



# SAN FRANCISCO STATE UNIVERSITY

## DEPARTMENT OF ACCOUNTING

### RETENTION, TENURE AND PROMOTION GUIDELINES

Approved by the Provost September 2008

Candidates for retention, tenure and promotion in the Department of Accounting are encouraged to read the revised Academic Senate Policy F06-241: "Retention, Tenure and Promotion Policy." The Guidelines outlined in this document are consistent with the Senate Policy. Faculty appointed beginning in the fall of 2007 or later will be evaluated according to the Senate Policy cited above and the Accounting Department Guidelines detailed in this document. The procedures outlined here are, of course, to be conducted in accord with relevant state and federal laws and the provisions of the faculty collective bargaining agreement.

The candidate is a primary source of information for the Department Hiring, Retention, Promotion, and Tenure Committee (HRPT). The candidate should submit relevant materials for the period under review following the guidelines "Preparation of the Working Personnel Action File (WPAF) for Retention, Tenure, and Promotion" distributed by the office of Faculty Affairs and Professional Development. This document details expectations for retention, tenure and promotion in the Accounting Department of the College of Business, consistent with the University criteria.

### Criteria for Retention, Tenure and Promotion

The following is the department's restatement, articulation and weighting of the retention, tenure and promotion criteria. There are three criteria which are listed below and which are described in more detail in the sections that follow. The criteria are:

#### **A. Teaching Effectiveness**

- Classroom Performance
- Course and Curriculum Development
- Advising, Guiding, and Motivating Students

#### **B. Professional Achievement and Growth**

- Research and Publication
- Curricular Innovations

#### **C. Contributions to Campus and Community**

- Departmental Goals and Needs
- Collegial Relationships as a Member of the Faculty
- Professional Leadership

## Contributions to Campus Contributions to Community

Performance in each area will be judged as either Unsatisfactory, Satisfactory, Excellent or Outstanding (presented in the order of increasing performance). In order to be recommended for tenure or promotion, candidates will need to demonstrate Excellent or Outstanding performance in each of the three criteria. For promotion, the intensity of the evaluation process will vary in accordance with the academic position of the faculty member; thus, an evaluation of excellent and a recommendation for promotion to Professor requires a more rigorous application of standards than promotion to Associate Professor.

## Evaluation of Teaching Effectiveness

The primary emphasis is on teaching effectiveness. The candidate must demonstrate at least an excellent rating on this criteria in order to be recommended for tenure or promotion. Excellent or outstanding achievement can be demonstrated in a variety of ways. The committee values and encourages diversity within the department because it believes that our students benefit from exposure to individual faculty members who possess different talents, interests, and approaches to teaching. Thus, faculty may demonstrate excellent or outstanding teaching performance with a variety of profiles of teaching related activities and achievements. The committee will mainly consider the following criteria which are listed in three general groupings, with sub-groupings, in order of decreasing importance.

### 1. Classroom Performance

**Student evaluations of teaching.** Routine student evaluations will provide the primary source of information for an assessment of classroom performance. The committee will consider the distributions of student ratings of teaching performance. In addition, various factors surrounding the student ratings will be considered. These factors include, but are not limited to, the size of the classes taught, the time of day when the classes were taught, whether the classes were upper division, lower division, or graduate level, the elective or required place in the curriculum, and the difficulty of the specific course subject matter and grading. Comparisons of student evaluation results will be made to similar classes. Patterns of improvement will be considered. In general however, a rating of excellent in this area would require that the candidate consistently earn numeric scores better than, or close to, the mean rating for the department as a whole. The department will gather written student opinions on the candidate's teaching in all classes each semester. The committee will examine written student comments for repeated themes. The candidate is responsible for summarizing the statistical portion of the evaluations for all courses which are evaluated during the period of review and including these

materials in the WPAF.

**Commitment to high academic standards.** The committee will review syllabi, written course requirements, examinations and other evaluation procedures, and distributions of student grades to assess the candidate's commitment to high academic standards.

**Peer evaluations of teaching.** The committee will review written evaluations from faculty who have directly observed a candidate in the classroom for general impressions of a candidate's performance. Both the candidate and the HRPT committee may solicit written comments from the faculty as to the teaching effectiveness of the candidate. Such comments must be accompanied by the faculty member's signature to be usable by the committee.

**Letters from students and colleagues.** The HRPT Committee may solicit student letters regarding the teaching effectiveness of the candidate. Early in the academic year class announcements may be made naming candidates for retention or tenure and stating where the letters of comment by the students should be sent. These letters must be signed by students to be usable by the Committee in the review process. Letters of evaluation (whether solicited or unsolicited) of a candidate's teaching effectiveness will be considered.

## **2. Course and Curriculum Development**

**Attendance at professional conferences and workshops.** The committee will consider attendance at professional conferences, instructional development seminars, and teaching workshops as evidence of high pedagogic standards. The committee will also consider currency in instructional theory and innovations in teaching techniques.

**Continuing study and course and curriculum development.** The committee will consider evidence of continuing study, research, and course and curriculum development beyond the usual expectation that faculty will remain current in their area of specialization.

## **3. Advising, Guiding, and Motivating Students**

**Advising Masters Students.** Effectiveness of guiding and motivating students may be demonstrated by descriptions of thesis and special advising projects.

**General advising activities.** The committee will consider descriptions of the nature and extent of advising activities and examples of willingness to confer with students. Student letters and comments and examples of feedback given to students will also be used to assess advising activities.

## Evaluation of Professional Achievement and Growth

The committee believes strongly in the importance of continued professional achievement and growth for all faculty members. The objective is to increase the intellectual capital of the individual candidate, of the department, and of the field of knowledge. The candidate's activities must lead to a demonstrated contribution to the professional field in which the candidate specializes. This contribution may be accomplished by: (i) advancing the body of knowledge, (ii) compiling knowledge, (iii) communicating knowledge, or (iv) conducting other activities of acknowledged significance in the professional field. The candidate should be committed to continuing professional achievement and growth by means of activities such as research that can be evaluated, publication of original scholarly work, presentation of papers, journal editorship, and individual study through courses and workshops. In general, it is expected that a candidate publish between three and five blind refereed journal articles in established academic journals to be judged as excellent. Professional achievement and growth should be demonstrated by the quality as well as the extent of the candidate's activities. The committee will mainly consider criteria falling into two general groupings in order of decreasing importance: 1) Research and Publication, and 2) Curricular Innovations.

**1. Research and Publication** The candidate is responsible for informing the committee of the degree of effort involved in the research and its academic or professional significance. In cases of multiple authorship, the candidate is responsible for specifically identifying his or her contribution to the work. The candidate should document professional activities for review by the HRPT Committee. The candidate is expected to provide copies of any relevant correspondence with journal editors including letters from the candidate accompanying submissions, letters from editors acknowledging receipt, and acceptance letters. In the case where a paper is accepted for publication, the candidate is expected to provide a letter from the editor explicitly stating that the review process was blind (or not) and stating the approximate acceptance rate for papers published in that journal. These materials will be included in the candidate's WPAF. The committee may consult with specialists outside the department or the university in order to evaluate the significance of the candidate's contributions to the professional field. Publication in a refereed journal may also be considered as evidence of outside professional review.

**Publication.** In the area of publication, the highest consideration will be given to research published or accepted for publication in established refereed academic journals. The committee will consider the prestige of the place of publication. Additionally, publications in the area of taxation may still be considered of the highest quality in the absence of a referee review process. Secondly, the committee will consider publications in refereed practitioner journals, non-refereed

publications, textbooks, chapters in books, and publications in conference proceedings. Lastly, the committee will consider published book reviews.

**Research.** The most important activity within this area would be refereed paper presentations. Presentations at refereed national academic conferences where paper acceptances are quite competitive would be of highest value. Secondly, the committee will consider refereed paper presentations made at regional academic conferences. While of lesser value, non-refereed presentations at professional conferences, work submitted for review but not yet accepted for publication, and unpublished manuscripts would be considered.

## **2. Curricular Innovations**

Evidence of Curricular Innovations may include the development of new academic programs, new courses or new course content, new pedagogical approaches, and innovative applications of technology. Development of new areas of instructional expertise may also be considered in this category.

## **Evaluation of Contributions to Campus and Community**

The department recognizes the importance of service to the discipline, university, department, and the community. Faculty involvement in service related activities is encouraged for all faculty. The committee will consider the importance of the activity and the extent of the candidate's contribution to that activity. The committee will consider the following criteria which are listed in order of decreasing importance.

### **1. Departmental Goals and Needs**

The candidate must help meet the goals, teaching and service needs of the department.

### **2. Collegial Relationships as a Member of the Faculty**

The candidate must demonstrate professional ethics and principles and accept responsibility for working effectively with colleagues to achieve department, college and university goals. The HRPT Committee may circulate announcements to all College of Business faculty, stating the names of candidates under review and requesting written, signed comments from colleagues. The committee may also circulate written questionnaires within the department.

### **3. Professional Leadership**

Professional Leadership relates to recognition by one's peers both on-campus and off-campus. Evidence of professional leadership may include offices held in academic or professional organizations, awards and honors bestowed by academic or professional organizations, participation on an editorial review board as a referee, and professional consulting activities related to one's field of expertise.

### **4. Contributions to Campus**

Activities falling under this category include faculty governance, committee work, special advising assignments, program development, direction of non-instructional activities and projects, and sponsorship of student organizations.

### **5. Contributions to Community**

Involvement in community or professional organizations which utilize the candidate's expertise will be considered in this category. Emphasis will be placed on those community activities which enhance relations between the university and the community.