

REAPPOINTMENT, TENURE AND PROMOTION AT SDSU

Information for reviewers
Office of Faculty Advancement
2022 - 2023



Professor Abraham Nasatir
Political Science, 1991

The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. . . . Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

**—AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS
1940 STATEMENT OF PRINCIPLES**

OUR MUTUAL OBLIGATIONS AS FACULTY:

- A meaningful, equitable, and welcoming process
- Confidentiality
- Limiting discussions to materials in the WPAF
- Limiting evaluation criteria to those ratified and published in university, college, and department / school policies—not quantifiers, undocumented metrics, or folklore.



Professor Carlos G. Wilson, Spanish & Portuguese, ca. 1990s

PROVOST'S RTP TASK FORCE RECOMMENDATIONS SUPPORTED BY THE SENATE FACULTY AFFAIRS COMMITTEE:

- Academic units should **review their RTP criteria** to ensure that **community engaged scholarship**, when appropriate to the discipline, **is valued as professional growth** in alignment with policy statements or recommendations from relevant disciplinary and professional organizations. Best practices in evaluation of community engaged scholarship are also surveyed [in this document](#).
- Evidence of **responsiveness to diversity** may be **incorporated where appropriate into the professional growth, teaching, and service statements**.
- Given the documented impacts of cultural taxation, a pattern of disproportionate responsibility for service allocated to historically underrepresented faculty, academic units should review [data on equity gaps in promotion outcomes](#).
- (Active links accessible via PDF deck.)

01

CHANGES THIS YEAR

02

CRITERIA

03

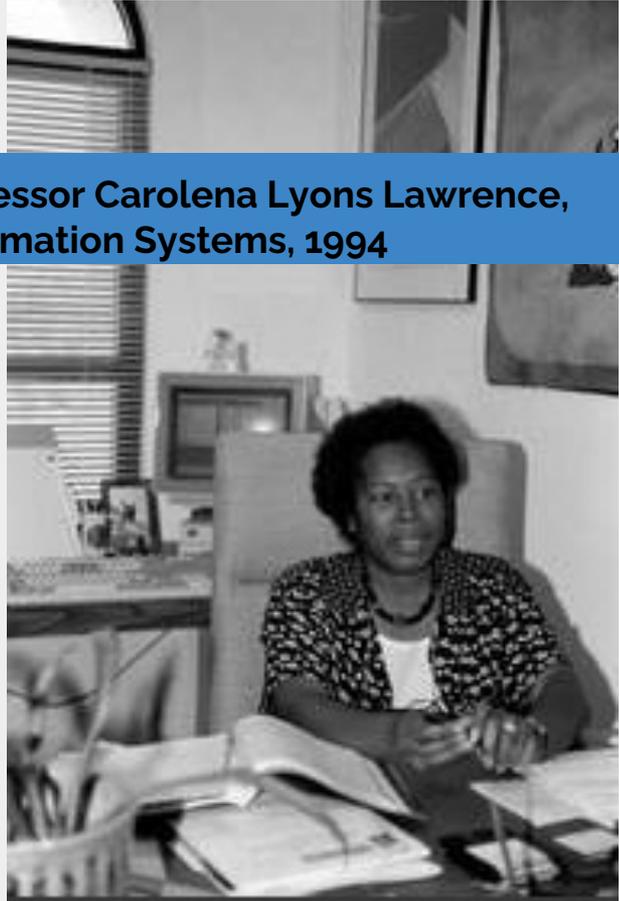
**COMMITTEE
STRUCTURE AND
WORK**

04

**COVID
CONSIDERATIONS**

01
CHANGES THIS YEAR

**Professor Carolena Lyons Lawrence,
Information Systems, 1994**



- Article 15.17.c in the newly ratified CFA contract gives candidates the right to rebut student evaluations. The Interfolio RTP template will be updated to allow candidates to upload a rebuttal. A sample rebuttal is available for candidates at the FA website.
- Based on recommendations from the Provost's RTP Task Force and the Senate Faculty Affairs committee, evidence of responsiveness to diversity may be incorporated where appropriate into the professional growth, teaching, and service statements. The stand-alone diversity statement has been eliminated from the PDS.
- Based on feedback from College RTP reps and faculty, with the support of the Senate Faculty Affairs committee, the "course department average" column has been removed from the teaching evaluations scores table in the PDS. Candidates who wish to incorporate this data may do so in their Teaching Effectiveness statement.
- A new FAQ for candidates and reviewers is available [here](#) and at the [Faculty Advancement website](#). (Link accessible in PDF deck.)

REVIEWING REBUTTALS TO STUDENT EVALS

According to recent peer-reviewed research on student evaluations of teaching (SETs):

- There is no consistently documented or clear relationship between SETs and actual teaching effectiveness (*Stark and Freishtat, 2014*).
- SETs document student perceptions; they are more properly understood as feedback rather than an evaluation (*Linse, 2017; Abrami, 2001; Arreola, 2004*).
- Low response rates impact the validity of SETs (*Chapman & Joines, 2017; Adams & Umbach, 2012*).
- Measurement and equity bias (including gendered and racialized biases) are pervasive in SETs (*Heffernan, 2021; Kreitzer and Sweet-Cushman, 2021*).
- SETs are not a reliable metric for comparing instructors against each other (*Zabaleta, 2007*).
- "Students (a) reward teachers who grade leniently with positive SETs, (b) reward easy courses with positive SETs, and (c) choose courses that promise good grades" (*Stroebe, 2020*).

REVIEWING REBUTTALS TO STUDENT EVALS

- If faculty submit a rebuttal to SETs, please read it and consider it carefully.
- Do not zero in on SET scores, or rely on SET scores alone to evaluate teaching effectiveness.
- Instead, consider all the data points / evidence in the WPAF, including peer observations, significant items, syllabi and exam design, SET scores and comments, median scores and standard deviations, **and** faculty rebuttals.

CENTER FOR TEACHING & LEARNING

RECOMMENDATIONS FOR EVALUATING TEACHING

- Take into special account statements that summarize pedagogical adjustments made in light of peer and student observations of teaching.
- Note the use of pedagogical strategies that reflect diverse learning styles (e.g., collaborative learning, discussions, demonstrations).
- Recognize that disciplines engage students differently (and thus comparisons across disciplines should be avoided).
- Acknowledge the integration of inclusive practices that build sustaining/evolving learning environments and thus reduce barriers to success.

02
RTP CRITERIA



Professor Louise Stanger, Social Work, 1994

CRITERIA: TEACHING EFFECTIVENESS

The Senate Policy File indicates *“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”* and encourages faculty to demonstrate a *“continuing process of reflection and adjustment intended to promote a learner-centered and evidence-based approach to teaching effectiveness.”*

CRITERIA: PROFESSIONAL GROWTH

The Senate Policy File indicates *“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.”*

CRITERIA: SERVICE

The Senate Policy File criteria asks for evidence of service that *“appl(ies) the faculty member’s professional expertise to the benefit of the university and community.”*

CRITERIA: PROFESSOR

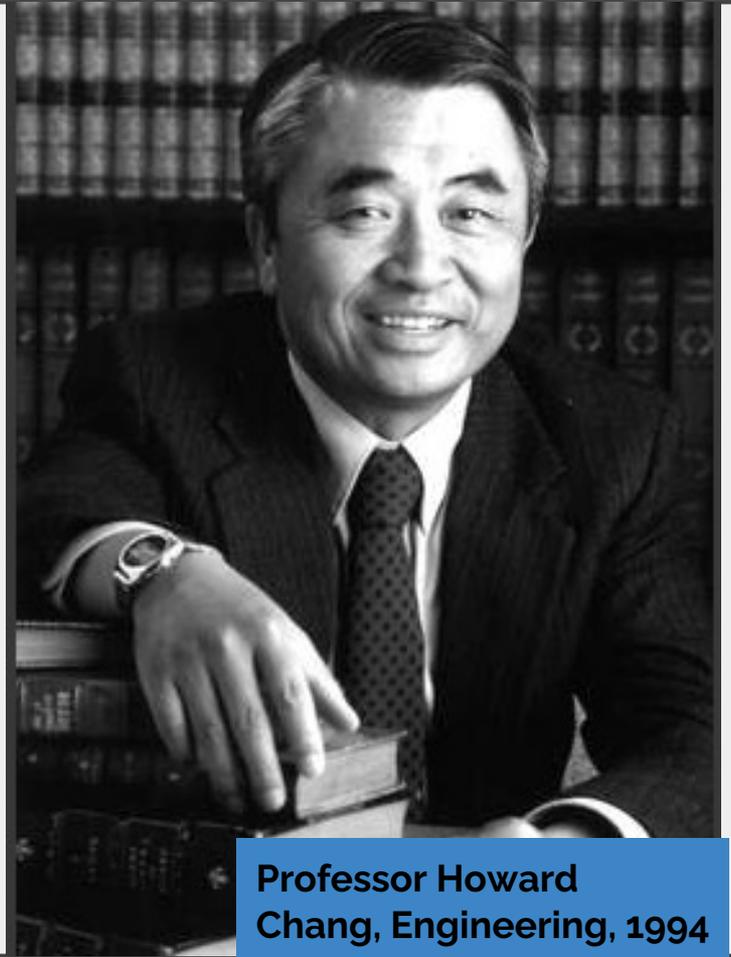
- 4.0 Standards for promotion to the rank of Professor shall be demonstrated by a cumulative record of excellence in teaching effectiveness, professional growth, and service beyond that which is required for promotion to Associate Professor. Candidates for promotion to Professor must demonstrate superior 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 upon 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.

CRITERIA: RESPONSIVENESS TO DIVERSITY

- 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.

For 2022 - 2023, candidates may demonstrate responsiveness to diversity within the context of the professional growth, teaching effectiveness, and service statements, as appropriate. There is no stand-alone diversity statement.

03
**COMMITTEE WORK
AND STRUCTURE**



**Professor Howard
Chang, Engineering, 1994**

Review committees may meet via Zoom. To safeguard confidentiality, committee meetings should not be recorded.

To ensure consistency, committees and reviewers must adhere to the established letter templates.

As per direction from the CSU Chancellor's Office, reviewers may only respond to response / rebuttals if there is a change to their recommendation.

Elections to the UPTRP may be conducted by the Senate Committee on Elections & Committees.

THE ROLE OF THE COMMITTEE CHAIR

Ensure that all committee members understand:

- Deliberations are confidential and cases are not to be discussed outside of the room.
- Only evidence in the WPAF may be considered.
- ***Only published criteria appropriate to your level of review may be applied. Do not use other rubrics or metrics, even if that has been the custom in your committee.***
- Not all fields measure impact and value in the same way.

Quantitative metrics do not prevail over university criteria.

Work with the College RTP rep to ensure that the letter follows required format and established template.

Communicate any procedural hiccups or items missing from the WPAF to the College RTP rep or FA office.

THE ROLE OF THE EQUITY MONITOR—RECOMMENDED BEST PRACTICE BASED ON NSF ADVANCE RESEARCH, NOT REQUIRED BY POLICY

The equity monitor may ask the following questions:

- Is each candidate being evaluated only on the basis of the published criteria appropriate to your level of review, with no additional rubrics or metrics?
- Is each candidate receiving a sufficient and equitable share of the committee's time?
- Is deliberation zeroing in on a few exclusive factors rather than inclusively assessing the candidate's total accomplishments?
- Are all members of the committee participating equitably?
- Are any committee members dominating deliberations?

**04
COVID
CONSIDERATIONS**

Professor Allen Plotkin, Aerospace Engineering, 1997



ISSUE BRIEF

March 31, 2021

The Disproportionate Impact of the Pandemic on Women and Caregivers in Academia

Makala Skinner, Nicole Betancourt, Christine Wolff-Eisenberg

DOI: <https://doi.org/10.18665/sr.315147>

Topics: Research practices, Talent development and management

Tags: Caregivers, COVID-19, Gender disparities

+ Table of Contents



Mounting evidence

Evidence is mounting that women's research productivity is declining during the pandemic. Recent research points to a decrease in women publishing articles and manuscripts.

AJRCCM

AJRCMB

AnnalsATS

ATS School

Annals of the American Thoracic Society

Home > Annals of the American Thoracic Society > List of Issues > Volume 17, Issue 11

📌 Preventing a Secondary Epidemic of Lost Early Career Scientists. Effects of COVID-19 Pandemic on Women with Children

THE LANCET

CORRESPONDENCE | VOLUME 395, ISSUE 10242, P1968-1970, JUNE 27, 2020

Challenges for the female academic during the COVID-19 pandemic

Brooke Peterson Gabster ✉ • Kim van Daalen ✉ • Roopa Dhatt • Michele Barry

Published: June 18, 2020 • DOI: [https://doi.org/10.1016/S0140-6736\(20\)31412-4](https://doi.org/10.1016/S0140-6736(20)31412-4)

Science and innovation benefit from diversity. However, as the global community fights COVID-19, the productivity and scientific output of female academics are disproportionately affected, leading to loss of women's scientific expertise from the public realm.

RESEARCH BRIEF

“On the Verge of Burnout”

Covid-19's impact on faculty well-being and career plans

Higher education

Women's research plummets during lockdown - but articles from men increase

Many female academics say juggling their career with coronavirus childcare is overwhelming

- Coronavirus - latest updates
- See all our coronavirus coverage



SENATE POLICY

8.0 In extraordinary times when the campus community is impacted by an emergency that would impact the typical career (e.g., natural disaster, significant campus disruption, and similar events), as determined by the President, for faculty candidates seeking reappointment, tenure, or promotion, evaluators and committees shall both apply published criteria and extend special consideration for the impacts of the emergency on the candidate's professional trajectory. Candidates shall be allowed to provide in their personnel data summary a statement of the impacts of the emergency on their work (including additional family responsibilities) and describe their efforts to adjust and adapt their teaching, professional growth, and service. Committees and evaluators shall in their recommendations assess whether on the basis of the information provided in the WPAF the candidate's trajectory would under normal circumstances meet expectations for reappointment, tenure, and promotion.

HOW TO IMPLEMENT

- Do extend additional consideration to any mitigating contexts described by the candidate in their COVID-19 statement.
- Do use published qualitative criteria; do not rely on quantifiers.
- Do consider whether the candidate's record demonstrates a trajectory towards meeting the criteria and whether--absent a global pandemic— they would likely meet normal expectations for reappointment, tenure, and promotion.



Professor Maria Nieto Senour, CBB, 1994

ADDITIONAL COVID CONSIDERATIONS

TENURE CLOCK EXTENSIONS

Probationary faculty have been offered the opportunity to apply for a “tenure clock” extension to accommodate the impacts of COVID-19. All applications have been approved.

SPRING 20 / 22 EVALS EXEMPT

Candidates are not required to submit Spring 2020 or Spring 2022 student teaching evaluations.

REVIEWER FLEXIBILITY

Do not zero in on “flaws” in the file. Consider the whole picture, including evidence of how candidates have adapted during these challenging times, eg., participation in on-line teaching trainings.

THANK YOU

To the Senate Faculty Affairs committee: Allyson Abel, Ning Tang, Nellie Tran, Vinod Sasidharan, Satish Sharma, Keven Jeffery, Joe Alter, Jennifer Imazeki, Michael Borgstrom; and Kavalya Fletcher, Faculty Advancement.

Questions?

Faculty Advancement
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fa.sdsu.edu / x46111

or

contact your College RTP rep.



Professor Sandy Bernstein, Biology, 1994