

Reappointment, Tenure, and Promotion: Criteria (Excluding Library Faculty and Student Affairs Faculty)

- 1.0 The State of California Master Plan for Higher Education designates teaching as the California State University's primary responsibility and recognizes research, scholarship, and creative activity and service as essential to meeting our responsibilities to our students and to the public interest. Accordingly, San Diego State University faculty shall be committed to excellence in teaching and shall conduct research, scholarship, and creative activity because of their intrinsic worth to society, because they may bring additional resources to the campus, and because they enhance and contribute to excellence in teaching. Active participation in service to the university, the profession, and the broader community as public scholars shall be integral to faculty duties because it ensures responsiveness to the needs of our students, to other constituents of the university, and to the public that is served.
- 2.0 Because the university provides access to underrepresented groups as well as traditional groups, the faculty shall be responsive to diverse student populations and needs through teaching, scholarship, research, and service.
- 3.0 Probationary and tenured faculty shall be evaluated on their achievements and contributions in (a) teaching, (b) research, scholarship, and creative activities, and (c) service activities to the university, the profession, and the community that enhance the mission of the university. In presenting one's work to peer review committees, each candidate shall write a narrative summarizing and, when appropriate, integrating work in these three areas; and explaining how this work contributes to the candidate's continuous development as a member of the faculty. Excellence in teaching shall not substitute for weakness in professional growth, nor shall excellence in professional growth substitute for weakness in teaching.
 - 3.1 Teaching Effectiveness: The primary qualification for reappointment, tenure, or promotion shall be a demonstration of continuing excellence in teaching. Criteria for evaluating teaching effectiveness may include: command of the subject and currency in the field; skill in organizing and presenting material in ways that engage and motivate diverse student populations to participate in their own learning; ability to foster critical thinking; integration of professional growth into the curriculum; reflection upon and adjustment of teaching strategies in response to assessment of student learning; and use of innovative or creative pedagogies. Evidence for evaluating teaching effectiveness shall include student evaluations of instruction applied in appropriate teaching situations (e.g., classroom teaching, public lectures, seminars, studio, or laboratory teaching). Evidence also may include: peer evaluations of teaching; creative course syllabi with clearly-stated learning outcomes; honors and distinctions received for excellence in teaching; textbooks; development of instructionally related materials; use of new technologies in teaching and learning; involving and mentoring students in research, scholarship, or creative activities; significant contributions to curriculum development; and contributions to student recruitment, advising, mentoring, and retention. Where appropriate, faculty are encouraged to contextualize all evidence within a continuing process of reflection and adjustment intended to promote a learner-centered and evidence-based approach to teaching effectiveness.
 - 3.2 Professional Growth: A consistent pattern of continuous growth in research, scholarship, or creative activity that is relevant to the discipline or field of study shall be essential to the teaching effectiveness of faculty members, to the body knowledge of the profession, and to the mission and stature of the university. Criteria for evaluating professional growth shall include: significant and sustained contributions of high quality to the field; a well developed, coherent, and focused research plan or artistic vision; originality of thought and creativity; a demonstrated capacity for independent intellectual progress; and innovative contributions to the body of knowledge. Evidence for evaluating professional growth, as identified and defined in department or school and college guidelines, shall comprise: externally reviewed professional growth activities including, as a primary and necessary element, refereed publications of merit (which may include contributions to the scholarship of teaching and learning), or juried or curated exhibitions and performances. In appropriate disciplines, extramural grant funding may be required to support research, but grant funding is not in and of itself sufficient for tenure and/or promotion. Additional evidence of research, scholarship, and creative activity that supports the primary evidence above may include:

presentation of scholarly papers; non-refereed or invited publications, exhibitions, and performances; translation and annotated editions; awards, grants, and honors received; journal or book editing; and leadership of and participation in seminars, workshops, institutes, and competitions. Quality of the evidence may be identified in several ways, appropriate to the various disciplines, and may include: published or unpublished reviews of a candidate's work; external reviews; number of citations for a published work: journal impact factors; acceptance rates; stature of journal or book editorial boards; and/or reputation of journal or publisher in the field. The candidate shall delineate his or her role/contribution in all scholarly works.

- 3.3 Service to the university, the profession, and the community: Service is essential to the excellence of the university. Evidence of service may include appropriately documented activities that apply the faculty member's professional expertise to the benefit of the university and community, such as: student outreach and retention; service to the department or school, college, and university; refereeing or judging for professional journals, grant agencies, and artistic panels; significant committee work; student mentoring; active participation in professional associations; offices in university-associated or relevant community organizations; appropriate governmental boards or commissions; educational lectures; advancement of public or private support for the university; and seminars for community groups. Appropriate service activities are expected for candidates at all levels but shall not replace the requirement for excellence in teaching and professional growth. In rare cases, however, when a tenured candidate distinguishes herself or himself in performing such duties to the significant benefit of the university and/or beyond, and when this performance is appropriately documented over a significant length of time, such service for the university shall have more than the usual bearing on promotion decisions.
- 4.0 Standards for promotion to the rank of Professor shall be demonstrated by a cumulative record of excellence in teaching effectiveness, professional growth, and service beyond that which is required for promotion to Associate Professor. Candidates for promotion to Professor must demonstrate superior contributions to teaching effectiveness, such as devising and/or adopting innovative and effective teaching tools, approaches and curricula, engaging in substantive program assessment, serving on university or professional curriculum committees, and/or receiving recognition for teaching excellence. Candidates for promotion to Professor also shall provide evidence of a strong and coherent program of continuous professional growth that demonstrates their expertise in a particular field or area and impact of their work up on the body of knowledge. A higher level of service and participation in shared governance is expected and more weight shall be given to them for promotion to the rank of Professor.
- 5.0 Departments or schools and colleges shall provide guidelines specifying how university criteria shall be applied to and interpreted in disciplines within a department, school or college. These guidelines shall not contradict or be inconsistent with the university criteria. In the event of conflict between university criteria and any department, school or college guidelines, or procedures, the university criteria shall govern.
- 6.0 The entire professional record of the candidate shall be considered, including accomplishments prior to appointment at this university. Work developed or sustained while serving at this university shall be essential to the award of tenure and/or promotion.
- 7.0 Achievements shall be supported by evidence as specified above. Candidates may list all achievements in a curriculum vitae. Candidates shall present in their Personnel Data Summary (PDS) a limited listing and discussion of no more than five of their important achievements in each of the three categories.