

Decision Sciences Department

Retention, Tenure, and Promotion Criteria

Approved by Provost: 9/6/2018

The general criteria governing retention, tenure and promotion decisions are stated in the Academic Senate Retention, Tenure, and Promotion Guidelines Policy. These procedures are to be conducted in accordance with relevant state and federal laws and the provisions of the faculty Collective Bargaining Agreement.

The candidate's Working Personnel Action File (WPAF) 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 in the Academic Senate Retention, Tenure, and Promotion Guidelines Policy.

Criteria for Retention, Tenure and Promotion

There are three areas of review that must be evaluated by the RTP Committee:

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. Standards for all three criteria are given in subsequent sections of these guidelines.

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.

Additional expectations for promotion to Full Professor are noted in the relevant sections.

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 and assignments. Instructors may also submit reports documenting innovative and 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, with the last question asking students to provide their “overall evaluation” of the instructor. We use responses to this question as an overall assessment of the candidate’s teaching ability. In general, a mean score below 2.2 on this question suggests effective teaching. In assessing student evaluation scores, the department considers the impact of course size, academic level, student population, new course offerings, innovative teaching approaches, and extraordinary circumstances. Candidates may discuss how any of these factors may have affected the student evaluation results.

The committee will also consider qualitative student comments as they can provide a more comprehensive way of assessing teaching effectiveness and relevant patterns.

Peer Evaluations

It is the responsibility of the RTP committee to arrange these visits in consultation with the faculty member. Probationary faculty receive one visit each year from a designated faculty member of higher rank. Tenured professors receive one class visit each year by a senior colleague of higher rank. The Committee may elect to conduct additional class visits, either on its own initiative or at the request of the candidate. Specific areas of evaluation include evidence of preparation and organization, knowledge of subject material, clarity of lecture or presentation, classroom decorum and atmosphere, and other evidence of teaching skills.

Supplemental Materials

Course syllabi provide evidence of class organization, expectations for student learning, knowledge of the field and currency in the discipline. Candidates are expected to provide complete and informative syllabi, with clear student learning objectives. Syllabi, reading lists, class projects and assignments, student papers and examinations are all considered to be evidence of course and class organization, course development, and expectations of student learning. Syllabi are expected to reflect currency in the discipline as well as currency in relevant pedagogical approaches. In addition, faculty should submit a reflective narrative that illustrates their approach to course development and instructional delivery. Committee members will review these supplemental materials and provide feedback to the candidates regarding their appropriateness and effectiveness.

Unsolicited letters from students, if any, must be signed or identified by name in order to be considered by the Committee; the Committee will not consider solicited letters from students.

2. Curriculum Development

Creation, development, and/or revision of courses or curricula can be considered in this category. Establishment of a new concentration, major revision of an existing concentration, or creation of a new academic program 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.

3. Promotion to Full Professor

For promotion from associate to full professor, candidates should demonstrate effective teaching in the aforementioned areas. In addition, there is an expectation to increase the breadth of one's teaching portfolio and demonstrate leadership through activities such as mentoring junior faculty and lecturers, leading program development, and participating in ongoing curriculum revision and innovation.

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 results in external recognition by one's peers.

1. Research and Publication

The Department expects faculty members to contribute to the body of knowledge through at least three distinct peer review journal articles in good quality publications. A "contribution" is certified by having successfully undergone an objective and formal external peer review process. A representative list of "good" quality relevant journals appears in the Appendix to these guidelines. The list in the Appendix is not exhaustive, but indicative of desired journal quality. Reputable publications focused on other disciplines or those that are cross-disciplinary are acceptable as long as there is significant Decision Sciences content contained within the article. The committee emphasizes that a paper must (1) have significant Decision Sciences content, and (2) be published in a mainstream national or international journal whose quality is comparable to those listed in terms of its publisher, refereeing process, acceptance rate, editorial board, citation and readership.

Other scholarly publications may be substituted for journal articles described above. If substitution is used for awarding tenure or promotion, the department will make explicit the substitution and the reasoning behind the substitution. It is understood that such a substitution is

exceptional and the activity in question must be substantial in value and impact as evaluated by the department.

The Department RTP Committee will not impose a preference among works of an applied, empirical, or theoretic nature. Nonetheless, we recognize 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.

Evidence that a publication has undergone 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 that demonstrates that the contribution was subject to an external and objective peer review process. In publications with multiple authors, candidates should clearly communicate to the RTP Committee (via information in the WPAF file) their role in the research published.

2. Curricular Innovations

The Department recognizes that curricular innovations such as the development of original academic programs or concentrations, revised curriculum, 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. Promotion to Full Professor

For promotion from associate to full professor, candidates should achieve productive scholarship as described above. In addition, candidates are expected to show evidence of having impact in their area of expertise. Such impact can be demonstrated in a number of ways, such as being cited in other studies and publications, being recognized by peers for high quality or innovation, showing evidence that the candidate's work has influenced other practitioners and academics, being invited to give presentations, and leading efforts in curricular revision/innovation.

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. In all cases, candidates are responsible for documenting their service to demonstrate the type and level, as well as the contribution of the service activities. In assessing service contributions, the Department RTP committee will consider the type, role, and contribution of the candidate's service activities.

The candidate must demonstrate professional ethics and principles in interacting with faculty colleagues, staff and students. These principles include complying with relevant Department, College and University rules and codes of conduct, avoiding potential conflicts of interest, maintaining confidentiality in professional relationships, communicating honestly, respecting others, honoring diversity, and meeting commitments in a responsive and effective manner.

All candidates are expected to work effectively with colleagues and be actively engaged in service activities on an on-going basis to achieve Departmental, College and University service goals.

2. Service to Community

Emphasis should be placed on those community activities in which the academic expertise of the faculty member is directly applied. We encourage service which enhances student learning, 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, 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.

3. Promotion to Full Professor

For promotion from associate to full professor, candidates should demonstrate service contributions as described above. In addition, candidates are expected to show established leadership where they have influenced the direction and quality of activities. Examples of such leadership roles include serving on Academic Senate, serving on RTP and hiring committees, serving as chair of a university or college-wide committee or task force, leading department or college curriculum revisions, holding a major role in a national or international organization.

APPENDIX

A list of representative journals, roughly in order of quality (highest quality listed first), follows. This list came from a 2005 article 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.

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

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

- Advances in Applied Probability
- Annals of Statistics
- Biometrika

- Biometrics
- Decision Analysis
- Econometrica
- Health Care Management Science
- 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
- Service Science
- Simulation
- Technometrics
- Transportation Research Part A, Policy and Practice
- Transportation Research Part B, Methodological
- Transportation Research Part E, Logistics and Transportation Review