

## CONSTITUTION AND BYLAWS

### APPENDIX B. CRITERIA FOR REAPPOINTMENT, TENURE, AND PROMOTION

- B.1 **The purpose of this policy statement** is to give reappointment, tenure, and promotion decision guidelines for faculty, administrators, and candidates within the SDSU College of Engineering.
- B.2 **Reappointment, tenure, and promotion decisions** are based upon the candidate's records in (a) teaching, (b) professional growth, and (c) service to the University and the profession.
- B.3 **Criteria for Promotion from Assistant Professor to Associate Professor with Tenure**

#### B.3.1 Teaching Effectiveness

The awarding of tenure is based on the demonstration of 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 students 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, significant contributions to curriculum development, and significant contributions to student success.

Evidence for evaluating teaching effectiveness shall include course syllabi with clearly-stated learning outcomes, student evaluations of instruction applied in appropriate teaching situations (e.g., classroom teaching, public lectures, seminars, studio, or laboratory teaching), development of instructionally related materials, use of new technologies and innovative pedagogies in teaching and learning, involving and mentoring students in research, scholarship, or creative activities, peer evaluations of teaching, honors and distinctions received for excellence in teaching, textbook authorship, and contributions to student recruitment, advising, mentoring, and retention.

#### B.3.2 Professional growth

As a requirement for tenure, the candidate is expected to show compelling evidence of continuous growth in research and scholarship in the candidate's field(s) of study.

Criteria for evaluating professional growth shall include significant and sustained contributions of high-quality research to the field; an independent and original research program and; a demonstrated capacity for independent intellectual progress and innovative contributions to the body of knowledge.

Primary evidence

High impact journal publications where the first author or corresponding author is the candidate or a student or post-doc from the candidate's research group.

Extramural grant funding as lead PI, to support a highly visible and independent research program and students.

Notes. (1) A detailed explanation of the level of contribution of the candidate to a publication where the first author or the corresponding author is not from the candidate's research group is required. (2) Reviewers may refer to indices such as journal impact factors and Q-rankings to evaluate the quality of publications.

#### Additional evidence

Peer reviewed conference proceedings, patents, invited publications and presentations, extramural grant funding as co-PI, recognitions and honors received for research and scholarship, journal or book editing, and organizing scientific conferences, seminars or workshops. Evidence for evaluating professional growth shall also comprise the successful mentoring of graduate students.

#### B.3.3 Service to the University and the profession

Service activities are important for the development of faculty members and for the operation of the University via shared governance. As such, service activities are expected for candidates but shall not replace the requirement for excellence in teaching and professional growth.

Evidence of service may include appropriately documented activities that apply the faculty member's professional expertise to the benefit of the University and professional community, such as student outreach and retention; service to the department, college, and university; refereeing or judging for professional journals, and grant agencies; advising student organizations and clubs; significant committee work; actively participating in professional associations; holding offices in university-associated or relevant community organizations; participating in appropriate governmental boards or commissions; advancing public or private support for the University; and organizing seminars for community groups.

#### B.3.4 Criteria for Three-Year Reappointment

The focus of this review is on the probationary faculty's progress towards tenure as assessed in the third year of the candidate's appointment.

The Three-Year Reappointment review is similar in scope to a tenure review in that the review should include evaluation of the candidate's teaching effectiveness, professional growth and service. The candidate is required to demonstrate that he/she is developing excellence in teaching, outstanding professional growth, and service. Reappointment is not automatic.

#### B.4 **Criteria for Promotion from Associate to Professor**

Promotion from Associate Professor to Professor is based on demonstrated evidence of a cumulative record of excellence in teaching effectiveness, professional growth, and service, above and beyond what is required for promotion to Associate Professor.

Candidates for promotion to Professor must demonstrate superior contributions to teaching effectiveness. Evidence may include: developing and/or adopting innovative and effective teaching tools, approaches, and curricula and; receiving recognition for teaching excellence.

Candidates for promotion to Professor must provide evidence of a substantial record of publications in high-quality journals, and a thriving, independent, extramurally funded research program that supports students and demonstrates the candidate's expertise in a particular field and impact of their work on a body of knowledge.

Additional evidence may include initiation, development, and direction of significant research projects; development of programs, centers, or institutes; and achieved national or international intellectual recognition in the candidate's field.

A higher level of service activities is expected for promotion to Professor as evidenced by participation and leadership in service assignments and committee work within the Department, College, and the University; participation and leadership in professional societies; posts on journal editorial board; membership on scientific committees, councils or boards; and review panels.