the time the Probationary faculty member comes up for tenure and promotion to Associate Professor it is expected that contributions over the review period include:

- Essential Service AND
- At least six distinct contributions from Category 2 (Service) and Category 3 (Leadership in Service), i.e., at least six total across the review period

Promotion to Full Professor

The Department has similar expectations of service as listed above for promotion to tenure, with the expectation that the faculty member play a leadership role in at least some of the service activities listed above, such as serving as editor of a journal, organizer of a symposium, chair of a committee, etc., in at least one of the categories (service to the profession, university, and/or community).

Minimum Essential – it is expected that contributions include:

- Essential Service AND
- At least three distinct contributions from Category 2 (Service) and Category 3 (Leadership in Service), i.e., at least three total across the review period
 - at least one being from Category 3 (Leadership in Service)

Good – it is expected that contributions include:

- Essential Service AND
- At least four distinct contributions from Category 2 (Service) and Category 3 (Leadership in Service), i.e., at least four total across the review period
 - at least one being from Category 3 (Leadership in Service)

Excellent – it is expected that contributions include:

- Essential Service AND
- At least six distinct contributions from Category 2 (Service) and Category 3 (Leadership in Service), i.e., at least six total across the review period
 - at least one being from Category 3 (Leadership in Service)

D. Exceptional Situations

The Department acknowledges that exceptional situations may arise in which the specific criteria and rankings delineated above for ancillary activities may not provide an appropriate rubric for the awarding of tenure. For example, such situations may arise when faculty are specifically hired to conduct activities in addition to instruction, such as program development, or they may be assigned substantial administrative duties that reduce their time available to engage in Teaching, Scholarship and Creative Activities, and Service.

E. Early Tenure

We will follow the university's Early Tenure Policy passed by the University Senate in Fall 2022 ([see resolution here](#)).

Specific to these RTP standards: if candidates choose to seek promotion earlier than scheduled, the expectation for the number of scholarly contributions will be consistent with that for a regularly scheduled promotion (i.e., if an expectation of 3 per year after 5 years is 15 contributions, then this contribution expectation holds even if the candidate seeks to promote after 4 years).

Table 1. Summary of Category 1 and 2 contributions in Scholarship and Creative Activities required for Minimum Essential (Minim Ess), Good, and Excellent rankings for tenure and promotion and promotion to full professor.

	CRITERIA		
	Minim Ess	Good	Excellent
Tenure and promotion	5 Cat 1	10 Cat 1	13 Cat 1
at least	3 pubs	6 pubs	8 pubs
at least	1 thesis	1 thesis	1 thesis
	1 grant	2 grants	2 grants
<i>Additional Cat 1 contribution needed*</i>	0	1	2
at least	1 Cat 2 per year	1 Cat 2 per year	1-2 Cat 2 per year
at least	5 Cat 2	5 Cat 2	7 Cat 2
	Minim Ess	Good	Excellent
Promotion to Full	15 Cat 1	18 Cat 1	22 Cat 1
at least	6 pubs	8 pubs	10 pubs
at least	5 theses	5 theses	5 theses
At least	1 grant	2 grants	2 grants
<i>Additional Cat 1 contribution needed*</i>	3	3	5
at least	10 Cat 2	10 Cat 2	10 Cat 2
<i>Also: 1 Cat 1 or 2 that demonstrates leadership</i>			

*Note this can be a grant or any other Cat 1 contribution