A GUIDE TO CRITERIA FOR TENURE AND PROMOTION IN THE DEPARTMENT OF SPECIAL EDUCATION AND COMMUNICATIVE DISORDERS
Approved by the Provost Jan 2009

I. Mission

The primary mission of the College of Education is to develop and maintain rigorous professional preparation in pedagogical and clinical skills required for effective services to individuals of all ages and their families, including those in ethnically and racially diverse communities. All programs are based on excellence in teaching and clinical services, and a commitment to research and scholarship focused on the integration of services to schools and community agencies.

There are six themes reflected in the programs and activities of the College of Education. They are the following:

- Preparing professional educators and service providers who are sensitive to and effective in working with individuals of all ages who are diverse in culture, language, learning styles, abilities, sensory and physical challenges, ethnicity, and sexual orientation in schools and other community settings;
- Providing an integration of education, habilitation, and community services;
- Using technology effectively to improve education, habilitation, and community services;
- Preparing socially committed educational leaders and advocates;
- Contributing to the knowledge base in the profession and particularly in the area of urban education; and
- Supporting faculty in pursuit of individual discipline-focused activities as well as interdisciplinary programmatic planning, teaching, and research.

The Department considers faculty scholarly activity in the areas of teaching, research, and service. Examples of the options for contributions in these areas are provided in the model articulated by Boyer (1990; see attachment).

II. Teaching Effectiveness

The primary mission of San Francisco State University is teaching, and the Department of Special Education and Communicative Disorders takes that mission seriously. To be considered for tenure or promotion, regardless of qualifications in
other categories, candidates must meet the standard of excellence in teaching that is normally expected of faculty and which is required by the University.

Like all faculty, probationary faculty are expected to be effective teachers in the special education and communicative disorders classrooms. This means that they guide, engage, and motivate their students and provide an appropriate mixture of both theory and practice. Innovations in the classroom are encouraged and fully recognized as important, and sometimes risky efforts. Non-traditional teaching methods are also encouraged and fully recognized as important.

Faculty in the Department of Special Education and Communicative Disorders are expected to teach a variety of courses. Additionally, given the fast pace of the changes within these fields, it is important to ensure that course structure and materials are updated constantly.

In order to measure teaching effectiveness, multiple indices are considered including those described below.

- Student teaching evaluations and letters from students are expected. Typically, scores within the 1.5 to 2.0 range on the department/university evaluation form are interpreted as reflecting effective instructional traits and those between 1.0 and 1.5 as reflecting exceptional effectiveness. Probationary faculty are required to have two courses evaluated each semester.
- Two peer reviews of teaching in various courses are expected each academic year with at least one conducted by a member of RTP Committee.
- Internal and/or external review of syllabi for content, appropriate assignments, reading, organization, and timeliness are expected.

All faculty must be effective in advising and willing to confer with students.

III. Professional Achievement and Growth

A. Research and Publication

The Department believes strongly in the complementary role of teaching and scholarship. Candidates are expected to develop a research program.

1. Publication Record. Traditionally the Department feels that professional achievement and growth is most strongly demonstrated by research, policy, and position statement publications. In the area of publication, uppermost consideration is given to refereed papers and monographs; second ranking, to non-refereed publications, textbooks, and chapters in books; and third ranking, to technical reports, unpublished manuscripts and published book reviews. Consideration is given to the prestige of the place of publication. In publications of multiple authorship, a candidate should clearly communicate to the committee the candidate’s role in the work reported. Candidates are
strongly encouraged to establish a research or demonstration program. Collaborative research or demonstration that includes participation by San Francisco State University students is encouraged. Interdisciplinary endeavors that cross programs, departments, and campuses are highly valued.

2. Presentations. Presentations at professional meetings are expected. The most important activity within this area would be as an invited speaker at a symposium, second would be a presentation at an annual peer reviewed meeting of a national professional organization within the candidate’s field. A third level of presentation would be papers given at local colloquia, or invited seminars given on campus or at nearby campuses.

3. Grants. The Department expects candidates to apply for internal and external funding of their activities in the areas of research, personnel preparation, and model demonstration. Successful application and receipt of extramural funding is difficult to achieve and merits the Department’s favorable consideration. Since applications receive extensive outside peer review, their success indicates peers hold the candidate’s research, demonstration, or other scholarly endeavors in high regard. Successful applications for intramural funding also are considered favorably. Finally, given the difficulty in procuring external funding nationally, the very effort of developing and submitting grant applications is considered positively.

B. Curricular Innovations

The Department recognizes that curricular innovations--such as the development of original academic programs, new courses or course content, new pedagogical approaches or applications of technology, or new areas of instructional expertise--can be of such high quality and generate genuine professional growth that they could merit recognition for their importance to overall departmental curricula and their contribution to the faculty member's field of study.

IV. Contributions to Campus and Community

A. Contributions to Campus

These may include, but are not limited to, the following: administrative assignments (other than primary assignment), faculty governance, committee work, special advising assignments (e.g., advising for joint doctoral studies, general education, child and adolescent development, distance learning, student internship, liberal studies, special major), program development, sponsorship of student organizations, and direction of non-instructional activities and projects. Evidence supporting contributions to campus may include descriptions of the nature and extent of work accomplished, committee documents, letters from students and/or colleagues, project reports, etc. The department RTP committee should include in its report assessment of the nature and quality of the candidate's work in these activities.
B. Contributions to Community

Faculty members may use their academic expertise or university status to serve the community at the local, state, national, and/or international levels. As such, this constitutes evidence of the stature a candidate has achieved in the greater academic community. Election to and service in offices in professional societies, honors and recognition bestowed by professional societies, selection and participation on editorial boards and as a referee for manuscripts and grants, active participation in the schools and community through research and program development, consulting and/or providing technical assistance, or serving on professional development boards all are indicative of the regard a candidate has achieved among on- and off-campus colleagues. While the Department would not weight these activities as heavily as direct research, demonstration, and publication, it is aware of the significance of the peer recognition and the reality that considerable time and energy can be expended in these efforts.

Descriptions of contributions to community shall be submitted to the Department RTP committee.

V. Promotion to Full Professor

Additional considerations for promotion to full professor include evidence of outstanding performance and leadership as indicated by contributions and innovations in areas such as the following:

- Research
- Systems change activities
- Publications
- External funding
- State and national professional leadership.

If this committee determines that evaluation of any of these activities or products by outside experts is desirable, the candidate will be informed and asked to submit names of qualified individuals who could be approached to provide an external evaluation. The committee reserves the right to select the external evaluator in such circumstances. If the external evaluator selected by the committee is not an individual submitted by the candidate, two evaluations will be requested, one by the expert selected by the committee and one by the expert recommended by the candidate.