

SAN FRANCISCO STATE UNIVERSITY

DEPARTMENT OF MANAGEMENT

RETENTION, TENURE AND PROMOTION GUIDELINES

Approved by the Provost June 2010

These guidelines have been revised in accordance with the new Academic Senate Retention, Tenure and Promotion Policy (www.sfsu.edu/~senate/documents/policies/F06-241.html). Faculty whose appointment begins in Fall 2007 or later will be evaluated according to the new policy and guidelines. Faculty with an academic appointment that began prior to Fall 2007 must make a non-reversible choice to be evaluated with respect to the new Senate policy and Management Department guidelines or with the prior Senate and Department policies. (The choice will be documented by a form included in the WPAF.) The procedures outlined here will be conducted in accord with relevant state and federal laws and the provisions of the faculty collective bargaining agreement.

The candidate is a primary source of information for the Department Retention, Promotion, and Tenure Committee (RPT). 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.

The Management Department’s RTP Committee expects candidates to work with the committee in a consultative manner. Consequently, candidates should consult the committee in advance of taking important actions – e.g. before (not after) submitting papers to conferences and journals, embarking on other scholarly activities; before making adjustments to teaching assignments and approaches; and before undertaking service activities. The RTP committee understands the importance of, and need to, capture the qualitative differences associated with different activities. By working with, and consulting with the RTP Committee in advance, candidates will have a better opportunity to learn how specific activities will be evaluated. This is true for retention, tenure and both levels of promotion. This is true in all areas of evaluation – Teaching Effectiveness, Professional Achievement and Growth, and Contributions to Campus and Community.

In general, candidates are expected to 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 expectations.

Criteria for Retention and Tenure

The criteria for retention and tenure are divided into three areas (a) teaching effectiveness, (b) professional achievement and growth and (c) contributions to campus and community. These criteria are explained in greater detail in the following sections. Retention and tenure decisions will give the greatest weight to teaching effectiveness and professional achievement and growth.

Criteria for Promotion

The criteria for promotion are divided into three areas (a) teaching effectiveness, (b) professional achievement and growth and (c) contributions to campus and community. For promotion to the rank of Associate Professor the greatest weight is given to teaching effectiveness and professional achievement and growth. For promotion to Full Professor a candidate must demonstrate a higher level of Contributions to Campus and Community than a candidate seeking promotion to Associate Professor. These criteria are explained in greater detail in the following sections.

Evaluation of Teaching Effectiveness

Senate Policy states: “A faculty member should maintain a scholarly level of instruction, show commitment to high academic and pedagogic standards, be effective in instructing and advising students, guide and motivate students, and apply evaluative standards fairly and appropriately with respect to all students.”

The RTP committee will mainly consider the following criteria, which are listed in four general categories in order of their relative importance: effectiveness in instructing students, commitment to high academic standards, advising, and maintaining a scholarly level of instruction.

1. Effectiveness in Instructing Students

The RTP Committee’s assessment of teaching effectiveness will be based on student evaluations, peer observations of classroom teaching, and evaluations of course materials. The Committee is looking for evidence of effectiveness and commitment to high academic standards.

Instructors must adhere to the official course outline associated with each course they teach. The course outline delineates the topics and in some cases the approach to be used in each course. An instructor may introduce new, relevant topics and approaches in no more than 20% of the course, so long as the entire official course content as described in the course outline is covered in the balance of the course. Course outlines are available in the Management Department Office. Questions regarding course outlines for core courses should be addressed to the course coordinator; other questions should be referred to the faculty member in charge of the substantive area. The Department Chair is available to facilitate discussions.

Student evaluations of teaching

Candidates will ensure that student evaluations for *all* courses are included in the WPAF for the review period. The candidate should also provide a statistical summary including trend analysis for each question as well as an analysis of the content of written comments.

In assessing student evaluations of teaching effectiveness, RTP will also consider:

- a pattern of consistent improvement
- level of class: graduate/undergraduate; upper/lower division
- type of course: core, concentration requirement, elective
- subject matter level of difficulty
- whether experimenting with new pedagogical methods
- size of class
- special circumstances

Consistent with historical precedent, a Management Department candidate who consistently receives evaluations averaging a 2.0 across all questions and/or Question 7 (overall) is at risk regarding retention/tenure/promotion.

Peer observations/evaluations of teaching in the classroom

Peer classroom observations are instrumental in assessing the candidate's skills, abilities, and expectations. Its purpose is to provide a balanced and qualitative perspective on the candidate's teaching effectiveness. Peer classroom visits are intended to be helpful, developmental, and collegial in spirit, not intrusive or intimidating.

Candidates for retention/tenure should ensure that at least one class each year is evaluated by a peer, and that these evaluations are included in the WPAF. While both the candidate and the RTP Committee may solicit peer evaluations, the RTP committee, in collaboration and consultation with the candidate, shall choose a suitable peer for classroom observations. For purposes of RTP, 'peer' is defined as any tenured member of the Management Department, or in special cases, other tenured faculty within the College of Business.

The candidate shall, in collaboration with the peer-observer, jointly decide in advance a date for the class observation. Prior to the class observation, the peer observer will, if possible, meet with the candidate to obtain a copy of the course syllabus, and also to discuss any issues or concerns. Following the observation, the peer-observer will, if the candidate wishes, meet with the candidate to debrief the candidate on his/her observations, and share any concerns.

The peer-observer will write a report relating to the classroom evaluation. This report will become part of the candidate's WPAF file. Should the candidate desire, he/she has the right to rebut a report in writing; this document will also become part of the candidate's WPAF file.

Evaluations of course syllabi, course materials, and course portfolios

The candidate should develop a portfolio for each course that provides evidence of class organization, student expectations for learning and the candidate's currency in knowledge of the field.

Such a portfolio should include documents such as syllabi, reading lists, class projects and assignments, student papers and examinations, and so forth. The candidate may also wish to include a narrative illustrating their approach to course development and instructional delivery.

2. Commitment to High Academic Standards

The committee will review syllabi, written course requirements, examinations and other evaluation procedures, and distributions of student grades to assess the candidate's commitment to high academic standards. The candidate is responsible for maintaining a complete numerical breakdown by class of the number of grades assigned in each grade category (A, A-, B+, etc.) and the overall GPA awarded for each class taught during the period of review. These materials will be included in the candidate's WPAF.

Commitment to high academic standards will sometimes require the willingness to deliver "bad news" to a student regarding his/her academic performance (i.e., the grade). The RTP Committee is aware of the potential impact grading has on student evaluations of teaching effectiveness and of the temptations this evokes.

The RTP Committee will examine the numerical breakdowns by class of the number of grades assigned as well as the overall GPA awarded for each class taught during the period of review (the candidate will supply this information in his/her WPAF). Should the Committee detect a long-standing or consistent pattern of skewed distributions, the Committee will meet with the candidate to discuss the causes for such patterns in order to better understand whether the patterns reflect unique pedagogical considerations, inexperience with evaluation, and/or lax or overly rigid academic standards.

3. Advising and Guiding Students

The committee will consider descriptions of the nature and extent of advising activities and examples of willingness to confer with students. Student letters (signed) and comments and examples of feedback given to students can also be used to assess advising activities. Effectiveness of advising students may also be demonstrated by descriptions of master's theses and special advising projects.

4. Maintaining a Scholarly Level of Instruction

Staying current in one's field, revising course content and continuous improvement of the teaching and learning process is expected of all faculty in the Department. Candidates shall provide evidence of their currency in their WPAFs. Such evidence can include, but is not limited to course and curriculum development, creating innovative course materials and attendance/participation in teaching oriented professional conferences or workshops.

RTP also expects that candidates will work collaboratively and collegially with other department and university faculty in the process of reviewing and improving existing courses and curricula and in the development of new courses and curricula.

Course and curriculum development

Creation and development of new courses or curricula required by the Department can be considered in this category. Since a certain level of course preparation and development is expected of all faculty members, an excellent level of achievement requires effort and evidence beyond this usual expectation. Establishment of a new concentration, major revision of an existing concentration, or creation of a new academic program will be considered under Professional Achievement and Growth (under Curricular Innovations), or Contributions to Campus and Community, depending on the nature and scope of the effort

Innovative course materials

The RTP Committee will consider and assess unusual or exceptionally innovative course materials and methods of instruction that address approved course content as evidence of maintaining a scholarly level of instruction.

Attendance and/or participation in teaching-oriented professional conferences

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

Evaluation of Professional Achievement and Growth

Management 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.

The Department places the highest premium on peer-reviewed publications in quality journals. 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 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. The candidate is expected to provide copies of any relevant correspondence with editors and/or reviewers that demonstrates the contribution was subject to an external and objective peer review process. Such evidence includes letters of receipt and/or acceptance of articles from journal editors and/or program chairs, as well as statements of typical acceptance rates. In publications of multiple authorship, a candidate should clearly communicate to the RPT committee their role in the research published.

In evaluating Professional Achievement and Growth, the RPT committee will mainly consider the following areas as described below, which are listed in three general categories: 1) Research and Publications; 2) Professional Leadership; and 3) Curricular Innovations. Category 1 is given the greatest weight. However, the RTP Committee understands that there are a variety of ways, and no one best way, to excel in the Professional Achievement & Growth category.

Types of Assessment Criteria

In assessing professional achievement and growth, the RTP committee will examine and assess evidence of the candidate's intellectual contributions, based on three types of criteria:

Effort/Performance: The type of contribution and the effort entailed in its completion.

Quality of Results. The quality of the contribution, in terms of placement, acceptance rate, and other relevant factors.

Impact. The impact the contribution has upon the body of knowledge, its recognition by the academic community, and its relevance to business and society.

These criteria will be applied in looking at Research and Publications, Professional Leadership and Curricular Innovations. 7

Consultation with the RTP Committee

The RTP recognizes that tenure track candidates may have questions regarding the assessment and weight that will be ultimately be placed by RTP on potential publications before, not after, work is submitted. Therefore, the committee urges candidates to consult with the committee to obtain a formal opinion

regarding potential publications. It will be the responsibility of the candidate to supply documentation regarding the topic covered, the publisher, nature of the external review process, likely acceptance rates and other information that might be helpful to RTP in making an assessment.

1. Research and Publications

Peer-Reviewed Publications

The greatest weight will generally be given to peer-reviewed contributions in nationally or internationally recognized publications that the RTP assesses as high-quality based on the three types of criteria. Examples include journal articles, textbooks, books, book chapters, case studies and proceedings. In all instances, evidence must be provided to demonstrate that the outlet qualifies as peer reviewed. Generally speaking, probationary faculty are expected to publish a minimum of 3 distinct publications in peer reviewed (refereed) outlets. The RTP committee will assess each publication based on the previously described criteria of effort/performance, quality of results and impact. A minimum of two of the peer-reviewed publications must be articles, to which the candidate has made a significant contribution, in quality academic journals, quality to be determined by the RTP Committee. Because of the wide range of possible publication outlets, it is recommended that candidates consult in advance with the RTP Committee regarding journal quality.

The requirements also apply to tenured faculty seeking promotion. Note that, after promotion, credit for cumulative publications starts anew.

Paper Presentations and Non-Refereed Publications

Lesser consideration will be given to paper presentations at academic conferences and contributions that are published in non-refereed publications

2. Grants and Funded Research

The Management Department encourages candidates to apply for funding of their research. Since successful application and receipt of external funding for research is difficult to achieve, such activity merits the department's favorable consideration. For grant proposals that require extensive external peer review, successful attainment of funding can be considered as a proxy that the candidate's research or research potential is held in high regard by his or her peers. The RTP committee will consider and assess

these types of contribution using the three types of criteria as well as how the implementation of grant activities contributes to the mission and objectives of the department.

3. Curricular Innovations

The department recognizes that curricular innovations such as the development of original academic programs, concentrations, or clusters of new courses are evidence of professional achievement and growth. The development of outreach programs or consulting projects for the business community which are not directly tied to an academic degree program might be viewed as a form of Service, but do not constitute an activity under the Professional Achievement and Growth category.

Evaluation of Contributions to Campus and Community

The RTP Committee will consider and assess the value and significance of the candidate's contributions to campus and community. Candidates should consult with RTP and the Department Chair regarding Management Department needs, as contributions to the Department should be first priority.

Contributions to Campus

Tenure-track faculty are expected to engage in service activities during their probationary years either at the Department, College or University level. Such service may involve a myriad of forms and activities ranging from serving on standing or ad hoc committees, special projects, task forces, etc. The RTP advises that great care should be taken in ensuring that service activities do not subtract, interfere, or distract the candidate from meeting or exceeding Teaching Effectiveness and Professional Achievement and Growth expectations.

Tenured, not yet promoted faculty members, are expected to be active in the life of the University, but not to lose sight of the need for doing excellent work in the areas of Teaching and Professional Achievement and Growth.

In all cases, faculty have the sole responsibility of documenting their service contributions by acquiring letters, memos, reports, or any other evidence that demonstrates their type and level of service contribution.

The RTP Committee recognizes that the dissemination of knowledge in the classroom is the end result of the Department's self-governance processes and that the quality of these processes and hence, the end result, depends on the consistent and rigorous participation of all department members. 9

Tenured/tenure-track faculty are expected to be fully engaged in the Department's scholarly activities, including but not limited to, departmental meetings to discuss course proposals and/or course content; course reviews; search committees, and, when appropriate, the development of research programs with other departmental members.

Faculty charged with teaching core courses are also expected to be actively involved in the coordination of the content and delivery of these courses.

Candidates seeking promotion must demonstrate an outstanding level of participation in departmental activities beyond the requirements outlined above.

Contributions to Community

Professional Leadership

The Management Department expects each of its faculty members to play a significant leadership role in the advancement of knowledge both within the department and within the Management disciplines.

Professional service can include such duties as serving as a chair, discussant, moderator, or facilitator of sessions 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.

While professional leadership officially falls within the Contributions to Campus and Community section, we would like to highlight the fact that there are specific instances in which a prestigious leadership role in the professions may be in response to the candidate's scholarly achievements and impact, and therefore would appropriately receive consideration and evaluation in the Professional Achievement and Growth section.

Other Community Contributions

The Department of Management recognizes the value of community service activities, but such activities, in order to be considered for the purposes of tenure or promotion, should be those that directly reflect or utilize the academic expertise of the faculty member. More recognition is given to service which has direct benefits to student learning or the candidate's research program