

No specific resources required

December 4th 2015

100% of the tenured and probationary faculty (100%)

has taught exclusively online, using a variety of web-based media including the University online learning management system. Our students interact with peers and instructors through web conferencing, social networking platforms, a web-based learning management system, and immersive environments. Most course content is delivered asynchronously giving our students the freedom to access the course at any time they choose, from any location. Some courses also include "live" synchronous sessions. By using sophisticated technology, our students are better prepared to navigate a rapidly changing information landscape successfully and apply technology in their professional lives.

The School is guided in its RTP considerations by [S15-7 "University Policy, Retention, Tenure and Promotion for Regular Faculty Employees: Procedures"](#) and [S15-8 "University Policy, Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards"](#). This document describes the application of those standards within the School.

Effectiveness in academic assignment within the School refers primarily to the faculty member's own instruction of students, but it may also include activities that are critical to the overall teaching effectiveness of the School. In some cases, assigned or release time may be provided to enable a faculty member to carry out these roles.

To provide leadership for a fast-paced profession, the School of Information faculty must stay abreast of current trends and practices and revise the curriculum to reflect anticipated changes. Some faculty members may devote a significant amount of time to developing new professional specializations or new sequences of courses. This may involve developing greensheets (syllabi), course content, readings, and assignments, and shepherding new course proposals through administrative review. Curricular development on this level is another way in which a faculty member can demonstrate teaching effectiveness.

Activities that require exceptional teaching skills and unusual time commitment may include major revisions of existing courses to reflect changes in professional theory and practice, involvement in developing the core courses upon which the rest of the curriculum depends, exploration of new and innovative pedagogical techniques or technologies, and involvement in interdisciplinary cooperation in course development.

The normal semester teaching load in the School of Information is three classes, plus the supervision of independent studies, and participating in the evaluation of electronic portfolios for the required "culminating experience" before gr

- x Effectively taught or created an unusually wide range of courses or created one or more new courses to fill important curricular needs.
- x Created, updated, and oversaw curriculum used by others as part of a common core.
- x Coordinated multi-section courses.
- x Documented how the online course they created uses innovative pedagogical approaches to stimulate and achieve course learning outcomes in an online environment.

S15-8, 3.3.1.3.4 - "**Excellent**In addition to a good performance as described above, the candidate has either engaged in a higher level of curricular innovation than described above, or documented widespread positive impacts for student success, or achieved both student and peer evaluations that are consistently above the norms when taken in context of the nature, subject, and level of classes taught. Excellent teachers may have received recognition or awards for their teaching, they may have mentored other teachers, or they may have created curriculum that is adopted at other institutions."

Excellent teachers will also demonstrate a signal achievement such as one of the following:

- x Received recognition or awards for their teaching.
- x Mentored other faculty in the area of distance learning or other forms of instructional design via venues such as [T3 \(Teaching Tips and Techniques\)](#).
- x Created curricula for the iSchool that are adopted at other institutions.
- x Taken innovative approaches to infusing courses with dimensions of diversity or international content and activities.
- x Demonstrated interdisciplinary excellence as evidenced by cross-departmental curricular collaborations.

Probationary and tenured faculty members are expected to demonstrate scholarly and professional achievement. Scholarship is the more important of the two.

Library and Information Science (LIS) is a broad discipline, and it draws on many related disciplines. Some LIS research is technical and involves design of information systems, some is social and addresses such topics as information use¹⁵ and some is historical. The expectations of scholarship vary depending on the area of expertise of the faculty member. It is the responsibility of the faculty member, and to a lesser extent of the first level RTP committee, to make clear in the dossier and recommendation any norms that may be unique to the area in which the scholar is working. For instance,

S15-8, 3.3.2.1 - "Committees and administrators shall write an evaluation of a candidate's achievements in scholarly/artistic/professional achievement and shall rate the overall performance in this category according to the following descriptive scale."

S15-8, 3.3.2.2 - "**Unsatisfactory**The candidate has not created scholarly/professional accomplishments that meet the baseline level as described below".

S15-8, 3.3.2.3 - "**Baseline**The candidate has, over the course of the period of review, created a body of completed scholarly/professional achievements and shows the promise of continued growth and success within his/her discipline."

Scholarly/Artistic/Professional Achievements must include:

- x Publications in refereed scholarly journals. If the candidate is a co-author, the applicant should explain their specific contribution to the publication.

And, in addition, may include (in no order of importance):

- x Publications in non-refereed journals.
- x Panel discussion at professional meetings.
- x Book chapter(s).
- x Conference papers presented at national or international meetings.

S15-8, 3.3.2.4 - "**Good**. In addition to the baseline descriptions, the candidate has created scholarly/artistic/professional achievements that constitute important contributions to the discipline and that help to enhance the scholarly/artistic/professional reputation of the candidate's department, school, college, SJSU, or the CSU more generally"

Candidates ranked as Good.

- x Extending the disciplinary boundaries of the field via interdisciplinary collaborations in co-authorship and other forms of research production.

S15-8, 3.3.2.5 - "**Excellent**In addition to a good performance as described above, this level requires achievements of both sufficient quality and quantity to establish a significant, important, and growing reputation within the candidate's field. Excellence in scholarly/professional achievement requires a body of work that is recognized as significant within the discipline."

Excellent accomplishments include but are not limited to the following (in no order of importance)

- x Publications in **leading** refereed journals within the specific area of scholarship (due to the breadth of scholarship in our discipline, the faculty member should make the case for a journal being a **leading** refereed journal within their part of the discipline).
- x Frequent citation or other demonstration of significant impact of publications.
- x Receipt of awards for research or scholarship from professional organizations.
- x Editor of a textbook that is adopted by academic programs at other institutions.
- x Editor of peer-reviewed journals.
- x Receiving internal or external peer-reviewed funding for research.
- x Publishing research that improves the school's global network of relationships with industry experts.
- x Publishing scholarship that involves emerging international contexts or collaborations.
- x Keynote presentations (international and national).

by knowledgeable full-time faculty. Other clusters are formed for classes that prepare students for a particular work environment or address a particular area of expertise.

A course cluster coordinator is a full-time faculty member with a specialization in that area. He or she is expected to serve as guide and mentor for both full-time and part-time faculty teaching a course in the cluster. The responsibilities include ensuring that the student learning outcomes are appropriate and that different sections of the same course are addressing the same outcomes; regular assessments are made to ensure that the courses are complementary and cover the field in a thorough manner. Related tasks may involve recommending changes in assignments or readings, facilitating discussions of effective assignments and teaching techniques, and keeping materials up to date and representative of current research and practice in the field. Coordinators of core courses perform the same function, ensuring that these courses provide the foundation on which subsequent classes need to build. In some cases, the coordinator works with an advisory committee to ensure the continuing relevance of course content to professional practice.

Coordinating sections of a core course or a course cluster is a far-reaching activity that has an

x Occupied an elected or appointed position of leadership within the School, College,