

**Department of Decision Sciences Retention,
Tenure, and Promotion Guidelines
(In Accordance with University Policy F06-241,
Approved by the Provost September 2008)**

The general guidelines governing retention, tenure and promotion decisions are stated in the Academic Senate policy (F06-241). The Academic Senate policy F06-241 on Retention, Tenure and Promotion is a revision of earlier policies (S88-120, S94-120, and F04-028). These procedures are, of course, to be conducted in accordance with relevant state and federal laws and the provisions of the faculty Collective Bargaining Agreement. The candidate is advised to consult the Academic Senate policy (F06-241).

The candidate is a primary source of information for the Department RTP Committee. 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 Department of Faculty Affairs and Professional Development.

Criteria for Retention, Tenure and Promotion

There are three criteria that must be evaluated by the RTP Committee. These criteria are listed below and described in more detail in the following sections.

1. Teaching Effectiveness
2. Professional Achievement and Growth
3. Contributions to Campus and Community

Candidates for retention, tenure, and promotion shall be evaluated on all three criteria. For the Teaching Effectiveness criterion, excellence in teaching is required. For the non-teaching criteria, adequate performance is required, with higher priority assigned to Professional Achievement and Growth.

A faculty member shall not normally be promoted during probation. A probationary faculty member shall normally be considered for promotion at the same time he/she is considered for tenure. The candidate is advised that expectations are higher for promotion to Full Professor than for promotion to Associate Professor.

TEACHING EFFECTIVENESS

1. Classroom Teaching

Teaching effectiveness is ascertained through a wide variety of instruments, such as student evaluations of courses and peer evaluations, as well as supplemental information, such as syllabi. Supplemental information may also be obtained from other sources such as syllabi assessments, and course-specific instructor statements. Instructors may submit written reports of their specific experiences in each course, and document experimental approaches to teaching. Thus, teaching effectiveness is determined based on an overall evaluation of the instructor, with no single factor playing a dominant role.

Student Evaluations

The College of Business relies upon a common student evaluation instrument. The Department of Decision Sciences does not generate reports which compare student evaluation scores for different faculty members. The questionnaire data consist of ordinal scores which cannot be combined meaningfully to provide an overall score for comparative purposes. Comparing individual items would also be misleading because the items are drawn from different classes at different levels and reflect a large number of uncontrollable factors which affect their values. Thus, an overall rating below 2 will be deemed to reflect effective teaching.

Peer Evaluations

One, and if possible two, member(s) of the RTP Committee will visit a class lecture of the candidate per year and prepare a written evaluation. The Committee has the discretion to make additional class visitations, either on its own initiative or at the request of the candidate.

Supplemental Materials

The course syllabus is a document that provides evidence of class organization, student expectations for learning, and knowledge of the field. The RTP Committee expects candidates to provide complete and informative syllabi, with clear student learning outcomes. Syllabi, reading lists, class projects and assignments, student papers and examinations can all be considered as evidence of course and class organization, course development, and expectations of student learning. In addition, faculty may also submit, if they desire, a reflective narrative that illustrates their approach to course development and instructional delivery.

Letters from students, both solicited and unsolicited, must be signed or identified by name in order to be considered by the Committee.

The candidate must demonstrate professional ethics and principles in interacting with faculty colleagues. The candidate must accept responsibility for working effectively with colleagues to achieve Departmental, College and University teaching goals. The RTP

Committee may circulate announcements to all 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.

2. Curriculum Development

Creation and development of new courses or curricula can be considered in this category, but candidates should note that a certain level of course preparation and development is expected of all faculty members. Establishment of a new concentration, major revision of an existing concentration, or creation of a new academic program requiring effort above the usual expectation may be presented, along with relevant documentation showing the nature and scope of the effort. In addition, unusual or exceptionally innovative course material may be submitted for consideration if they are judged to be beyond the usual expected effort of faculty.

3. Participation in Teaching-oriented Professional Conferences or Workshops

Staying up to date in one's field, revising course content, and continuous improvement of the teaching and learning process is expected of all faculty members in the Department. However, consideration may be given to attendance and/or participation at conferences or workshops which are specifically oriented to improving the teaching and learning process.

PROFESSIONAL ACHIEVEMENT AND GROWTH

The Department expects faculty members to be actively engaged in an on-going program of research and scholarship. The department expects that for a faculty member to be recommended for tenure and/or promotion, such scholarly activity must be of sufficient quantity and quality that it reflects a strong commitment to the discipline, and which results in external recognition by one's peers.

1. Research and Publication

The Department of Decision Sciences normally expects that a faculty member should make at least three distinct journal contributions of good quality to the body of knowledge, where a "contribution" is so certified by having successfully survived an objective and formal external peer review process. As journal quality and the ability to publish in different journals varies, the department may adjust the number of articles published accordingly. In assessing professional achievement for purposes of retention, tenure, and promotion, it is also appropriate to differentiate among types of contributions, placements of contributions, and their perceived impact upon the body of knowledge. It is also appropriate to consider consistency over time of the research endeavors.

The Department RTP Committee will not impose a preference among works of an applied, empirical, or theoretic nature. Nonetheless, it is recognized that published articles differ greatly in their degree of rigor, in their contribution to areas within our academic discipline (such as Operations Research, Operations Management, Statistics) and/or to the professional

practitioner, and in the demands they make upon the researcher. The same can be said of the relevant journals, which vary greatly in their editorial objectives and in the uniformity with which they attain those objectives. The Department RTP Committee is responsible for making such determinations as they apply to an applicant. A representative listing of relevant journals appears at the end of these guidelines. In addition to exceeding the threshold for research publication, it is expected that the applicant will have demonstrated a consistent and on-going commitment to the research process throughout the review period. We reserve the right to indicate forums that are of such low quality that contributions there will not be considered.

The Department places the highest premium on peer-reviewed journal publications. The Department also understands and appreciates the value of presenting peer-reviewed papers at regional, national and international conferences, since such activity is not only part of the scholarly enterprise, but often is conducive to future publications. However, a faculty member is advised not to rely entirely on conference presentations, consortia, or symposia as a substitute for peer-reviewed journal publications in consideration for tenure and/or promotion.

Evidence that a publication has survived an external and objective peer review process should be provided by the candidate. This requirement is typically met by providing the necessary documentation in the candidate's WPAF file. This documentation might include copies of any relevant correspondence with editors and/or reviewers which demonstrates that the contribution was subject to an external and objective peer review process. In publications with multiple authors, a candidate should clearly communicate to the RTP Committee (via information in the WPAF file) his/her role in the research published.

2. Curricular Innovations

The Department recognizes that curricular innovations such as the development of original academic programs or concentrations, clusters of new courses, or superior advancements in applications of online course delivery are evidence of professional achievement and growth, and merit recognition. These should be documented via publication in more curricular oriented peer-reviewed journals. The development of outreach programs or consulting projects for the business community which are not directly tied to an academic degree program are viewed as a form of Service, and do not constitute an activity under the Professional Achievement and Growth category.

3. Participation and Enrichment of Intellectual Activities in the Department

Candidates are encouraged to pursue research collaboration opportunities with other faculty members in the DS Department. The candidate is also encouraged to interact with his/her colleagues through research seminars, conferences, workshops and joint scientific work.

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

1. Service to Campus

Tenure-track faculty are expected to engage in service during their probationary years at the Department, College, or University level. Such service may include, but is not limited to, the following: administrative assignments, committee work, special advising assignments, program/curriculum development, sponsorship of student organizations, and direction of non-instructional activities and projects. The RTP Committee strongly advises that great care be exercised to ensure that service activities do not distract the candidate from meeting or exceeding Teaching Effectiveness and Professional Achievement and Growth expectations. In all cases, candidates have the responsibility of documenting their service contributions to demonstrate their type and level of service contributions.

The candidate must demonstrate professional ethics and principles in interacting with faculty colleagues. The candidate must accept responsibility for working effectively with colleagues to achieve Departmental, College and University service expectations.

2. Service to Community

Emphasis should be placed on those community activities in which the academic expertise of the faculty member is directly applied, and which enhance student learning or the candidate's research program or relations between the university and the community. These might also include, but are not limited to, professional service as a chair, discussant, moderator, or facilitator at academic conferences, as an ad-hoc reviewer for journals, or serving on committees of professional societies. It could also include such activities as being a reviewer for manuscripts, book proposals, textbooks, and grants.

A list of representative journals, roughly in order of quality (highest quality listed first), follows. This list came from a 2000 study by Josephine Olson at the University of Pittsburgh in which faculty in Operations Management or Operations Research at 25 of the top business schools were asked to rate journals that they were familiar with. Only journals rated by at least three faculty members were included.

- Operations Research
- Management Science
- Mathematics of Operations Research
- Mathematical Programming
- Journal of the American Statistical Association
- Manufacturing and Service Operations Management (INFORMS Journal)
- Naval Research Logistics
- SIAM Review
- IIE Transactions
- Transportation Science
- Interfaces
- INFORMS Journal on Computing
- Operations Research Letters
- Networks
- Annals of Operations Research
- European Journal of Operational Research
- Production and Operations Management
- Journal of Operations Management
- Journal of the Operational Research Society
- Decision Sciences
- Computers and Operations Research
- Mathematical and Computer Modelling
- International Journal of Production Research
- International Journal of Production Economics
- Decision Support Systems
- Computers and Industrial Engineering
- Omega
- American Journal of Mathematical and Management Sciences

Other possible good quality journals not rated in the above study (alphabetical order)

- Advances in Applied Probability
- Annals of Statistics
- Biometrika
- Biometrics
- Decision Analysis (INFORMS Journal)
- Econometrica
- Information Systems Research
- International Journal of Flexible Manufacturing Systems
- Journal of Applied Probability

- Journal of Computational and Graphical Statistics
- Journal of Econometrics
- Journal of Forecasting
- Journal of Manufacturing Systems
- Journal of Product Innovation Management
- Journal of Quality Technology
- Journal of Royal Statistical Society
- Journal of Service Research
- Operational Research Quarterly
- Queuing Systems
- Rand Journal of Economics
- Scandinavian Journal of Statistics
- Simulation
- Technometrics

The above lists are not exhaustive, but are indicative of desired journal quality. Reputable publications focused on other disciplines or which are cross-disciplinary are acceptable as long as there is significant decision sciences content contained within the article. The committee emphasizes that (1) a paper must have significant decision science content, and (2) it must be published in a mainstream national or international journal whose quality is comparable to those listed in the above departmental requirements in terms of its publisher, refereeing process, acceptance rate, editorial board, citation and readership.