

Standards for Tenure and Promotion in the Broadcast and Electronic Communication Arts (BECA) Department

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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 BECA Department who are being considered for retention, tenure, and promotion will be evaluated in each of those categories.

BECA faculty members are expected to demonstrate both currency and innovation in their area(s) of teaching and professional achievement. Accordingly, the Department's methods, definitions, and standards of evaluation take into account the rapidly changing nature of the discipline regarding media content creation and distribution; industry economic models and regulation; modes of scholarly and professional research and criticism; and emerging technologies.

The BECA Department also recognizes that faculty members' activities often contribute significantly to more than one category (Teaching, Professional Achievement, and Service). Therefore, when clearly articulated, faculty activity may be considered as fulfilling more than one of those criteria.

It also recognizes and values that a candidate's primary assignment may, in some semesters, include or consist of non-instructional activities that are of benefit to the Department, such as acquiring grants, administering grant-funded programs, etc.

These alternative primary assignments will be evaluated according to quality, scope, and significance, as well as by external review.

The RTP Committee will meet annually with T/TT faculty prior to their submitting files during the probationary period, and before consideration for tenure and promotion, and promotion to Full Professor to ensure that faculty understand the promotion process, to maintain channels of communication between the respective faculty member and the committee, and to provide support to the faculty member wherever possible. Similarly, the Committee will meet with faculty undergoing Post-Tenure Review. Usually, the pre-promotion meetings will take place in the spring prior to application for promotion and

tenure, and the Post-Tenure Review meetings will take place in the spring, although any faculty member may request a meeting with the RTP Committee at any time.

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.

General Qualification Standards

I. TEACHING EFFECTIVENESS

Teaching is both the primary mission of San Francisco State University and the paramount value of the BECA Department. To be considered for retention, tenure, or promotion, regardless of qualifications in other categories, candidates must meet the Department's standards of excellence in teaching. Faculty in the BECA Department are expected to teach the courses assigned to them based on their individual contractual agreement and the curricular needs of the Department as articulated by the Department Chair.

The criteria for evaluation of teaching include:

- A. Student evaluations.** Students will evaluate all courses each semester. Numerical student evaluations must be considered in the context of peer reviews and other non-numerical evidence of teaching effectiveness such as written student comments on SETE questionnaires.

Numerical data and qualitative comments should be contextualized and examined primarily as longitudinal, trend data. Assessment of teaching effectiveness by the RTP Committee and Chair will be based on analysis and summary of scores on individual questionnaire items.

The BECA Department regards mean scores on individual questionnaire items between 1.0 and 1.34 AS EXCEEDING EXPECTATIONS. Mean scores between 1.35 and 1.99 MEET EXPECTATIONS. Generally, scores of 2.0 or greater do not meet Department expectations. In such cases, the BECA RTP Committee will recommend: 1) working with a faculty mentor who can assist in improving teaching. 2) taking advantage of campus resources for teaching improvement. Should the faculty member continue to struggle to meet expectations, the RTP Committee, in consultation with the Chair and Associate Dean, will determine the next course of action.

The Department recognizes the variation in scores due to a wide variety of class type, and will take this into account when reviewing SETE's with scores that do not meet department standards of effective teaching.

B. Peer Evaluations. The BECA Department regards peer reviews of teaching to be central to any judgment of a faculty member's teaching effectiveness. The RTP Committee will supervise and assign peer reviews once a semester for each probationary faculty member, and at least once a year for each Associate Professor. In such evaluations, members of the RTP Committee and other faculty members of higher rank than the person evaluated will visit classes and provide written comments concerning the quality of teaching. Specific areas of evaluation will be:

- a. evidence of preparation and class organization
- b. student engagement
- c. clarity of lecture or presentation
- d. knowledge of subject, and other evidence of teaching effectiveness deemed relevant by the evaluator

Faculty will be notified of classroom peer evaluations in advance. The consistency of peer evaluations is facilitated by using the standard BECA Department Peer Evaluation of Teaching Form, which is available to faculty on the BECA Faculty iLearn site, and also provided by the Department when reviewers are assigned.

C. Course materials. Syllabi, course web sites (e.g. iLearn), reading lists, class projects and assignments, and examinations may be used when applicable by the RTP committee as evidence of teaching effectiveness.

Faculty members are expected to frequently update their syllabi, learning objectives, and assignments in keeping with the continuing changes in the field. Syllabi should be clearly written, outline learning objectives and grading rubrics as well as other required university policies.

D. Advising. All BECA faculty members must adhere to the Department's policy of conducting office hours and advising students. The Chair, who works closely with faculty on advising matters in the Department, may provide the RTP committee with a brief written assessment of the candidate's effectiveness in advising.

E. Curriculum development and related research. Such activities include the creation of new courses or the improvement and development of existing courses, or the development of online course materials, digital presentations, videos, and similar course delivery methods. Probationary faculty will demonstrate contributions in this area by submitting in the WPAF examples of course proposals, syllabi, research papers or articles pertinent to BECA curriculum, or other examples of course-development efforts.

Retention and Tenure and Promotion

In addition to the general standards outlined above, the BECA Department expects candidates for retention, tenure, and promotion to exhibit a pattern of

teaching excellence and progress during their probationary period. All new faculty enter our institution with varying levels of teaching proficiency. Therefore, specific benchmarks shall be set in the document of expectations developed during the first semester after hiring for each candidate based on their particular level of experience in the classroom. The RTP committee shall mentor and guide probationary faculty during this process, and may suggest new or additional pathways toward retention. The BECA department values improvement over time and places greater emphasis on the final two years prior to tenure if earlier teaching evaluations fall outside the normative and expected range.

Promotion to Full Professor

For promotion from Associate to Full Professor, candidates are expected to demonstrate continuing efforts to improve their teaching and contribute to the enhancement of the curriculum by developing new courses or modifying existing ones where appropriate to the evolving changes in our field and adapting to industry standards where appropriate.

II. PROFESSIONAL ACHIEVEMENT AND GROWTH

In order to achieve retention, tenure, and promotion, BECA faculty members are expected to develop an agenda for and record of work that is relevant to the mission of the Department. This work includes some or all of the following:

- scholarly and/or professional research
- scholarly and/or professional criticism
- creative work

Candidates may choose to be evaluated on the strength of their achievements in any or all of the above. For this reason, the BECA Department does not require a specific number of publications or creative projects to qualify for retention and tenure. The Department expects faculty to demonstrate a coherent pattern of productive scholarly, professional, and/or creative activity, documented by statements from internal and external reviewers who can attest to the significance of the faculty member's contribution.

BECA faculty are expected to be engaged with our rapidly evolving industry and maintain industry relationships that benefit our Department and students. Active efforts to remain current in our field by participating in industry-related activities, networking with industry professionals, and inviting industry professionals to interact with our students are of great value to our Department.

The criteria for the evaluation of Professional Achievement and Growth include:

- A. **Achievement in Scholarly Research and Criticism.** Active scholarship is demonstrated by any or all of the following: publication of peer-reviewed books, chapters, articles or reviews, including those published/distributed digitally; presentation of scholarly papers at professional meetings; and grant proposals and similar activities where

the faculty member's work is presented to professional colleagues and is subject to review and critique. The Department acknowledges that research-based media criticism contributes to public media literacy, accessibility and diversity. A record of research-based works of criticism may be demonstrated by any or all of the following: publication of books, chapters, articles, analyses or reviews, including digital publications, reviewed by peers and/or industry professionals; presentation/discussion of work at professional and industry venues; and emerging forms of peer recognition and distribution.

- B. **Creative Achievement.** Faculty who engage in creative work need to demonstrate the merit of the work by presenting evidence that it has been subject to review and criticism comparable to peer review for publication. Such review may include scrutiny and acceptance by an editor or producer, jury review in a competition, critique by respected academic peers from other institutions, and/or acceptance of the work for distribution by recognized professional or industry organizations. Creative work may include wide varieties of sound, visual, or text content intended for media distribution.

Retention and Tenure and Promotion

A clear demonstration of documented progress in the area of professional growth and achievement is considered an essential part of probationary faculty activity. Newly hired faculty will meet regularly with the RTP committee to outline their anticipated professional growth and achievement during the probationary period and their progress as they move toward retention. RTP will schedule these meetings. These activities may include scholarly or creative work or both. It is expected that probationary (tenure-track) faculty will demonstrate a clear pattern of contribution and progress in their areas of research and/or creative achievement

Promotion to Full Professor

The normal expectation for establishing significance in professional achievement and growth for purposes of promotion to Full Professor is continued professional growth in the discipline and the ability to clearly illustrate their substantial impact upon the discipline. The research and/or creative agenda for candidates for Full Professor should illustrate a continuing extension of research or applied skills that provide evidence of professional growth in their areas of expertise. Examples may include peer-reviewed book chapters, articles, media critique, creative projects, monographs, presentations in their area of scholarly interest at professional conferences or meetings, and externally funded grants, among other activities. The candidate's body of work should demonstrate innovation and expansion beyond that which qualified the candidate for tenure and promotion to the rank of Associate Professor.

III. SERVICE TO CAMPUS AND COMMUNITY

There are three categories of service: to the university, to professional

organizations, and to the community.

The Department expects all candidates for retention, tenure, and promotion to fully participate in service to the campus and community. Service includes building cooperative working relationships with faculty, staff, and/or community and professional organizations. This criterion is primarily fulfilled by active participation and service on Department, college, and university-wide committees.

Service to Campus and Community. Service requires participation in Department faculty and Graduate Council meetings as well as standing committees, ad hoc committees, and work groups. It may also include activities in support of student organizations, and planning events with educational value. Faculty are also encouraged to serve in professional organizations, and are strongly encouraged to serve the broader community by making their professional expertise available to community groups, social organizations, and agencies that serve the public good. Contributions to campus and community may be addressed in the categories of teaching effectiveness and professional achievement and growth, especially as they relate to curriculum development and mentorship of students.

Retention and Tenure and Promotion

Assistant Professors are not required to assume leadership positions within Department committees, but are also expected to perform service at the college and/or university level, or to participate in governance organizations.

Promotion to Full Professor

The candidate's contribution to campus and community should include significant service to the Department, College, University, and community organizations. Evidence of such activity may include serving on and chairing committees, participation in community service, curricular innovation, mentorship of junior colleagues, and contributing to initiatives that enrich students' experience and the BECA culture of inclusiveness, collegiality, and collaboration

External Review for Tenure and Promotion

The BECA department requires external reviews of a faculty member's professional work as part of the tenure and promotion process.

Candidates may propose up to three outside reviewers. The RTP committee, in consultation with the Department Chair, may propose up to three additional outside reviewers. The RTP Committee, the candidate, and the Department Chair will discuss the list of six possible reviewers to arrive at a final list of three to five potential reviewers. During this stage of the process, all parties have the right to veto suggested reviewers while maintaining a balance between the two lists. Reviewers shall not have been the candidate's graduate thesis/dissertation Chair or committee member. Academic reviewers shall be

from a public university comparable to a CSU, and hold a higher rank than the candidate being reviewed.

The Department acknowledges the collaborative nature of creative work in BECA. As such, for the evaluation of creative work, the candidate, RTP committee, and Department Chair may identify a list of established professionals, and academics who are able to evaluate the quality, value and uniqueness of the candidate's creative work and potential contributions to the discipline. In cases where a list includes both academic and professional reviewers, the RTP committee, the candidate, and the Department Chair will collaborate to ensure a balance between both groups of reviewers. Reviewers will be asked to include a description of their relationship to the candidate and state potential conflicts of interest they might have in conducting the review. Reviewers will be informed that candidates have access to their letters. Candidates shall provide the RTP committee with the following materials to be sent to reviewers by June 1 before the fall semester in which the candidate's file is due:

- Personal statement
- Current CV
- Items from the candidate's Professional Achievement & Growth during the period of review, usually defined as the period of time from hire or previous promotion to closure of WPAF.