

A Guide to Standards for Tenure and Promotion in the Department of International Relations
(Revised October 2015)
Provost Approved 5/2016

PREAMBLE

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 Department of International Relations who are being considered for retention, tenure, and promotion will be evaluated in each of those categories. In general, in order to merit tenure and/or promotion a candidate is required to meet a high standard of effectiveness in teaching and professional achievement and growth, followed by contributions to the campus and the community. 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. Following University policy, “achievements in the current rank should demonstrate promise of meritorious activities comparable to the achievements and services expected of all faculty who serve at the rank to which the individual is to be promoted.”

1. Documentation:

The candidate should follow the guidelines set out in the “Preparing for Tenure and Promotion Handbook” available at
<http://facaffairs.sfsu.edu/sites/sites7.sfsu.edu.facaffairs/files/TandP-NEW-2014.pdf>

2. Professional Education and/or Equivalency:

A Ph.D. is typically necessary for tenure or promotion in the Department of International Relations. In some cases, such as a professional diplomat, a Ph.D. is not necessary.

Faculty who were hired after Fall 2007 or who have chosen to be reviewed under the "new" RTP policy are covered by **NEW Retention, Tenure, and Promotion Policy # F11-241** and faculty who were hired before Fall 2007 and who have chosen to be reviewed under the "old" RTP policies will be governed by the **OLD Retention & Tenure Policy # S88-120** and **OLD Promotion Policy # F04-028.**

3. Early tenure and promotion: To be awarded early tenure or promotion, faculty must demonstrate achievements in all three categories that are outstanding, or in excess of the required record. Compared to regular tenure and promotion, this standard is higher because a candidate applies for tenure or promotion with fewer courses taught and fewer semesters of research and service. Teaching evaluations and the quality of student work

in that record must be at the highest level. In professional achievement there should be a publication record above what is required for the regular period. There should be service that engages the world outside SFSU and enhances the reputation of the department and the university. Overall, there should be evidence of exceptional achievement as determined by the RTP Committee.

4. The RTP Committee conducts retention, tenure and promotion reviews. The review process shall take into account previous reviews and build upon them. Any suggestions for improvement, recommended actions and expressions of concern in earlier reviews will be reexamined in later reviews. The reexamination should include indications of whether previous concerns have been successfully resolved or what further steps might be desirable.

5. Shared appointments: Faculty holding joint appointments shall be reviewed by tenured faculty from each department in which the individual holds an appointment.

TEACHING EFFECTIVENESS

Teaching effectiveness is required for every year of probation, as well as for tenure and promotion. To be considered for tenure and promotion to Associate Professor, as well as for promotion from Associate to Full Professor, a faculty member must demonstrate a high level of effectiveness in their teaching performance, including maintenance of high academic standards and a scholarly level of instruction. The standards for judging teaching are the following:

- 1. Range and breadth of courses.** Faculty in the International Relations Department are expected to teach a variety of courses at the undergraduate and graduate levels.
- 2. Course materials.** Syllabi, course web sites, reading lists, class projects and assignments, and examinations are used by the RTP committee as evidence of course and class organization, the level at which the course is taught, and the expectations of student learning. Syllabi and course materials (such as readings, bibliographies, assignments, online posts) are expected to reflect currency in the field.
- 3. Peer class visitations.** “Peer” shall mean any tenured faculty at SFSU. Class visitations by fellow faculty members are vital for assessing the level of the professor’s expectations and presentations. These visits serve as an addition to student evaluations, which can be affected by class demands and grades. The RTP Committee has responsibility for scheduling and conducting peer reviews at least once a semester for candidates for tenure and promotion to Associate Professor, once a year for promotion to Full Professor. In addition, the Chair of the Department should conduct at least one visitation per year. In such evaluations, members of the Committee and other faculty members will visit

classes, review course materials, and provide written comments concerning the quality of teaching to the chair. Following the observation, the observer will, if possible, meet with the faculty member about the strengths of the class session and any feedback s/he may have had about it. The observer will then fill out a standard evaluation form summarizing the observation. Evaluations letters go in the WPAF.

- 4. Student evaluations.** Student evaluations are an important component of assessing teaching effectiveness. Tenured and tenure-track faculty are required to submit evaluation questionnaires for all courses except supervisory courses each semester. These evaluations contain both quantitative and qualitative evidence of effective teaching, to which the committee gives equal weight. The committee will identify elements of strength and any possible weaknesses as well as provide useful feedback either informally or through written performance reviews. When considering tenure and promotion, the committee will consider average student evaluation scores, taking into account any change in scores over time since hiring. Due consideration is given to circumstances that tend to influence average scores such as the difficulty or popularity of particular courses, or any recent efforts in course development. Scores of below 1.5 suggest highly effective teaching. We expect candidates to receive overall mean scores between 1.0 and 2.0.
- 5. Advising.** All faculty must engage in advising and in maintaining regularly scheduled office hours as well as answering students' emails in a timely fashion when possible. There is also the expectation that faculty will supervise and/or serve on these committees and sponsor independent studies in their area of specialization. In addition, all faculty need to understand GE requirements and be able to assist students in their path to graduation. Effectiveness in advising may be demonstrated by evidence such as description of the nature and extent of advising activities and description of theses and other creative works.
- 6. Curricular innovation.** Faculty are encouraged to develop new courses and innovative teaching methods and may present evidence in their WPAFs of novel assignments, exercises, class projects, etc.
- 7. Professional development in teaching.** Faculty are encouraged to participate in campus, local, regional, national or international workshops to enhance their teaching skills.

For promotion from Associate to Full Professor, candidates should demonstrate continuing efforts to improve their teaching in the abovementioned areas. In addition, they must demonstrate leadership in developing department teaching more broadly by contributing, for example, in mentoring junior faculty and lecturers through classroom observation and sharing of teaching techniques; leading program development and evaluation; ongoing curriculum innovation and development.

PROFESSIONAL ACHIEVEMENT AND GROWTH

The University and the Department of International Relations maintain that faculty professional achievements and intellectual growth enhance the lives of students, the department, and the university itself. Our department evaluates scholarship according to its quality and impact, not according to quantitative measures of productivity alone.

The RTPC will evaluate quality and impact by three main avenues. First, citations of the published works will be considered. Applications and development of concepts from the candidate's published work, or recognition by other scholars of the importance of data in the published works will be regarded favorably by the RTPC. Second, evaluations of the candidate's by external reviewers contacted by the RTPC will be considered carefully. Third, the RTPC may make its own arguments based on the comparison on the candidate's publications with relevant works by other scholars. .

Because international relations scholarship typically requires extensive time for research and writing, we expect important projects to take a number of years from inception to publication. Consequently, in weighing merit for tenure and/or promotion, the department may adjust the quantitative measures of scholarly output employed below to take into consideration the depth of research associated with a project, or the project's impact on the field. The department's RTP committee will offer explicit justifications for such a determination, in consultation with external referees. We have established guidelines for assessing professional achievements and growth at various points in a faculty member's career. The RTP committee will base its final determination of professional achievement on an evaluation of the quality and impact of the candidate's work. In evaluating the quality and impact of published work, the RTP committee will consider a range of factors, including, e.g.: the journal's or press's reputation for defining or redefining the field(s); the scholarly reputations of the editor, editorial board members, and other authors who have published there; the significance of the audience reached; indicators that the publication has been widely read and recognized (e.g., citations and awards); and the assessments of the external reviewers.

Peer reviewed publications will be considered as professional achievement and growth. Non-peer reviewed work will be considered as service. Presentation of research is strongly encouraged and plays a significant role during the retention period. The categories of peer reviewed work and presentation of research are defined below.

Peer Reviewed Work

1. Books, monographs and textbooks published by respected presses in the field, with a standard editorial review process
2. Articles in refereed journals, including law journals
3. Other articles (such as anthologies, book chapters, law review articles).
4. Collaborative (co-authored books, articles and other projects)

5. Editing or co-editing volumes, especially issues of journals and books published by peer-reviewed sources such as academic presses.
6. Scholarly work published in languages other than English (translation at least of the abstract should be included in WPAF)
7. Grant writing for successful peer-reviewed federal and other funding for the individual's scholarly research
8. Other creative and scholarly work that may include software programs, videos, and documentaries.

Presentations of Research

1. Invited presentations of research at other universities and professional meetings and conferences. Often, conference presentations are invited after peer review of abstracts. Some invitations are on the basis of scholarly reputations. Both kinds of invitations are valued.
2. Participation in collaborative events at professional meetings, such as roundtables and seminars

For tenure and promotion to Associate Professor candidates should have published at least three peer-reviewed journal articles, or four chapters in edited volumes, or a book, or an equivalent combination of these, all meeting the criteria above. A slightly lower quantitative performance (2 articles or 3 book chapters) may be acceptable if one of the articles is in a journal with an acceptance rate of less than 25% (The top ten journals in our field have acceptance rates of less than 15%), or if there is evidence that one of the publications is exceptionally innovative or influential.

For promotion from Associate to Full Professor candidates should indicate continued professional growth. Minimally, the candidates should have a book or four refereed journal articles, or five book chapters, or other equivalent combination of scholarly works. A slightly lower quantitative performance (3 articles or 4 book chapters) may be acceptable if one of the articles is in a journal with an acceptance rate of less than 25%, or if there is evidence that one of the publications is exceptionally innovative or influential.

The candidate should demonstrate scholarly leadership in the field, with accumulation of argument over multiple publications and recognition of that scholarship. Citations of the candidate's work are evidence of leadership. Merit will be accorded both to published works based largely on original research and those that synthesize and integrate knowledge. Consequently, a textbook offering original insights or an edited anthology may carry the same weight as a monograph.

External Reviews

The Department encourages that reputable scholars in the field assess the candidate's professional achievement, and that outside letters be included in the WPAF.

Candidates may propose up to six outside reviewers. The RTP Committee in consultation with the Department Chair may add up to six additional reviewers. The RTP Committee, the candidate and the Chair will discuss the list to arrive at a final list of six external 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 goal of the RTP is to select and secure at least three reviews for inclusion in the candidate's file.

The RTP Committee should send invitations for outside reviews no later than the month of May before the Fall Semester in which the candidate's file is due. The RTP Committee will not reveal the names of the final reviewers until their letters have been received.

- Reviewers shall not have been the candidate's dissertation chair or committee member, or have a close, extensive collaborative relationship with the candidate.
- Reviewers shall not be close colleagues within SFSU, or relatives
- Reviewers shall be from comparable institutions or higher and hold a higher rank than the candidate being reviewed
- Reviewers will be asked to include a description of their relationship to the candidates and state potential conflicts of interest they might have in doing the review
- Reviewers will be informed that candidates have access to their letters

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

Contributions to campus and community are broadly defined as service to university life at a departmental, college and university level, as well as in professional associations and the community, national and global levels.

Campus Service

Service is vital to the department's capacity to carry out its mission, and to university governance. All faculty including candidates for promotion are required to attend faculty meetings, serve on committees or lead them, and assist in various administrative tasks. The international relations department expects and values faculty service at the departmental level and encourages engagement in service at the college and university levels. Faculty may be asked to serve on committees such as hiring, graduate committee, curriculum development committee, and others as needed. Faculty may show leadership through serving as faculty advisors to IRSA or The IR Journal. All faculty are expected to participate in curricular reviews and other departmental activities upon request of the Department chair.

For tenure and Promotion to Associate, candidates should have made important contributions on departmental committees.

For promotion to Full Professor, candidates should display leadership at the department level by serving on special advising roles, such as minor advisor or graduate coordinator or other similar service. Faculty should also contribute to governance on College and University wide committees), representing the IR department in a variety of College and University committees and other service opportunities.

Service to the community

It involves using one's professional expertise to provide service at the city, state, national and/or international level, including participation in professional societies or other professional activities that enhance the university's relationship to the broader community. These contributions include, but are not limited to organizing community workshops or events; consultation with and services to community organizations and NGOs as well as advocacy activities; contributing activities; contributing to media (not subject to scholarly peer review); consulting media; consulting with other universities and colleges on collaborative task forces; participation in professional societies; memberships on editorial boards; refereeing papers and manuscripts; serving as an external reviewer for departments in other campuses. The case for promotion to full professor can be supported by evidence of leadership through community service. There should be evidence of external recognition of earlier service leading to greater responsibilities.

The contributions to media valued by the department range widely. Both paper and online-only media are encouraged. Writing, video productions, and expert interviews conducted by news and public affairs organizations are all valued. Media focused on audiences in the US, other countries, and across countries, and across the globe are all valued. Writing in all languages is valued. Our faculty have a track record in all these areas and the Department wishes to maintain this record.