

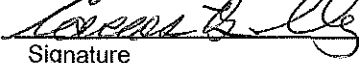
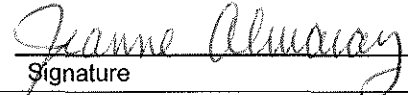
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**DEPARTMENT RTP DOCUMENT
APPROVAL TRACKING RECORD**

Department:	Management and Human Resources
Starting Year for Department RTP Document:	2018
Intended Length for use of Department RTP Document: (maximum 5 years)	5 years

DEPARTMENT

"This Department RTP Document has been approved by a majority vote of the probationary and tenured faculty in this department."

Dept. Chair:	Dr. Carlos B. González		6/4/18
	Printed Name	Signature	Date
DRTPC Chair:	Dr. Jeanne Almaraz		6/4/18
	Printed Name	Signature	Date

COLLEGE RTP COMMITTEE

"The CRTPC has reviewed this Department RTP Document and makes the following recommendation."

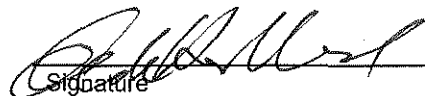
1. Recommend Approval
2. Recommend Approval, but concerns noted in attached memo.
3. Recommend to DENY Approval (explanation must be attached.)

CRTPC Chair:	RITA KUMAR		6/5/18
	Printed Name	Signature	Date

COLLEGE/SCHOOL DEAN

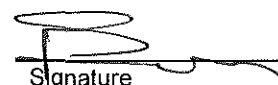
"I have reviewed this Department RTP Document and make the following recommendation."

1. Recommend Approval
2. Recommend Approval, but concerns noted in attached memo.
3. Recommend to DENY Approval (explanation must be attached.)

Dean/Director:	Erik Rolland		6/14/18
	Printed Name	Signature	Date

ACADEMIC AFFAIRS

1. Approved for the following years 5
2. Not Approved (Explanation attached.)

AVP for Faculty Affairs:	Artin Sancho-Madriz		08.08.18
	Printed Name	Signature	Date

In cases where the Department RTP Document does not conform to the provisions of the Collective Bargaining Agreement or University Policy 1328 (formerly Appendix 16) or Policy 1329 (formerly Appendix 10), those documents take precedence.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

**College of Business Administration
Management and Human Resources Department
Retention, Tenure, and Promotion Criteria
2018-2023**

MHR Approval: May 30, 2018

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CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

**College of Business Administration
Management and Human Resources Department
Retention, Tenure, and Promotion Criteria
2018-2023**

I. Mission Statement of the Department

The Management and Human Resources Department (MHR) of the College of Business Administration (CBA) prepares students to obtain a baccalaureate degree (MHR major) with career emphases in either human resources, entrepreneurship and small business, general management, or nonprofit management, through engaging them to become effective managers, leaders, and entrepreneurs, helping them develop their personal leadership style and making them more self-aware, and strengthening their performance-management skills of teamwork, communicating, questioning, and community-building. Its fulltime and adjunct faculty members are committed to emulating the teacher-scholar model and learn-by-doing philosophy of California State Polytechnic University, Pomona (Cal Poly Pomona) and enriching their classes with their professional experience and research insights.

II. Composition, Organization, and Responsibilities of the Department RTP Committee (DRTPC)

The DRTPC will consist of a minimum of five full-time tenured faculty members if there are 8-17 eligible to serve or seven if there are 18 or more full-time faculty eligible to serve.

The chair may not be eligible to serve on the DRTPC unless it comprises fewer than five eligible faculty. In cases where the Chair does not serve on the DRTPC, then he/she may write a separate recommendation.

Annual elections by secret ballot are conducted before the end of the Spring semester of the school year preceding the given RTP cycle. Election to the DRTPC is by a majority vote of the probationary and tenured faculty members of the Department. Full results of elections will be retained in the MHR Department until the DRTPC's responsibilities have been met for the academic year.

Where elected representatives are not qualified by virtue of rank to participate in decisions being deliberated by the DRTPC, the DRTPC shall supplement its membership to assure that the required number of members deliberate on decisions for each candidate. In ordinary circumstances, a DRTPC member having served three years in a row would not be eligible to serve a fourth consecutive term.

The responsibilities of the DRTPC involve reviewing packages and supplementary material provided by candidates and students, analysis of student teaching evaluations and classroom-observation reports submitted by the candidate, and materials submitted to candidates' personnel files. The DRTPC's recommendation will include an explanation of

scores awarded to candidates in all areas of performance-teaching, professional development, and service. The DRTPC Chair will communicate the results of the evaluation to the candidate in writing as required by CBA and University policies.

Early in the academic year, the DRTPC will post its membership and a calendar of candidate reviews, along with procedures for written student and faculty input to committee deliberations. Proposed revisions in departmental RTP criteria will be endorsed by a majority vote of all probationary and tenured faculty.

The DRTPC's term of service does not end until all matters pertaining to the DRTPC's recommendations have been concluded.

III. Departmental RTP Procedures and Calendar

The following section describes the policies of the Department, which will be applied in accordance with Appendices 10 and 16 of the University Manual and the Collective Bargaining Agreement. Criteria for reappointment decisions are those that were in effect during the candidate's first year of service at Cal Poly Pomona. Candidates for tenure or promotion may use either those in effect their first year of service or in the year of requested action.

A. Procedural Guidelines for the Candidate

The RTP cycle begins each year on the first day of Fall semester. For practically all faculty, an RTP cycle corresponds with one year of service. For those whose appointment to a tenure track position began with a semester other than Fall, or who took a one-semester leave without pay while still on probation, the year of service and RTP cycle are out-of-phase. Such faculty are said to be, for RTP purposes, 'off-cycle.' In this case, the effective date of RTP actions would not be Fall semester; therefore, for certain reappointment applications, a special calendar must be devised by Academic Affairs, which would in effect delay the start of the cycle.

Courses, publications, projects, assignments, or any other item included in the candidate's package must have taken place within the dates covered by the period of the package.

There are two official RTP calendars: one sets the timelines for review of requests for tenure, early tenure, promotion, early promotion, and reappointment to a fourth, fifth, or sixth probationary year. The second calendar governs the timelines for reappointment to a second or third probationary year.

Note that there is only one calendar for tenure and promotion reviews, but two for reappointment. The second calendar is necessary because the faculty contract requires that probationary faculty with less than two year's credit toward probation be notified of reappointment to a second or third probationary year or of termination at the end of the current academic year no later than February 15.

The candidate is responsible for submitting his or her RTP package no later than the date indicated on the appropriate calendar. For most candidates, RTP packages are due very early in the Fall semester of the application year. Candidates are

strongly advised to begin package preparation during the Spring semester or over the summer.

Since the RTP package is the basic evaluation document that ultimately is reviewed by the President or his/her representative, it shall be stored in a secure location designated by the DRTPC and shall not be removed from that location by the candidate or anyone once it has been submitted and until it is forwarded to the Dean's office.

B. Guidelines for Completing an RTP Package

All RTP requests—for Reappointment, Tenure, Early Tenure, Promotion and/or early Promotion—are initiated by the candidate, as are all requests for reconsideration and appeals of actions taken by others involved in the process. Requests are initiated by completing a self-evaluation on pages 1-4 of the Faculty Performance Review Form (University Manual, Appendix 16). Once completed, these pages form the application for those RTP actions requested on page 1. Guidelines for completion are:

1. On page 1, it is important for the candidate to clearly check all actions requested by the application, fill in the information requested in the form, and initial the request(s) in the blank(s) provided. NOTE: A request for early tenure automatically carries with it a simultaneous request for an additional probationary year.
2. The “basic RTP package” must include computer-generated summaries of student evaluations for all classes taught. Since different departments use different questions on the student-evaluation form, attach a copy of the departmental form to your evaluation summaries.
3. Classroom-visitation reports from peers must be included in the “basic package.”
4. All pages should be signed and dated, including the computer-generated summaries, peer evaluations, and any other attachments to the “basic package.”
5. Additional pages may be added to augment space available on the form. Each should be clearly numbered 2a, 2b, etc., and signed and dated. Packages should be presented only in a loose-leaf folder, not permanently bound, so that pages may be added, deleted, or changed during the RTP process.
6. The “basic package” must be supplemented by an appendix to include material such as course outlines, publications, and other supportive material. Items to be included in the appendix and otherwise available for committee review, in a separate packet, should be inventoried and listed in an index within the basic package. The appendix should include a table of contents and may be presented in a binder. All items in the appendix should be dated and signed.
7. Departmental criteria for various personnel decisions are expressed in terms of the strength of student-evaluation-teaching results in comparison with overall

departmental findings. To facilitate this analysis, candidates seeking RTP actions should submit the worksheet (See Table 2) for all classes taught during the review period.

8. The RTP package should be highly professional in content and presentation.
9. The RTP packages should be reasonably concise. In the self-evaluation, the candidate should explicitly address each of the three departmental criteria for the actions requested. It is the candidate's responsibility to show that he/she meets the appropriate criteria in all three areas. Since many readers of the package at higher levels of review cannot be expected to be familiar with the candidate and his or her fields of interest, discussion should be explicit and extensive. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made toward remedying them should be addressed. The most current directives concerning the details of RTP packages should be followed by the candidates (except in cases where candidates elect to be bound by criteria that were in effect during their first year of service) and will be provided to them by the DRTPC Chair.
10. Written discussion of teaching should provide more than description; it should provide analysis and evidence of self-objectivity, and outline efforts and accomplishments toward improvement and innovation.

Candidates may include written student comments on teaching only if unsolicited and only if signed and dated by the student. However, the professional manner to solicit student opinion on teaching performance for the purpose of peer review is by posting or publishing an announcement, or by some other means designed to reach students collectively, not individually. (Appendix 16, 305.302 4. and Appendix 10, 1.0, 1.1, 1.2)

The DRTPC evaluation of teaching includes assessment of advising. It is CBA and departmental policy that faculty are expected to be involved in student advising. Candidates are expected to address their approach to advising and discuss the quality of advice provided. Candidates should provide specific examples of advising activities.

11. The period covered by the self-evaluation should be that period since the last application was made for the same or a similar action. Reappointment evaluations are normally based on the previous year's performance; promotion evaluations on the period since last promoted or since original appointment; tenure on the period since original appointment to the probationary position.

The DRTPC may want to consider work done while the candidate was on professional leave.

The DRTPC has access to, and may consider, previous evaluations and all relevant materials in the candidate's Personnel Action File.

C. General Policies

The DRTPC, when assessing the performance of a faculty member, will weigh the areas set forth in Paragraph III C. General Policies as follows:

- Teaching Performance and Advising.....50%
- Professional Growth and Intellectual Contributions.....25%
- Service25%

The professional achievement and promise of the candidate will be weighed against the following priorities of the Department:

1. Evaluation of Teaching and Advising

The Department's highest priority is achieving teaching excellence. The evaluation of teaching is to determine that the faculty member effectively creates, delivers, evaluates, and improves instructional programs and develops innovations in the instructional process. Teaching includes not only effective and up-to-date classroom instruction, but also curriculum development.

The following shall be considered in evaluating teaching performance and advising:

- a. Student evaluations for all courses taught by the candidate during the relevant period.
- b. Written, timely evaluations of classroom teaching, review of course materials and syllabi, teaching methodologies, and new or innovative course/curricular offerings. A minimum of one such evaluation shall be conducted in each semester of the academic year and shall reflect, to the degree possible, the breadth of courses taught. Classroom visits should be followed within no more than two weeks by a written report. Candidates for tenure or tenured candidates applying for promotion to professor must be evaluated by tenured faculty.
- c. The candidate's own discussion and analysis of his or her teaching performance, which, at a minimum, shall include:
 - (1) A statement of teaching philosophy
 - (2) A summary analysis of each course number taught during the period covered by the RTP package
 - (3) An analysis of the scores, specifically addressing the areas of strengths and weaknesses, on the computer printout summaries of the candidate's student evaluations, compared to department averages, to identify strengths and areas of improvement
 - (4) Course materials, syllabi, and teaching methodologies
- d. Advising and mentoring are considered an integral part of a teacher's role. Candidates should describe their advising as it relates to course-related interactions, curriculum petitions, student problem-solving interactions of

a personal order, career/job search counseling, independent-study and support of senior theses, alumni-relationship renewal, graduate-student-committee work and advising, mentoring of student associations, etc. Candidates are expected to make themselves aware of the complex curriculum requirements and exercise the considerable discretion they have to help our students meet those requirements. Candidates are also expected to attend training sessions covering advising and document attendance at these events and to meet their scheduled office hours.

The DRTPC will write a comprehensive analysis of the candidate's teaching performance. The DRTPC will interpret the quality of the candidate's teaching and advising performance relative to department criteria, norms within the department, and the progress, or lack thereof, of the candidate's improvement in response to previous performance reviews. In addition:

- a. Evaluations of candidate performance on standard "Instructional Assessment Forms" and ratings of performance in the foregoing areas by the DRTPC will be according to the following scale: (Table 1)

1 = Very good, 2 = Good, 3 = Satisfactory, 4 = Poor, 5 = Very Poor

- b. In the area of teaching performance the rating obtained by a consensus of the DRTPC will be given twice the weight of that obtained by averaging the numerical results found on the standard "Instructional Assessment Forms" used by students for evaluating their instructors. The faculty evaluation will carry a weight of 67% and the student evaluation a weight of 33%.
- c. In evaluating faculty for personnel actions, student evaluations of teaching performance will be a major, but not the only, factor in evaluating a candidate's teaching ability. Candidate accounts of efforts at curriculum innovation and renewal, means for identifying and executing improvement opportunities in classroom performance, diligence at keeping courses up-to-date, and maintaining high expectations of student performance will be important in helping the DRTPC formulate relevant judgments of teaching performance. Peer evaluations, classroom observations, and examination of syllabi and handouts should also be considered.
- d. Student evaluations from all classes taught by the candidate for the period inclusive of the first semester since the last successive application for the same or similar action and up to the most recent semester for which student evaluations are available in the period covered in this action must be included in the RTP package by the candidate and summarized.
- e. Student evaluations are expected to reach the levels indicated for the granting of action for various types of personnel decisions. In general,

excellence in teaching is most prized and accorded most weight, as indicated by the Overall Performance Assessment Index (see Table 1).

2. Evaluation of Professional Growth and Intellectual Contributions

Expertise in one's field is necessary for achieving the Department's primary mission of teaching. Professional growth and development are essential for maintaining that expertise. Each member of the faculty is expected to pursue activities that contribute directly to his or her professional growth and development. Candidates are expected to participate in a selection of Intellectual Contributions described below each year. Intellectual Contributions as described herein are intended to be consistent with the requirements for Scholarly Academics as stated in the California State Polytechnic University, Pomona College of Business Administration Policy on Faculty Qualification and Engagement, *Approved by the faculty of the College of Business Administration on 11/7/2016. (See Appendix A)*

All candidates applying for a DRTPC action must earn points based on the nature of the Intellectual Contributions described below for Categories A, B, and C. A minimum of seven (7) points must be earned from Categories A, B, and C in the five year period which commences at the date of appointment. At least four (4) points must be earned for publishing refereed scholarly publications as is more fully described in Category A below.

Intellectual Contributions

Category A: Refereed Scholarly Publications (2 points each)

Peer-reviewed journal articles in the faculty member's discipline must be published in a journal that is listed in Cabell's Directories of Publishing Opportunities, or be approved by the CBA's Research Committee.

Category B: Books and Grant Awards (2 points each)

- 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, 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, NIST...), foundation, or non-US equivalent.

Category C: Service to the Profession (1 point each)

- 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.
- Service as a program chair, track chair, or session chair, or discussant at an academic conference.
- 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). This includes an article that does not fall into Category A described above.
- Article in the faculty member's areas of expertise published in a journal that is not peer reviewed.
- Presentation, lecture, paper discussant, or colloquium speaker in a faculty member's area of expertise at an academic/professional conference that includes written materials.
- Available consulting report, 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 nonprofit organization including those internal to the CSU and Cal Poly Pomona (e.g., RSCA.).

3. Evaluation of Service

Service means contributing to the activities of the Department, the CBA, and the University in a significant manner. Professional activities that enhance the visibility and stature of Cal Poly Pomona should demonstrate how these activities benefit the University in tangible ways. These professional activities, while important, cannot substitute for required on-going committee work and leadership in faculty governance.

- a. Attendance at Department and committee meetings is required for all tenured and tenure track faculty. The individual is expected to fulfill assigned responsibilities and to take the initiative to make meaningful contributions to the Department, CBA, and University.
- b. While candidates are encouraged to seek membership on committees affording opportunities for service, candidate commentary should do more than “list memberships.” It should detail accomplishments, progress, and “value-added” contributions. In addition, letters of support from the chairs of the committees on which the candidate served which detail the specific contributions to the work of the committee should be included.
- c. Involvements with professional, business, and public associations, clients, or other groups outside of Cal Poly Pomona may, depending upon the identified accomplishments, enhance the visibility of the university as well as enrich teaching through currency with professional and social issues as well as practice. In describing community contributions, candidates should feel free to discuss any teaching or training not previously mentioned such as that in continuing education, extension programs, company or government in-house seminars and workshops, and the like. Involvement with professional, business, and public associations, clients and other groups outside of Cal Poly Pomona can be counted in satisfaction of the Service requirements under this section.

IV. Criteria for Appointment/Reappointment at the Same Rank

- A. Non-tenured candidates in tenure-track positions must seek reappointment to teach in every new academic year. Reappointment is requested following the guidance in Section III. A, B, and C described above.

- B. For reappointment, the Overall Performance Assessment Index must meet or exceed criteria outlined in Table 1 as determined according to Section III. A, B, and C above. The Final Assessment of Teaching Performance is a computation weighting the mean responses to all 16 items of the “Instructional Assessment Form” completed by students and the assessments of teaching performance by members of the DRTPC.
- C. Tenure-track probationary faculty are expected to provide evidence of continuous improvement over the duration of their probationary period toward full satisfaction of criteria for tenure. Only candidates deemed capable of ultimately satisfying criteria for tenure shall be retained during the probationary period.

V. Criteria for Tenure

- A. Tenure is normally earned with sustained, progressively more demanding, and successful service over the probationary period. Faculty shall serve in a probationary status for a period no longer than six years.
- B. To achieve tenured status, faculty members must demonstrate performance that indicates high commitment to teaching excellence, professional growth, and service to the Department, CBA, University, and the community.
- C. Before a candidate is granted tenure, the following requirements must be met:
 - 1. The candidate must possess an earned doctoral degree in business administration, management, or in a discipline related to his/her area(s) of departmental teaching.
 - 2. Evidence of continual professional growth must be presented. Every person may pursue a different pattern for professional growth and development. The DRTPC will assess the candidate’s accomplishments and record of professional growth in the areas of teaching, intellectual growth, and service.
 - 3. Professional behavior or conduct that contributes to maintaining high morale, strong collegiality, trust, and departmental teamwork is expected. Evidence of such contributions must be clearly specified and documented so that the DRTPC understands how and in what manner the contributions have been demonstrated.
 - 4. The candidate should demonstrate service at the department, CBA, and university levels by serving on a committee, advisory group, or task force at each level at least once during the review period. The candidate should also take a leadership role at a minimum of one of these levels during the review period.
 - 5. During the five year period immediately preceding the submission of the application for DRTPC action, and only for that time when the candidate is a full-time member of the MHR faculty, the candidate must earn a minimum of

seven (7) points. Points are earned based on the nature of the Intellectual Contributions described above for Categories A, B, and C. At least four (4) points must be earned for publishing refereed scholarly publications as is more fully described in Category A described above.

6. Candidates seeking tenure at the Assistant Professor rank must achieve or exceed the Overall Performance Assessment Index ratings required in Table 1. Candidates seeking tenure at a higher rank must meet all criteria for promotion to the rank as specified in Table 1.
7. The granting of tenure does not insure promotion or step-merit-salary adjustments in future evaluation processes.
8. Faculty are expected to perform consistently at the level of the rank achieved and demonstrate continued growth.

VI. Criteria for Promotion to Associate Professor

- A. The candidate must meet all requirements of the original letter of appointment before promotion is recommended.
- B. Each candidate shall have completed a doctoral degree in Business Administration, management, or in a discipline related to his/her area of departmental teaching and possess at least one degree in a related business field. A candidate may be recommended contingent upon the candidate's receipt of a terminal degree prior to the effective promotion date. If this contingency is not met, eligibility for promotion will be deferred to the next evaluation cycle.
- C. Combined assessments must meet criteria identified for the Overall Performance Assessment Index indicated in Table 1.
- D. During the five year period immediately preceding the submission of the application for DRTPC action, and only for that time when the candidate is a full-time member of the MHR faculty, the candidate must earn a minimum of seven (7) points. Points are earned based on the nature of the Intellectual Contributions described above for Categories A, B, and C. At least four (4) points must be earned for publishing refereed scholarly publications as is more fully described in Category A described above.
- E. Recognition of service credit shall be treated as follows: For candidates with one-year of service credit, six (6) points must be earned while the candidate is a full-time member of the MHR faculty; for candidates with two-year service credit, the candidate must earn a minimum of five (5) points while the candidate is a full-time member of the MHR faculty. Points are earned based on the nature of the Intellectual Contributions as described above for Categories A, B, and C. For all candidates with service credit, at least four (4) points must be earned for publishing refereed scholarly publications as is more fully described in Category A described above.

- E. The criteria listed in Table 1 shall be used by the DRTPC in rating candidates. Specific performance examples must be supplied by the candidate to demonstrate the achievement of growth, long-term promise in terms of contribution to the University, CBA, and Department, and the ability to carry out responsibilities at a high level of professionalism and dedication.
- F. Improvements in previous cycles must be discussed in the self-evaluation.

VII. Criteria for Promotion to Professor

- A. Completion of all requirements for promotion to Associate Professor.
- B. During the five year period immediately preceding the submission of the application for DRTPC action, and only for that time when the candidate is a full-time member of the MHR faculty, the candidate must earn a minimum of seven (7) points. Points are earned based on the nature of the Intellectual Contributions described above for Categories A, B, and C. At least four (4) points must be earned for publishing refereed scholarly publications as is more fully described in Category A described above.
- C. Recognition of service credit shall be treated as follows: For candidates with one-year of service credit, six (6) points must be earned while the candidate is a full-time member of the MHR faculty; for candidates with two-year service credit, the candidate must earn a minimum of five (5) points while the candidate is a full-time member of the MHR faculty. Points are earned based on the nature of the intellectual contribution as described above for Categories A, B, and C. For all candidates with service credit, at least four (4) points must be earned for publishing refereed scholarly publications as is more fully described in Category A described above
- C. Combined assessments must meet criteria identified for the Overall Performance Assessment Index indicated in Table 1.
- D. The rank of Professor is the final step in the promotion process and, as such, is accompanied by the need for continuing diligence on the part of the candidate to perform at a high level and to maintain professional growth. Faculty of lower ranks must be able to see in those of the professor rank role models of excellence. Examples of excellence include innovation in curriculum development and teaching pedagogy, evidence of leadership in the CBA, University Committees, and/or in the community, and a record of scholarship.

VIII. Criteria for Early Tenure/Early Promotion

- A. **Early Tenure**

Early tenure may be recommended prior to the end of the normally required six-year probationary period in very exceptional circumstances, as delineated below:

1. Completion of all criteria for promotion to Tenure.
2. All teaching performance at Cal Poly Pomona must be—and only teaching performance at Cal Poly Pomona can be—considered for early tenure. The mean student rating on the Instructional Assessment Form must equal or exceed the student ratings received by the top 10% of the department. Moreover, the candidate for early tenure must receive a Final Assessment of teaching performance (the averaged score of student and DRTPC ratings shown in Table 1) corresponding to the appropriate rank for which early tenure is requested.

In addition, the DRTPC assessment of all evidence of the candidate's teaching performance—to include student evaluations reflected in scores entered on the Instructional Assessment Form, comments volunteered by students in writing signed by the student (excluding comments stated in the Instructional Assessment Form), faculty reports of classroom visitations, etc.—must meet the minimum number for the corresponding action indicated in Table 1, that is, all of the evidence considered must demonstrate the candidate's excellence as a teacher.

3. During the five year period immediately preceding the submission of the application for DRTPC action, and only for that time when the candidate is a full-time member of the MHR faculty, the candidate must earn a minimum of fourteen (14) points. Points are earned based on the nature of the Intellectual Contributions described above for Categories A, B, and C. At least eight (8) points must be earned for publishing refereed scholarly publications as is more fully described in Category A described above. The candidate must be the first author of at least three of the refereed scholarly publications.
4. The candidate for early tenure must meet or exceed the Overall Performance Assessment indicated by factor weights outlined in Table 1. He or she must also receive ratings by the DRTPC in the areas of professional growth and development, service to the CBA and university, and service to the community that meet the minimum standards listed in Table 1.
5. The candidate should demonstrate service at the department, CBA, and university levels by serving on a committee, advisory group, or task force at each level at least once during the review period. The candidate should also take a leadership role at a minimum of two of these levels during the review period.
6. Requests for early tenure cannot be considered unless the individual will have completed two years of full-time service in a tenure-track position in the MHR Department before the date of the DRTPC's evaluation.

7. A separate RTP package specifically requesting early tenure must be submitted by the candidate in addition to the package requesting reappointment.

B. Early Promotion

1. Completion of all criteria for promotion to desired rank.
2. All teaching performance at Cal Poly Pomona must be—and only teaching performance at Cal Poly Pomona can be—considered for early promotion. The average student rating on the Instructional Assessment Form for all semesters must meet or exceed the student ratings received by the top 10% of the Department. In addition, the DRTPC's assessment of all evidence of the candidate's teaching performance—to include student evaluations reflected in scores entered on the Instructional Assessment Form, comments volunteered by students in writing signed by the student (excluding comments stated on the Instructional Assessment Form, faculty reports of classroom visitations, etc.)—must meet the minimum number for the corresponding action indicated in Table 1, that is, all of the evidence considered must demonstrate the candidate's excellence as a teacher.
3. During the five year period immediately preceding the submission of the application for DRTPC action, and only for that time when the candidate is a full-time member of the MHR faculty, the candidate must earn a minimum of fourteen (14) points. Points are earned based on the nature of the Intellectual Contributions described above for Categories A, B, and C. At least eight (8) points must be earned for publishing refereed scholarly publications as is more fully described in Category A described above. The candidate must be the first author of at least three of the refereed scholarly publications.
4. The candidate must achieve a DRTPC rating on the Overall Performance Assessment Index as indicated in Table 1 and an assessment corresponding to the standard indicated in Table 1 for all other criteria for promotion to the rank for which promotion is requested.
5. The candidate should demonstrate service at the department, CBA, and university levels by serving on a committee, advisory group, or task force at each level at least once during the review period. The candidate should also take a leadership role at a minimum of two of these levels during the review period.
6. Requests for early promotion cannot be considered unless the individual has completed four years of full-time service in a tenure-track position in the Department before the date of the DRTPC's evaluation.
7. A candidate may receive tenure and early promotion simultaneously only if he or she meets the requirements for each action.

8. The candidate must meet all other criteria for the rank to which the candidate seeks early promotion.

IX. Evaluation of Faculty Serving on Special Assignments

Faculty serving on special assignments at the time of an evaluation (including administrative positions, academic governance, sabbatical leave, fellowships, grants, overseas teaching, and administrative posts) must provide a significant body of information on previous teaching evaluations—equivalent to 36 WTUs—for the candidate to be recommended for promotion or tenure. At least 4 WTUs of classroom student evaluations shall be within the year of the evaluation. The overall summary must conform to the requirements for the rank applied for as indicated in Table 1.

Table 1: Summary RTP Criteria Worksheet for RTP Decisions

MHR/RTP Evaluation Worksheet for: _____
 Overall average of Student Evaluations of Teaching (Grand Overall Mean of 16 items for all evaluations) a

Department RTP Evaluations:

	Very good	Good	Satisfactory	Poor	Very Poor		
Teaching & Advising	1	2	3	4	5	<input type="text"/>	b
Professional Growth & Development	1	2	3	4	5	<input type="text"/>	c
Service to Department/College/University/Community	1	2	3	4	5	<input type="text"/>	d

Final Assessment of Teaching: 33.3%a + 66.6%b e

Overall Performance Assessment Index: 50%e + 25%c + 25%d f

Exceptions may be made if performance in a given area is very good, and if minimum criteria for teaching are met.

Expected Ratings for Each RTP Action

RTP Action	Assistant Professor						Associate Professor						Professor					
	Student Rating	RTP Eval. Tch/Adv	Final Tch Asses.	RTP Eval PG&D	RTP Eval Service	Overall Perf Assess Index	Student Ratings	RTP Eval Tch/Adv	Final Tch Assess	RTP Eval PG&D	RTP Eval Service	Overall Perf Assess Index	Student Ratings	RTP Eval. Tch/Adv	Final Tch Asses.	RTP Eval PG & D	RTP Eval Service	Overall Perf Assess. Index
	a	b	e	c	d	f	a	b	e	c	d	f	a	b	e	c	d	f
Reappointment to Rank	2.30	2.00	2.10	2.50	2.50	2.30	2.00	2.00	2.00	2.00	2.00	2.00	1.90	1.90	1.90	1.80	1.80	1.85
Tenure at Rank	1.90	1.90	1.90	2.00	2.00	1.95	1.85	1.85	1.85	1.85	1.85	1.85	1.80	1.80	1.80	1.70	1.70	1.75
Promotion to Next Rank	1.90	1.90	1.90	1.90	1.90	1.85	1.85	1.75	1.75	1.80	1.80							
Early Tenure at Rank	1.40	1.40	1.40	1.40	1.40	1.40	1.30	1.30	1.30	1.30	1.30	1.20	1.20	1.20	1.20	1.20	1.20	1.20
Early Promotion to Next Rank	1.35	1.35	1.35	1.35	1.35	1.35	1.25	1.25	1.25	1.25	1.25							

California State Polytechnic University, Pomona

College of Business Administration

Policy on Faculty Qualification and Engagement

Approved by the faculty of the College of Business Administration on 11/7/2016.

Overview

The College of Business Administration (CBA) at California State Polytechnic University (hereafter Cal Poly Pomona) is a diverse community of faculty engaged in a wide variety of innovative, impactful academic activities that support the mission of the College (<http://www.cpp.edu/~cba/about/missionvision.shtml>). The Cal Poly Pomona core values of polytechnic identity, academic quality, learn by doing, teacher-scholar and celebration of diversity are evident in the academic and professional activities of the faculty, which impact the theory and practice of business and education in Southern California and nationwide.

The applied nature of our business programs and the quality of our graduates and faculty resources are highly appreciated by firms in the Southern California and global business community. The College will support faculty development activities that encompass a wide range of scholarly and professional pursuits and contribute to the intellectual vitality of the College. The College recognizes that faculty will maintain their qualifications in a variety of ways and seeks to implement a policy that embraces that richness.

This policy shall be reviewed periodically to ensure compliance with the most recent AACSB accreditation standards. Changes to the policy shall require approval by majority vote of tenured and tenure track faculty members of CBA.

The following pages outline 1) CBA policy guidelines for designating and maintaining faculty qualification status, 2) the point system and categories of intellectual and professional contributions, 3) reporting and exceptions, and 4) the relationship between the CBA policy of faculty qualification and university review policies and procedures.

Faculty Qualifications and Engagement

The AACSB accreditation standards require that faculty collectively and individually demonstrate significant academic and/or professional engagement that supports the mission of the CBA. The four classifications of faculty members' status, based on the academic and professional experience and sustained level of engagement activities, and the criteria for maintaining faculty member's status are provided below.

	Sustained Engagement Activities	
<i>Initial Academic Preparation and Professional Experience</i>	Academic (Research/Scholarly)	Applied/Practice
Doctoral Degree/Specialized Degree	Scholarly Academics (SA)	Practice Academics (PA)
Professional Experience (Substantial in Duration and Level of Responsibility)	Scholarly Practitioners (SP)	Instructional Practitioners (IP)

Table 1: Sustained Engagement Activities

Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. SA status is granted to newly hired faculty members who earned their research doctorates five years from the date the degree is awarded. Doctoral students who have obtained ABD status are considered SA or PA (depending on the nature of the doctoral degree) for 3 years.

Practice Academics (PA) sustain currency and relevance through both scholarship and professional engagement with relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with engagement activities that involve substantive linkages to practice or other forms of professional engagement.

Note: All tenure and tenure track faculty members must achieve SA or PA status subject to minimum accreditation qualifications requirements. It is the goal of CBA that all tenure and tenure track faculty members achieve the SA status.

Scholarly Practitioners (SP) sustain currency and relevance through continued professional engagement and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with substantive scholarly activities in their fields of teaching, such as lecturers with a master's degree who publish in peer-reviewed journals.

Instructional Practitioners (IP) sustain currency and relevance through continued professional engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members with a master's degree who have significant and relevant professional experience.

Note: All full and part-time lecturers must fall under one of the four classifications subject to minimum accreditation qualifications requirements.

It is important for faculty to have an appropriate initial academic preparation and/or professional experience at the time of hire and to remain engaged in scholarship and/or practice throughout their employment with the CBA. In order to deliver quality business education to our students, faculty must pursue continuous development in their specialty area and/or its application to the business world. A point system for intellectual and professional contributions and the required threshold to maintain SA, PA, SP, and IP status are given in section 6.0. We seek to align faculty's initial academic preparation or professional experience and their ongoing engagement activities with their primary teaching responsibilities and with the mission of the CBA.

Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevance for the CBA's mission, expected outcomes, and strategies. Engagement can result from the work of a single faculty member, collaborations between and among faculty, or collaborations between faculty and other scholars and/or practitioners.

Faculty are responsible for working with their Department Chair to ensure that they have a feasible plan for maintaining their SA, PA, SP, or IP status. Faculty are also responsible for regularly reporting their intellectual contributions and other activities to indicate how they are maintaining their qualifications and engagement status. Department Chairs will work with the Dean to review the departments' and college's progress toward meeting the minimum required thresholds for faculty qualification and ensure that the CBA accomplishes its mission and maintain the standards required by the AACSB.

Minimum Faculty Qualifications Thresholds

The following are the minimum faculty qualification thresholds as prescribed by AACSB. These thresholds apply to the College as a whole, as well as to each department separately. All faculty contributing to the mission of the CBA are included in the calculations.

$$SA \geq 40\% \quad SA + PA + SP \geq 60\% \quad SA + PA + SP + IP \geq 90\%$$

Guidelines for Scholarly Academics (SA) and Practice Academics (PA) Status

Initial Designation to Scholarly Academics (SA) and Practice Academics (PA) Status

Criteria for designation to SA and PA status include the following:

1. *Research degree.* Initial academic preparation for SA and PA status is normally required in the form of a discipline-based research doctorate. Such a doctorate is intended to produce scholars capable of creating original scholarly contributions through advances in research and who can contribute research knowledge to their areas of teaching. In cases where the research doctorate is in the business discipline but outside the teaching area, or where the research doctorate is outside the business discipline but related to the teaching area, evidence of supplemental preparation to support relevance in the teaching field may be required. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation. Individuals whose highest degree is not a doctorate may be considered for SA or PA status if they have completed coursework in a business doctoral program and are currently a student in a business doctoral program.
2. *Specialized graduate degree.* Individuals with specialized graduate degrees in law, taxation or accounting will be considered SA or PA for teaching in their respective fields subject to ongoing and substantive academic and/or professional engagement activities. A faculty member with a graduate degree in law would be expected to teach courses in business law, legal environment of business, and related subjects. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation.

Maintaining Scholarly Academic (SA) Status

To maintain SA status, faculty members are expected to demonstrate currency in their field and support the mission of the CBA through relevant intellectual contributions. The intellectual contributions must indicate a sufficient quality, rigor and value to meet AACSB and CBA standards. (See detailed list of accepted intellectual contributions in section 7.0.) Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of business and management. As such, they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences.

Faculty whose terminal degrees were granted within the past five years are considered SA because of the currency of their degree. These faculty members must still engage in research activities to produce the required portfolio of contributions for future periods, and meet departmental RTP criteria. Other faculty with SA status are expected to produce intellectual contributions on a regular basis. As evidence of maintaining SA status, faculty must earn a minimum of seven (7) points over each five-year period. Points are earned based on the nature of the intellectual contribution as described below for categories A, B, and C. At least 4 points in each 5-year period must be earned from Category A.

For faculty who do not meet the criteria for SA status when returning to academic appointments after administrative appointments that do not include research- designated release time, they will be granted provisional SA status for a period equal to their absence for up to three years. They are expected to show progress during the period and fully meet the criteria for SA status at the end of the period.

Maintaining Practice Academic (PA) Status

To maintain PA status, faculty are expected to be engaged in contributions to practice or other forms of professional engagement. These may include practice-oriented intellectual contributions, consulting activities, service on boards of directors, etc. (See detailed list of acceptable professional contributions in section 6.0) As evidence of maintaining PA status, faculty must earn a minimum of 7-points over each five-year period. Points are earned based on the nature of the intellectual contribution as described below for categories A, B, C, and D. At least 2-points in each 5-year period must be earned from Category A.

Guidelines on Scholarly Practitioners (SP) and Instructional Practitioners (IP)

The College seeks to hire faculty who have appropriate academic preparation for teaching as well as relevant practical experience that can provide valuable insights into the rapidly changing landscape of the Southern California region. Faculty who meet the following general criteria may be designated as IP or SP at the time of hiring:

1. A master's degree in a field related to the area of teaching assignment.
2. Professional experience relevant to the faculty member's teaching assignment, significant in duration and level of responsibility.

The less related the professional experience is to the field of teaching, or the longer the time since the relevant experience occurred, the greater the need for that faculty member to demonstrate sustained academic and/or professional engagement related to the teaching field.

Maintaining Scholarly Practitioner (SP) Status

To maintain SP status, faculty members are expected to be engaged in academic pursuits on a regular basis. As evidence of maintaining SP status, faculty must earn a minimum of 4 points over each five-year period. Points are earned based on the nature of the intellectual contribution as described below for categories A, B, C, and D. At least 2-points in each 5-year period must be earned from Category A, B, or C.

Maintaining Instructional Practitioner (IP) Status

To maintain IP status, faculty are expected to be engaged in contributions to practice or other forms of professional engagement on a regular basis. Faculty members should consult with their department chair if uncertain about whether an activity qualifies as a contribution for maintaining IP status. As evidence of maintaining IP status, faculty must earn a minimum of 2-points over each five-year period from the list of professional contributions in categories C or D.

Point System for Intellectual and Professional Contributions

The categories of intellectual contributions (A, B, C) and professional contributions (D) are listed below. The points earned for intellectual and professional contributions should be earned during the five (5) years prior to the review date. ABD faculty are granted automatic SA status for a period of three (3) years. Faculty with a recently earned doctorate are SA for a period of five (5) years. The associated point system by faculty qualification is summarized here:

	SA	PA	SP	IP
Relevant Contribution Categories	A, B, C	A, B, C, D	A, B, C, D	C, D
Points Required from Specific Categories	At least 4 points from A	At least 2 points from A	At least 2 points from A, B, or C	
Minimum Total Points Required	7 points	7 points	4 points	2 points

Table 2: Point System for Intellectual Contributions

Intellectual Contributions

Category A: Refereed Scholarly Publications (2 points each)

Peer-reviewed journal article in the faculty member's discipline, which must be published in a journal that is listed in Cabell's Directories of Publishing Opportunities, or has been approved by the College's Research Committee¹.

Category B: Books and Grant Awards (2 points each)

- 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, and is published by a higher education commercial publisher.
- Awarded competitive grant or fellowship from a US national funding agency²ⁱⁱ (e.g., Fulbright, NSF, NIH, NASA, NIST...), foundation, or non-US equivalent.

Category C: Service to the Profession (1 point each)

- Serviceⁱⁱⁱ 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^{iv} as an active reviewer for a professional or academic journal or conference.
- Service as a program chair, track chair, or session chair, or discussant at an academic conference.
- 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 reviewed¹.
- Presentation, lecture, paper discussant, or colloquium speaker in a faculty member's area of expertise at an academic/professional conference that includes written materials.
- Available consulting report, 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 nonprofit organization including those internal to the CSU and Cal Poly Pomona (e.g., RSCA.)

Category D: Professional Engagement or Contributions (1 point each)

- Serving in an active role of significance or leadership position in a business, nonprofit or community-based organization, e.g. board of directors
- Consulting activities of significant level, substance and duration
- Active service on a committee within a professional organization
- Creating and/or delivering high caliber executive education programs or their equivalent
- Obtaining a new and appropriate professional/technical certification (i.e., CPA, CMA, California Bar license, Oracle, SAP certifications, etc.)
- Continuing education – only one of the two required contributions may be of this type:
 - Maintenance of appropriate professional/technical certifications (i.e., CPA, CMA, California Bar license, Oracle, SAP certifications, etc.)
 - Attending professional development workshops
- Faculty internships at a business, nonprofit or community-based organization
- Significant participation in business professional associations
- Participation in professional events that focus on the practice of business and management
- Participation in other activities that place faculty in direct contact with business and other organizational leaders

Reporting and Exceptions

Intellectual Contributions: Faculty members shall report annually via CBA established reporting system on their intellectual contributions. Such reporting shall include those listed below, but may require additional information per system requirements in order to be considered complete.

- For refereed journal publications, complete citation including date of publication¹

- The nature of the Intellectual contribution (basic or discovery scholarship, Applied or integration/application, teaching and learning)
- Suggested categorization of the intellectual contribution as category A, B, or C.
- A copy of the work, or a permanent link to the work.

Professional Contributions: Faculty members shall report, at least annually, on their professional contributions. Such reporting shall include:

- A description of the activity from Category D and the date(s), backed by written documentation.

Research Committee Review Process:

Should a faculty member believe that the nature of the intellectual contribution does not fall within the items listed in Categories A, B, and C, or that a particular contribution warrants placement in a different category, such contribution and the rationale for its category placement shall be submitted to the CBA Research Committee for review. A majority vote of the Research Committee shall be final as to the category designation for the particular intellectual contribution.

A similar procedure is required should a faculty member believes that a journal not listed in Cabell's should be treated as equivalent. For such considerations, the Committee will base its judgment on the rigor and relevance of the research, review of the quality of the editorial board of the journal, the journal's peerreview process, and the quality of past articles published by the journal.

For professional contributions, should a faculty member believe that an activity not listed in Category D should be considered equivalent to the listed items, a description of the activity and the rationale for its consideration shall be submitted to the Research Committee I for review. A majority vote of this committee shall be final as to whether the activity is appropriate to include as a professional contribution.

The request for research committee review of a particular contribution and all supporting documents shall be initially forwarded to the Associate Dean for undergraduate programs who is responsible for convening the research committee and completion of the review in a timely manner.

Relationship of CBA Policy to University Review Policies

All faculty members are subject to university review policies and procedures. For example, tenure-track faculty are subject to the university's retention, tenure and promotion (RTP) policy. These review procedures include regular peer evaluations and student evaluations. This policy on CBA faculty qualifications and engagement is intended to complement the existing university policies and procedures and not to replace them. Faculty members are required to follow both the university review policies and procedures and the CBA policy on faculty qualifications and engagement.

Acknowledgements:

We acknowledge the use of faculty qualification documents from other Business Schools within the Cal State University as inspiration for this document, including possible use of verbatim language in some places.

ⁱ 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, 1/31/08, p. 25). ⁱⁱ <http://www.grants.gov/web/grants/applicants/applicant-resources/agencies-providing-grants.html> ⁱⁱⁱ Documented by dates of service and counts as 1 point during any 5-year period in which such work is performed.

^{iv} Documented by three or more reviews, including revisions, from a range of journals and conferences, and counts as 1 point during any five-year period.

^v The publication date of a contribution is the copyright date for books and for other items that are issued for a particular date, such as a journal article or testimony, the stated date on that contribution. A faculty can elect using the actual publication date or the acceptance date if official proof of acceptance is available in written form. A contribution can only be counted by using one of these methods (acceptance or publication data), and cannot be recounted in a different review period using a different publication date.

