

**Department of Chemistry and Biochemistry**  
**San Francisco State University** September 6, 2007

Approved by the Provost September 2008

**Expectations for Retention, Tenure, and Promotion**

This document details the expectations for retention, tenure, and promotion in the Department of Chemistry and Biochemistry consistent with Academic Senate Policy #F06-241.

The criteria for retention, tenure, and promotion are divided into three areas: (a) teaching effectiveness and professional development in teaching, (b) professional achievement and growth, and (c) contributions to campus and community. Candidates for retention, tenure, and promotion shall be evaluated on all criteria as described below.

The Department's RTP Committee conducts an annual review of probationary faculty. The purpose of the annual review is to determine if candidates for retention are making sufficient progress toward tenure. If the Committee decides a candidate is not making sufficient progress, but the situation is not sufficiently serious to recommend non-retention, the Committee and the Chair of the Department shall meet with the candidate to devise a plan for improving the candidate's performance to the level required for progress toward tenure.

Successful candidates for tenure or promotion must meet the standard of excellence normally expected of faculty. A candidate's activities while in his or her current rank are of primary relevance to promotion considerations. Candidates for promotion are advised that the Department has higher expectations for promotion to Professor than for promotion to Associate Professor.

Candidates for retention, tenure, and promotion are responsible for providing the Committee with an up-to-date Working Personnel Action File (WPAF) by the closing date as determined by the University RTP Deadline Calendar. The WPAF consists of a candidate's curriculum vitae, an index of supplementary materials, and supplementary materials that represent the candidate's accomplishments in teaching effectiveness, professional achievement and growth, and contributions to campus and community.

Candidates for retention, tenure, and promotion should include in the WPAF a self-statement in each of the areas of teaching effectiveness, professional achievement and growth, and contributions to campus and community that summarizes the candidate's accomplishments. These statements should be no more than 750 words each. Some activities may be evaluated in more than one area depending on the nature of the activity. In this case candidates should make a selection in consultation with the Committee.

A candidate for tenure or promotion should submit to the Committee the names of at least three potential external reviewers. In addition to the reviewers named by the candidate, the Committee

may solicit assessments from other external reviewers. The WPAF should include letters from external reviewers solicited by the Committee that assess the quality of the candidate's activities.

## **Evaluation of Teaching Effectiveness**

The Department regards teaching to be a professional activity amenable to improvement over time. Because effective teaching is central to the Department's mission, the Department expects candidates to engage in activities that enhance their professional achievement and growth as instructors and mentors and to demonstrate the effectiveness of their teaching.

The Committee will consider, but is not limited to, the criteria described below to evaluate a candidate's teaching effectiveness and efforts to improve student learning. (As examples of criteria not listed below, contributions to a wide range of the Department's curricular needs or levels of instruction, or outstanding fulfillment of a particular need, would receive favorable consideration.)

**1. Classroom teaching.** Candidates are expected to be excellent classroom teachers. Evaluation of a candidate's performance in this area will be based on the following:

- a. Student evaluations of teaching.** Probationary candidates will obtain student evaluations for all courses taught in the college using a standard Department of Chemistry and Biochemistry student evaluation of teaching effectiveness form. The Committee will review these student evaluations, including students' written comments on the survey, for indications about the quality of a candidate's classroom teaching. To the extent that the standard survey might not adequately assess some aspect of the candidate's teaching (for example, if the candidate adopts a nontraditional or experimental pedagogical approach), the Committee may also consider information from alternative, appropriately designed student evaluations. The Committee will consider letters from students, either solicited or unsolicited, that address a candidate's teaching effectiveness. However, the Committee will not consider anonymous letters.
- b. Peer evaluations of teaching.** The Committee will review letters of evaluation from Department faculty who have observed a candidate's classroom teaching. Probationary candidates will be evaluated at least once per year by faculty members of higher rank than the candidate's. The Committee will consider letters from other faculty members that address a candidate's teaching effectiveness, but will not consider anonymous letters.

**2. Student involvement in research.** Connecting students with current research can attract students to the discipline and enhances the experience of both graduate and undergraduate students. In addition, preparing students for a thesis, professional career, or doctoral program often requires study beyond the regular course offerings of the Department. Hence, candidates who direct theses, sponsor research activities involving students, teach seminar courses [CHEM 880 (Graduate Seminar)] or direct independent study [CHEM 470 (Research in Chemistry and Biochemistry), CHEM 699 or 897 (Special Study in Chemistry)] make a significant contribution to our students' education. The Department places a high value on these types of activities.

**3. Curricular innovations.** The Committee may also consider curricular innovations, such as the development of original academic programs or courses, new and effective pedagogical approaches, and instructional applications of new technologies, particularly if these activities are funded by grants acquired by the candidate, as evidence of a candidate's teaching effectiveness as well as engagement in professional development in teaching.

**4. Pedagogical development.** The Department regards teaching as a professional activity and expects candidates to develop and grow professionally as teachers to improve their teaching effectiveness. Hence, the Committee may consider activities undertaken by candidates to develop and improve their pedagogical skills as evidence of a professional attitude toward improving their teaching. Such activities might include, but are not limited to, participation in instructional development seminars and workshops, innovations in teaching techniques, and currency in instructional theory and research.

**5. Presentations at professional conferences and workshops.** Professional conferences and workshops often address topics in chemistry education, or science education more generally, such as innovative teaching approaches, alternative assessment practices, and revisions to curricula to address new developments in the discipline. The Committee may consider publications and presentations at professional conferences related to chemistry and biochemistry education as evidence of a candidate's professional development and effectiveness in teaching..

## **Evaluation of Professional Achievement and Growth**

All candidates are expected to engage in activities that enhance their professional achievement and growth. The candidate is expected to develop and sustain an active research program. However, evaluation of professional activities should be sensitive to standards appropriate to a candidate's area of expertise. The Committee will consider, but is not limited to, the criteria described below to evaluate a candidate's professional achievement and growth.

**1. Research and publications.** Candidates are expected to develop and sustain an active research program at San Francisco State University that engages students. The Committee considers papers published or accepted for publication in refereed research journals as required evidence of a candidate's professional achievement and growth. More weight will be given to papers based on research performed while a member of the San Francisco State University faculty and which has been published or accepted for publication in journals of the stature of American Chemical Society publications. Papers with student coauthors will also be viewed as having more weight than those without. Less weight will be given to publication of non-refereed papers and technical reports, and to unpublished manuscripts. In the case of collaborative work, the candidate should make clear their contribution to the research.

**2. Presentations at professional conferences and workshops.** The Committee will consider publications and presentations at professional conferences by the candidate and research students in the candidate's laboratory as evidence of professional achievement and growth. The most significant activity within this area would be as an invited speaker at a national or international symposium or conference.

**3. Grant funding.** Candidates are expected to demonstrate a sincere effort to obtain extramural funding for their research program. Since grant proposals for external funding of research are often very competitive and typically receive extensive outside peer review, the Committee considers successful external grant funding as strong evidence of a candidate's professional achievement and growth.

**4. Curricular innovations.** The Committee may consider curricular innovations such as the development of original academic programs or courses, new and effective pedagogical approaches, or instructional applications of new technologies as evidence of a candidate's professional achievement and growth.

### **Evaluation of Contributions to Campus and Community**

All candidates are expected to contribute to the smooth functioning of the Department by serving on committees and advising students. Candidates are also expected to contribute to the functioning of the College of Science and Engineering, the University, and the profession through work on appropriate committees or other service. The Committee will consider, but is not limited to, the criteria described below to evaluate a candidate's particular contributions to campus and community.

**1. Service to the profession.** Candidates are expected to participate in professional organizations. The Committee may consider activities such as election to offices in professional organizations, service on editorial boards, organizing workshops, conferences, and symposia, reviewing manuscripts and grant proposals, and receiving honors or other recognition from professional societies, as evidence of a candidate's service to the profession.

**2. Service to the University.** The Committee may consider activities such as administrative assignments, faculty governance, committee work, special advising assignments, program development, sponsorship of student organizations, or direction of non-instructional projects as evidence of a candidate's service to the University.

**3. Service to the community.** The Committee may consider activities in which candidates use their professional expertise to enhance the relations between the community at large and the University or profession as evidence of a candidate's service to the community.