CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

COLLEGE OF BUSINESS ADMINISTRATION
INTERNATIONAL BUSINESS AND MARKETING (IBM) DEPARTMENT

Reappointment, Tenure, and Promotion Criteria
2023-24-2028-29

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SECTION I- INTRODUCTION

The reappointment, tenure, and promotion (RTP) process is a critically important faculty responsibility. RTP is the mechanism by which we assure the success of our faculty and thereby assure educational quality for our students. While the president makes final decisions on reappointment, tenure, and promotion, it is the department faculty who are in the best position to provide clear expectations, to create an environment conducive to achieving expectations, and to render the most informed recommendations to the president. The department RTP criteria document communicates department expectations and RTP procedures to the department faculty, faculty candidates, the dean, the College RTP Committee, the University RTP Committee, and academic administrators. University policies, including the Unit 3 Collective Bargaining Agreement (CBA) and Policy # 1328 and # 1329 (formerly Appendix 16 and Appendix 10) of the University Manual, define university procedures and expectations. Department documents must supplement and may not conflict with these policies. In the event of discrepancies, the CBA takes first precedence and university policies take second precedence over departmental policies. (The texts of Poly #1328 and #1329 may be downloaded from the Cal Poly web site at http://www.cpp.edu/-faculty-affairs/evaluation/index.shtml.)

The CBA requires that a tenure-track faculty member be provided a copy of the department RTP criteria document within two weeks of the start of their first academic term at Cal Poly Pomona. The department criteria are also maintained on the IBM Department web page so that they may be available to candidates for faculty positions. The primary purpose of the department RTP criteria document is to articulate clearly what the department expects of its faculty members and, in particular, what they must achieve, in order to be granted reappointment, tenure, and promotion. These expectations, it is hoped, are stated with sufficient clarity and specificity that the candidates are able to plan their activities around them. Department criteria are consistent with department and college mission, vision, goals, and accreditation standards. In other words, they articulate a model of the department faculty colleague to which the candidate should aspire.

RTP is not simply a matter of evaluation. Faculty colleagues, deans, and academic administrators commit themselves to mentoring and supporting candidates, providing them the maximum opportunity to be successful. It is important for those making recommendations to be honest, direct, and clear, just as it is important for candidates to be knowledgeable of department expectations and committed to meeting them.

1.1. Definitions: Some of the more important definitions from CPP University Policy No. 1328 (formerly Appendix 16) of the University Manual are provided here.

   a) **Candidate** refers to a faculty member who is under consideration for reappointment, tenure, or promotion action in the current cycle.

   b) **RTP Committee** members must be full-time tenured faculty members. Department RTP Committee (DRTPC) members are elected by the tenured and probationary faculty. A tenured faculty member who will be a candidate for promotion may be elected, but may only participate on reappointment cases -that is, may not participate in promotion or tenure recommendations.

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c) **Criteria** are the expectations articulated in the department RTP criteria document and in CPP University Policy #1328. Criteria define what a candidate must achieve in order to be positively recommended for reappointment, tenure, or promotion. Criteria documents contain procedural information as well; however, it is important to distinguish between criteria and rules or procedures. Department RTP criteria are adopted by a majority vote of the tenured and probationary faculty, submitted to the dean and the College RTP Committee for review and comment, and ultimately approved by the president or his designee.

d) A **probationary year** of service is any two semesters in a period of one academic year. The first probationary year begins with the first fall term of appointment.

e) A faculty member is **eligible to apply for tenure** at the beginning of the sixth probationary year. An application for tenure prior to the sixth probationary year is an application for **early tenure.**

f) A faculty member is **eligible to apply for first promotion** at the time of application for tenure. Once tenured, the faculty member is **eligible for a subsequent promotion** after having served four years in the current rank. Applications for promotion prior to having attained eligibility are applications for **early promotion.**

g) **Criteria for early actions** shall place emphasis on teaching ability and accomplishment, and shall require exceptional performance or extraordinary qualifications with regard to professional activities, and university service.

h) **Student evaluation of teaching** is governed by CPP University Policy No. 1329 (formerly Appendix 10 of the University Manual).

i) **Peer evaluation of teaching** is the responsibility of the Department RTP Committee and includes a classroom visit, review of course syllabus & other teaching materials, and a written report.

j) A **candidate for reappointment must use the department RTP criteria** in effect at the time of the candidate's initial probationary appointment. Current procedures and policies apply.

k) A **candidate for tenure or promotion may choose between the criteria** in effect at the time of the initial probationary appointment and those in effect at the time of the request for action. In any case, current procedures and policies apply. A candidate requesting both tenure and promotion must choose a single set of criteria for both actions.

I.2. Department Philosophy.

THE MISSION OF THE INTERNATIONAL BUSINESS AND MARKETING DEPARTMENT IS TO PREPARE STUDENTS FOR SPECIALIZED CAREERS IN EITHER INTERNATIONAL BUSINESS OR MARKETING MANAGEMENT BY USING A DISTINCTLY POLYTECHNIC "LEARNING BY DOING" APPROACH AND OFFERING FOCUSED SUBSPECIALIZATIONS IN EACH OPTION ENABLING STUDENTS TO STAND OUT. THIS PREPARATION ALSO GIVES BOTH UNDERGRADUATE AND GRADUATE STUDENTS PRACTICAL LEARNING EXPERIENCES IN INTERNATIONAL BUSINESS AND MARKETING MANAGEMENT. IN ADDITION, THE MISSION OF THE DEPARTMENT IS TO GIVE NON- MAJORS A SOLID FOUNDATION IN THE APPLICATION OF BUSINESS PRINCIPLES TO THE MARKETING OF GOODS AND SERVICES IN INTERNATIONAL AND DOMESTIC MARKETS, TO ACHIEVE PEDAGOGICAL EXCELLENCE IN AN INCREASINGLY DIVERSE AND MULTINATIONAL STUDENT BODY. THE DEPARTMENT'S FACULTY UNDERTAKES PROGRAMS OF BASIC RESEARCH, APPLIED SCHOLARSHIP, AND INSTRUCTIONAL DEVELOPMENT. TO FURTHER THE APPLICATION OF THEORY, THE DEPARTMENT ALSO FORGES AND MAINTAINS STRONG RELATIONSHIPS WITH THE BUSINESS COMMUNITY, BOTH LOCAL AND GLOBAL.

The reappointment, tenure, and promotion of faculty is a serious and difficult task. The intent, therefore, of the IBM Department RTP document is to make the procedures and criteria by which candidates are evaluated as fair, rational, objective, and predictable as possible.

SECTION II- PROCEDURES

11.1. CPP University Policy #1328 describes RTP procedures in complete detail. The specific process, as adopted by the IBM Department, is provided here.

11.2. Department RTP Procedures. The Department RTP Committee (DRTPC) will consist of a number voted on by all the tenured and tenure-track faculty of the IBM Department who are not otherwise ineligible to serve. The number of committee members must be consistent with the requirements in Policy 1328.

During the second term of the previous academic year, the faculty will vote on the number of committee members to serve in the DRTPC. The faculty will then vote on who the members will be. Later, committee members will vote to elect a chair. Participation in DRTPC matters is the most important professional responsibility of tenured faculty; as such, attendance at committee meetings is expected of all those eligible.

The chair of the IBM Department may opt to become a member of the committee and if elected will not need to submit a separate evaluation. The chair of the IBM Dept. may choose not to participate in the RTP Committee's deliberations. If tenured and holding the rank of Professor, the chair of the department, upon completion of DRTPC actions, submits an independent evaluation of every RTP candidate under consideration. If tenured and not holding the rank of Professor, the chair of the department submits an evaluation of only those candidates for which he or she is qualified, in accordance with the current Collective Bargaining Agreement. If not tenured, the chair does not submit an independent evaluation.

During fall term, the chair of the IBM Department RTP Committee is charged with the following responsibilities: ensuring that candidates have the information they need, including a copy of the

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department RTP criteria, information about what actions they must or may apply for, and information they will need in order to prepare requests; assisting candidates in understanding expectations and in preparing RTP packages; informing candidates of due dates; informing the Office of Faculty Affairs of requests; ensuring that RTP packages are complete; and providing the department recommendation to the candidates. Throughout the year, the chair of the DRTPC ensures that peer evaluations are conducted for all faculty members who will be candidate for RTP action in the future and that peer evaluation reports are provided to candidates in a timely manner, namely, within two weeks of a classroom visit.

Each candidate for RTP action submits a package, with appropriate documentation, that summarizes his or her performance in three evaluative categories: (1) Teaching Effectiveness, (2) Professional Achievement, and (3) Service to the Department, College, University, and Community. In this package, the candidate submits his or her most significant accomplishments-ones that the candidate believes to have most contributed to the mission of the department, the college and the university. The candidate is further encouraged to organize and articulate significant accomplishments in order of descending priority and may offer as many entries as desired.

The DRTP Committee evaluates the candidate's performance based on the criteria described in section III below.

Evaluation proceeds in the following stages:

a) First, at least two tenured faculty members of the IBM Department are expected to visit, in separate academic terms, at least one class, once a year, taught by the candidate. Each faculty member, observing the candidate as innocuously as possible, remains in the classroom as long as necessary to form an evaluation of the candidate's teaching ability. Each peer evaluator then submits to the chair of the department a completed, signed and dated Teaching Effectiveness Evaluation Form (see Exhibit I). The chair will have the responsibility of forwarding copies of these evaluations to the candidate's Personnel Action File and to the candidate.

b) Next, each member of the DRTP Committee independently and privately reviews the candidate's RTP package, including the candidate's Personnel Action File. The chair of the DRTPC assigns one member of the committee to prepare a discussion of the candidate's package. This person is called the "discussant."

c) At the next DRTPC meeting, the discussant presents the essential features of the candidate's package and leads a discussion of the pros and cons of the candidate's performance and of the action requested. During the time of this meeting, the candidate is expected to be on standby for a five- to ten-minute interview with the DRTPC.

d) At the conclusion of the discussion, each member of the committee votes "yes" or "no" on the candidate's requested action.

Any member of the committee who cannot attend the meeting in which the voting on a candidate's request takes place may nevertheless-following a briefing by the candidate's discussant-submit in person to the chair of the committee a signed and dated ballot.

e) Further discussion is held to determine the content of the narrative that explains and justifies the vote for the candidate. The committee member who led the discussion of the candidate's package can now bring forth a prepared narrative (or narratives) justifying the vote. Shortcomings are pointed out and suggestions for improvement are included. The narrative should cite specific sections of the department's RTP criteria and present a summary of the evidence on which the recommendation is based.

The narrative justifying the vote should include a rating for each of the areas under evaluation, i.e., the candidate's teaching effectiveness, accomplishment in professional development, and service to the department, college, university, the profession and the community. Then, the committee will decide on an overall rating for the candidate based on the rating scale in this document.

Once the narrative is accepted, the committee members, before the meeting ends, sign and date the appropriate RTP forms. If the narrative is not approved at this meeting, further meetings are held until such approval is reached. The results are then presented to the candidate.

Minority opinions, signed and in writing, may be expressed by committee members in accordance with university RTP procedure.

Candidate rankings are not normally recommended by the Department RTP Committee. If required by the dean or higher-level committees, however, ranking decisions would be based on the votes attained by each respective candidate. In the case of a tie, a separate run-off vote, by secret ballot, would be obtained.

f) In response to the committee's evaluation, the candidate may request reconsideration. In that event, the committee returns to step "b" above to reconsider the candidate's qualifications and to respond to the candidate's discussion of the DRTPC evaluation.

Student Evaluation of Teaching. In all classes, all probationary faculty in the International Business and Marketing Department participate in student evaluations using the current Instructional Assessment form of College of Business Administration. Copies of all summary sheets from these evaluations are to be included in the candidate's package. Evaluations are to be conducted during the two weeks preceding the final exams week of the academic term (or as stipulated by the latest version of CPP University Policy #1329-Students Evaluation of Teaching) and administered by someone other than the probationary faculty member, preferably another faculty member in the IBM department; the

probationary faculty member should not be present during the administration of this form. Completed evaluations are then promptly returned in a closed envelope to the chair of the IBM Department the person who administered the instrument. Solicitation of comments and other evaluative material from students, faculty, staff, and

administrators, concerning the qualifications of probationary faculty, is to be posted on the department bulletin board during the time of RTP action. Comments must be signed, dated, and addressed to the chair of the IBM department, who will then

forward the material to the committee. A copy of the comment must be given to the faculty member who must have ten days before the due date of the RTP package to respond. If the comment is received within ten days of the due date, then the comment must be addressed in the next evaluation cycle.

11.3. Peer Evaluation of Teaching. At least two tenured faculty members of the IBM department are expected to visit to evaluate, in separate academic terms, at least one class, once a year, taught by the candidate, as specified in section II.2.a above. Peer evaluation may include a thorough review of the candidate's syllabi, examinations, assignments, and other materials accessed through their site for the class in the current Learning Management System in use. It is the responsibility of the Department Chair (or DRTPC Chair) to ensure that the peer evaluations are scheduled and completed.

11.4. Candidates and Future Candidates serving in administrative positions or performing ad-ministrative duties, serving in positions of academic governance, or on leave from campus during the academic year in which they must or may ap-

ply for action shall observe the same procedures and timelines as candidates in residence. Candidates may provide their RTP requests by fax or email and must provide fax numbers or addresses to be used for sending recommendations to candidates. It will be the candidate's responsibility to meet all deadlines.

Individuals who accept positions outside of the IBM department while they are still eligible for RTP action must ensure that they understand department expectations during the time they are away. In light of special circumstances that are not covered by the department RTP document, the candidate and DRTPC may commit to writing an interpretation of the department criteria. This memorandum of understanding shall be approved by the dean, the URTPC chair, and the Associate Vice President for Faculty Affairs.

11.5. Faculty Development and Mentoring. Department faculty are expected to be Scholarly Academic (SA) as specified in the latest version of the College of Business Administration's policy of faculty qualification and engagement that is based on the Standards for Business Accreditation promulgated by the Association to Advance Collegiate Schools of Business (AACSB). SA is determined by academic preparation (completion of degree) followed by professional development that maintains or prepares the faculty member to bring current and relevant information to the students.

All tenured faculty members are encouraged to provide mentorship to candidates on a mutually agreeable basis.

III. CRITERIA FOR RTP ACTION

1 11.1. Elements of Performance and Evaluation. Three evaluative categories are used to assess the performance of probationary faculty. The greatest emphasis is placed on teaching.

a) Teaching Effectiveness

   i) The evidence for evaluating teaching effectiveness includes, but is not limited to:

- Student evaluations of teaching.

- Peer evaluations of teaching.

- The candidate's own discussion and analysis of his or her teaching effectiveness. At minimum, this covers:

  -analysis of the computer summaries of the candidate's student evaluations.

  -representative course syllabi and other teaching materials from each different course taught.

  -teaching philosophy and methodology-that is, the reasons for the particular approach to teaching adopted by the candidate.

  -grading policies and grade distributions. Grade disctibutions should be considered only in the context of other evidence of teaching effectiveness. Grade distributions alone are not indication of teaching effectiveness.

- Other written and signed materials, if any, such as letters from students or alumni having direct experience with the candidate's teaching.

   ii) It is the responsibility of the candidate to explain how this evidence is to be interpreted.

b) Professional Achievement

   i) Professional Achievement refers to discipline-based scholarship and contributions to practice that relate directly or indirectly either to the disciplines of international business or marketing or to the learning and pedagogy of international business or marketing.

   ii) The evidence for evaluating Professional Achievement includes:
Professional achievement consists of a variety of intellectual contributions in the component disciplines of international business and marketing (e.g., advertising, marketing research, buyer behavior, international marketing, and professional selling.) These contributions may include a variety of activities outlined in the College of Business Administration policy on faculty qualification and engagement as follows:

Category A

- Peer reviewed journal article in in the fields of international business or marketing, the related component disciplines of international business or marketing, or business in general. Peer review is defined as "a process of independent review prior to publication of a faculty member's work by an editorial board/committee widely acknowledged as possessing expertise in the field." The peer review should be independent; provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter; and be undertaken through a transparent process notwithstanding that the individuals involved may be anonymous. Such a review ensures that the work is subjected to the expected "scrutiny by academic peers or practitioners prior to publication." (AACSB, Eligibility Procedures and Accreditation Standards for Business Accreditation, using current standards at the time of evaluation), which must:
  - o Contribute to understanding or advance knowledge in a particular field through original research and/or significant work consisting of the synthesis of existing knowledge;
  - o Have required significant time and effort to produce;
  - o Be published in a journal where there is a possibility of submitted work being rejected (the publisher does not accept all papers)
  - o Be published in a journal that is listed in Cabell's Directories of Publishing Opportunities, Ulrich's Periodicals Directory (if designated as peer reviewed, as defined above) or has been approved as being equivalent to journals listed in the directories by the College's Research Committee.

Category B

- Scholarly book that is published by a university press or academic publisher.
- Trade book on a topic relevant to the faculty member's discipline that is published by a university press or academic publisher.
- Textbook that synthesizes elements of a faculty member's discipline, is updated regularly, and is published by a higher education commercial publisher.
- Awarded competitive grant or fellowship from a US National funding agency (e.g., Fulbright, NSF, NIH, NASA, and NIST), foundation, or non-US equivalent.

Category C

- Service as an editor or associate editor for a professional or academic journal or book, or as a member of an editorial board of an academic or professional journal.
- Service as an active reviewer for a professional or academic journal or conference.

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- Service as a program chair or track chair involved in planning activities for a conference in the faculty member's discipline.
- Chapter in a scholarly book or a monograph that involves scholarly research and that is published by a university press or academic publisher.
- An article, paper, or case published in the proceedings of a conference in the faculty member's discipline.
- A case (accompanied by an instructor's manual) that is editorially reviewed but not peer reviewed (e.g., accepted for publication by the author of a textbook).
- Technical report related to research projects in the faculty member's discipline that is published and distributed.
- Article on business practice or other area relevant to the faculty member's discipline in newspapers with national or regional distribution or magazines/journals with a broad readership (or the online equivalent); includes an article that does not fall into Category A.
- Article in the faculty member's areas of expertise published in a journal that is not peer reviewed.
- Invited or peers reviewed address, presentation, lecture, or colloquium in a faculty member's area of expertise that includes written materials.
- Publicly available consulting repot or testimony to a branch or agency of the government in a faculty member's area of expertise.
- Published review of a book in the faculty member's area of expertise.
- Publicly available material describing the design and implementation of new curricula in the faculty member's area of expertise.
- Publicly available practice-oriented web site or web log in a faculty member's area of expertise that is updated regularly and linked at other significant sites.
- Instructional software or simulation in the faculty member's discipline that is widely used.
- Obtaining a new or completing the maintenance of appropriate academic/professional certifications (e.g., CPA, CMA, California Bar license, etc.)
- Awarded competitive research grant from a foundation, for-profit or non-profit organization including those internal to the CSU and Cal Poly Pomona (e.g., RSCA.)

Academic qualification (now called Scholarly Academic, or SA), according to the CBA Policy on Faculty Qualification and Development, can be achieved by producing at least two items from category A (plus, one from B or two from C).

iii) The DRTP Committee assesses performance in this evaluative category by considering the relevance of the activity either to the fields taught in the International Business and Marketing Department or to the individual's teaching effectiveness. The candidate must provide evidence of this relevancy.

c) **Service to the Department, College, University, and Community**

   i) Service refers to activities that maintain and enhance the daily operation of the department International Business and Marketing, the College of Business Administration, the university, and the community.

   ii) The evidence for evaluating service to the department includes, but is not limited to:

   - Service as advisor and counselor to International Business and Marketing majors, either as career track advisor or as an ad hoc advisor. All faculty are expected to advise and counsel students, including non-majors.
   - Service as department chair.
   - Service as assistant department chair, if applicable
   - Service as faculty advisor to a department-related student organization.
   - Service as coordinator of the International Business major.
   - Service as coordinator of disqualified and subject-to-disqualification students.
   - Service as internship coordinator.
   - Service as chair of an International Business and Marketing Department committee or subcommittee, or as a member of an International Business and Marketing Department committee or subcommittee.

   iii) Service to the college includes, but is not limited to, service as chair or member of a task force, committee, subcommittee, or ad hoc committee formed by the dean's office. Regular committees include, but are not limited to
   - Graduate Studies Committee
   - Assurance of Learning and Curriculum Initiative (ALCI)
   - Graduate and Undergraduate Assessment Committees
   - Faculty Scholarship Incentive Committees (FSIP)
   - Scholarship Committee (for students)
   - Ad hoc Committees
   - Serving as advisors to the student clubs

   iv) Service to the university includes, but is not limited to, service as faculty senator or statewide senator, as chair or member of a faculty senate committee, or as chair or member of a university committee.

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v) Service to the community includes, but is not limited to, service to business as a paid consultant, service as a non-paid consultant, lecturer to a community organization or school group, member of a school board, or volunteer worker in a charitable organization.

It is the responsibility of the candidate to explain how this service relates to the mission of the International Business and Marketing department, and the degree to which the department is affected by the service.

The following scale is used to evaluate the candidate's performance:

Outstanding	This is a very unusual rating. It identifies candidates who perform well beyond that rated for Excellent.
Excellent	Candidates rated at this level are exhibiting an above average level of performance.
Good	This is a minimal level of satisfactory performance
Needs improvement:	Candidates rated at this level are showing below minimum expectations. Performance rated as such is believed to be correctable within the relevant time frame by the candidate if sufficient effort is made.
Unacceptable:	Candidates' performance at this level is so poor that improvement may not take place in time.

111.2. Criteria for Reappointment. Reappointment is not an evaluation of one year's worth of accomplishments. Reappointment to later years presupposes both the accomplishments of earlier years and an improvement in performance over the earlier years. Earlier year reappointment may be "good," as described in the evaluative scale in section III.I above; later years, however, must progress through "good" to "excellent," as required for tenure.

In accordance with the CBA, "Terminal year appointments shall be limited to probationary faculty unit employees who have served a minimum of three (3) years of probation."

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111.3. Criteria for Tenure. In the sixth year of evaluation, the candidate is recommended either for tenure or for a terminal year. The candidate must have served in the IBM department for a minimum of two years before being considered for tenure. Tenure normally is earned with sustained, progressively more demanding, successful performance over the six year probationary period. It is understood, however, that some years are better than others and that one good year or one bad year does not determine a recommendation for or against tenure. Overall, the candidate's performance at the time of the tenure request is expected to be strong in all three evaluative categories (i.e., Teaching, Professional Achievement, and Service), demonstrating both competence and initiative. The candidate must earn at minimum a rating of "good" in one of the three evaluating categories with "excellent" or better in the other two categories, as described in the evaluative scale in section III. I.

The committee takes into consideration the candidate's entire prior performance for all years of tenure-track service; performance at another institution for years credited at the time of hiring may be cited only to demonstrate a pattern of continued accomplishment at Cal Poly.

Tenure shall not be recommended for candidates who are unable to meet the College's standards for academic qualification, as defined by the most current policy on faculty qualification and engagement. Further, tenure shall not be recommended for candidates who have not published a minimum of two peer reviewed journal articles, as defined in section III.Ibii, during the probationary period. Further, the journals where these articles are published must show a minimum rating of "qualified" in Cabell's Directory of Publishing Opportunities, as of publication date.

Tenure shall not be recommended for candidates who are unable to meet the College's standards for academic qualification, as defined by the most current policy on faculty qualification and engagement.

111.4. Criteria for Promotion to Associate Professor. In accordance with the CBA, candidate for regular promotion must have served four years in the same rank. The period of evaluation for promotion to Associate Professor is the number of years since promotion or appointment to Assistant Professor.

The candidate for Associate Professor is expected to possess an appropriate terminal degree. Performance of the candidate for promotion to Associate Professor is expected to be strong in all three evaluative categories (i.e., Teaching, Professional Achievement, and Service), demonstrating both competence and initiative. The candidate should earn, at minimum, a rating of "good," in one of the three evaluative categories, with "excellent" or better in the other two categories, as described in the evaluative scale in section III.I above.

Promotion to Associate Professor shall not be recommended for candidates who are unable to meet the College's standards for academic qualification, as defined by the most current policy on faculty qualification and engagement. The academic qualification includes a minimum of two peer reviewed journal articles published within the evaluation period. Further, the journals where these articles are published must show a minimum rating of "qualified" in Cabell's Directory of Publishing Opportunities, as of publication date.

Promotion to Associate Professor shall not be recommended for candidates who are unable to meet the College's standards for academic qualification, as defined by the most current policy on faculty qualification and engagement.

111.5. Criteria for Promotion to Professor. Promotion to Professor requires that the candidate meet the requirements for promotion to Associate Professor.

In accordance with the Collective Bargaining Agreement, candidate for regular promotion must have served four years in the same rank. The period of evaluation for promotion to Professor is the number of years since promotion or appointment to Associate Professor.

For faculty who are not tenured, a request for tenure must be considered and approved by the DRTP Committee before it considers promotion to full Professor.

The request for promotion to Professor will be considered only if the candidate has served four years in the rank of Associate Professor. The candidate may apply at the beginning of the fifth academic year.

Candidate's performance is expected to be strong in all three evaluative categories (i.e., Teaching, Professional Achievement, and Service), demonstrating both competence and initiative. The candidate must earn at minimum a rating of "good" in one of the three evaluating categories with "excellent" or better in the other two categories, as described in the evaluative scale in section 111.1 above.

The candidate for promotion to Professor must have published at least two peer-reviewed journal articles during the evaluation period. Further, the journals where these articles are published must show a minimum rating of "qualified" in Cabell's Directory of Publishing Opportunities as of publication date.

Promotion to Professor shall not be recommended for candidates who are unable to meet the College's standards for academic qualification, as defined by the most current policy on faculty qualification and engagement.

111.6. Criteria for Early Tenure, Candidate for early tenure must meet all the criteria for tenure. The standard for early tenure is significantly higher because the candidate will need to demonstrate the requisite performance record based on a much shorter work history. Thus, the question of quality, in addition to quantity, in evaluating all three categories takes elevated importance.

Early tenure is recommended only in those cases in which the candidate has acquired full-time college or university teaching experience of at least four academic years.

Requests for early tenure are not recommended unless the candidate will have completed two years of full-time service in academic rank prior to the effective date of the promotion.

Requests for early tenure are not recommended unless the individual will have completed two years of full-time service in the Cal Poly IBM Department prior to the effective date.

Early tenure is recommended only for candidates who have demonstrated "outstanding" performance, as described in the evaluative scale in section III.1 above, in all three evaluative categories (i.e., Teaching, Professional Achievement, and Service).

Early tenure shall not be recommended for candidates who are unable to meet the College's standards for academic qualification, as defined by the most current policy on faculty qualification and engagement.

Specific criteria for early tenure regarding the three evaluative criteria are given below.

Teaching excellence:
Students' evaluation of teaching must meet or exceed the average earned by the top 10% of the department. That is, beating the department average score is not sufficient. The peer evaluation of teaching shall demonstrate "excellent" or "outstanding" teaching. Overall, the candidate's performance in this category will be judged based on factors including, but not limited to grade distribution, teaching innovation, integrating research into teaching, and earning teaching awards in professional conferences.

Professional achievement:
Early tenure will not be granted without publication of a minimum of five peer reviewed journal articles published in SSCI indexed journals within the probationary period, provided that at least two of the articles published shall demonstrate an impact factor of 1.5 or higher, associated with the journal they are published in.

Service:
Service activities will be evaluated at the levels of the department, college, university, and community, in this order of priority. The candidate is expected to demonstrate leadership roles in at least two service engagements. Since service assignment varies in terms of time and rigor of work to be performed, it is incumbent upon the candidate to demonstrate "outstanding" performance in this category.

III.7. Criteria for Early Promotion to Associate Professor. Candidate for early promotion to Associate Professor must meet all the criteria for promotion to Associate Professor.

Early promotion to Associate Professor is recommended only in those cases in which the candidate has acquired full-time college or university teaching experience of at least four academic years.

Requests for early promotion to Associate Professor are not recommended unless the candidate will have completed two years of full-time service in academic rank prior to the effective date of the promotion.

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Requests for early promotion to Associate Professor are not recommended unless the individual will have completed two years of full-time service in the Cal Poly IBM Department prior to the effective date.

Early promotion to Associate Professor is recommended only for candidates who have demonstrated "outstanding" performance, as described in the scale in section III.I above, in all three evaluative categories (i.e., Teaching, Professional Achievement, and Service).

Early promotion to Associate Professor shall not be recommended for candidates who are unable to meet the College's standards for academic qualification, as defined by the most current policy on faculty qualification and engagement.

Specific criteria for early tenure regarding the three evaluative criteria are given below.

Teaching excellence:
Students' evaluation of teaching must meet or exceed the average earned by the top 10% of the department. That is, beating the department average score is not sufficient. The peer evaluation of teaching shall demonstrate "outstanding" teaching. Overall, the candidate's performance in this category will be judged based on factors including, but not limited to grade distribution, teaching innovation, integrating research into teaching, and earning teaching awards in professional conferences.

Professional achievement:
Early tenure will not be granted without publication of a minimum of five peer reviewed journal articles published in SSCI indexed journals within the probationary period, provided that at least two of the articles published shall demonstrate an impact factor of 1.5 or higher, associated with the journal they are published in.

Service:
Service activities will be evaluated at the levels of the department, college, university, and community will be evaluated in this order of priority. The candidate is expected to demonstrate leadership roles in at least two service engagements. Since service assignment varies in terms of time and rigor of work to be performed, it is incumbent upon the candidate to demonstrate "outstanding" performance in this category.

III.8. Criteria for Early Promotion to Professor. Candidate for early promotion to professor must meet all the criteria for promotion to professor.

Early promotion to professor is recommended only in those cases in which the candidate has acquired full-time college or university teaching experience of at least four academic years.

Requests for early promotion to professor are not recommended unless the candidate will have completed two years of full-time service in academic rank prior to the effective date of the promotion.

Requests for early promotion to professor are not recommended unless the individual will have completed two years of full-time service in the Cal Poly International Business and Marketing Department prior to the effective date.

Early promotion to Professor is recommended only for candidates who have demonstrated "outstanding" performance, as described in the evaluative scale in section III.I above, in all three evaluative categories (i.e., Teaching, Professional Achievement, and Service).

Early promotion to Professor shall not be recommended for candidates who are unable to meet the College's standards for academic qualification, as defined by the most current policy on faculty qualification and engagement.

Specific criteria for early tenure regarding the three evaluative categories are given below.

Teaching excellence:
Students' evaluation of teaching must meet or exceed the average earned by the top 10% of the department. That is, beating the department average score is not sufficient. The peer evaluation of teaching shall demonstrate "excellent" or "outstanding" teaching. Overall, the candidate's performance in this category will be judged based on factors including, but not limited to grade distribution, teaching innovation, integrating research into teaching, and earning teaching awards in professional conferences.
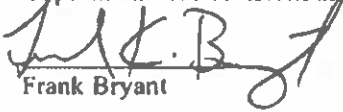
Professional achievement:
Early tenure will not be granted without publication of a minimum of five peer reviewed journal articles published in SSCI indexed journals within the probationary period, provided that at least two of the at l icles published shall demonstrate an impact factor of 1.5 or higher, associated with the journal they are published in.

Service:
Service activities will be evaluated at the levels of the department, college, university, and community will be evaluated in this order of priority. The candidate is expected to demonstrate leadership roles in at least two service engagements. Since service assignment varies in terms of time and rigor of work to be performed, it is incumbent upon the candidate to demonstrate "outstanding" performance in this category.

International Business and Marketing
Department RTP 2023-24 -2028-29
Signature Page

By signing below, I acknowledge that I have reviewed and approved the International Business and Marketing Department RTP revisions as submitted.

_____
Frank Bryant
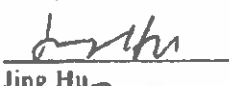
On Leave
_____
Robert Fabrize

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Megan Good

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Tarique Hossain
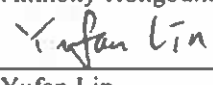
_____
Jing Hu

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Jae Min Jung

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Anthony Hongbum Kim

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Yufan Lin

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Xin (Cindy) Liu

On Leave
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Alexander Mitchell

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Jun Myers

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J. Jared Oakley

On Leave
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L. Lin Ong

_____
Elif Ozkaya

_____
H. Erkan Ozkaya

_____
Juanita Roxas

Randy Stein

Teaching Effectiveness Evaluation Form

Department of International Business and Marketing

California State Polytechnic University

The department has voted to revise the existing instrument. All candidates being evaluated will be consulted by the evaluator in order to decide on the schedule for evaluation (e.g. which class, time frame/module). Evaluators will be provided with access to the Learning Management System (LMS) site of the class. Evaluators will concentrate on the time frame/module agreed upon. He/she will also be provided access to the synchronous portion of the time frame/module.

This form will be used for all teaching modalities. Instructors of classes taught as face-to-face or fully synchronous will also be required to provide evaluators access to the class LMS site to assess instructor communication with students.

The criterion for evaluating the time frame/module of the class will be based on the "7 Principles of Effective Undergraduate Education." This criterion provides a list of items and location of items in the class LSM site that evaluators will use as a guide in their evaluation, especially for sections in the instrument on "Interaction with Students" and "Learning Management System." Unlike the traditional face-to-face environment, the remote environment requires more and different cues for fair evaluation. At the same time, students in all teaching modalities have grown to rely on LMS associated with their classes to enhance their learning environments.

Name of Evaluator_____Date_____

Teaching Effectiveness Evaluation Form

Department of International Business and Marketing

Candidate _____   Course _____

Instructor Knowledge   e.g., good grasp of course content

Comment

_____

_____

_____

	Outstanding
	Excellent
	Good
	Needs Improvement
	Unacceptable

Instructor Preparation   e g . well-prepared for class

Comment

_____

_____

_____

	Outstanding
	Excellent
	Good
	Needs Improvement
	Unacceptable

Organization of Material   e.g., direction of class is evident; explanations are clear and concise; material is interrelated

Comment

_____

_____

_____

	Outstanding
	Excellent
	Good
	Needs Improvement
	Unacceptable

Presentation of Material   e.g., balance between theory & examples; good pace; minimal digression; appropriate use of instructional aids

Comment

_____

_____

_____

	Outstanding
	Excellent
	Good
	Needs Improvement
	Unacceptable

Interaction with Students   e.g., sincerely interested in helping students understand, motivates students to become interested in material

Comment

_____

_____

_____

	Outstanding
	Excellent
	Good
	Needs Improvement
	Unacceptable

Name of Evaluator_____Date_____

Teaching Effectiveness Evaluation Form

Department of International Business and Marketing

Learning Management System   e.g., content to guide students through the course, communication, grades,
announcements

Comment_____

	Outstanding
	Excellent
	Good
	Needs Improvement
	Unacceptable

Name of Evaluator_____Date_____

Teaching Effectiveness Evaluation Form

Department of International Business and Marketing

Criteria to be used in Evaluating LMS Site:	Where to look
Principle 1: Encourages faculty/student communication and evidence of strong instructor presence.	
- Announcements are used as an effective communication tool. - Instructor contact information and communication policy is easy to find. - Introduction at the beginning of the module that sets context. - Responds to student inquiries in a timely manner. - Uses text or media to personalize and enhance instructor presence - Fosters a learning environment that invites multiple perspectives. - Engages students in the content (e.g., connects to prior learning, asks compelling questions). - Encourages students to share their questions, examples, and experiences. - Synchronous meeting agendas are planned to allow for interactivity - Space for students to ask instructor questions	- Announcements - Module overview - Course content - Discussion forums - FAQs, Q&A, and/or discussion chat space - Instructor contact information - Syllabus - Synchronous course meetings
Principle 2: Builds learning community among students.	
- Synchronous meeting agendas are planned to allow for interactivity - Prompts that guide and elicit student participation in discussion activities. - Clear expectations for discussion participation. - Modeling of good discussion participation practices by the instructor. - Instructor facilitation of class discussions by encouraging, probing, questioning or summarizing. - Formal and/or informal discussions of course topics - Collaborative course assignments - Study groups or use of Blackboard discussion groups - Peer reviews - Clear expectations when an assignment requires group work or student-to-student interaction. - Encourages students to share ideas, experiences, and resources related to course content. - Provides students with digital interaction space for study groups or "hallway conversations".	- Assignment directions - Discussion forums - Peer reviews - Course syllabus - Synchronous course meetings
Principle 3: Engages students in active learning.	

Name of Evaluator_____Date_____

Teaching Effectiveness Evaluation Form

Department of International Business and Marketing

Criteria to be used in Evaluating LMS Site:	Where to look
• Synchronous meeting agendas are planned to allow for interactivity • Engagement in collaborative learning activities (e.g., group projects) • Opportunity for using the library, different technologies, and other resources • Examples of student work where they think, talk, or write about their learning and how it relates to real life applications of course content • Reflect, relate, organize, apply, synthesize, or evaluate information • Participate in research, lab, studio, or physical activities, modified for remote settings as appropriate • Participate in simulations, educational games, role play, etc. • Engage in experiential learning (e.g., community service project, field trip or internship)	• Syllabus • Course materials • Assignment directions and rubrics • Other learning activities such as e-Portfolios, blogs, journals, podcasts • Discussion forums • Synchronous course meetings
Principle 4: Assessment and instructor feedback is prompt and meaningful.	
• Informal and formal assessments gauge student progress in meeting learning outcomes. • Student choice is included in assessments (e.g., discussion questions with more than one prompt, students may submit a video or a written assignment). • Students are encouraged to reflect on their learning through self-assessments and/or instructor feedback. • Students are provided opportunities to learn from mistakes (e.g., drafts of assignments for instructor feedback). • Feedback on student assignments is provided within a publicized, and reasonable, time frame. • Feedback is clear, constructive, specific, and focused on observable behavior that can be changed. • Feedback offers specific suggestions for those struggling and encourages deeper application of course content for all. • Instructor uses assessment results to inform instruction by further scaffolding upcoming assignments, providing additional resources and/or activities, etc. • An open discussion forum where students can ask questions and receive instructor feedback about course content and activities.	• Assignment directions and rubrics • Discussion forums • Announcements • Course content • Syllabus • Up-to-date, student accessible course gradebook
Principle 5: Paces content, assignments, and learning activities.	
• Assignment due dates are clear and easy to find. • Announcements addressing upcoming assignments. • Time-to-completion information on course assignments (e.g., "This assignment should take you approximately 2 hours to complete."). • Multi-part assignments include guidance on how students should organize their time. • Assignment feedback guides students where to focus their studies. • Assignment due dates allow for reasonable accommodations of students' needs.	• Module overview • Assignment directions and rubric • Syllabus • Announcements

Name of Evaluator_____Date_____

Teaching Effectiveness Evaluation Form

Department of International Business and Marketing

Criteria to be used in Evaluating LMS Site:	Where to look
• Student population is considered in assignment time frames (e.g., a course targeted to working adult professionals might incorporate a weekend into an assignment time frame). • Study tips provide students with strategies for utilizing their time well. • Opportunities and time for students to practice. • Pacing is adequate for the content, class timing, and student engagement (e.g., gives time for processing and questions).	
Principle 6: Communicates expectations for the course that are reasonable and clear	
• Module/unit level learning objectives that are measurable and appropriate to course scope/level. • Assignment directions or rubrics that clearly outline expectations and relate to grading criteria. • Motivating and encouraging narratives that inspire and direct students to meet learning objectives. • Student work samples or descriptions that show high quality work and explain why the work is high quality. • Use of critical questions to communicate expectations and direct students toward achieving them. • Explicit communication of the skills and knowledge needed in order to be successful in the course.	• Module overview • Course content • Assignment directions and rubrics • Announcements • Discussion forums • Syllabus
Principle 7: Fosters an inclusive learning environment	
• Provides a variety of examples and contexts to evoke interest for diverse students. • Assignment prompts invite multiple perspectives. • Use of a variety of assessments, allowing students to demonstrate progress in meeting learning outcomes. • Alternative assignment options (e.g., a multimedia project might be allowed as learning evidence instead of a written paper). • Learning materials are presented in a variety of modalities (written, video, audio). • Use of more than one form of instruction. • Diverse backgrounds are valued (e.g., culturally sustaining materials, discussions that create just and equitable spaces). • Identifies diverse sources, perspectives, and authorities of the field. • Students are encouraged to seek assistance with course content and learning activities if needed. • Instructor demonstrates inclusive communication. • Instructor has screened course content with LMS Accessibility Check.	• Syllabus • Assignment directions and rubrics • Discussion forums • Course Content • Announcements • Synchronous course meetings

Name of Evaluator_____Date_____

TABLEC-2

POINT VALUE OF
DEPARTMENT, COLLEGE, AND UNIVERSITY SERVICE ACTIVITIES

The following list of Department, College, and University service activities and associated point values is not intended to be all inclusive. Other activities will be assigned point values by the Department RTP Committee consistent with listed activities requiring similar quality and amount of time invested. It is the candidate's responsibility to provide documentation for the number of points claimed for each activity.

ACTIVITY	POINTS
Department Chair	5-50
Assistant Department Chair	5-40
College Curriculum Committee	5-40
Graduate Committee	1-30
College-Wide Committee	1-30
University-Wide Committee	1-30
Department RTP Committee	1-30
Department RTP Document Review	1-30
Subject Area Coordinator	1-30
Recruitment Committee	1-30
Faculty Senate	1-30
Faculty Senate Committees	1-30
Committee Chairmanship	1-30
Department Webmaster	1-30
Student Organization Advisor	1-30
Student Orientation and Advising	1-30
Student Recruiting	1-30
Other Department Committee	1-30
Curriculum Development	1-30
Other Activities*	Weighted Appropriately'

'Prior approval by the Department RTP Committee Chair is recommended.

Example Excel Spreadsheet Displaying Frequency Distribution of Grades, Mean GPA, and Median GPA

	A	B	C	D	E
1	Quarter:	Fall 2006			
2	Course:	TOM 302			
3	Section:	15		Points	Grade
4				2.3	C+
5	Frenuency Distribution			2.7	B-
6	Grade	Freauency		0	F
7	A	8		0	WU
8	B	10		2.7	B-
	C	8		2.7	B
1	D	5		4	A
1	For WU	4		0.7	D-
1				1.7	C-
1	Summary Statistics			3.7	A-
1	Number of students			0.7	D-
1	assigned grades:	35		1	D
1	Mean GPA:	2.29		3.3	B+
1	Median GPA:	2.70		3.7	A-
1				3.3	B+
1	Table Used in Calculations			2	C
2	Grade	Freauency	Ranae Limits	2.7	B-
2	For WU	4	0.3	2.3	C+
2	D	5	1.3	4	A
2	C	8	2.3	2.7	B-
2	B	10	3.3	0	WU
2	A	8		1	D
2				2.7	B-
2	VLOOKUP Table			0	F
2	Letter Grade	Grade Points			W
2	A	4.0		3.3	B+
3	A-	3.7		3	B
3	B	3.0		2.3	C+
3	B-	2.7		4	A
3	B+	3.3		4	A
3	C	2.0			I
3	C-	1.7		2	C
3	C+		2.3	1.7	C-
3	D	1.0		3.7	A-
3	D-	0.7		1.7	C-
3	D+	1.3		0.7	D-
4	F	0.0		3.7	A-
41	WU	0.0			

Example Excel Spreadsheet Displaying Formulas Used to Determine Frequency Distribution of Grades, Mean GPA, and Median GPA

	A	B	C	D	E
1	Quarter	Fall 2006			
2	Course	TOM 302			
3	Section	15		Points	Grade
4				=IFIORIE4="",E4="W',E4="I"),"",VLOOKUPIE4,$A$29:$B$41,2\)	C+
5	Frequency Distribution			=IFIORIE5-"",E5-"I'\,"",VLOOKUP(E5,$A$29:$B$41,2II	B-
6	Grade	Freauency		=IFIORIE6="",E6="W',E6="I"),"",VLOOKUP(E6,$A$29:$B$41,2\\	F
7	A	=B25		=IFIORIE7="",E7="W',E7="1"),"",VLOOKUP(E7,$A$29,$B$41,2\\	WU
8	B	=B24		=IF(OR(E8="",E8="W',E8="I'\,"",VLOOKUPIE8,$A$29:$B$41,2\\	B-
9	C	=B23		=IFIORIE9="",E9="W',E9="I'\,"",VLOOKUP(E9,$A$29:$B$41,2II	B-
10	D	=B22		=IF/ORIE10="",E10="W',E10="I"),"",VLOOKUPIE10,$A$29:$B$41,2\\	A
11	ForWU	=B21		=IF(OR(E11="",E11="W',E11="I"),"",VLOOKUP(E11,$A$29:$B$41,2\\	D-
12				=IF(OR(E12="",E12="W',E12="I'\,"",VLOOKUP(E12,$A$29:$B$41,2II	C-
13	Summary Statistics			=IF/ORrE13="",E13="W',E13="I'\,"",VLOOKUP(E13,$A$29:$B$41,2\\	A-
14	Number of students			=IFroRrE14="",E14="W',E14="1"),"",VLOOKUP(E14,$A$29:$B$41,2\\	D-
15	assigned nrades	=COUNT(D4:D103)		=IFIORIE15="",E15="W',E15="I"),"",VLOOKUP(E15,$A$29:$B$41,2\\	D
16	Mean GPA:	=AVERAGE(D4:D103)		=IF/ORrE16="",E16="W',E16eI"),"",VLOOKUP(E16,$A$29:$B$41,2\	B+
17	Median GPA:	=MEDIAN(D4:D103)		=IF/ORIE17="",E17="W',E17="I"),"",VLOOKUP(E17,$A$29:$B$41,2\\	A-
18				=IFIOR(E18="",E18="W',E18="I'1,"",VLOOKUP(E18,$A$29:$B$41,2\\	B+
19	Table Used in Calculations			=IF(OR(E19-"",E19="W',E19-"I"),"",VLOOKUP(E19,$A$29:$B$41,2\\	C
20	Grade	Freouency	Range Limits	=IF(OR(E20="",E20="W',E20="I'\,"",VLOOKUP(E20,$A$29:$B$41,2\\	B-
21	For WU	=FREQUENCYID4 D103,C21 C24	0 3	=IF(ORIE21-"",E21='W',E21="I"),"",VLOOKUP(E21 $A$29 $B$41,2\	C+
22	D	=FREQUENCY(D4 D103,C21 C24	1 3	=IF OR E22="",E22="W',E22="I"),"",VLOOKUP(E22,$A$29:$B$41,2\\	A
23	C	=FREQUENCYID4 D103 C21 C24	2 3	=IF OR(E23="",E23="W',E23="I'\,"",VLOOKUP(E23,$A$29:$B$41,2	B-
24	B	=FREQUENCYID4 D103,C21 C24	3 3	=IF OR(E24="",E24="W',E24="I'\,"",VLOOKUP(E24,$A$29:$B$41,2	WU
25	A	=FREQUENCY(D4 D103,C21 C24		=IF OR(E25="",E25="W',E25="I"),"",VLOOKUP(E25 $A$29 $B$41,2	D
26				=IF OR(E26="",E26="W',E26="I"),"",VLOOKUP(E26 $A$29:$B$41,2	B-
27	VLOOKUP Table			=(FIORIE27-"",E27='W',E27="I"),"",VLOOKUP(E27,$A$29 $B$41 2\\	F
28	Letter Grade	Grade Points		=IFIOR(E28="",E28='W E28="I" ,"I',VLOOKUPIE28,$A$29:$B$41,2\\	W
29	A	4 0		=IF(OR(E29="",E29='W',E29="I" ,"I',VLOOKUP(E29,$A$29 $B$41,2)	B+
30	A-	3 7		=IF OR E30="",E30='W',E30="I" ,"I',VLOOKUP(E30 $A$29 $B$41,2	B
31	B	3_0		=IF OR E31-"",E31='W',E31="I" ,"I',VLOOKUP E31 $A$29 $B$41,2	C+
32	B-	2,7		=IF OR E32="",E32='W',E32="I" ,"I',VLOOKUP E32 $A$29 $B$41,2	A
33	B+	3,3		=IF OR E33="",E33='W',E33="I" ,"I',VLOOKUP E33,$A$29 $B$41,2	A
34	C	2,0		=IF OR E34="",E34='W',E34="I" ,"I',VLOOKUP E34,$A$29 $B$41,2	I
35	C-	1 7		=IF OR E35=m,E35='W',E35="I1" ,"I',VLOOKUP E35 $A$29 $B$41,2	C
36	C+	2,3		=IF OR E36="",E36='W',E36="I"),"",VLOOKUP E36 $A$29:$B$41,2	C-
37	D	1,0		=IF OR E37="",E37='W',E37="I"),"",VLOOKUP(E37 $A$29 $B$41,2	A-
38	D-	0,7		=IF OR E38="",E38='W',E38="I'\,"",VLOOKUP E38,$A$29 $B$41,2	C
39	D+	1 3		=IF OR E39-"",E39='W',E39-"I'\,"",VLOOKUP E39 $A$29 $B$41,2	D-
40	F	a a		=IF OR E4a="",E4a='W',E4a="I"),"",VLOOKUP(E4a $A$29 $B$41,2	A
41	WU	a a		=IF OR E41="",E41= W',E41="I"),"",VLOOKUP(E41,$A$29:$B$41,2	