The Consumer and Family Studies/Dietetics Department criteria for retention, tenure and promotion are in compliance with the broader San Francisco State University retention, tenure, and promotion policy related to teaching effectiveness, professional achievement and growth, and contribution to campus and community (Revised Academic Senate Policy # S09-241). The purpose of having department criteria is to make explicit the expectations for faculty within the unit based on overall needs while recognizing the unique contributions of each individual faculty member. The criteria and procedures are designed for candidates to successfully navigate the retention, tenure and promotion (RTP) process and be strong contributors to the Department, College, and University as educators, professional scholars, and contributors to the campus and community.

Within the Department, there are two independent levels of review in the RTP process:

1. review by the RTP committee of evidence in the working personnel action file (WPAF) and RTP committee recommendation to the Chair;
2. review by the Chair of evidence in WPAF, RTP report, and Chair recommendation to the Dean.

At each level of review, consideration is given to the actual workload time assigned to various tasks during the particular review period, e.g., teaching responsibilities, committee work, and scholarship. Normally candidates will be evaluated for promotion from Assistant Professor to Associate Professor at the same time as tenure. Retention candidates should show consistent progress towards fulfilling requirements for tenure.

For each category of review (teaching effectiveness, professional achievement and growth, and contributions to campus and community), candidates are required to submit a self-summary statement, each not to exceed 750 words (see Revised Academic Senate Policy # S09-241, 1.2).

**Teaching Effectiveness**

Teaching effectiveness is evaluated through a multiple assessment process including the following:

**Peer Observations of Classroom Teaching**
Classroom observations are conducted annually by a member of the RTP committee. Additional observations may be requested of faculty other than RTP members. A variety of classes are evaluated during the probationary period.
Syllabi
Class syllabi are examined related to course rigor and currency of subject matter. The faculty member should include syllabi for all classes taught and discuss rigor and currency in the self-summary statement.

Qualitative Student Evaluations
Free response forms are given to students as part of the student evaluation of classes. These comments are used in the discussion of the quantitative scores. Free responses show perceptions of the faculty’s impact on student learning.

Quantitative Student Evaluations
It is expected that mean (average) scores on Student Evaluations of Teaching Effectiveness will be predominantly 1.00-1.99, where 1 is the highest and 5 is the lowest on the six item university-wide quantitative instrument, and will be maintained in all courses taught. However, it is also recognized that courses are diverse. Variables such as subject matter, reasons for student enrollment such as GE requirements, class size, or graduate vs. undergraduate levels, may affect overall scores. These factors will be taken into consideration when quantitative scores are reviewed and are expected to be explained by the candidate in the summary statement. However, the expectation is that mean scores on the six individual items will be near the department mean for all courses taught by tenure-track and tenured faculty. The campus testing center processes mean scores from scan forms completed by students. (In the CFS/D Department, all classes are evaluated by students each semester.) To present the summary of the numerical ratings, candidates are required to use the following format: (A complete table template is to be obtained from the RTP Chair.)

CFS/D Teaching Effectiveness Evaluations Fall 20XX-Spring 20XX

<table>
<thead>
<tr>
<th>course # /semester/year</th>
<th>Course Prefix &amp; No., Fall XX</th>
<th>Course Prefix &amp; No. Fall XX</th>
<th>Course Prefix &amp; No. Fall XX</th>
<th>*T-track/ Tenured Means Fall XX</th>
<th>Course Prefix &amp; No., Spr. XX</th>
<th>Course Prefix &amp; No., Spr. XX</th>
<th>Course Prefix &amp; No., Spr. XX</th>
<th>*T-track/ Tenured Means Sp XX</th>
</tr>
</thead>
<tbody>
<tr>
<td># of respondents</td>
<td>Mean per ques.</td>
<td>Mean per ques.</td>
<td>Mean per ques.</td>
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<td>Mean per ques.</td>
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<td>Mean per ques.</td>
</tr>
<tr>
<td>Teaching Effectiveness Questions</td>
<td></td>
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</tbody>
</table>

*Department means on each of the six items are provided to the candidate by the CFS/D Department Chair.

Although student evaluation scores are suggestive of whether or not the teaching of a faculty member meets department standards, the final determination will be based on an evaluation of all the above factors.

The Department expects that a candidate for retention will maintain excellent teaching scores or show improved scores throughout the probationary period. Candidates for promotion from Associate Professor to Professor will maintain their level of excellence in teaching, will mentor junior faculty, and may teach higher level classes.
Professional Achievement and Growth

Professional achievement and growth may be exhibited in a variety of ways. Opportunities for scholarship vary with the sub-disciplines in the Department. It is expected that faculty will have evidence of scholarship, including presentations and publications completed or in progress, each year. By the end of the probationary period, this evidence must include the following (#1a or #1b, and #2):

1a. five (5) peer reviewed published scholarly journal articles,

OR

1b. three (3) peer reviewed published scholarly journal articles and two (2) or more scholarly works such as published monographs, books, book chapters, juried creative works, or substantially funded grants with yearly report/s.

AND

2. annual presentations in their area of scholarly interest at professional conferences or meetings.

Other scholarly efforts will be considered as part of the total scholarship portfolio. These could include book reviews, critical analysis pieces, curriculum development, online coursework, industry newsletters or white papers, program reviews, and substantial proceedings of juried conference presentations. Faculty are encouraged to make consistent efforts to obtain external funding.

Documentation and verification of quality, impact, and contribution to the field of study are used in the evaluation of each professional achievement and growth portfolio. Evaluations from external peers are necessary to serve as one source of this verification. Candidates for tenure and/or promotion must submit to the RTP committee a list of three external peers (and their contact information), which the RTP committee may use, in addition to other peers identified by the committee, for further evaluative information.

In cases of multiple authorship, candidates should specify their contributions. Candidates must submit documentation to support the refereed or blind peer review of their scholarship. Documentation validating the quality of scholarly journals is also required.

The Department expects an increased level of scholarship from a candidate for promotion from Associate Professor to Professor including an expansion of research contributing to the body of knowledge in their field of study through peer-reviewed publications.

Contributions to Campus and Community

The Department regards service internal to SFSU and collaborative relationships with the broader community at the local, state, national or international level, as central to our mission and values.

Contributions to Campus

Annual service to the Department is required. In addition candidates are expected to provide service to the College and/or University. Opportunities for service include, among others,
serving on committees in the Department or other units on campus, serving as a faculty advisor to a student organization, and serving on college or university committees. Evidence supporting contributions and value of the service need to be provided in the WPAF and discussed in the self-summary statement.

**Contributions to Community**

Annual service to the Community and/or to the Profession is required. Opportunities for service include, among others, developing partnerships with community entities, serving on professional association committees, reviewing submitted abstracts for professional conferences, conducting accreditation reviews, reviewing textbook manuscripts, and serving on peer-reviewed journal boards.

The Department expects an increased level of service in the form of leadership from a candidate for promotion from Associate Professor to Professor.

**Conclusion**

Of particular importance is achieving a balance among categories that highlight the strengths of an individual faculty member, while assuring that those accomplishments are consistent with the mission, policies, and procedures of the Department, College, and University. Faculty members are encouraged to integrate their teaching, scholarship, and service. Effective teamwork among faculty members is important to meet the department’s educational, scholarly, professional, and community responsibilities.

The RTP committee communicates formally at least once a year with all tenure-track faculty regarding preparation of their WPAF and more frequently in years when a comprehensive review is required. The purpose of these meetings is to support tenure-track faculty in their navigation of the RTP process.