School of Public Affairs and Civic Engagement (PACE)

Retention, Tenure and Promotion Criteria

Background

This document provides guidelines for retention, tenure, and promotion in PACE. These guidelines are designed to establish clear PACE expectations for retention, tenure, and promotion consistent with the University criteria specified in Academic Senate Retention, Tenure and Promotion Policy #F11-241.

> "The criteria for retention, tenure, and promotion are divided into three areas (a) teaching effectiveness, (b) professional achievement and growth, and (c) contributions to campus and community. Candidates for retention, tenure, and promotion shall be evaluated on all criteria. For teaching faculty, excellence in teaching is required. For faculty whose primary assignment is other than teaching, excellence in the primary assignment is required. To merit tenure and/or promotion all candidates must meet the standard of excellence normally expected of faculty and required by the University."

Teaching in PACE is organized to deliver the following degree programs:

- B.A. in Criminal Justice Studies,
    Minor in Criminal Justice Studies,
- B.A. in Environmental Studies,
- B.S. in Environmental Studies,
- B.A. in Urban Studies and Planning,
    Minor in Urban Studies and Planning,
- M.A. in Gerontology, and
- Master of Public Administration.

Faculty research and scholarship in PACE is interdisciplinary and applied in the fields aligned with the degree programs of Criminal Justice Studies, Environmental Studies, Urban Studies and Planning, Gerontology and Public Administration.

Documentation for RTP evaluation

Academic Senate Retention, Tenure and Promotion Policy #F11-241 encourages faculty to write a self-statement introducing and providing context for the candidate's materials contained in the three areas of RTP review. Academic Senate Policy #F11-241 recommends each statement for teaching, professional development and service not exceed 750 words.

The candidate is responsible for providing the following documentation to the department's Retention, Tenure and Promotion Committee:

- an up-to-date Curriculum Vitae,

- supplementary materials along with an index (including copies of course materials and evaluations, publications and funded grants, evidence of professional service), and

- a self-statement of his/her activities, that includes the candidate's assessment of the significance of these activities.

Further guidelines regarding preparation of the WPAF is found at http://facaffairs.sfsu.edu/retention-tenure-and-promotion-policies-and-resources.

General Principles

There are several general principles which apply through the entire tenure and promotion process. These are:

- Probationary faculty shall be considered for tenure at the same time as promotion. In rare cases, candidates may elect to apply for promotion at an earlier date than tenure, and should consult with the Dean of Faculty Affairs, Dean of College of Health and Social Sciences, Director of PACE, and the Chair of the PACE RTP committee in making this determination.

- Candidates for promotion to Professor are judged according to more rigorous standards and are expected to show higher levels of professional, pedagogical and/or service growth and development after achieving the rank of Associate Professor and tenure.

- Growth and development can be demonstrated in a number of ways, such as significant research and publication outputs, service leadership positions (internal and external), and/or curriculum innovations, and is expanded upon in greater detail below.

Teaching Effectiveness

Academic Senate Retention, Tenure and Promotion Policy #F11-241 states: "For teaching faculty, excellence in teaching is required."

Like all faculty, probationary and tenured faculty are expected to be effective teachers in the classroom. This means that they engage their students and provide an appropriate mixture of both theory and practice. Given the fast pace of the changes within PACE disciplines, it is important to ensure that course structure and materials in the classroom are frequently updated. Candidates for promotion from Associate Professor to Professor should demonstrate continued achievement and pedagogical growth, through consistent or improved student evaluation of teaching effectiveness (SETE) scores, curriculum leadership roles, and other curriculum innovations.

To be recommended for tenure and promotion in PACE, the candidate's overall pattern of teaching evaluations should indicate they are effective teachers. To measure teaching effectiveness in the PACE classroom, the following methods are appropriate:

Review of course materials: Course materials are required in the WPAF and must include the most recent syllabus for each course taught. Other materials may include: learning objectives and assessment rubrics, statement of pedagogical approach, bibliographies, guidebooks, film lists, lab exercises, assignments, examinations, and copies of online course materials. Course materials included in the WPAF should demonstrate the candidate's efforts to provide additional resources and clarify expectations for students.

Student evaluations of teaching: Quantitative and qualitative student evaluations of teaching effectiveness (SETEs) for all courses taught are required. Candidates should also provide a summary table of courses taught, SETE ratings earned, number of students enrolled in each class, number of responses and program mean scores for each semester. Qualitative student evaluations are analyzed for themes and recurring issues in one's teaching and provide an opportunity for professors to respond and adjust pedagogical goals accordingly. RTP reviewers are not concerned with an outlier comment in the qualitative reviews, but rather use qualitative reviews to get a fuller picture of the reasons for a particular quantitative score. Quantitative reviews are judged on a 1-5 scale, with lower scores reflecting more effective teaching. Scores of:

1-1.49 will be considered "exceptional,"
1.5-2.0 will be considered "highly effective,"
2+ will be considered as "needs improvement."

In general scores better than 2 or comparable or better (lower) than the program mean score are considered indicators of effective teaching. However, PACE takes a holistic approach to assessing teaching effectiveness, and considers syllabi, pedagogical innovations, peer evaluations, and other course materials as indicators of teaching effectiveness. It is recognized that elective courses may receive better evaluation scores than required or quantitative subjects. Scores should be judged in the context of the subject matter, recognizing that some subjects – especially required and quantitative ones – can sometimes result in scores greater (worse) than others. In addition, the size and nature of the class will be considered. Program-mean scores are generated by Academic Technology by degree program per semester (e.g. average of all Criminal Justice Studies courses for Fall 2014) and will be considered for comparative purposes.

Review of peer class visitation reports. Class visitations by fellow faculty members are vital for assessing the level of the instructor's presentation, organization and ability to generate student engagement. Probationary faculty seeking tenure and/or promotion must have at least one peer visitation each year; two are recommended and desired.   Associate professors shall be reviewed at least once per year.

The Director of the School will schedule the classroom evaluations. Observations should be arranged in the first month of the semester and all faculty members should receive at least two weeks of time between the announcement of an observation and observation. Observers are

asked to stay for the entire class (especially for a twice or three times/week course). All classroom evaluators must be tenured faculty. Ideally, every course a faculty member teaches will be evaluated prior to seeking tenure and promotion.

Peer teaching evaluations are intended as a collegial and helpful tool for instructors to document their pedagogical development over time at San Francisco State and make improvements as needed. Peer observations can include: review of syllabus, online instructional management system (i.e. iLearn or DIVA), classroom visit, review of assignments, review of reading materials, and/or review of course activities. To facilitate evaluations, the observed instructor and reviewer should discuss the course aims, content and assignments and context of the session to be observed prior to the observation date. Course evaluations can take a number of forms depending on the structure of the course—i.e. classroom observation, computer lab activity, online module review, etc., but the forms utilized should be specified by the reviewer on the evaluation form. The observed instructor should provide the reviewer with the course syllabus and any other relevant course material (including access to iLearn) prior to the observation date.

Advising and maintenance of office hours. Since candidates are expected to engage actively in advising and maintain regularly scheduled office hours of at least one hour per class per week, they should discuss their advising work in the self-statement that accompanies their WPAF.

Review of additional activities. Additional activities to be considered during the evaluation process include new course development, program assessment, substantial course revision/innovation, curriculum development, mentorship of students, and active engagement with students in their research and career development, including their participation in field experiences.

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. PACE considers online instruction to be an appropriate vehicle for learning. Faculty should be supported for taking risks in trying new techniques, schedules, and other innovative and different methods in teaching their courses, including online and hybrid courses and the use of other technologies. No candidate should be adversely affected by forays into non-traditional methods of teaching and these methods should be discussed and considered in the candidate's narrative.

All candidates seeking tenure or promotion are expected to demonstrate consistency and/or improvement in SETE scores and teaching quality. The final determination of teaching performance will be based on the RTP committee evaluation of the above factors.

Teaching effectiveness and promotion from Associate Professor to Professor

Candidates for promotion to Professor are expected to continue to excel in their teaching. Further, they are expected to provide leadership in curricular innovation and development or mentoring to enhance the teaching activities of junior faculty.

Professional Achievement and Growth

PACE faculty have substantive knowledge and practical skills for problem-solving and capacity-building at local, state, national, and international levels. PACE values applied scholarship responsive to real-world public policy problems or issues. PACE also recognizes that professional growth can be achieved in a variety of ways and will consider alternative methods of scholarship.

PACE expects candidates for tenure and promotion to publish on issues related to their fields and to maintain a robust research agenda. The School requires significant contributions through traditional refereed journal and scholarly book publications, applied research products, and other research outputs such as monographs and technical reports, participation in conferences, and other professional activities. However, applied research output, monographs and technical reports, conference participation and other professional activities may not entirely take the place of traditional refereed journal and scholarly book publications.

PACE values both single authored and co-authored publications; both types of publication count towards professional achievement and growth. Faculty members are encouraged to collaborate and develop peer research networks. Collaborative research and publication (including with students) are valued; in these instances, candidates should elaborate on their role in these publications in the self-statement that accompany their WPAF. Any publications co-authored with colleagues should be given a numerical assessment of the faculty member's contribution. The WPAF should include letters from co-authors attesting to the candidate's contribution to co-authored work when possible. Co- or multi-authored publications are evaluated relative to the contribution of the faculty member, though PACE recognizes that co- or multi-authored publications, especially when someone is the lead author, may require more work than a single-authored publication. When those instances are determined to be present, the reviewing committee may elect to assign numerical value consistent with (but not greater than) a single authored publication.

Candidates seeking tenure and promotion to both Associate Professor and Professor will be externally evaluated regarding their professional development and growth by at least three external reviewers (more if the candidate desires) chosen in consultation with the PACE RTP Committee. During the year prior to seeking tenure and promotion, the candidate in consultation with the PACE RTP Committee should identify several individuals who have senior standing in the professional field of the candidate, but who have not worked with or collaborated with the candidate closely, to provide an external review of the candidate's professional growth. Candidates for Professor must notify the RTP committee by the beginning of the spring semester prior to the year seeking tenure and promotion in order to facilitate the external review process. The candidate and the RTP committee are responsible for generating a list of names that meet these criteria, but the choice and solicitation of external reviewers is the responsibility of the Committee. This should be accomplished in spring semester of the year prior to application for tenure and promotion. The Chair of the RTP committee will be responsible for contacting the external reviewers. Candidates should not in any way contact the external reviewers.

Opportunities for publication and forms of presentation of research vary within the fields represented in PACE, and we emphasize quality rather than quantity of work. Additionally, PACE values the contributions of critical and innovative scholarship. Since many in PACE conduct interdisciplinary and applied research, we recognize that impact factors are not necessarily a good indicator of quality. Instead, we rely on a range of factors to evaluate the quality of published work, including: journal or publication; degree to which work engages the community; contributions of article to advancing knowledge in the field; editorial board members; impact on the community or professional field; indicators of wide reach or recognition; and assessment by external reviewers.

The general expectation to achieve promotion to Associate Professor and tenure is:

- The peer-reviewed publication of an original book-length manuscript in a scholarly or university press; or,

- Three peer reviewed articles in respected journals or peer-reviewed book chapters of a candidate's substantive field (traditional or electronic in nature) that illustrate the professional growth of the faculty candidate in making a contribution to the discipline and the development of a full research agenda.

A comparable combination of peer-reviewed articles and alternative methods of scholarship is acceptable. Comparable activities are acceptable if the candidate is able to document that these activities carry the same professional weight as traditional peer-reviewed publications.

Documentation of alternative methods of scholarship other than traditional peer reviewed journal articles or university/scholarly press published books are expected to show how the scholarship: (1) contributes to moving the field forward; (2) communicates the scholarship to peers through publications and (3) is recognized and reviewed by peers in the field.

Alternative methods of scholarship may undergo alternative methods of review at the time of publication (e.g., non-blind peer/editor review, applied professional review, or community review). In addition, candidates should include a statement in the WPAF narrative addressing how these alternative activities connect to their more traditional scholarly activities.

If a candidate is considering an alternative, comparable demonstration of professional achievement, s/he should consult early in the process with the Chair of the PACE RTP Committee and the Director of PACE.

Comparable scholarly activities which could be justified to be included as partial completion of the requirements include:

- Publications. For the following categories of publications, a faculty candidate may make the case for its inclusion as equivalent to a peer-reviewed article. In each case, the candidate should state the exact nature of their role in the process of research, analysis, writing and/or editing and disseminating the manuscript in question. In addition, these

materials will be included in the WPAF packet sent out for external review. Subsequently, the RTP committee will evaluate the evidence and make a decision as to equivalence for each item. Tenure and promotion cannot be granted solely based upon having publications in the following categories.

- o Editing an anthology, books or journal symposia, where the candidate has taken a leadership and scholarly role in shaping the outcome of the publication could count as one alternative publication, but only if the faculty member is able to justify the scholarly contribution of the efforts. Situations in which the candidate has contributed primarily editing activities, and not scholarly outputs, should be considered professional service.

- o Authoring textbooks.

- o Editor-reviewed or invited publications. The criteria to be considered are whether or not the process through which the author was asked to contribute had adequate rigor and whether or not the other contributing scholars are reputable scholars in the subfield.

- o Authoring for other reputable outlets such as for governmental agencies (e.g., contracted technical reports), research centers, NGOs, professional publications, foundations, or non-peer reviewed journals.

Attendance at professional conferences and engagement in the professional field is expected. Papers and posters given at conferences are not considered with the same weight as peer-reviewed publications, but they do lead directly to publications and are therefore crucial to a candidate's professional development and so, should be fully supported by the department. Candidates are encouraged to attend scholarly and professional conferences during each year under review.

Professional engagement in the field is necessary but insufficient, on its own, to allow for the granting of tenure or promotion. Professional engagement includes:

- o Conference papers delivered at major national or international conferences.

- o Invited presentations at specialized conferences.

- o Achieving recognition of professional accomplishment in the form of honors and appointments.

- o Receipt of award of applied or basic research grants

Evidence of professional achievement and growth will be determined through an evaluation of documentation provided by the candidate to demonstrate professional achievement and growth, including but not limited to publications, other scholarly activities, and review of external letters of evaluation.

Professional Achievement and Growth for Promotion from Associate Professor to Professor

The normal expectation for establishing significance in professional achievement and growth for purposes of promotion to Professor is continued professional growth in the discipline, whether in a more focused fashion or in several different research areas, and the ability to clearly illustrate their substantial impact upon the discipline. Adequate development can be documented through recognition of scholarly achievements by others, which should be noted and taken into account by PACE.

Further, the research agenda for candidates for Professor should illustrate a continuing extension of research or applied skills and applications and a continued contribution to the discipline. More rigorous contributions mean that in addition to the above, candidates are expected to have additional peer- reviewed articles, book chapters or books. The impact of the work could be evidenced by such measures as the extent to which a candidate's work is cited, whether the candidate's work has been cited outside of academia, through the evaluation of respected scholars in the field, or even through the volume of work published in respected academic outlets.

More specifically, candidates seeking promotion to Professor are expected to publish one scholarly book in a scholarly or university press since achieving the designation of Associate Professor or three additional peer-reviewed articles in major academic journals. While substitutions as noted above will be considered, candidates for Professor are expected to fulfill the primary criteria of scholarly books and refereed journal articles for promotion to Professor. The evaluation of the significance of the contribution hinges on the quality and impact of the publications.

The final determination of professional achievement will be based on the RTP committee evaluation of the above factors.

Contributions to Campus and Community

Given the applied nature of PACE fields, the faculty emphasizes community service as well as professional service and service to the department/school, program, college and University.

Community service may include, but is not limited to the following:

- Service on the board of directors of local organizations and/or agencies.
- Service on the boards of directors of local non-profit organizations or other service to non-profit organizations
- Major work with a community or nonprofit organization that uses one's professional expertise or brings credit to the university.
- Service to federal, state, or local governments

- Professional services and consultations rendered to community organizations, advocacy organizations, NGOs, and public or private sector agencies.
- Contributions to the media, including newspapers, radio and TV.
- Workshops and talks geared toward community groups or educational institutions.
- Major activities in support of K-12 education within one's field of academic expertise.
- Consulting within one's field of academic expertise.

Professional service may include, but is not limited to the following:

- Service to professional committees, boards, or other units of professional associations, including holding offices in professional societies.
- Service as discussant or session chair (may also be considered as a part of Professional Achievement and Growth).
- Book reviews and publications in professional magazines and newsletters are considered to be part of professional service
- Editing books or journal symposia, where the candidate has taken a leadership and scholarly role in shaping the outcome of the publication. In each case, the candidate should state the exact nature of their role in the process. Tenure and promotion cannot be granted solely based upon having editing books or symposia. Editing can also be considered professional achievement and growth. These activities cannot be included in both areas (professional achievement and growth and service).
- Serving on editorial boards of academic presses and/or journals
- Refereeing manuscripts for professional journals or presses.

Campus service may include, but is not limited to the following:

- Coordinating, chairing or directing a department/school, program, center, or other division of the University.
- Serving in a special advising role (for example, Major Advisor, Graduate Advisor).
- Serving on a departmental committee (for example, curriculum review, Hiring Committee).
- Mentoring faculty colleagues in WPAF preparation or technical skill development.
- Serving on an active College or University committee.
- Sponsoring a student organization
- Advising a student publication.
- Writing a grant to support department or student programs or facilities.

The RTP committee expects that all faculty, including probationary, will do service to PACE. Candidates for tenure and/or promotion to Associate Professor should also have served on college level or university committees.

Contributions to Campus and Community for Promotion from Associate Professor to Professor

Candidates for Professor must have served on departmental, college and university-wide (including Academic Senate or university-wide special groups) committees. Candidates for Professor are also expected to have moved into leadership roles in at least several of their service activities. The candidate should provide evidence of these contributions relying, wherever possible, on third parties.

Contributions can be documented in a range of ways, including: chairing committees; helping to develop novel or innovative university initiatives; leading departmental innovations; etc. Letters from other participants, particularly organizational leaders, in these activities shall be used to evaluate university, community and professional service.

The final determination of service contributions will be based on the RTP committee evaluation of the above factors.

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