

**Standards for Tenure and Promotion in the Broadcast and Electronic
Communication Arts (BECA) Department**
(May 11th, 2017)

Approved by Provost
August 30, 2017

The requirements and criteria for retention, tenure, and promotion as set out in a series of policies adopted by the Academic Senate and approved by the President are divided into three areas: (1) Teaching Effectiveness, (2) Professional Achievement and Growth, and (3) Contributions to Campus and Community. As required by University Policy on Retention and Tenure (Policy #F11-241), all faculty members in the BECA Department who are being considered for retention, tenure, and promotion will be evaluated in each of those categories.

This evaluation process takes into account the rapidly changing nature of the discipline. Emerging technologies continually and radically affect methods of media content creation and distribution, industry economic models and regulation, and modes of scholarly research. BECA faculty members are expected to demonstrate both currency and innovation in their area(s) of teaching and professional achievement. Accordingly, the Department's methods, definitions and standards of evaluation acknowledge and accommodate evolving industry and scholarly practices.

The BECA Department also recognizes that faculty members' activities often contribute significantly to more than one category (Teaching, Professional Achievement, and Service) and, therefore, may be considered as fulfilling more than one of those criteria.

It also recognizes and values that a candidate's primary assignment may, in some semesters, include or consist of non-instructional activities that are of benefit to the department, such as acquiring grants, administering grant-funded programs, etc. These alternative primary assignments will be evaluated according to quality, scope and significance, as well as by external review.

The RTP Committee will meet annually with T/TT faculty prior to their consideration for promotion to full Professor to ensure that faculty understand the promotion process, to maintain channels of communication between the respective faculty member and the committee, and to provide support to the faculty member wherever possible. Similarly, the Committee will meet with faculty undergoing Post-Tenure Review. Usually, the pre-promotion meetings will take place in the fall, and the Post-Tenure Review meetings will take place in the spring, although any faculty member may request a meeting with the RTP Committee at any time.

The departmental Retention, Tenure, and Promotions Committee, along with the Chair of the department, will consider and evaluate all of the achievements of a candidate for tenure and/or promotion according to the criteria listed below.

I. TEACHING EFFECTIVENESS

Teaching is both the primary mission of San Francisco State University and the paramount value of the BECA Department. To be considered for retention, tenure or promotion, regardless of qualifications in other categories, candidates must meet the Department's standards of excellence in teaching. Faculty in the BECA Department are expected to teach the courses assigned to them based on their individual contractual agreement and the curricular needs of the department, as articulated by department chair.

The criteria for evaluation of teaching include:

1. Student evaluations. Students will evaluate all courses each semester. Numerical student evaluations must be considered in the context of peer reviews and other non-numerical evidence of teaching effectiveness such as written student comments on teaching effectiveness questionnaires.

Numerical data and qualitative comments should be contextualized and examined primarily as longitudinal, trend data. Assessment of teaching effectiveness by the RTP Committee and Chair will be based on analysis and summary of scores on individual questionnaire items.

The BECA Department regards mean scores on individual questionnaire items between 1.0 and 1.34 AS EXCEEDING EXPECTATIONS. Mean scores between 1.35 and 1.99 MEET EXPECTATIONS. Scores of 2.0 or greater do not meet department expectations. In such cases, the BECA RTP Committee will recommend: 1) working with a faculty mentor who can assist in improving teaching. 2) taking advantage of campus resources for teaching improvement. Should the faculty member continue to not meet expectations, the RTP Committee, in consultation with the chair and Associate Dean, will determine the next course of action.

The department recognizes the variation in scores due to a wide variety of class type.

2. Peer Evaluations. The BECA Department regards peer reviews of teaching to be central to any judgment of a faculty member's teaching effectiveness. The RTP Committee will supervise and assign peer reviews ideally once a semester for each probationary faculty member, and at least once a year for each Associate Professor. In such evaluations, members of the RTP Committee and other faculty members of higher rank than the person evaluated will visit classes and provide written comments concerning the quality of teaching. Specific areas of evaluation will be: a.

evidence of preparation and class organization; b. classroom decorum and atmosphere; c. student-faculty interactions; d. clarity of lecture or presentation; e. knowledge of subject, and other evidence of teaching skills deemed relevant by the evaluator. The consistency of peer evaluations is facilitated by using the standard "BECA Department Peer Evaluation of Teaching Form."

3. Course materials. Syllabi, course web sites (e.g. iLearn), reading lists, class projects and assignments, and examinations may be used when applicable by the RTP committee as evidence of teaching effectiveness.

Faculty members are expected to frequently update their syllabi, learning objectives, and assignments in keeping with the continuing changes in the field. Syllabi should be clearly written, outline learning objectives and grading rubrics as well as other required university policies.

4. Advising. All BECA faculty members must adhere to the department's policy of conducting office hours and advising students. The Chair, who works closely with advising matters in the department, may provide the RTP committee with a brief written assessment of the candidate's effectiveness in advising.

5. Curriculum development and related research. Such activities include the creation of new courses or the improvement and development of existing courses, or the development of online course materials, digital presentations, videos, and similar course delivery methods. Probationary faculty may demonstrate contributions in this area by submitting in the WPAF examples of course proposals, syllabi, research papers or articles pertinent to BECA curriculum, or other examples of course development efforts.

Candidates for promotion to Full Professor

For promotion from Associate to Full Professor, candidates should demonstrate continuing efforts to improve their teaching, and contribute to the enhancement of the curriculum by developing new courses or modifying existing ones where appropriate to the evolving changes in our field and adapting to industry standards where appropriate.

II. PROFESSIONAL ACHIEVEMENT AND GROWTH

BECA faculty members are expected to develop a research and/or creative work agenda relevant to the mission of the department. Demonstrating a record of published scholarly and/or disseminated creative accomplishments is expected to achieve retention, tenure and promotion.

Candidates may choose to be evaluated on the strength of their scholarly achievement, or their creative achievement, or a combination of scholarly and creative achievements. For this reason, the BECA department does not require a

specific number of publications or creative projects to qualify for retention and tenure. The department expects faculty to demonstrate a coherent pattern of productive professional activity, documented by statements from those who can attest to the significance of the faculty member's contribution

BECA faculty are expected to be engaged with our rapidly evolving industry and maintain industry relationships that benefit our department and students. Active efforts to remain current in our field by participating in industry related activities, networking with industry professionals, and inviting them to interact with our students are of great value to our department.

The criteria for the evaluation of Professional Achievement and Growth include:

1. Scholarly Achievement. Active scholarship is demonstrated by publication of peer reviewed books, chapters or articles, presentation of scholarly papers at professional meetings, grant proposals and similar activities where the faculty member's work is presented to professional colleagues and is subject to review and criticism.

2. Creative Achievement. Faculty who engage in creative work need to demonstrate the merit of the work by presenting evidence that it has been subject to review and criticism comparable to peer review for publication. Such review may include scrutiny and acceptance by an editor or producer, jury review in a competition, critique by respected academic peers from other institutions, and/or acceptance of the work for distribution by recognized professional or industry organizations. Creative work may include wide varieties of sound, visual or text content intended for distribution through media.

Candidates for promotion to Full Professor

The recommendation for promotion to Professor should be based on a record of achievement whose level of sophistication reflects advances in the discipline's evolving modes of theory and practice. In addition, the candidate's body of work should demonstrate innovation and expansion beyond that which qualified the candidate for tenure and promotion to the rank of Associate Professor.

The Department expects that the candidate will have developed into a mature scholar and/or artist. Merit will be accorded to published, disseminated and reviewed works, based largely on original research and/or creative work.

External Review for Tenure and Promotion.

The BECA Department requires external reviews of a faculty member's professional work as part of the tenure and promotion process. The RTP committee will work in consultation with candidates for tenure or promotion and with the department

chair to identify a list of potential reviewers. Guidelines for the process are as follows:

Candidates may propose up to three outside reviewers. The RTP committee, in consultation with the department chair, may add up to three additional outside reviewers. The RTP Committee, the candidate, and the department Chair will discuss the list of six possible reviewers to arrive at a final list of three to five potential reviewers. During this stage of the process, all parties have the right to veto suggested reviewers while maintaining a balance between the two lists. The RTP committee will select and rank reviewers from the final list, making an effort to maintain a balance between the candidate's list and the RTP/chair's list. Reviewers shall not have been the candidate's graduate thesis/dissertation chair or committee member. Academic reviewers shall be from CSU comparable institutions or higher, and hold a higher rank than the candidate being reviewed.

The Department acknowledges the collaborative nature of creative work in BECA . As such, for the evaluation of creative work, the candidate, RTP committee, and department chair may identify a list of established professionals who are able to evaluate the quality, value and uniqueness of the candidate's creative work and potential contributions to the discipline. In cases where a list includes both academic and professional reviewers, the RTP committee, the candidate, and the department chair will collaborate to ensure a balance between both groups of reviewers. Reviewers will be asked to include a description of their relationship to the candidate and state potential conflicts of interest they might have in conducting the review. Reviewers will be informed that candidates have access to their letters. Candidates shall provide the RTP committee with the following materials to be sent to reviewers by June 1 before the fall semester in which the candidate's file is due:

- Personal statement
- Current CV
- All items from the candidate's Professional Achievement & Growth area.

III. CONTRIBUTIONS TO CAMPUS AND COMMUNITY

There are three categories of service: a. to the university; b. to professional organizations; c. to the community.

The department expects all candidates for retention, tenure and promotion to fully participate in service to the campus and community. Collegiality is an important aspect of service. It is defined as the candidate's record of building cooperative working relationships with faculty, staff, and/or community and professional organizations.

This criterion is primarily fulfilled by active participation and service on department, college, and university-wide committees.

Candidates for Tenure/Promotion to Associate Professor

Service at this level requires participation in department faculty and Graduate Council meetings as well as in department standing committees, ad hoc committees, and work groups. It may also include activities in support of student organizations, and planning events with educational value. Assistant Professors are not required to assume leadership positions within department committees, to perform service at the college and/or university level, or to participate in governance organizations in order to meet service expectations; however, they are not precluded from doing so, and such service will be acknowledged as exceeding department expectations.

At the annual progress meeting with the RTP Committee, service activities must be documented and reviewed. If Assistant Professors are not meeting service expectations, the RTP Committee will recommend appropriate corrective measures.

The department also values service to professional groups. Faculty are encouraged to join and serve in professional organizations. Faculty are also strongly encouraged to serve the broader community by making their professional expertise available to community groups, social organizations and agencies that serve the public good.

Contributions to campus and community may be addressed in the categories of teaching effectiveness and professional achievement and growth, especially as they relate to curriculum development and mentorship of students.

Candidates for promotion to Full Professor

The candidate's contribution to campus and community should include significant service to the Department, College and University through chairing and serving on committees and contributing to initiatives that enrich students' experience. In addition, the candidate should participate in areas of service beyond the campus, including the community and professional organizations.