

Department Criteria for Retention, Tenure and Promotion
Department of Health Education

(Revised 11/30/07)

Approved by the Provost September 2008

Assistant Professor to Associate Professor with Tenure

Introduction

Department of Health Education criteria for retention, tenure and promotion are nested within the broader San Francisco State University (SFSU) retention and tenure policy related to teaching effectiveness, professional achievement and growth, and community service (Academic Senate Policy F06-241). The purpose of having Department criteria is to make explicit the expectations for faculty within the Department based on the overall needs of the Department while recognizing the unique contributions of each individual faculty member. This criterion is designed to support probationary faculty to successfully navigate the hiring, retention, tenure and promotion (H RTP) process and be strong contributors to the Department and the University as teachers, researchers, and community collaborators. Within the Department there are two independent levels of review in the HRT process: level one, review of evidence in the working personnel action file (WPAF) by H RTP committee and recommendations to the Chair; level two, review of evidence in WPAF, H RTP report and Chair recommendations to the Dean. At each level of review, consideration is given to the actual time assigned to various tasks during the particular review period, e.g., teaching responsibilities or reimbursed release time for professional development and research.

Teaching Effectiveness:

Teaching effectiveness is evaluated through multiple assessment processes including: peer observations of classroom teaching; student anonymous quantitative and qualitative evaluations administered each semester; advising/mentoring, both scope of responsibilities and individual letters received; an examination of syllabi related to course rigor, currency in the field, and the relationships of core competencies to course learning objectives; and the faculty individual summary statement provided in the WPAF. Data gathered by these assessment tools will form the core of the evidence of teaching effectiveness. 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 the H RTP committee evaluations of all the above factors. Other materials provided by faculty, e.g. results of graduate student satisfaction group interviews, undergraduate self-reported competency surveys completed at graduation, commendations and awards regarding advising/teaching from the larger University, will also be considered.

Observations of probationary faculty are conducted by a member of the HRPT committee each semester. A written summary of these observations is discussed with the faculty member, and subsequently placed in the faculty member's file. After the Chair of the Department conducts an observation of probationary faculty once per year the same process is followed. The Chair of the Department reviews all evaluations of faculty and conducts individual meetings with faculty members to discuss them, as she deems appropriate.

While it is expected that an average of 2.0 on a scale of 1 (highest) to 5 (lowest) from the quantitative student evaluations will be maintained in all courses taught, it is also recognized that courses are very diverse, e.g., subject matter, reasons for student enrollment, class size, general education (GE) requirements, graduate/undergraduate levels, or other variables that may affect overall scores. These factors will be taken into consideration when quantitative scores from the six item university-wide student evaluation of teaching effectiveness form are reviewed by the HRTP Committee. Overall, the candidate is expected to maintain strong ratings across assessment measures(e.g., student evaluations, peer observations of teaching, and quality of syllabi), and/or demonstrate improvement in teaching over time.

An important aspect of probationary faculty achieving their teaching effectiveness goals is the number of courses they are required to teach. The total workload for faculty at the University and in the Department of Health Education is framed as 15 weighted teaching units (WTUs). In general at the University, 9 of these 15 WTUs , or 3 classes (each class is 3 WTUs), are dedicated to teaching. In addition, 3 WTUs are to be devoted to professional achievement and growth, and the remaining 3 WTUs are dedicated to advising and other Departmental responsibilities (HRTP, meetings).

Professional Achievement and Growth

Professional achievement and growth may be exhibited in a variety of ways, including research and publication, creative work, and research and curricular development. Because opportunities for publications and forms of presentation vary with fields of health education, it is not desirable to set a numerical quota of publications and presentations necessary for tenure and promotion. But as a general guide, it is expected that, on average, probationary faculty will have one article published in a peer reviewed journal or give evidence of a manuscript in progress for such submission annually. Other types of publications relevant for this category include: monographs, book chapters, journal editorials, newsletter articles, Op-Ed pieces for the popular press, and SFSU internal publications. Faculty are expected to present in their area of scholarly interest at a professional meeting at least once per year. Faculty are expected to make consistent efforts to obtain external funding or internal (SFSU) mini-grants/awards. Individual faculty strategies for obtaining funding are negotiated with the Chair of the Department and success in these areas is balanced with achievements in the other two areas of this category by the HRT committee.

Production of creative works, e.g. professional video productions, is encouraged and considered of equal weight to publications. This is consistent with the character of the field of Health Education that emphasizes a multi media approach to education in health. Research and curricular development is a broad category that encompasses funded and non-funded curricular innovation. In particular, innovation that adds a community service learning component, complementary and alternative medicine (CAM) development, structures or redesigns a course, strengthens the multi-cultural component of the curriculum or case-based learning perspectives are supported. Academic manuscripts related to curricular innovation are considered important measures of success and are encouraged.

The achievements of probationary faculty in the area of professional achievement and growth will be assessed by the H RTP committee through a lens viewing the entire body of work across categories, and how these activities demonstrate high quality and impact in the field. Of particular importance is achieving a balance between categories that highlight the particular strengths of an individual faculty member while assuring that those accomplishments are consistent with the mission, policies and procedures of the Department and broader University.

Community Service:

The Department regards community service, internal to SFSU and collaborative relationships with the broader community at the local, state or national level, as central to our mission and values. Thus in the Department's H RTP process, service to the University and Department, the "citizenship contributions" are important. Faculty are encouraged to establish and nurture collaborative relationships outside the University with community groups, labor organizations, and public agencies as partners where community knowledge is brought to the classroom and academic skill sets to the community. Equally, they could do educational programs and services for students and the public. This reciprocal relationship should be infused in the other two categories of H RTP review, teaching, professional achievement and growth as well and cross-referenced in the WPAF.

Conclusion

Experience supports this multi-method approach as providing the best overall measure of success in teaching effectiveness, professional achievement and growth, and community service in the retention, tenure and promotion process. The H RTP committee communicates formally at least once per year with all faculty regarding preparation of their WPAF and more frequently in years when an extensive review is required. The purpose of these meetings is to support probationary faculty to navigate the RTP process and successfully obtain tenure and promotion. These new Department criteria should be reviewed annually by the full faculty and fine-tuned as necessary.

Promotion from Associate Professor to Full Professor

To successfully achieve promotion from associate professor to full professor, the faculty member seeking promotion should be able to demonstrate that he or she has maintained a

strong record of teaching effectiveness, professional achievement and growth, and contributions to community and campus since her or his last promotion. Essentially, the criteria for promotion to full professor are an extension of – the same as -- the ones from assistant professor to associate professor both in terms of quality and quantity. Furthermore, it is expected that candidates demonstrate the quality and impact of their activities in the area of professional achievement and growth (e.g., how does the candidate's body of work make a contribution to her or his field?). Additionally, evidence of leadership in the area of contributions to campus and community is important.