Marketing Department Guidelines for Retention, Tenure and Promotion
San Francisco State University
Approved by the Provost
September 2008

Overview:

The Marketing Department values faculty who are active researchers, committed to excellence in teaching and willing to work cooperatively to achieve both personal and institutional goals. The purpose of this document is to guide Department Peer Review Committee (DPRC) members as well as faculty seeking retention, tenure and promotion to Associate Professor in preparing for the RTP process. It is intended to be consistent with and implement Academic Senate Policy F06-241 at the department level.

Process:

Each Spring the DPRC will meet with every probationary faculty member to go over policies and processes with regard to preparation of the Working Personnel Action File (WPAF) due in the Fall. Each Fall every probationary faculty member should attend an RTP workshop offered by the Dean of Faculty Affairs and Professional Development. The DPRC Chair should also attend an appropriate workshop conducted by the Dean of Faculty Affairs and Professional Development in the Fall. Each Spring the DPRC will conduct peer evaluation of teaching of all probationary faculty coming up for review in years two, four and six. For reviews in years one, three and five probationary faculty will arrange for peer evaluation of teaching by any departmental colleague in consultation with the DPRC. All peer evaluations of teaching will be conducted using a standard, approved form. The DPRC’S evaluation letter of the probationary faculty’s WPAF will be approved by a simple majority of the DPRC, which will have an odd number of members voted by the faculty. DPRC members will elect the Chair for a one-year term.

Teaching Effectiveness:

The marketing department values teachers who are prepared to meet the needs of the student body. Faculty are expected to be able to teach effectively at both the graduate and the undergraduate level. The typical teaching load is 3 course sections per semester. We value faculty who are able to teach a variety of classes and are willing to substitute for other faculty when necessary. We value instructors who are innovative in their courses and help other instructors to be innovative in ways that enable us to be effective teachers in a resource-constrained environment. We will always consider the full range of classes and semesters during a faculty member’s tenure clock. We look for ways the instructor has tried to improve teaching from semester to semester.

EVALUATION CRITERIA

We will use multiple measures of teaching effectiveness as research demonstrates no single measure offers a true picture of teaching effectiveness. These measures include:
Course Preparation. This includes well-crafted syllabi that show thoroughness, organization and a specific concern for student learning. The department values the efforts faculty make in providing class readers, lecture notes, guest speakers, multimedia presentations, learning exercises, community service learning, guided class projects, original unpublished papers, etc. in the course of a class. These efforts do not fit neatly into academic or professional competency yet deliver value to our students consistent with the University and College missions. It is expected that faculty coming up for tenure should have prepared a minimum of three different courses that they can be called upon to teach in a given semester. Graduate and undergraduate versions of a course are recognized as distinct preparations.

Teaching Evaluations. Student evaluation scores will be collected for all regular classes taught by probationary faculty. Based on departmental means approximately between 1.6 and 1.8 over the last few years and to allow for differences in courses, we like to see average evaluations of 2.0 or lower on the current 5-point scale. However, these evaluation scores will be interpreted in light of their context. It is important to use benchmarks appropriate to the situation in interpreting evaluation scores. Probationary faculty should provide the grading distribution for each class taught. The DPRC will also consider qualitative student comments in assessing the quality of teaching as they can provide a more comprehensive way of assessing teaching effectiveness, so these should also be provided. Probationary faculty should provide one peer evaluation of teaching effectiveness for every year of service before tenure. Peer evaluations for reviews in years 2, 4 and 6 will conducted by the DPRC.

Teaching Innovations. The department values curricular and pedagogical innovations. Probationary faculty should document all such innovations.

Accessibility. Advising and other student interactions outside of the classroom will be explicitly noted in the WPAF. These activities are very time consuming and require the instructor to be available to students many hours per week. We expect probationary faculty to hold a minimum of four regularly scheduled office hours per week when classes are in session. Additionally, they are expected to supervise a number of graduate culminating experiences per semester after their first probationary year.

Fit with Curricular Needs of the Department. The department values an instructor who is able to effectively teach a number of courses. The ability of an instructor to teach courses at different levels and in different programs is valued by the department for the flexibility it brings to scheduling and for its contribution to an intellectually stimulating atmosphere.

Professional Achievement and Growth:

The marketing department values faculty who are active in intellectual development in support of the College’s mission. We want to foster an intellectually stimulating atmosphere within the department and the college. We place a high value on
faculty who collaborate with colleagues within the department, within the college and within the discipline on scholarly research. Discipline-based research, pedagogical research, and inter-disciplinary research are valued by the Department.

We especially value peer-reviewed journal articles and peer-reviewed conference proceedings. The field of marketing is broad and contains many academic journals. While the department encourages academic work in a wide range of quality journals including, but not limited to, marketing journals, it is important that probationary faculty establish research credentials in a substantive area of marketing.

EVALUATION CRITERIA

It is expected that marketing faculty will make at least 5 significant intellectual contributions in a five-year period or an average of one a year. Over a five-year period we would expect at least three peer-reviewed articles in quality journals and at least two other refereed intellectual contributions such as conference presentations, proceedings, or book chapters. The department recognizes that some journals and conferences are more selective than others and therefore, in assessing the quality of the intellectual contributions, the DPRC will consider such factors as the number of citations listed in the Social Sciences Citation Index, the reputation of the journal, the publisher or the association that sponsors the journal or conference, the acceptance rate, the quality of the review process and evaluation letters from scholars in the field.

Faculty should provide evidence that an intellectual contribution has successfully completed an objective, external peer review process. This documentation might include relevant correspondence with editors and/or reviewers that demonstrates the contribution was subject to a comprehensive external peer review process. Faculty are encouraged to provide any other evidence of the quality of the article, proceeding or presentation and its contribution to the marketing field.

*Discipline-based Scholarship.* It is expected that probationary faculty will make a contribution in the area of discipline-based scholarly research in marketing and business. Faculty can demonstrate that with at least one peer-reviewed article in a quality marketing journal and at least two peer-reviewed articles in quality business journals (including marketing journals) during a five-year period. The DPRC will judge the quality of the work based on the criteria mentioned in the previous paragraphs.

*Pedagogical Research.* We value innovations in curriculum and course design and encourage publications based on these innovations provided substantive contributions are also made in marketing scholarship.

*Inter-Disciplinary Research.* Intellectual contributions published in other business or related fields is encouraged provided substantive contributions in marketing have also been made.
Contributions to Practice. Reports from sponsored research on practitioner issues, articles in practitioner journals, executive education course creation, presentations at practitioner seminars or conventions, or documented practice software may be considered as intellectual contributions. As these activities are less frequently peer reviewed, faculty should document the significance of these contributions.

Collegial Relationships. The department values faculty who treat each other with respect and are cooperative. We encourage faculty to develop personal relationships that can become the basis for productive professional collaboration. The department intentionally creates opportunities for faculty to interact with each other in a non-business setting. An intellectually stimulating atmosphere requires occasional disagreements. The Department values faculty who can resolve differences while maintaining collegiality.

Contributions to Campus and Community

The marketing department endorses the principles of shared governance and recognizes the importance of being involved in campus and community life. Faculty are encouraged to use their professional expertise in support of the university, its stakeholders and of the larger community.

EVALUATION CRITERIA

The Department recognizes the need to make an investment in the long-term development of faculty. While probationary faculty may engage in service activities at all levels, the primary focus should be on developing a solid foundation of teaching effectiveness and professional development. Faculty coming up for tenure should have demonstrated contributions to departmental, college and university-level service.

Community Service. The Department values contributions to the San Francisco Bay Area Community as well as the larger national and international business community. These contributions may be in the form of consulting, teaching, research, writing and service with business, not-for-profit and academic organizations. Whether or not faculty are compensated for these activities and whether or not students are directly involved in these activities, they are all valued by the department providing they bring visibility to the department, to the college, and to the university.

Professional Societies or Other Professional Activities. We value faculty who are actively engaged in the discipline. Participation in professional organizations and their chapters or special interest groups is encouraged. The Department recognizes the value of major editorial activities or track chair activities with a discipline-based academic journal or conference.

Service to University. The department recognizes that the functioning of the department, college and university depend on faculty contributing to the administration and development of the instructional and non-instructional programs. The department values the work of faculty directed at improving the professional skills of our students.
outside of the classroom through student organizations, special projects, etc. Committee work is essential for maintaining and improving the quality of our academic programs. After the first year, it is expected that probationary faculty will participate in at least one department, college or university committee per semester.