

**Criteria for Tenure and Promotion to Associate Professor
Economics Department, San Francisco State University
(Article 200;)**

The criteria for retention, tenure, and promotion decisions for the Economics Department follow the general guidelines stated in the Academic Senate Policy (S07-241). The procedures governing retention, tenure, and promotion are to be conducted in accordance with relevant state and federal laws as well as the provisions of the faculty Collective Bargaining Agreement.

The evaluation criteria for retention, tenure and/or promotion to Associate Professor by the Economics Department are stated below. In keeping with the Academic Senate Policy given above, candidates are evaluated on 3 categories: Teaching Effectiveness, Professional Achievement and Growth, and Contributions to Campus and Community. In order to be tenured and/or promoted to Associate Professor, candidates must meet or exceed the standards of excellence established below in each of the 3 categories.

Teaching Effectiveness

For teaching faculty, excellence in teaching is required. Candidates demonstrate their teaching effectiveness via the formal departmental surveys, departmental peer reviews of teaching and course materials, written statements by students, student letters, and any material that provides evaluation of teaching from students in the university, or other recognized academic organization. The department places a greater weight on the formal surveys of teaching effectiveness and departmental peer reviews. Written statements and student letters are not as highly regarded as they represent a small sample of students. Candidates may include any other evidence he or she feels is relevant to establishing a record of significant teaching in the Working Personal Action File. This evidence includes but is not limited to student letters, data related to advising, videotapes, and class materials. In keeping with Academic Senate policy, it is recommended that the supplementary materials consist of no more than three 3-inch binders.

The standards for retention, tenure, and/or promotion are:

1. Performing at the departmental average mean or better on the quantitative surveys for the majority of survey items and the majority of classes. As a gauge, the overall departmental mean average from Fall 2004 to Fall 2006 is 1.8.
2. Performing at the departmental standard of teaching effectiveness as judged by the peer evaluations of class teaching, teaching methods, and course syllabi.
3. Performing at the departmental standard of advising and mentoring as judged by the number of student advisees, student letters, or evaluations by other university entities.

Professional Achievement and Growth

Candidates demonstrate their professional achievement primarily via publication in refereed journals. Publications in books, presentations at professional conferences, publication of textbooks and study guides, receipt of outside funding, monographs and book chapters, published book reviews, and grant proposals for outside funding are indicative of an ongoing research agenda.

The standards for retention, tenure and/or promotion are:

1. Three (3) articles published in refereed journals. Candidates should inform the RT Committee and the department chair of prospective journal choices to assure that a journal meets the departmental standard.
2. Evidence of an ongoing research agenda and professional growth as demonstrated by papers presented in professional conferences, monographs, book chapters, book reviews, journal submissions, and grant proposal for outside funding.

The department encourages joint work where the candidate is an equal contributor. The department RT committee will seek confirmation of the candidate's contribution to a co-authored article. If the candidate publishes work in applied economics in another field, the department RT committee will seek outside reviews from specialists in the field.

Contributions to campus and community

Candidates demonstrate their contributions to campus and community at the following service levels: departmental, college, university, and community. Contributions of service in the department and university can be made in a variety of ways including: serving on and chairing department and/or college committees or completing important administrative assignments. Contributions of service to the community must reflect the candidate's academic expertise. Examples of meaningful service contributions include: serving as a journal referee, serving in the active governance of a professional organization, serving on a community based service board in an academically related area or taking on important administrative assignments for a professional association.

The standards for retention, tenure and/or promotion are to provide evidence of these contributions at each of these service levels.

Criteria for Promotion to Full Professor
Economics Department, San Francisco State University
(Adopted November 2000, revised September 2008)

The criteria for promotion decisions for the Economics Department follow the general guidelines stated in the Academic Senate Policy (S07-241). The procedures governing retention, tenure, and promotion are to be conducted in accordance with relevant state and federal laws as well as the provisions of the faculty Collective Bargaining Agreement.

The evaluation criteria for promotion to Full Professor by the Economics Department are stated below. In keeping with the Academic Senate Policy given above, candidates are evaluated on 3 categories: Teaching Effectiveness, Professional Achievement and Growth, and Contributions to Campus and Community. In order to be promoted to Full Professor, candidates must meet or exceed the standards of excellence established below in each of the 3 categories. The expectation by the Economics Department is that candidates will demonstrate greater contributions professionally and to the department and the university past that made at the time of promotion to associate professor.

Teaching Effectiveness

For teaching faculty, excellence in teaching is required. Candidates must show growth in teaching effectiveness beyond the department requirements at the time of tenure and/or promotion to associate professor. Candidates demonstrate their teaching effectiveness via the formal departmental surveys, departmental peer reviews of teaching and course materials, written statements by students, student letters, and any material that provides evaluation of teaching from students in the university, or other recognized academic organization. The department places a greater weight on the formal surveys of teaching effectiveness and departmental peer reviews. Written statements and student letters are not as highly regarded as they represent a small sample of students. Candidates may include any other evidence he or she feels is relevant to establishing a record of significant teaching in the Working Personal Action File. This evidence includes but is not limited to student letters, data related to advising, videotapes, and class materials. In keeping with Academic Senate policy, it is recommended that the supplementary materials consist of no more than three 3-inch binders.

The standards for promotion are:

1. Performing at the departmental average mean or better on the quantitative surveys for the majority of survey items and the majority of classes. As a gauge, the overall departmental mean average from Fall 2004 to Fall 2006 is 1.8.
2. Performing at the departmental standard of teaching effectiveness as judged by the peer evaluations of class teaching, teaching methods, and course syllabi.

3. Performing at the departmental standard of advising and mentoring as judged by the number of student advisees, student letters, or evaluations by other university entities.
4. Demonstrating significant growth in teaching maturity since the time of tenure and/or promotion. Growth in teaching maturity can be demonstrated in a number of ways such as developing new classes, increasing excellence in numerical scores in the teaching evaluation instrument, receiving teaching related grants and/or teaching awards.

Professional Achievement and Growth

Candidates must develop the potential that was recognized by the university at the time of tenure and/or promotion to associate professor. Candidates demonstrate their professional achievement primarily via publication in refereed journals. Publications in books, presentations at professional conferences, publication of textbooks and study guides, receipt of outside funding, monographs and book chapters, published book reviews, and grant proposals for outside funding, and published book reviews are indicative of an ongoing research agenda.

The standards for promotion are:

1. Four (4) articles published in refereed journals. Candidates should inform the Promotions Committee and the department chair of prospective journal choices to assure that a journal meets the departmental standard.
2. Evidence of an ongoing research agenda and professional growth as demonstrated by papers presented in professional conferences, monographs, book chapters, book reviews, journal submissions, grant proposal for outside funding, and receipt of outside funding.

Significant monographs, book chapter, and textbooks may be substituted for one (1) of the refereed articles as long as the substitution reflects a core of scholarship. The department RTP committee will make explicit any substitution and the reasoning behind the substitution. The department encourages joint work where the candidate is an equal contributor.

Contributions to campus and community

Candidates must demonstrate meaningful contributions to the department, college, university, and community. The department considers providing leadership at the department and university level a necessary condition for promotion to full professor. Again, candidates must show growth in contributions to campus and community beyond the department requirements at the time of tenure and/or promotion to associate professor. Meaningful contributions of service in the department and university can be made in a variety of ways including: providing leadership and chairing department and/or

college committees, completing important administrative assignments, serving in the Academic Senate and other bodies of faculty governance. Meaningful contributions of service to the community must reflect the candidate's academic expertise. Examples of meaningful service contributions include: active governance of a professional organization, serving as a journal referee, serving on a community based service board in an academically related area, taking on important administrative assignments for a professional association, writing a public policy research report for a community based or governmental organization. Service to the community may be substituted for service to the university.

The standards for promotion are to provide evidence of meaningful contributions at each service level. However, significant service to the community may be substituted for service to the university.