RETENTION, TENURE AND PROMOTION CRITERIA GUIDELINES
DEPARTMENT OF INFORMATION SYSTEMS
COLLEGE OF BUSINESS
SAN FRANCISCO STATE UNIVERSITY
(Approved by the Provost Feb 2009)

The general guidelines governing retention, tenure and promotion decisions are stated in the current Academic Senate policy (AS#F06-241). These procedures are to be conducted in accordance with relevant state and federal laws and the provisions of the faculty Collective Bargaining Agreement.

The candidate is the primary source of information for the Department RTP Committee. 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.

Criteria for Retention, Tenure, and Promotion

The RTP Committee considers three criteria when evaluating a candidate for retention, tenure, and promotion. These criteria are listed below and described in more detail in the following sections.

1. Teaching Effectiveness
2. Professional Achievement and Growth
3. Contributions to Campus and Community

The RTP committee places a greater weight on Teaching Effectiveness and Professional Growth than Contributions to Campus and Community for purposes of tenure and promotion to the rank of Associate Professor. For promotion to the rank of Full Professor, a candidate must demonstrate a higher level of Contributions to Campus and Community than a candidate seeking retention and tenure.

EVALUATION OF TEACHING EFFECTIVENESS

A high level of performance in teaching is expected and must be achieved for the candidate to be recommended for tenure and/or promotion. The candidate's teaching performance will be evaluated by considering the following criteria, which are listed in four general categories: 1) classroom instruction, 2) course and curriculum development, 3) teaching contribution across a wide range of curricular needs and/or at differing levels of instruction, and 4) innovation in course materials and instruction.

1. Classroom Instruction

The following three measures will be used in determining the candidate's quality of instruction:

Student evaluation of teaching. The College of Business uses a common student evaluation instrument, which is comprised of two sections. The first section consists of questions with objective integer responses ranging from 1 (Excellent) to 5 (Poor). The second section of the instrument consists of three subjective, open-ended questions, requiring written student responses pertaining to the strengths and weaknesses of the instructor and the course. The RTP committee will assess the longitudinal trend of student evaluations.
The RTP committee will take into account the impact of the introduction of experimental technology, method of delivery, and content in the conduct of a course on student evaluations.

Peer observations/evaluations of teaching in the classroom. "Peer" shall mean any tenured member of the Information Systems Department, or in special cases, other tenured faculty members from SFSU's College of Business. Class visits by peers are intended to be helpful, developmental, and collegial in spirit. Peer observations are instrumental in assessing the candidate's skills, abilities, and expectations, and should occur on an annual basis. The visits are not intended to be intrusive or used as a form of surveillance or intimidation. Rather, they should provide a balanced and qualitative perspective on the candidate's teaching effectiveness. The RTP committee shall choose a suitable peer for such purposes. Prior to the class visit, the peer observer will, if possible, obtain and review a copy of the course syllabus. Following the observation, the peer-observer will, if the candidate wishes, meet with the candidate to debrief them on any observations, and share any concerns that were raised. The peer-observer will then, in a timely manner, write a letter summarizing their observations. This letter will become part of the candidate's WPAF; however, the candidate has the right to write a rebuttal to the peer evaluation should they choose (which also can be placed in the WPAF).

Peer evaluations of course syllabi, course materials, and course portfolios. The course syllabus is a document that provides evidence of class organization, student expectations for learning, and knowledge of the field. The RTP committee expects candidates to provide complete and informative syllabi, with clear student learning outcomes. Syllabi, reading lists, class projects, class assignments, student papers, and

examinations can all be considered as evidence of course and class organization, course development, and expectations of student learning. In addition, faculty may, if they desire, submit a reflective narrative that illustrates their general approach to course development and instructional delivery.

2. Course and Curriculum Development.

Creation and development of new courses or curricula will be considered in this category. Since a certain level of course preparation and development is expected of all faculty members, a noteworthy level of achievement requires effort and evidence above 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.

3. Teaching contribution across a wide scope of curricular needs and/or at differing levels of instruction

Due to the wide-ranging nature and rapid innovation in the field of information systems, the Information Systems Department recognizes the greater value of instructors who can teach different information systems courses and who can teach at both undergraduate and graduate levels. Therefore, greater value will be placed on instructors who can teach several information systems courses, each of which covers a different technological, managerial, or conceptual area. Greater value will also be placed on instructors who can teach both specific technological courses as well as broad-based survey courses.

4. Innovation in course materials and instruction.

Unusual or innovative course materials can be submitted for consideration if they are judged to be beyond the usual expected effort of faculty. The Information Systems Department does not attempt to make a judgment about the boundaries of what is considered innovative or about the characteristics of innovation in general. Candidates are encouraged to submit their curricular innovations with supporting materials.

PROFESSIONAL ACHIEVEMENT AND GROWTH

The Information Systems Department expects faculty members to be actively engaged in an on-going program of scholarship that contributes both to the discipline of information systems and to the Information Systems program. Current Senate policy states that professional achievement and growth, disciplinary or interdisciplinary, may be exhibited in a variety of ways, including research, publications, clinics, workshops, presentations to professional societies, development of new areas of expertise, attainment of new professional licenses or certification, creative work, curricular and/or programmatic innovation, unpublished manuscripts, or similar work in progress. This range of salient evidence of scholarly activity is highly appropriate to the unusually accelerated rate of change and broad diversity in the information technology discipline. However, the Information Systems Department expects that, for a faculty member to be recommended for tenure and/or promotion, the scholarly activity must be of sufficient quantity and quality that it reflects a strong commitment to the discipline of information systems, and which would result in external recognition by one's peers.

In evaluating the evidence, the RTP Committee will consider the following three general categories: 1) research and publications, 2) professional growth, 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 and Growth category.

1. Research and Publication

In line with the expectations of the College of Business, the Department of Information Systems expects that a faculty member 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. 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 will not impose a preference among works of an applied, empirical, or theoretic nature. Nonetheless, it is recognized that published articles differ greatly in their degree of rigor, in their contribution to areas within our academic discipline and/or to the professional practitioner, and in the demands they make upon the researcher. The same can be said of the relevant journals, which vary greatly in their editorial objectives and in the uniformity with which they attain those objectives. The Department RTP committee is responsible for making such determinations as they apply to an applicant. 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 insufficient professional quality that contributions there do not count.

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 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.

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. 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. Evidence that a publication has gone through an external and objective peer review process must be provided by the candidate. The candidate is expected to provide copies of any relevant correspondence with editors and/or reviewers which demonstrate that the contribution was subject to an external and objective peer review process.

For promotion to full professor a candidate must publish consistently in quality publications and demonstrate maturity of scholarship.

2. Professional Growth

Given the highly accelerated and substantial changes in information technology, the Information Systems Department will also view favorably continuing improvement and growth in professional qualifications. In addition to research this would include activities in the development of new areas of expertise, patents, attainment of new professional licenses or certification, creative work, unpublished manuscripts, or similar work in progress. Evidence of developing new expertise related to information technology includes tutorials given by recognized educational institutions or as part of recognized conferences.

Participating in grant writing activities that result in successful funding is strongly encouraged.

3. Curricular Innovations

The Department recognizes that curricular and/or program innovations such as the development of original academic programs or concentrations, new courses encompassing major advancements and changes in information technology, or meaningful applications of online course delivery 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 or research are viewed as a form of Service, and do not constitute an activity under the Professional Achievement and Growth category.

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

1. University Service

Tenure-track faculty members are expected to engage in service during their probationary years at the Department, College, and/or University level. Such service may exist in a variety of forms and include different activities, such as serving on committees, administrative assignments, special projects, task forces, special advising assignments, or engaging in program/curriculum development, sponsorship of student organizations, or direction of non-instructional activities and projects, etc. The RTP committee strongly advises that great care should be taken to ensure that service activities do not subtract, interfere, or distract the candidate from meeting or exceeding Teaching Effectiveness and Professional Achievement and Growth expectations. Tenured but not yet promoted faculty members are encouraged to become more active in the life of the University, but also to not 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.

For promotion to full professor, a candidate must demonstrate service leadership at the Department, College, and University levels. .

2. Professional Service

The Information Systems Department RTP Committee recognizes faculty engagement in professional service such as serving as chair, discussant, moderator, or facilitator at conferences, as reviewer for journals, books, grants, or serving on committees of professional societies. Professional consulting (either paid or pro bono) and service to the business community is also valued.

Activities such as serving as a chair, discussant, moderator, or facilitator of paper sessions, panels or symposia can be considered under this category depending on the scope and depth of such activities. Some of these activities may alternatively be assigned to the category of community and professional service. Similarly, professional leadership positions in professional and academic societies and conferences are considered to be contributions to professional service.

For promotion to full professor, a candidate must demonstrate leadership in professional service responsibility.

3. Community Service

The Department of Information Systems 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. However, in order for

these activities to be considered for the purposes of tenure or promotion, they should directly reflect or utilize the academic expertise of the faculty member. Greater recognition is given to service that has direct benefits to student learning or the candidate's research program.