

**COBA ## RETENTION, TENURE, AND PROMOTION (RTP)
STANDARDS AND PROCEDURES**

Revised and Ratified: 10/14/2005

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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 promotions, 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 recommendations. 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 committee (see University RTP policy; CBA Articles 15.19, 15.34).

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

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44 the standards; 2) understanding the standards; 3) engaging in activities that meet the standards and
45 4) effectively communicating how they have met the standards. Sound advice and counsel by
46 tenured faculty can significantly contribute to the achievement of the highest level of individual
47 performance. Candidates are encouraged to avail themselves of such advice and counsel.
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49 C. Activities counted and assessed in one area of performance shall not be duplicated in
50 any other area of performance evaluation.
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52 D. Candidates for retention will show effectiveness in each area of performance and
53 demonstrate progress toward meeting the tenure requirements in the areas of teaching, scholarship
54 and service.
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56 E. Candidates for the rank of associate professor require an established record of
57 effectiveness in teaching, nationally recognized scholarship and service to the University.
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59 F. Candidates for the rank of professor require, in addition to continued effectiveness,
60 an established record of initiative and leadership in teaching, scholarship, and service to the
61 University, the profession and the community. Promotion to the rank of professor will be based on
62 the record of the individual since he/she was promoted to the rank of associate professor.
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64 G. The granting of tenure at any rank recognizes accomplishments and services
65 performed by the faculty member during his/her career. The record must show sustained and
66 continuous activities and accomplishments. The granting of tenure is an expression of confidence
67 that the faculty member has both the commitment to and the potential for continued development
68 and accomplishment throughout his/her career. Tenure will be granted only to individuals whose
69 record meets the standards required to earn promotion to the rank at which the tenure will be
70 granted.
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72 H. The recommending of early tenure (prior to the 6th year in rank) is considered an
73 exception. An individual should have a minimum of three years of service at CSUSM. A positive
74 recommendation requires that the candidate's record clearly exceeds the articulated standards for
75 the granting tenure and that the record demonstrates a sustained level of accomplishment at CSUSM
76 in all areas.
77

78 I. Faculty who are hired at an advanced rank without tenure may apply for tenure after
79 two years of service at CSUSM (i.e., in Fall of their third year at CSUSM). A positive
80 recommendation requires that the candidate's record at CSUSM clearly demonstrates a continued
81 level of accomplishment in all areas and, together with the candidate's previous record, satisfies the
82 articulated standards for the granting of tenure at the Faculty member's rank.
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84 **III. STANDARDS AND CRITERIA FOR TEACHING**

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86 A. For retention, tenure, and promotion, College faculty members are expected to
87 demonstrate effective teaching. "Effective teaching" is instructional activity in support of the
88 College Mission and is demonstrated by information in the *teaching portfolio* section of the WPAF.
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90 B. "Teaching" includes instructional activity such as the following:

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- 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

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102 C. The teaching portfolio

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104 1. The following documentation is *required*:

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- A reflective statement on teaching.
 - University-approved student evaluation of teaching forms and summary for all classes taught (e.g. all sections of HTM 305)
 - Student grade averages in the courses for which student evaluations of teaching are furnished
 - Syllabi for each course taught (e.g. HTM 305)

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113 2. The following documentation is *optional*:

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- Other course instructional materials such as candidate-prepared cases and assignments, handouts, and exams
 - 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
 - Unsolicited letters from former students
 - Teaching awards
 - Other items chosen by the faculty member

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127 3. A candidate's teaching effectiveness shall be based on an evaluation of the

128 entire teaching portfolio rather than an evaluation of selected items in the portfolio.

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130 4. Occasionally, candidates may conclude that their Student Evaluation of

131 Teaching ratings are not an accurate reflection of their teaching effectiveness. In these cases,

132 candidates may believe that their peers would be better able to evaluate their teaching effectiveness.

133 Accordingly, candidates are given the option of obtaining a written peer evaluation of their

134 teaching, which they may submit as evidence of their teaching effectiveness.

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136 D. Standards

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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 are typical of CoBA Assistant Professors for the types of courses taught and grades given, syllabi that articulate course objectives and requirements, assignments that help students accomplish the course objectives, and evaluation criteria that reflect 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 than described in the preceding section. Accordingly, to be rated *meets standards*, a candidate at the Associate Professor level is expected to provide evidence of course, curriculum, or program development activities in addition to documentation of teaching performance that is typical of experienced CoBA faculty for the types of courses taught. (Also see 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. As a formative evaluation, candidates will be evaluated on their activities to enhance and improve teaching effectiveness.

4. Tenure

Candidates for tenure 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 D1 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.

185 3. Measurement of scholarly achievement should always include evaluation by
186 professional persons in a position to assess the quality of the contribution to the candidate's
187 discipline. Evidence of professional evaluation includes, but is not limited to, acceptance of
188 scholarly work by an academic peer reviewed publication or acceptance of scholarly work by an
189 editorial board of a practitioner-oriented publication. In evaluating scholarship, factors such as
190 single authorship, relative contribution to multiple authored pieces, and contribution of the work to
191 the faculty member's field will be considered.

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193 B. Scholarship and evidence of scholarly activities include, but are not limited to:

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195 1. Category A:
196 • papers published or accepted for publication in peer reviewed or editorial-
197 board reviewed journals recognized as reputable and of good quality
198 (quality as defined in 3 above).
199 • books or manuscripts recognized as seminal works (typically does not
200 include survey textbooks)
201 • published book chapters of original material and original monographs

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203 2. Category B:
204 • papers published in refereed proceedings
205 • refereed paper presentations at professional meetings including abstracts
206 published in proceedings
207 • invited papers presented at professional meetings
208 • published computer software
209 • published case studies
210 • other research publications not qualified in category A.

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212 3. Category C
213 • working papers
214 • submitted papers
215 • grant or contract research
216 • technical reports
217 • special recognition and awards for research

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219 C. Standards: The following standards are intended to be consistent with AACSB
220 standards: "Schools with a mix of undergraduate and graduate programs, but without doctoral
221 programs, may have a balance among basic scholarship, applied scholarship, and instructional
222 development."

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224 1. Promotion from Assistant Professor to Associate Professor: The following
225 paragraphs (a and b) describe the research standards for a faculty member to be promoted from
226 Assistant to Associate:

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228 a. Three items from Category A
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230 b. Three additional items from Categories A and/or B
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232 2. Promotion from Associate Professor to Professor: Candidates for a
233 promotion from Associate to Full professor must meet the standards defined above for promotion
234 from Assistant to Associate. Only publications since the last promotion shall be considered for this
235 promotion. (Also see Section II. F.)
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237 3. Retention: Candidates for retention may include documentation from
238 Category C (in addition to A and B) to show effectiveness in performance and demonstrate progress
239 toward meeting the tenure requirements in the area of scholarship.
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241 4. Tenure: Candidates for tenure who are not requesting a promotion in rank
242 must meet the scholarship standards for their current rank as specified in Sections IV C 1 and 2, and
243 have demonstrated a continual record of quality scholarship.
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245 **V. STANDARDS AND CRITERIA FOR SERVICE ACTIVITIES**

246 A. For retention, tenure and promotion, College faculty members are expected to
247 demonstrate a record of effective service contributions, both internally and externally. Service
248 activities will be evaluated based on the quality of the service and its relevance to the College and
249 University Missions. Each faculty member is expected to participate in service activities; however,
250 the appropriate mix and magnitude of service will vary with the faculty member's rank. Assistant
251 professors are expected to participate primarily in internal service activities whereas Associate and
252 Full professors are expected to participate in both internal and external activities and in leadership
253 roles. Attendance at meetings is expected but attendance alone is not sufficient to demonstrate
254 significant contribution.
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256 B. Service activities may include, but are not limited to the following:
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258 1. Internal Service Activities

259 a. College level activities

- 260 • membership and offices held on committees or task forces
- 261 • governing groups
- 262 • administrative activities
- 263 • special assignments/initiatives
- 264 • student advising/mentoring
- 265 • faculty mentoring

266 b. University level activities

- 267 • membership and offices held on committees or task forces
- 268 • governing groups
- 269 • administrative activities
- 270 • special assignments/initiatives

271 2. External Service Activities

272 a. Service in/to the profession and professional organizations

- 273 • membership and offices held

- 279
- committees, task forces and advisory boards
- 280
- organizing conferences, workshops, and seminars
- 281
- serving as referee, editor or advisor
- 282
- special assignments
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284 b. Service in/to community organizations

- 285
- membership and offices held
- 286
- committees, task forces and advisory boards
- 287
- organizing events and programs
- 288
- special assignments
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290 c. Gratis professional consulting

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292 C. Standards

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294 1. Promotion from Assistant Professor to Associate Professor: Candidates for
295 promotion from Assistant to Associate Professor must demonstrate evidence of significant internal
296 service contributions. While not required, external service contributions will be considered in the
297 evaluation.

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299 2. Promotion from Associate Professor to Professor: Candidates for promotion
300 from Associate Professor to Professor must provide evidence of leadership in one or more service
301 activities in addition to demonstrating active participation in both internal and external service
302 activities.

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304 3. Retention: Candidates for retention must demonstrate evidence of significant
305 internal service. While not required, external service contribution will be considered
306 in the evaluation.

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308 4. Tenure: Candidates for tenure who are not requesting a promotion in rank
309 must meet the service standards for their current rank as specified in Sections V C1 and 2.

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311 5. Service standards for early decisions: Early decisions require evidence of
312 significant quality service contributions both internally and externally to the University.

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