

**SAN FRANCISCO STATE UNIVERSITY
DEPARTMENT OF INTERNATIONAL BUSINESS
RETENTION, TENURE AND PROMOTION COMMITTEE GUIDELINES**

**June 30, 2011
(Approved by the Provost February 2012)**

The IBUS Department RTP Committee and Department Chair give regular and consistent advice to candidates vis-à-vis their progress towards retention, tenure, and promotion. Specificity regarding teaching, research, service, and other areas of activity is given candidates in the hiring process, formally and informally, through continual coaching, and most importantly in the regular formal letters from the RTP Committee and Department Chair evaluating candidates' progress as represented in their WPAFs in accordance with University policy.

The Department of International Business' Retention, Tenure and Promotion guidelines have been written in response to the new senate policy revisions passed by the San Francisco State University Senate in November of 2006 and approved by the President in February of 2007. The *Revised Academic Senate Policy F06-241* (formerly policies #S88-120, #S94-120, and #F04-028) will take effect in the fall semester of 2007. The same criteria for retention, tenure, and promotion clearly expressed to all candidates over the past decade shall continue unchanged except for the changes expressed in the *revised* Senate policy can be seen online at

<http://www.sfsu.edu/~senate/documents/policies/F06-241.html>

It is the faculty member's responsibility to consult this document directly if there are any questions. Each candidate hired prior to the fall of 2007 was given a one-time option of choosing either the old or the new policy. The IBUS RTP Committee and Department Chair will continue to advise candidates to consult the Faculty Manual and Senate policy statements to assure currency of knowledge regarding criteria, processes, and procedures. All retention, tenure and promotion materials for evaluation are to be provided by the candidates. Candidates should consult the document on Preparation of the Working Personnel File (WPAF) available at the Office of Faculty Affairs and viewable online at:

<http://www.sfsu.edu/~acaffrs/wpaf.htm>

Candidates should also consult the Retention, Tenure, and Promotion deadline calendar viewable online at:

<http://www.sfsu.edu/%7Eacaffrs/rtppage.htm>

published annually by the University and make sure that all deadlines are strictly observed.

CRITERIA FOR RETENTION, TENURE AND PROMOTION

The candidate is a primary source of information for the Department RTP Committee and Department Chair evaluations. As mentioned, 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.

Content and Format of the WPAF: Self-Statement

Candidates are encouraged to provide a self-statement of teaching effectiveness, professional achievement and growth, and contributions to campus and community that provides an introductory synopsis of the candidate’s accomplishments. The goal of the self-statement is to provide an introduction of the candidate’s materials within each area for subsequent levels of review. It should provide a context for understanding the candidate’s accomplishments within each area. It is recommended that the statement for each area (effectiveness in teaching, professional achievement and growth, and contributions to campus and community) not exceed 750 words. Furthermore, candidates are advised that their supplementary materials be placed in no more than three three-inch binders.

CRITERIA FOR RETENTION, TENURE, AND PROMOTION IN THE DEPARTMENT OF INTERNATIONAL BUSINESS

The criteria for retention, tenure and promotion (both promotion to Associate Professor and to Professor unless otherwise specified) in the Department of International Business are divided into three areas:

- A. Teaching effectiveness;
- B. Professional achievement and growth; and
- C. Contributions to campus and community.

In the case of promotion to Full Professor, activities engaged in current rank are of primary relevance. Activities of former rank may be considered when they form part of a process that occurs, in part, while in current rank.

A. **TEACHING EFFECTIVENESS** in IBUS is measured using the following evidence:

- 1. Student Questionnaires (Course Evaluations);
- 2. Academic Standards;
- 3. Collegial Participation in Curriculum Coordination, Delivery and Development;
- 4. Participation in teaching-oriented Professional Conferences or Workshops;
- 5. Classroom Visits;

6. Faculty Input; and
7. Student Input.

B. PROFESSIONAL GROWTH AND ACHIEVEMENT are measured along the following evidence:

1. Research and Publication in Peer-Reviewed Journals
2. Peer-Reviewed, Refereed Conference Proceedings
3. Other Peer-Reviewed, Refereed Contributions

C. CONTRIBUTIONS TO CAMPUS AND COMMUNITY are measured along the following criteria

1. Service to Campus
2. Community Service

A: TEACHING EFFECTIVENESS

Teaching effectiveness is ascertained through student evaluations of courses, classroom visits with peer evaluations and through evaluations of course preparedness, supplemental information such as syllabi, course outlines, and outcome measurement where appropriate. Critical in this area is an evaluation of the effectiveness of content delivery through faculty lectures. 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.

A1. Student Questionnaires (Course Evaluations)

The department will collect student feedback from the classes taught by the candidates. The questionnaire used is one designated by either the University or the College. The designated timeframe of questionnaire administration is selected by the College. The candidate will receive a copy of the questionnaire as well as the results. The statistical portion will be used to compare with the Department means and/or course means. Student written comments will be kept in the Department Office and can be made available to the candidates, RTP Committee, and the Department Chair for assessment.

A2. Academic Standards

The candidate must maintain and demonstrate high academic standards, continuous commitment to high standards, and the ability to teach and motivate students to strive for maximal performance and achievement of high academic standards themselves. Syllabi, class plans, lectures, grade point averages and distributions, quizzes, class participation, examinations,

written papers, assignments, and other relevant materials may be used for assessment purpose. Of particular importance is balance of techniques, materials, and presentation according to the specific needs of the course. In relatively lower division courses or which there are multiple sections offered, and especially in core courses for the College of Business and required courses in the IBUS concentration, coordination of curriculum, delivery, and performance management is more important than in higher division elective courses with smaller enrollments. In the former, more of a standard distribution of grades will be the norm; in the latter often only one section of the course will be offered so standard distributions are not as central an issue. While the IBUS Department does not impose limits on grade distributions, candidates are advised to be aware of the potential for grade inflation and its potential impact. Important to the Department of International Business is that candidates are able to engage the literature in the field and be able to relate their learning and research to the class setting. Of fundamental importance to the Department of International Business is that the balance includes substantial lectures conveying to the students the major elements of the curricular content to be learned.

A3. Curriculum Coordination, Delivery, and 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 delivery and development is expected of all faculty members. A primary collegial activity in the department is coordination of curricula, beginning with the college core course (IBUS 330) and extending through all required and elective courses at both the graduate and undergraduate level. Participation in the process is through collegial coordination of the International Business curriculum, delivery of agreed upon content through consistent forms of delivery and maintenance of high standards of teaching. Each is of high importance to the department and such participation may be used in evaluating candidates seeking retention, tenure, and promotion.

A4. Participation in Teaching-oriented Professional Conferences or Workshops

Keeping up-to-date in one's field, revising course content and continuous improvement of the teaching and learning process is expected of all faculties in the Department. Consideration may be given to attendance and/or participation at conferences or workshops, which are specifically oriented to improving the teaching and learning process. Sharing traditional and innovative practices that enhance student learning is a valued activity. As well, participating in outcome measurement activities is also a valued activity in the Department of International Business and the goal is to enhance curriculum coordination and delivery as well as to strive to create outcome measurements that are valid and reliable.

A5. Classroom Visits

Members of the IBUS RTP Committee or their designee will visit class lectures of the candidate and prepare subsequent evaluations. The Committee can select the day and time of visits with consultation with the candidate. The candidate can also request for a visit from the RTP

Committee. The evaluation should be made available to the candidate, the Committee and the Department Chair for assessment purposes. The purpose is to attain an overall assessment of curricular delivery and to assess reasonableness of delivery modes and achievement of desired learning outcomes.

A6. Faculty Input

Both the RTP Committee and the candidate may solicit input from other qualified faculty members regarding teaching effectiveness and the written input will be made available to the candidate, the RTP Committee, and the Department Chair for the purpose of assessment and enhancement of teaching effectiveness. All written input must be signed and dated by the faculty members providing the input.

A7. Student Input

The RTP Committee has to right to solicit such input and will consider unsolicited student input. All such documents should be signed and dated by students to be usable by the RTP Committee. Emails printouts can be considered but letters that are signed and dated are of higher value.

B. PROFESSIONAL ACHIEVEMENT AND GROWTH

It is expected that International Business faculty will make, on average, a minimum of one or two intellectual contributions per year. Over a five-year period, we would expect between three to six peer-reviewed journal articles and two or three other refereed intellectual contributions such as conference presentations, proceedings, book chapters, or a textbook/research-oriented book. Peer-reviewed journal articles are the gold standard. The Department recognizes that some conference proceedings and journals are more selective than others. Faculty members are strongly encouraged to report the specific percentage of accepted papers and related documentation for conferences and journals if available. This will aid in assessing the significance of each contribution. Judgments on acceptable quality and quantity of intellectual contributions will take into account the academic rigor and standing of the journals and conferences in question. A major criterion of value is the impact a candidate's research has upon the field. It is the primary responsibility of the candidate, not of the RTP Committee, to provide information that substantiates his/her impact on the academic field or other targeted constituents. The more information a candidate can provide indicating the impact of his or her research the better.

B1. Research and Publication in Peer-Reviewed Journals

In line with the expectations of the University, the Department of International Business expects candidates should make several distinct 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 resulting primarily in journal publications. Refereed journal articles are considered the most important intellectual contributions. The candidate must demonstrate a high level of competency in contributing intellectual work. The RTP Committee will evaluate both the quality and quantity of the candidate’s intellectual work in recognition that peer-reviewed journals vary in terms of selectivity, prestige, and acceptance rates. Both the RTP Committee and the candidate may also seek comments regarding impact from colleagues outside of the Department who are knowledgeable about the field.

As journal quality and the ability to publish in different journals vary, 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 of International Business will not impose a preference among works of an applied, empirical, or theoretical nature. International Business is a highly interdisciplinary and eclectic field. Scholars generally have two areas of expertise, at a minimum. One is often geographical, such as when a scholar will specialize in particular country or region, such as Japan or perhaps Western Europe; another is a functional area expertise such as International Marketing or International Human Resource Management. As such, appropriate journals cut across a wide variety of interests such as regional or country specific areas as well as both mainstream and international journals in particular functional areas. For example, a specialist in International Human Resources may publish both in Human Resource Management (HRM) journal and in International HRM journals. International Business by its very nature is eclectic and diverse and scholarly activities range across a similarly wide range of journals.

Nonetheless, it is recognized that published articles differ greatly in their degree of rigor, in their contribution to areas within our academic disciplines and the demands they make upon the researcher.

The IBUS Departmental RTP committee is responsible for making such determinations as they apply to candidates. 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 (do not count). As well, following the advice of experts in AACSB, the IBUS RTP does not count journal or conference proceedings that are principally under the control of our department, college, and/or university.

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 also often are 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. Of particular relevance are acceptance rates for journal publications, rates such as are readily available in *Cabell's Directory of Publishing Opportunities in Management*, Main Ref HD28.C23 2001-02) and other directories and publications.¹ 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. While there are many variables that go into a considered evaluation of a candidate's WPAF, a benchmark bare minimum of three journal articles in a five-year period is what the Department of International Business has been in effect using as its minimum number of journal articles for a positive recommendation for tenure and/or promotion to be considered. Since candidates are usually coming from recently completed Ph.D. programs, it is often the case that their familiarity with their pertinent literature and their writing is in full swing; dissertations often provide the basis for a scholar's first stream of research in his or her academic career. Hence, a minimum level of three journal articles is quite reasonable.

Even so, candidates are advised to aim higher than the minimum and to strive to have more than the minimum number of publications at the time application for tenure and/or promotion is made. Specifically, if the number of journal publications is merely three, the IBUS RTP committee and Department Chair would expect that at least one from a top-tier journal, if not two of the articles would be from other reputable journals, which will be determined by the RTP Committee with input from the candidate. Should the candidate not have any significant publications in top journals and, furthermore, if the journal publications are in far less competitive journals with much higher acceptance rates and lower levels of impact upon the field, a minimum of about five to six such journal articles should be expected. The IBUS RTP Committee and Department Chair will make very considered determinations of the overall impact a candidate's research publications in journals will have at the time of consideration for tenure and/or promotion and in all evaluations leading up to such. Hence, there is expected to be variance in the exact number of peer-reviewed journal articles that will result in a positive recommendation for tenure and/or promotion. Several possibilities can and will arise. Candidates should work consistently and assiduously to meet and exceed minimum levels of expectations regarding peer-reviewed journal articles recommended for a positive evaluation and recommendation for tenure and/or promotion.

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.

B2. Peer-Reviewed, Refereed Conference Proceedings

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

¹ A reference list of some of these sources is included at the end of this document.

regional, national, and international conferences, since such activity is not only part of the scholarly enterprise, but also which 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. Refereed conference proceedings are also considered but are not as important as refereed journal articles.

B3. Other Peer-Reviewed, Refereed Contributions

Refereed conference presentations, refereed conference abstracts, textbooks and chapters, research-oriented books, and cases are considered as intellectual contributions and are used during assessment. Curricular development activities and other non-refereed intellectual contributions may be considered if they lead to refereed publications.

C. CONTRIBUTIONS TO CAMPUS AND COMMUNITY

C1. Service to Campus

Candidates are expected to engage in service during their probationary years at the Department, College, and 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.

C2. Community Service

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. Contributions to the discipline in the form of *ad hoc* reviews to academic journals, membership in editorial boards, and/or administrative functions and responsibilities in the Academy of Management, Academy of International Business, and related professional organizations will be considered favorably. It could also include such activities as being a reviewer for manuscripts, book proposals, textbooks, and grants. To a lesser degree, the IBUS RTP Committee will consider service that does not necessarily directly enhance

candidates' teaching effectiveness or research program but indirectly provides other benefits to the department, college, university, relevant academies or general communities. These include, but are 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. Individuals may serve the University using their professional expertise to provide service at the community or city, state, or national levels. Such service must involve participation at a level which makes a contribution to community activities or projects, and which enhances relations between the University and the community. Emphasis should be placed on those community activities in which the academic expertise of the faculty member is directly applied. For promotion from Associate Professor to Professor, demonstrable leadership at university, college, and/or department levels are essential. Accordingly, candidates are strongly encouraged to include commendations and/or evaluations of their contributions from the appropriate chairs of the committees in which they have served.. Descriptions of community service shall be submitted to the department retention, tenure and promotion committee.

SOURCES: Aston Business Journal Rankings, accessed on May 1st, 2007 from <http://www.abs.aston.ac.uk/newweb/research/rankings/>

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Several Drafts in the interim...dates not recorded.

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Revision: March 9th, 2007

Revision: March 2nd, 2007

Revision: March 9th, 2007

Revision: March 13th, 2007

Revision: March 21st, 2007

Revision: March 30th, 2007

Revision: April 6th, 2007

Revision: April 12th, 2007

Revision: April 19th, 2007

Revision: April 23rd, 2007

Revision: April 27th, 2007

Revision: April 28th, 2007

Revision: April 29th, 2007

Revision: April 30th, 2007

Revision: May 1st, 2007

Revision: May 2nd, 2007

Revision: May 9th, 2007

Revision: May 10th, 2007

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Revision: September 9th, 2007

Revision: September 10th, 2007

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Revision: June 30, 2011, per Dean of Faculty Affairs', Wenda Yee, suggestion, June 2011, approved by faculty on August 22, 2011.