



**Expectations for Retention, Tenure, and Promotion
Department of Chemistry & Biochemistry
San Francisco State University
Approved October 31, 2019**



Approved by the Office of Faculty Affairs &
Professional Development on August 21, 2020

PREAMBLE

The Department of Chemistry & Biochemistry (the Department) comprises a diverse group of academic professionals who are scholars in various sub-disciplines of experimental, computational, and educational chemistry and biochemistry. Given this diversity of faculty profiles, we have determined that it is not equitable to apply a rigid set of expectations to faculty who are being considered for retention, tenure and promotion (RTP). In the interest of being fair, equitable and consistent with the University's mission of social justice, the Department has elected to take a *holistic approach* in reviewing faculty profiles when making RTP recommendations while maintaining consistency with Academic Senate Policy S19-241.

The purpose of this document is to provide context, guidance and direction to candidates who are applying for promotion at various stages of their careers and the committees who will review their profiles. Each section provides *requirements* for the three areas of evaluation: teaching effectiveness, professional achievement and growth, and service. Each section also provides *expectations* to guide the candidates in demonstrating *how* they may meet these requirements. The Department recognizes that the professional circumstances of each candidate are unique, potentially leading to a large degree of variability in opportunity, standard operations, and culture across the various sub-disciplines. Therefore, the Department realizes that each candidate may take a unique pathway to meet the requirements in the three areas of evaluation, and recognizes the need for flexibility in the evaluation process to accommodate this variability. To this end, the Department may consider possible limitations in a given requirement to be compensated for by extra merit demonstrated in other requirements within the same area of evaluation. Should any candidate not be able to meet the outlined expectations, the candidate should describe these circumstances for review by the RTP committee.

This document includes a separate section with additional guidelines for promotion to Professor.

Faculty who hold the rank of Assistant Professor have the option of being evaluated under the Department RTP policy that was in effect at the time of their hire or the current policy. Faculty who hold the rank of Associate Professor and wish to be considered for promotion to Professor will be evaluated under the current policy, Academic Senate Policy S19-241.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

1. TEACHING EFFECTIVENESS

The Department of Chemistry & Biochemistry is committed to delivering the highest quality, equitable, and relevant instruction to its students. Consequently, the Department *requires* candidates under consideration for promotion and tenure to: a) contribute to the *curricular needs* of the Department, b) become actively engaged and effective teachers in the *classroom*, and c)

become actively engaged and effective teachers in the *research setting*. Guidelines for evaluating a candidate's teaching effectiveness and expectations for their teaching are listed below.

a) Contribution(s) to Department Curricular Needs: As the student body at San Francisco State University is diverse in their needs for courses in chemistry & biochemistry, candidates are required to teach undergraduate and graduate students in both classroom and research settings. The candidate is not limited to the following, but may demonstrate their contributions by:

- Contributing to delivering the curriculum.

Expectations: The candidate is expected to teach three different non-supervision courses over the period of evaluation.

- Involving students in research.

Expectations: The candidate is expected to supervise *undergraduate and graduate students by serving as their mentor and instructor in CHEM 699, 897, 895 or 898*, and include these students as co-authors on presentations and/or publications over the period of evaluation.

b) Teaching in the Classroom: The primary mission of San Francisco State University is to provide quality instruction that engages students and keeps up with current trends in teaching pedagogy, technology, and scientific knowledge. Therefore, candidates are required to make efforts to improve and grow as teachers over the period of evaluation. Candidates are also required to provide their SETE reports in their WPAF. The candidate may demonstrate their achievements in this category through:

- Peer evaluations of teaching effectiveness

Expectations: Candidates are expected to demonstrate improvement in the areas of classroom instruction, management, organization, and student interactions. Candidates will be evaluated by peer observation of classroom activities and peer review of course materials. Candidates will have *at least one classroom evaluation per academic year* by a faculty of higher rank. In accordance with Academic Senate Policy S19-241, the faculty member performing the evaluation will notify the candidate in advance of a classroom visit and arrange a mutually agreed upon time to conduct this visit. The evaluation of the candidate will be carried out and documented using current Department protocols.

- Efforts to improve as teachers

Expectations: Candidates are expected to provide evidence of progression in their teaching over time. Evidence of such efforts include, but is not limited to, attending teaching workshops on or off campus, implementing evidence-based curricular changes, and improving student learning outcomes. In their narrative, candidates should include a brief summary of their pedagogical strategies and describe how they have progressed over the period of evaluation while providing appropriate context, such as challenges they encountered, changes they implemented, and other evidence for improvement over time.

- Student evaluations of teaching effectiveness (SETE)

The Department recognizes and acknowledges the documented shortcomings in considering student evaluations to be the most accurate or most important assessment of a faculty member's teaching effectiveness. It has been demonstrated that women, members of historically underrepresented groups and non-native English speakers receive poorer reviews than male native English speakers¹⁻³. Consequently, the Department requires that the candidate provide SETE data in accordance with Academic Senate policy S19-241, but only considers any numerical scores to be one metric in evaluating teaching effectiveness.

Expectations: Candidates are required to provide their SETE reports in their WPAF. The candidate is expected to include in their narrative a reflection on their teaching, student evaluations, and strategies to revise and improve student learning outcomes in the future. The Department may use SETE scores and student written comments as a longitudinal evaluation of student experiences under the candidate's instruction.

c) Teaching in the Research Setting: The positive impact of student involvement in research activities with faculty, particularly with students from historically underrepresented groups, has been documented. As per the Department mission statement, we encourage students to "...work alongside faculty on independent research projects to contribute to the discovery and communication of that knowledge."

Expectations: Candidates are expected to actively involve students in their scholarly endeavors. As such, candidates should act as engaged mentors, providing guidance and opportunities for students to grow into productive scientific professionals. In their narrative, candidates should include a brief description of their mentorship philosophy and approach, and student outcomes. Candidates should also provide a reflection on how their mentorship strategies have evolved in response to their experiences and student feedback over the period of evaluation. An evaluation of their teaching in the research setting will be conducted using current Department protocols.

2. PROFESSIONAL ACHIEVEMENT AND GROWTH (PA&G)

The Department recognizes and acknowledges that there is substantial variability in how professional achievement and growth may be demonstrated within the sub-disciplines of Chemistry & Biochemistry. Regardless of the area of expertise, the Department values faculty who: 1) are *active and respected scholars in their fields*; 2) *develop sustainable, independent research programs*; and 3) *actively train and mentor students*. A candidate's professional achievement and growth will be evaluated using the following criteria.

a) Publications: The Department considers the *publication of original research* to be the strongest evidence that the candidate is carrying out high quality, impactful and sustainable work. Peer-reviewed journals are the most traditional and most commonly used means to publish original research. Additionally, peer-reviewed publications indicate the candidate's scholarship is considered significant by peers in their field of study. The Department also considers *books, book chapters, patents, and similar types of peer-reviewed publications as strong evidence of high-quality work*.

Expectations: Candidates for tenure and promotion to Associate Professor should have at least two publications of their scholarly work in reputable *peer-reviewed journals and/or other mechanisms that are appropriate to their field of study*. At least one of these publications must list the candidate as the corresponding author. At least one of these publications must include San Francisco State University students as co-authors. The publications should include contributions that the candidate has made from their scholarly activities conducted at SF State.

b) Presentations: The Department considers the *presentation of research* to the greater scientific community to be an essential component of the professional development and growth of the candidate and of the candidate's training, mentorship and professional development of students.

Expectations: The candidate's research group should give *at least three presentations* of their scholarly work, and *at least one of these must include San Francisco State University student co-authors*. All forms of presentation (oral, poster, etc.) external to the Department (e.g. at local, national, or international meetings) are acceptable, but must be hosted or sponsored by professional societies or similar organizations.

c) Grants: The Department considers *grant-related activity* to be essential to develop a sustainable and independent research program, contribute to the candidate's professional achievement and growth, and enhance student training. Grant-related activities also inform the Department of the quality, potential impact and likely contributions of the candidate's work to their field. While all grant applications are viewed positively, successful external grant funding is considered to be conclusive evidence that the candidate's (proposed) work is considered significant by peers in their field of study.

Expectations: Candidates are expected to *actively apply for external funding* to support scholarship in their field of study. Candidates are also encouraged to take advantage of internal funding opportunities. For tenure and promotion to Associate Professor, the candidate is expected to have either a) *secured multiyear extramural funding as principal investigator or co-principal investigator* from an external funding agency; or b) *submitted at least two grant applications as principal investigator or co-principal investigator* to such agencies. In instances where proposals are not funded, reviewer comments may be used as an indicator of the quality and potential impact of the candidate's scholarship.

d) External Letters of Evaluation: Given that a candidate's research is often highly specialized and there is significant variation in the sub-disciplines of chemistry & biochemistry, the Department values the opinions of the candidate's professional contemporaries when considering the significance and impact of the candidate's scholarship.

The candidate is ***required*** to submit the names of at least *five external reviewers* to the RTP committee. These potential external reviewers should be individuals whom the candidate deems qualified to provide an objective evaluation of their professional achievement and growth. This list must *exclude* the candidate's former thesis advisor(s) or supervisor(s), but *may include* the name of one collaborator, whom the candidate must identify as such. The RTP committee will select and contact at least three of these external reviewers to solicit letters of evaluation of the candidate's scholarly activities.

3. CONTRIBUTIONS TO CAMPUS AND COMMUNITY

The Department requires its faculty to participate in maintaining a functional Department, College, and University. In addition, the Department considers service as a means to ensure that its interests, values, and expertise are communicated and shared with the profession and society at large. Such service activities have broad and far reaching impacts beyond the traditional classroom and research settings, and are therefore important considerations in retention, tenure and promotion decisions. Candidates will be evaluated based on the following types of service activities:

a) *Contributions to Campus through membership on various established or ad hoc Department, College, and University committees:* Service may also include search committees, involvement with student organizations, and administrative assignments (i.e., advising, lab coordination, or seminar coordination). Such service is valued, particularly when it demonstrates the candidate's involvement in faculty governance, decision making processes, and contributions to the many administrative tasks that are essential to the smooth functioning of the University.

Expectations: Candidates are expected to actively participate in Department committee work as assigned or through volunteering throughout their pre-tenure period. For tenure and promotion to Associate Professor, the candidate should also serve on at least one committee that was established or formed by the College of Science & Engineering or the University during the period of evaluation.

b) *Contributions to Community through organizations, groups, and communities outside San Francisco State University:* This can include service to the profession through activities related to professional organizations (such as reviewing manuscripts or grant proposals, serving on editorial boards, or chairing a session/workshop/symposium/conference). It can also include service to broader communities towards which the candidate lends their expertise (such as American Chemical Society Chemistry Day, service-learning activities, membership on community or government organizations, volunteer work that directly relates to the candidate's scientific expertise, and public relations and outreach).

Expectations: In order for the RTP subcommittee to evaluate the candidate's contributions in the area of service, the candidate is expected to provide documentation that describes their role(s), responsibilities, and accomplishments in their various service activities. The Department understands that faculty service activities and workloads vary significantly depending on the candidate's discipline, interests, and talents and that some service activities are more time-intensive than others. Thus, the Department will take the preceding factors into account when evaluating the candidate's contributions in the area of service.

CONSIDERATION FOR EARLY TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

In accordance with Academic Senate policy, a pre-tenure faculty member may request review for tenure in any pre-tenure year. Should a candidate wish to be considered for early tenure and promotion from Assistant to Associate Professor, they must discuss it with their Department chair, RTP chair and RTP committee. If the request is granted, the application will be reviewed and evaluated with the same rigor as a standard 6th year review for promotion and tenure.

PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

The Department's philosophy is that as a candidate transitions from Associate Professor to Professor, they should have more autonomy in determining their career path. The Department requires that candidates seeking promotion to Professor continue to advance their professional achievement and growth and make contributions to the campus and community. The expectations for each area are explained below.

The Department recognizes that the *level of contributions within each area of evaluation may vary as the candidate defines their career path*. Regardless of their path, the Department *requires* candidates for promotion to Professor to *demonstrate leadership in one or more of the areas of evaluation, i.e., teaching, professional achievement and growth, or contributions to campus and community*. In their narrative, the candidate should identify the area(s) in which they would like to be evaluated to satisfy this requirement and describe their leadership role(s).

The Department recognizes that the professional circumstances of each candidate are unique. For example, variability exists in opportunities, standard operations, and culture across the different sub-disciplines of chemistry and biochemistry. Because of such circumstances, the Department allows for possible limitations in one or more expectations to be compensated for by extra merit in others within the same area of evaluation. Should any candidate not be able to meet the expectations outlined for Teaching, Personal Achievement and Growth, or Contributions to Campus and Community, they should discuss their situation the RTP Chair and/or RTP Committee.

Teaching: Regardless of their path, the Department *requires* candidates for promotion to Professor to demonstrate continued effort to excel in teaching - an area the University and the Department value without compromise. For consideration for promotion to Full Professor, the Department expects that the candidate will actively contribute to maintaining and advancing its academic programs.

Expectations: Over the period of review, the candidate should have:

- a) Developed new courses
- b) Tested/implemented different teaching approaches and/or methodologies,
- c) Made contributions to improving degree programs
- d) Continued teaching and mentoring undergraduate and graduate students through their scholarly activities and
- e) Demonstrated investment in the graduate program (e.g. developing graduate courses, serving on thesis committees, mentoring graduate students, etc.).

Professional Achievement and Growth: For consideration for promotion to Full Professor, the Department *requires* that the candidate will have developed a mature, advanced research program.

Expectations: Over the period of review, the candidate should have:

- a) *Continued to apply for external grant funding over the period of evaluation*. Grant applications do not necessarily have to be successful but the candidate must

demonstrate that they are making efforts to maintain their independent research programs.

- b) *Continued to actively involve students* in research at the undergraduate and graduate levels.
- c) *Published at least two peer-reviewed articles or other work (see Section 2a)*. Both publications must have San Francisco State University students as co-authors. At least one of those papers must have the candidate as a corresponding author.
- d) *Given at least four presentations*. The presentations may be of any kind (oral, poster, etc.) but must be at local, national, and/or international meetings and/or external to the Department.

The Department values the opinions of the candidate's professional contemporaries when considering the significance and impact of the candidate's scholarship.

The candidate is *required* to submit the names of at least *five external reviewers* who they feel are appropriate to provide an objective evaluation of their Professional Achievement and Growth. This list must exclude the candidate's former thesis advisor(s) or supervisor(s), but may include the name of one co-author on one of the candidate's publications, whom the candidate must identify as such. The RTP committee will select and contact at least three of these external reviewers to solicit letters of evaluation of the candidate's scholarly activities.

Contributions to Campus and Community: For consideration for promotion to Professor, the Department *requires* the candidate to have demonstrated increased participation in their contributions to San Francisco State University and/or the greater community. The department expects the candidate to demonstrate impactful contributions to maintain and/or improve the campus and community.

Expectations: Contributions to Campus. As shared governance is a foundational ideal at San Francisco State University, candidates applying for promotion to Full Professor are expected to have participated in university-level shared governance to a significant degree. Such participation could involve University-level committees, including search or review committees for academic administrators, service on a task force and/or service on the Academic Senate. In addition to fulfilling Departmental committee duties, the candidate is expected to have served on at least one University-level committee/assignment and a second University-level or college-level committee/assignment.

Expectations: Contributions to Community. The Department values the guidance provided from faculty expertise in non-San Francisco State University capacities. 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, and serving on a community based service board in an academically related area, serving on a review panel for a granting organization or taking on important administrative assignments for a professional association.

CONSIDERATION FOR EARLY PROMOTION TO FULL PROFESSOR

As per Academic Senate Policy S19-241, “promotion of a tenured faculty unit employee shall normally be effective the beginning of the sixth (6) year after appointment to their current academic rank/classification. The performance review for promotion shall take place during the year preceding the effective date of promotion. This provision shall not apply if the faculty member has requested in writing that they not be considered for promotion.” It also notes that, “In some circumstances, a faculty member may, upon application and with a positive recommendation from their department or equivalent unit, be considered for promotion to Professor or Librarian equivalent prior to having satisfied the service requirements as described above.”

REFERENCES

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