

**RETENTION, TENURE AND PROMOTION STANDARDS -
COLLEGE OF BUSINESS ADMINISTRATION**

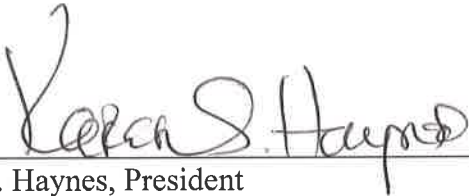
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FAC 320-07**

EFFECTIVE: 8 / 21 /2018

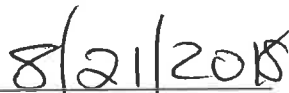
Definition: A policy for decisions regarding promotion, tenure and retention of faculty unit employees of the CSU San Marcos College of Business Administration..

Authority: The collective bargaining agreement between the California State University and the California Faculty Association.

Scope: Faculty unit employees within the College of Business Administration.



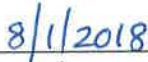
Karen S. Haynes, President



Approval Date



Graham Oberem, Provost & Vice President for Academic Affairs



Approval Date

Second Revision: 8 / 21 /2018

First Revision: 08/19/2008

Implemented: 01/15/1992

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I. ADHERENCE TO THE UNIVERSITY RTP POLICIES AND PROCEDURES

- A. The College of Business Administration (CoBA) uses the same definitions, terms, and abbreviations as defined in the University RTP document.
- B. Provisions of this document are to be implemented in conformity with University RTP policies and procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Ethical Conduct. The candidate should note, particularly, University procedures that provide guidance on the working personnel action file (WPAF) and describe the responsibilities of the candidate in the review process.
- C. The CSUSM RTP document specifies a role of departments and chairs in the retention, tenure, and promotion policy in accordance with the CBA. In its present form, CoBA is organized into departments with designated department chairs who have administrative and program responsibilities. Thus, the College of Business Faculty have agreed that the standards set forth in this CoBA Retention, Tenure and Promotion Document provide the following:
 - 1. The academic unit reviewing the candidate's file will be a department specific Peer Review Committee.
 - 2. Whereas the CSUSM RTP document states that departments may specify standards for retention, tenure and promotion, CoBA Faculty designate the standards set forth in this document as the standard for all departments within CoBA until such time as departments wish to create separate standards.
 - 3. Department chairs may make separate recommendations¹. Such recommendations shall be forwarded to subsequent levels of review. If the chair makes a separate recommendation, he/she shall not participate as a member of the peer review committee (see University RTP policy; CBA Article 15.).
- D. The College is guided also by the standards of American Association of Colleges and Schools of Business (AACSB), the international accrediting agency for schools of business

¹ If a department chair makes a separate recommendation for one person, then separate recommendations must also be made for all people in the department who are undergoing RTP review in that cycle.

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II. GUIDING PRINCIPLES

- A. The performance areas that shall be evaluated include teaching, scholarship, and service. While there will be diversity in the contributions of faculty members to the University, CoBA recognizes that teaching, scholarship and service are all central to the institution; therefore, faculty members must submit a curriculum vita and narrative statements describing the summary of teaching, research and service for the review period. The faculty member must meet the minimum standards in each of the three areas.
- B. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Candidates are responsible for 1) becoming familiar with the standards; 2) understanding the standards; 3) engaging in activities that meet the standards and 4) effectively communicating how they have met the standards.
- C. Activities counted and assessed in one area of performance shall not be duplicated in any other area of performance evaluation.
- D. Candidates for retention will show effectiveness in each area of performance and demonstrate progress toward meeting the tenure requirements in the areas of teaching, scholarship and service.
- E. Candidates for the rank of associate professor require an established record of effectiveness in teaching, scholarship and service to the University.
- F. Candidates for the rank of professor require, in addition to continued effectiveness, an established record of initiative and leadership in teaching, scholarship, and service to the University, the profession and the community. Promotion to the rank of professor will be based on the record of the individual since he/she was promoted to the rank of associate professor.
- G. The granting of tenure at any rank recognizes accomplishments and services performed by the faculty member during his/her career. The record must show sustained and continuous activities and accomplishments. The granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout his/her career. Tenure will be granted only to individuals whose record meets the standards required to earn promotion to the rank at which the tenure will be granted.
- H. The recommending of early tenure (prior to the 6th year in rank) for assistant professors is considered an exception. An individual should have a minimum of three

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years of service at CSUSM. A positive recommendation requires that the candidate's record meets the articulated standards for the granting of a tenure/promotion decision and that the record demonstrates sustained and continuous activities and accomplishments at CSUSM in all areas.

- I. Faculty who are hired at an advanced rank without tenure may apply for tenure after two years of service at CSUSM (i.e., in Fall of their third year at CSUSM). A positive recommendation requires that the candidate's record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and, together with the candidate's previous record, is consistent with the articulated standards for the granting of tenure at the Faculty member's rank.

III. STANDARDS AND CRITERIA FOR TEACHING

- A. For retention, tenure, and promotion, College faculty members are expected to demonstrate sustained effective teaching. "Effective teaching" is instructional activity in support of the College Mission and is demonstrated by information in the *teaching portfolio* section of the WPAF.
- B. "Teaching" includes instructional activity such as the following:
 - classroom teaching
 - laboratory teaching
 - supervision of Senior Experience and Masters projects
 - course development
 - curriculum development
 - program development
 - pedagogical self-development
 - supervision of student independent study
 - student advising and counseling
- C. The Teaching Portfolio

A candidate's teaching performance shall be based on an evaluation of the entire teaching portfolio.

 1. The following documentation is *required*:
 - University-approved student evaluation of teaching forms and summary and grade distributions for all classes taught since the last promotion (e.g., all sections of BUS 304)
 - Representative syllabi for courses taught

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2. The following documentation is *optional*:
 - Other course instructional materials such as candidate-prepared cases and assignments, handouts, and exams
 - University-generated Grade Confirmation Reports in the courses for which student evaluations of teaching are furnished (reports should not include student names or id numbers).
 - Written peer evaluations
 - Documentation regarding course, curriculum, or program development
 - Documentation regarding pedagogical innovations
 - Documentation regarding pedagogical self-development
 - Documentation regarding supervision of student independent study
 - Documentation regarding student advising and counseling
 - Additional summary information regarding grading
 - Letters from former students (identified as solicited or unsolicited)
 - Teaching awards
 - Other items chosen by the faculty member
3. Occasionally, candidates may conclude that their Student Evaluation of Teaching ratings are not an accurate reflection of their teaching effectiveness. In these cases, candidates may believe that their peers would be better able to evaluate their teaching effectiveness. Accordingly, candidates may obtain written peer evaluation of their teaching, which they may submit as supplementary evidence of their teaching performance.

D. Evaluative Criteria.**1. Promotion from Assistant Professor to Associate Professor**

At the Assistant Professor level, evidence of effective teaching that meets standards includes but is not limited to: student evaluations that demonstrate classroom effectiveness for the types of courses taught and, syllabi that clearly articulate course objectives and requirements and currency in the field, assignments that help students accomplish the course objectives, and assessments that measure how successfully students accomplish the course objectives. While not required, evidence of teaching effectiveness may include documentation of course, curriculum, or program development.

2. Promotion from Associate Professor to Professor

As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a higher standard. Accordingly, to be rated

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meets standards, a candidate at the Associate Professor level is expected to demonstrate leadership and initiative in curriculum related activities. These activities include course, curriculum and program development, refinement and renewal. This is in addition to documentation of continued teaching effectiveness (See Section III. D1). See also Section II. F.

3. Retention

Candidates for retention are to include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts that have made to address prior performance feedback.

4. Tenure

Candidates for tenure, at Associate and Full, who are not requesting a promotion in rank must show evidence of effective teaching at CSUSM that meets standards appropriate for their rank as specified in Sections III. D.1. and 2.

IV. STANDARDS AND CRITERIA FOR SCHOLARSHIP

A. For retention, tenure, and promotion, College faculty members are expected to engage in scholarship and creative activity. The emphasis is on **quality** and **sustained** scholarship over the entire period of the review.

1. It is essential to the University's Mission that each faculty member demonstrate continued commitment, dedication, and growth as a scholar. Faculty seeking promotion are expected to provide evidence of a **continual** record of quality scholarship. In all cases, scholarship results in dissemination of that knowledge or understanding beyond the classroom.
2. Scholarship must be in the field of Business/Management or a related discipline and may be basic, applied, integrative, and/or pedagogical. This policy is intended to be in-line with AACSB standards: "Schools with a mix of undergraduate and graduate programs, but without doctoral programs, may have a balance among basic scholarship, applied scholarship, and instructional development."

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3. Measurement of scholarly achievement will include evaluation by professional persons in a position to assess the quality of the contribution to the candidate's discipline. Evidence of professional evaluation includes, but is not limited to, acceptance of scholarly work by an academic peer reviewed publication or acceptance of scholarly work by an editorial board of a practitioner-oriented publication. Scholarship needs to be substantive. Reviewers consider factors such as single authorship, lead authorship, relative contribution to multiple-authored pieces, and contribution of the work to the faculty member's field as evidence of substantive work.
- B. Scholarship and evidence of scholarly activities include, but are not limited to:
1. Category A:
 - papers published or accepted for publication in peer reviewed or editorial-board reviewed journals recognized as reputable and of good quality .
 - books or manuscripts published or accepted for publication as works that contribute new knowledge as demonstrated by professional and academic reviewers
 - peer or editorial reviewed published book chapters of original material and original monographs
 2. Category B:
 - papers published in refereed proceedings
 - refereed paper presentations at professional meetings including abstracts published in proceedings
 - invited papers presented at professional meetings
 - published computer software
 - published case studies
 3. Category C: (only considered for retention decisions, however these items may still be included in the WPAF for all decisions)
 - working papers
 - submitted papers
 - sponsored or contract research
 - technical reports
 - special recognition and awards for research

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- C. Standards: The following standards are intended to be consistent with AACSB standards.
1. Promotion from Assistant Professor to Associate Professor: The following paragraphs (a and b) describe the research standards for a faculty member to be promoted from Assistant to Associate:
 - a. Three items from Category A
 - b. Three additional items from Categories A and/or B
 2. Promotion from Associate Professor to Professor: Candidates for a promotion from Associate to Full professor must meet the standards of:
 - a. Three items from Category A*
 - b. Three additional items from Categories A and/or B*
 3. Retention: Candidates for retention may include documentation from Category C (in addition to A and B) to show effectiveness in performance and demonstrate progress toward meeting the tenure requirements in the area of scholarship.
 4. Tenure: Candidates for tenure at Associate and Full who are not requesting a promotion in rank must meet the scholarship standards for their current rank as specified in Sections IV. C. 1. and 2., and have demonstrated a continual record of quality scholarship.

*Only published items not considered in the last promotion may be considered. (Also see Section II. F.)

V. STANDARDS AND CRITERIA FOR SERVICE ACTIVITIES

- A. For retention, tenure and promotion, College faculty members are expected to demonstrate a sustained record of effective service contributions, both internally and externally. Service activities will be evaluated based on the quality of the service and its relevance to the College and University Missions. Each faculty member is expected to participate in service activities; however, the appropriate mix and magnitude of service will vary with the faculty member's rank. Assistant professors are expected to participate primarily in internal service activities whereas Associate

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and Full professors are expected to participate in both internal and external activities and in leadership roles. Attendance at meetings is expected but attendance alone is not sufficient to demonstrate significant contribution. To demonstrate the quality and the effectiveness the candidates should describe in the narrative their relative contribution and outcomes of the service activity. Where appropriate the candidate will show the product or outcome.

B. Service activities may include, but are not limited to the following:

1. Internal Service Activities

- a. Department level activities
 - program development
 - curriculum development
 - membership and offices held on committees or task forces
 - leadership and/or administrative activities
 - special assignments/initiatives
 - student advising/mentoring
 - faculty mentoring
- b. College level activities
 - membership and offices held on committees or task forces
 - governing groups
 - leadership and/or administrative activities (e.g. department chairs, program chairs, etc..)
 - special assignments/initiatives
 - student advising/mentoring
 - faculty mentoring
- c. University level activities
 - membership and offices held on committees or task forces
 - governing groups
 - special assignments/initiatives

2. External Service Activities

- a. Service in/to the profession and professional organizations
 - membership and offices held
 - committees, task forces and advisory boards

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- organizing conferences, workshops, and seminars
 - serving as referee, editor or advisor
 - special assignments
- b. Service in/to community organizations
- membership and offices held
 - committees, task forces and advisory boards
 - organizing events and programs
 - special assignments
- c. Gratis professional consulting
- d. Service awards and special recognition for service
- C. Standards
1. Promotion from Assistant Professor to Associate Professor: Candidates for promotion from Assistant to Associate Professor must provide evidence of effective internal service contributions. While not required, external service contributions will be considered in the evaluation.
 2. Promotion from Associate Professor to Professor: Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in one or more service activities in addition to demonstrating active participation in both internal and external service activities (see Section II. F).
 3. Retention: Candidates for retention must provide appropriate and effective evidence of significant internal service. While not required, external service contribution will be considered in the evaluation.
 4. Tenure: Candidates for tenure at Associate and Full who are not requesting a promotion in rank must meet the service standards for their current rank as specified in Sections V. C. 1. and 2.