

Management Department

Retention, Tenure, and Promotion Criteria

Approved by Provost: 9/6/2018

The Management Department expects faculty to be active researchers, as well as committed to excellence in teaching and committee or other service, willing to work cooperatively within the department to achieve both personal and institutional goals. The purpose of this document is to articulate the criteria for tenure and promotion to Associate Professor or promotion to Full Professor. It implements Academic Senate Policy F16-241 at the department level.

Expectations and Criteria

Faculty will be evaluated in three areas: (1) Teaching Effectiveness, (2) Professional Achievement and Growth (research), and (3) Contributions to Campus and Community.

Candidates will normally be evaluated for promotion from Assistant Professor to Associate Professor at the same time as they are evaluated for tenure, except in special circumstances.

As per the Senate policy and the Faculty Affairs Office, the criteria for promotion to Full Professor should be more rigorous than the standards for tenure and promotion to Associate. Since their last promotion, candidates seeking promotion from Associate to Full Professor will demonstrate maintenance of a strong record of teaching effectiveness, recognized expertise and leadership evidenced by both published scholarship and service contributing to the body of knowledge in their specific field of study, and leadership in their contributions to campus and community. Candidates should inform the RTP committee about their intention to apply for promotion in the Spring semester of the prior academic year, so that the committee can prepare for the review.

Candidates have the sole responsibility of documenting their contributions and productivity by providing data, papers, letters, memos, reports, analyses, or any other evidence that demonstrates their candidacy.

1. Teaching Effectiveness

The Management Department expects faculty to excel in teaching, both at undergraduate and graduate levels. The typical faculty teaching load is three course sections per semester and faculty are expected to teach three unique courses over the period of their probationary review, one of which at the graduate level (subject to department needs and course availability). Teaching effectiveness for all candidates up for Retention, Tenure, and Promotion is evaluated through the multiple assessment process outlined below.

EVALUATION CRITERIA

We will use multiple measures of teaching effectiveness. These measures include:

a) *Course Preparation.* For Promotion to Associate Professor and Full Professor, the RTP committee expects to see well-crafted syllabi that show thoroughness, organization and a specific concern for student learning. 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 follow other required university policies. 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, and other innovative materials to enhance the pedagogical experience of students. The Department expects the use of appropriate technology to enhance student experience and learning. The RTP committee expects Assistant Professors to be proactive and document their efforts in developing their craft of teaching. This might include such things as attending seminars or workshops on pedagogical methods or visiting classrooms of senior faculty. If assistance is needed, faculty are encouraged to consult the RTP committee or the Center for Excellence and Equity in Teaching and Learning (CEETL)

It is expected that faculty applying for tenure and promotion to Associate Professor and promotion to Full Professor will have prepared and taught 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. If department needs and/or budget constraints have not allowed for a candidate to teach three different courses prior to the time for tenure and promotion review, the candidate should provide explanation of the special circumstances, including a letter from the department chair.

b) Student Evaluations. Student evaluation scores will be collected for all semester length classes taught by the candidate. For tenure and promotion to Associate Professor and promotion to Full Professor, the RTP expects to see average evaluations below 2 on our 5-point scale (where 1=Excellent and 5=Poor) in each course. It is important to use benchmarks appropriate to the situation in interpreting evaluation scores. Faculty should provide the average grade for each class taught during the period of review. The RTP committee will consider qualitative student comments as they can provide a more comprehensive way of assessing teaching effectiveness; a complete copy of these should be provided.

If faculty are not able to achieve this mark for any reason, they are expected to consult with the Department chair and/or RTP Committee and include documentation in their WPAF as evidence of the consultation. The RTP committee will interpret the student evaluation scores in light of their context. Candidates should explain the circumstance that may have impacted their evaluations and offer documentation of how any of the factors below may have affected the results of the student evaluations. In addition, candidations should include a plan explaining how they intend to address any problem areas identified by either quantitative or qualitative student feedback. In assessing student evaluations of teaching effectiveness, the RTP committee will consider:

- A pattern of consistent improvement or decline
- Department mean
- Level of class: graduate/undergraduate
- Mean grades given out to students, relative to department means
- Type of course: business core, concentration core, elective
- Subject matter (level of difficulty)
- Whether experimenting with new pedagogical methods

- Size of class
- Mode of delivery (seminar, lecture hall, hybrid, or online)
- Special circumstances

Candidates for both tenure and promotion to Associate and promotion to Full Professor should also provide a statistical summary including trend analysis for each question, as well as an analysis of the content of qualitative comments.

For each open-ended question, the candidate will provide a table or graph that identifies the three most frequent categories of laudatory comments and at least three of the most frequent categories of suggestions for improvement for each academic year. The candidate will include a narrative discussing their efforts to respond to the suggestions for improvement.

It is the candidate's responsibility to ensure that the WPAF file contains thorough documentation of any special circumstances the candidate believes might have affected student evaluations.

c) Peer evaluations of teaching effectiveness from class visits by colleagues. Untenured candidates for Associate Professor will work with the RTP Chair to ensure that at least one class each year is evaluated by a senior colleague (i.e., an Associate or Full Professor). If warranted, the RTP Committee may elect to conduct additional peer evaluations. In addition, candidates may seek peer-observations and feedback from their peers within or outside the department. All peer-evaluations must be included in the candidate's WPAF and candidates should reflect in their teaching statement on improvements they have made in their pedagogical approaches following such developmental feedback.

For Promotion from Associate Professor to Professor, it is expected that faculty will be peer-evaluated for their classroom teaching by a Full Professor at least once every two academic years, or any portion thereof, from the date of promotion to or appointment as Associate Professor. In addition, candidates may seek peer-observations and feedback from their peers within or outside the department.

d) Teaching Innovations. The Department expects curricular and pedagogical innovations within the classroom. Faculty should document all significant innovations that they have introduced in their courses, and discuss any impact or results. Candidates should also document innovations in teaching that result from attending pedagogical workshops, and innovations in teaching that result in publications.

e) Teaching pedagogies. The department expects thoughtful pedagogy that helps students make connections between theoretical concepts and business reality. Faculty should document all significant practices used in their courses (e.g. guest speakers, consulting projects, experiential exercises, etc.) and discuss any evidence of their impact or results.

f). Advising. Advising and other student interactions, such as supervision of Master's projects, outside of the classroom are expected. These activities are time consuming and require the instructor to be available to students many hours per week. We expect all faculty to hold a

minimum of four regularly scheduled office hours per week for a regular three course teaching load when classes are in session.

For Promotion from Associate Professor to Professor, the Management Department expects the standards to be more rigorous. Candidates are expected to have demonstrated leadership in the form of mentoring of junior faculty, serving on grade appeal committees, etc.

2. Professional Achievement and Growth

The Management Department expects faculty to be 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 also highly valued by the Department.

EVALUATION CRITERIA

It is expected that Management faculty seeking tenure and promotion to Associate Professor publish a minimum of three (3) distinct publications in peer reviewed (refereed) outlets. A minimum of two of the peer-reviewed publications must be in quality journals and must address topics that fall within the pedagogical scope of the Management Department (OB, OT, HR, business ethics, business and society, business sustainability, strategy, and entrepreneurship) and the other refereed publication can address topics in related fields such as the social sciences, pedagogy or methodology. The candidate must either be the sole or lead author on at least one of the two peer-reviewed journal publications. The designation "quality journal" means a peer-reviewed journal that is recognized and respected by scholars in the relevant field. Recently established peer-reviewed journals with recognized and respected editorial boards may also qualify as "quality journals", as determined by the RTP committee.

The RTP committee recognizes that publications in other types of peer-reviewed outlets, such as textbooks, books, book chapters, case journals, and conference proceedings, are valuable contributions to professional development and growth. In all instances, evidence must be provided to demonstrate the quality of the outlet, and that it qualifies as peer reviewed. In addition to the publications describes above, candidates must make at least three other refereed intellectual contributions, such as conference presentations and proceedings. Candidates are expected to demonstrate that they have made a significant contribution when publications are co-authored.

To demonstrate that the published work has undergone an external peer review process, the candidate provide the following information for each publication:

- Name and history of publisher
- Impact factor of journal (if available)
- Rankings, if available, by recognized scholarly or professional organizations

- Acceptance rate of the journal
- History and years of operation
- Composition of journal’s editorial board
- Relevance to management, business or pedagogy (e.g. scope of the journal)
- Review documents (e.g., reviewers and editor’s comments and authors’ responses for all rounds of review)

The RTP committee will evaluate the quality and merit of each publication, in terms of its perceived potential impact on the relevant discipline(s). While it is recognized that publication might be too recent to generate citations by other authors, citations in peer-reviewed academic journal articles, or any other evidence of potential impact, should be reported for each publication. In cases where the RTP committee cannot judge the quality of a publication, it may request that the candidates provide additional documentation to demonstrate the rigor of the review process and/or the quality and impact of their work (e.g., external reviews from experts in the subject area of the publication). External letters are not required, but can be requested by either the candidate or the committee in extraordinary circumstances. In such cases, the process must be conducted in accordance with relevant SFSU policies and CBA requirements.

“Pay-to-play” publications will not be given any recognition towards tenure and promotion. Payment of standard open-access fees to a journal does not by itself constitute evidence that a publication is not legitimate. In cases where fees are charged for publication, the RTP committee will evaluate journal legitimacy on the basis of factors such as reputation within the discipline, editorial board membership, clarity and specificity of the journal’s scope of coverage, and demonstrated evidence of meaningful blind review by experts in the relevant field(s).

The RTP committee recognizes that tenure track faculty may have questions regarding the assessment of potential publications. Therefore, the RTP committee urges candidates to consult with the committee Chair to obtain a formal opinion regarding potential publications **before**, not after, work is submitted.

For Promotion from Associate Professor to Professor, the standard for Professional Achievement and Growth is higher than for promotion to Associate Professor. It is expected that Management faculty seeking promotion to Professor publish a minimum of three (3) distinct publications in peer reviewed (refereed) quality journals within the pedagogical scope of the Management Department (OB, OT, HR, business ethics, business and society, business sustainability, strategy, and entrepreneurship). Candidates are expected to demonstrate that they have made a significant contribution when publications are co-authored. The candidate must be either sole or lead author of at least one quality peer-reviewed academic journal publication. Faculty must also make at least three other refereed intellectual contributions such as conference presentations or proceedings, professional development workshops at conferences, etc. Discipline-based research (basic, applied, or pedagogical research), and inter-disciplinary scholarly activities are both valued by the Department.

3. Contributions to Campus and Community

The Management Department endorses the principles of shared governance and recognizes the importance of being involved in campus and community life. Candidates are encouraged to use their professional expertise in support of the University, its stakeholders and the larger community.

EVALUATION CRITERIA

The RTP Committee will assess the value and significance of the candidate's contributions to campus and community. All faculty are expected to demonstrate a high level of ethics, professionalism and collegiality while engaging in service activities. Faculty should include in their WPAF a statement of Contributions to Campus and Community that includes: a) the value and outcomes of their service (e.g., policies, reports, resolutions, meaningful student participation, etc.), b) the role of the faculty member in delivering those outcomes, and c) the impact of the faculty member's service to students, the University, or the discipline.

Candidates for tenure and promotion to Associate Professor and Full Professor will be evaluated upon four categories of service to the campus and academic community: Department, College, University and profession/community. It is expected that after their first probationary year at SF State, all faculty will participate in at least one Department, College or University committee every year.

For tenure and promotion to Associate Professor, candidates are expected to demonstrate willing and active participation in all four categories of service, with at least **one** significant leadership role in service to either Department, College or University. Leadership can be performed in both a formal capacity (e.g. Chair) or in an informal capacity which should be documented with a letter of service from a colleague who observed the leadership efforts.

For Promotion from Associate Professor to Professor, candidates are expected to demonstrate willing and active participation in all four categories of service, with significant leadership roles in a formal capacity (e.g., committee chair), in at least **three** of the four categories.

Categories of Service:

1. Department. Service to the Management Department includes serving on committees such as hiring, curriculum, academic centers or institutes, RTP, chair selection, chair review, and other ad hoc committees or task forces convened by the Department.

The Department also expects faculty to represent the Department in other ways such as Faculty Advisor to student organizations, graduation events, and other ad hoc events. Informal service such as student mentoring, supervising internships in the business community, or improving student career options are also valued.

For Promotion from Associate Professor to Professor, in addition to the aforementioned, candidates are expected to demonstrate leadership in mentoring junior colleagues by providing formal and informal feedback, through peer-observations of classes, by providing feedback on working papers, etc. They should also take a leadership role in program assessment, and leading curriculum innovation and development.

Note: Attendance at Departmental meetings is required by all faculty as a basic service function and should be reported; it is not counted as committee membership.

2. College. Service to the College includes serving on committees such as SIC, UCC, GCC, PDRC, Business Ethics Week, Accreditation, and other ad hoc committees or task forces convened by the College.
3. University. Service to the University includes serving on committees such as University search committees, General Education, Academic Senate, Academic Freedom, and other ad hoc committees, activities, or task forces convened by the Senate, provost, president or University communities.
4. Profession or Community.
 - a. Service to the profession includes but is not limited to serving as a reviewer for peer-reviewed conferences or journals, as a member on journal editorial boards, as a panel chair or discussant at academic conferences, or serving as an officer or on committees of professional societies.
 - b. Service to the community includes but is not limited to personally contributing to the general San Francisco Bay Area or national/international communities in unpaid or volunteer roles. This may be done through activities such as unpaid consulting engagements, work with non-profit organizations, work on professional development projects, and invited unpaid external lectures and training engagements. It is expected that these activities are in the faculty member's area of academic expertise and do not interfere with the faculty member's teaching responsibilities.