Department of Marketing
Department Personnel Standards

To be used at the start of 2012-2013 academic year
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Official
Approved
Department
Personnel
Standards
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I. Preface

The Department of Marketing (hereafter called “the Department”) is committed to providing the highest quality programs possible that meet the evolving needs of our students, community, and region. The Department is also committed to the preeminence of learning with an emphasis on establishing an environment where learning, and the creation and dissemination of knowledge, are central to everything we do. The Department recognizes that the key to quality programs and effective learning environments is the instructional faculty. Therefore, the Department seeks to promote excellence in learning through contributions in the areas of teaching, scholarly and creative activities, and service to the Department and its programs, the Mihaylo College of Business and Economics (hereafter called “the College”), California State University (hereafter called “the University”), and the community. The Department proposes a personnel document consistent with the Mission and Goals of the University, which responds to the multiple roles of the faculty.

The Department will institute the following procedures designed to assess the Portfolio and Appendices for the purposes of retention, tenure, and promotion. The Department faculty take the position that the evaluated faculty members and the evaluating and reviewing bodies will be aided in their respective roles by having available a clear and objective statement of the Department’s expectations. Furthermore, the Department faculty specifically affirm their position that the best interests and needs of students are served when the faculty represent a wide diversity of interests and activities. We intend to recognize the full range of faculty talent and the great diversity of the functions higher education must perform.

II. Faculty Responsibilities

As tenure track and tenured employees of the University, Department faculty are expected to meet professional responsibilities as they apply to the needs of the Department. These include:

- holding established office hours at regular times and places,
- submitting required paperwork on time,
- participating in commencement activities,
- participating in search activities,
- attending faculty meetings,
- participating in Department initiatives, and
- upholding their professional responsibilities per UPS 230.000, 230.010, 240.000, 240.100, and 240.200.

Department faculty are expected to meet professional responsibilities as they apply to teaching, scholarship, and service. In the area of teaching, these responsibilities include:

- preparing course syllabi (e.g., familiarity with UPS 300.004 and UPS 411.104),
- meeting classes,
- assigning readings and class projects where appropriate,
- preparing exams, and
- assessing student performance in meeting learning objectives.

In the area of scholarly and creative activities, faculty are expected to engage in activities that enhance the overall mission of academia. These responsibilities include, for example:
• expanding knowledge.
• applying knowledge to consequential problems in marketing,
• adding to the research base in the faculty member’s related field by publishing in
  high-quality, peer-reviewed journals, and
• advancing the reputation of the University.

In the area of professional, University, and community service, these responsibilities include:
• contributing to the advancement of the field,
• increasing opportunities for students in the discipline,
• actively serving on committees,
• attending events or completing activities as assigned by either the Department Chair
  or the Dean or Associate Dean of the College, and
• contributing to the community in general through service activities.

In cases when there is preponderance of evidence—as outlined in the "Criteria" and
"Indicators" segments in Section VI. A. 1. and 2., VI. B. 1. and 2., and VI. C. 1. and 2.—that
a faculty member has not met the professional responsibilities as they apply to the needs
of the Department, this evidence may be placed in the file (usually by the Department
Chair or College Dean), prior to the file being declared “complete” and considered in
the retention process. (See Article 11 of Collective Bargaining Agreement and note
Article 11.4 that a faculty member must be notified of, and given a copy of, any
materials five days prior to the placement of materials in the Portfolio. The faculty
member has the right to rebut the materials.)

III. Mission of the Department of Marketing

A. Vision and Mission Statement of Mihaylo College of Business and Economics
We create and apply knowledge that transforms student lives, develops business
leaders who shape the regional economy, and advances the intellectual capital
of our diverse region. We will be the choice of Southern California’s businesses
and governments for college graduates, business solutions, and professional
development.

B. Guiding Principles for the College and the Department of Marketing
The College is committed to the guiding themes of maintaining program quality,
balancing theory and practice, and expanding our outreach and visibility;
• Program Quality. Maintaining national accreditation, recruiting and sustaining
  high quality faculty, and ensuring positive student learning outcomes.
• Balancing Theory & Practice. Preparing our graduates to make a difference.
• Expanding Outreach & Visibility. Enhancing visibility by developing programs,
  resources, and relationships.

In alignment with the College’s goals, the Department will provide a world-class
marketing education, offering graduate and undergraduate programs that
integrate classroom education with best business practices, technology, award-
winning research, functional applications, and real-world experience.

IV. Role of the Chair, Department Personnel Committee, Dean, and Faculty Personnel
Committee

With respect to the personnel process, the roles of the Department Chair, Department
Personnel Committee, College Dean, and Faculty Personnel Committee are as defined in UPS 210.000. In addition, the Department Chair and Department Personnel Committee shall evaluate the personnel files of part-time faculty as consistent with UPS 210.060, and the Department Chair, Department Personnel Committee, and College Dean shall evaluate the personnel files of full-time temporary lecturers as consistent with UPS 210.050. In accordance with UPS 210.000 committee members, including alternates will be elected by the Department by secret ballot. Alternates shall serve on the Department Personnel Committee if any of the Department Personnel Committee members is unavailable to serve due to unforeseen circumstances, or if such a request is made by the Chair of the Department Personnel Committee.

V. General Guidelines

A. Prospectus
Per UPS 210.000, during the first year of employment in a tenure-track position, each probationary faculty shall write a Prospectus with three sections for teaching, scholarly and creative activities, and service, not to exceed 500 words each. These narratives shall describe the faculty member’s professional goals, areas of interest, resources required, and accomplishments (s)he expects to achieve in each of the three areas evaluated in order to meet the Department standards and UPS 210.000 for retention, tenure, and promotion. The narratives shall relate clearly to these Department personnel standards, University personnel standards, and the position description under which the faculty member was appointed. If requested by the faculty member, a mentor may provide guidance, advice, and support to the probationary faculty member during the preparation and revision of the Prospectus. The Prospectus will have no formal approval process, but will be reviewed by the Department Chair and the Dean who will each provide written feedback on a timetable to be determined by the College, but prior to May 1st. The Prospectus shall be included with the self-assessment narratives in the faculty member’s Portfolio that is submitted for retention review during the second year in the tenure track position.

During subsequent years, the Prospectus may be revised to reflect changes and professional growth that will normally occur during the probationary period.

B. Preparation and Submission of the Portfolio and Appendices
It is the responsibility of each probationary faculty member to prepare the required information and documentation for the Portfolio and Appendices and to deliver the Portfolio and Appendices to the Department Chair in accordance with the governing timetable. Probationary faculty members are urged to attend the workshops held by the Faculty Affairs and Records at the beginning of each fall semester, to attend College personnel workshops, and to seek assistance from colleagues.

C. Organization and Documentation in the Portfolio and Appendices
The Portfolio and Appendices shall be organized by the faculty member in conformity with the standard table of contents as specified by UPS 210.000. All items listed in the Portfolio and Appendices shall be appropriately documented. A portfolio vita shall be included. The Student Opinion Questionnaire (SOQ) forms shall be added by the Department Chair. UPS 210.000 requires Department Chairs to declare the Portfolio and Appendices complete.

VI. Criteria and Weighting for the Retention, Promotion, and Tenure of Full-time Faculty
The Department recognizes the importance of teaching, scholarly and creative activities, and service as vehicles to give meaning to the essence of scholarship.

A. Teaching

1. Criteria for Teaching Performance
   Evaluation of teaching performance will be based on the following UPS 210.000 guidelines:
   
a. Pedagogical Approach and Methods
   The primary objective of pedagogy is to help students learn. The narrative and supporting documents of teaching performance shall address those factors that contribute to effective pedagogy including the following: (i) philosophy of teaching; (ii) the appropriateness of the breadth and depth of course content; (iii) the currency of the topics and relevancy of course syllabi, materials, and activities; (iv) the effectiveness and fairness of assessment and grading procedures; and (v) future teaching goals.

   b. Student Response to Instruction
   Student Opinion Questionnaires contribute to the evaluation of a faculty member's teaching effectiveness. However, they shall not be used by any level of evaluation as the sole measure of teaching effectiveness. Patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. The faculty member shall provide a narrative of teaching performance that addresses student ratings and comments and his or her efforts to improve or maintain teaching performance.

   c. Expectations on Student Achievement & Ongoing Professional Development
   Faculty members are expected to maintain high standards regarding student achievement in all courses taught. The faculty member shall address the evidence in the Portfolio and Appendices relating to academic standards including summaries of grades awarded in each class taught. Faculty members shall include criteria used for assessment and grading. Each faculty member is expected to show evidence of an ongoing program to maintain and improve his or her teaching effectiveness. This program shall include self-assessment of teaching objectives and methods, student achievement, and participation in pedagogical seminars and workshops. When specific weaknesses have been identified in prior evaluation(s), the faculty member shall include in the Portfolio specific plans to remedy these weaknesses. All faculty are expected to maintain currency in their disciplines by conference participation and/or interaction with their colleagues. Scholarly and creative activities are expected to be reflected, as appropriate, in teaching methods and student participation in collaborative research and creative undertakings. Finally, faculty should be aware of the College's mission of a balance between theory and practice, and incorporate exercises (e.g., case studies) to reflect this objective.

2. Indicators for Teaching Performance

   Based on UPS 210.000 guidelines, the following shall be placed in the Portfolio, and shall be listed in the Portfolio Table of Contents. a. Narrative and Self-Assessment of Teaching Performance (to be placed in the Portfolio)
A Narrative and Self-Assessment of Teaching Performance is a written
discussion (no more than 1000 words) documented by supporting evidence
of the faculty member's performance in teaching. It shall include the
following: (i) philosophy of teaching and pedagogical methods as they
related to course topics and assignments; (ii) appropriateness of the breadth
and depth of course content, and currency of the topics; (iii) relevance of
his/her unique contributions to the course (e.g., syllabi, materials, activities);
(iv) appropriate assessment for the course and discipline, as required by the
Department and the College, including effectiveness and fairness of grading
procedures; (v) a reflection on student ratings and written comments on SOQ
forms; and (vi) a reflective review of the faculty member's future teaching. It
relevant, the faculty member shall include additional workload activities such
as coordinating programs, grant administration, and other assignments
related to teaching.

b. Teaching Assignments (to be placed in the Portfolio)

Teaching Assignments are a semester-by-semester listing of all courses taught
throughout the period of review. The list shall include the Department name,
the course name and number, the number of students enrolled, and the unit
value.

c. Statistical Summaries of Student Opinion Questionnaires (to be placed in the
Portfolio)

The University-provided statistical summaries for all courses shall be included. If
data are missing, a written explanation shall be provided and verified by the
College Dean or Department Chair. If service credit was given, data on
student ratings and comments from all years for which credit was given are to
be included.

d. Statistical Summaries of Grade Distributions (to be placed in the Portfolio)

The University-provided statistical breakdown of the grade distribution for
each semester shall be provided, and compared to the Department mean in
courses where letter grades are awarded.

e. Course Syllabi & Materials (to be placed in the Portfolio Appendix)

Course Syllabi and Materials are a representative selection of course syllabi
and additional materials used by the instructor to facilitate his/her teaching.
This is where faculty provide evidence of effective pedagogy, high
expectations for students, and knowledge of the discipline. Tests, study aids,
student work samples and other materials such as advanced organizers,
digital technology, innovative strategies, computer-aided instruction, etc.,
may also be included in the appendix. Because of the importance of
collaborative work, sharing of strategies and best teaching practices is
encouraged. Emphasis shall be placed on how faculty members implement
these strategies successfully in each course.
f. Original Student Opinion Questionnaire (to be placed in the Portfolio Appendix)

The Department Chair will add the forms to the Appendices. Note: Original forms may not be available for courses that are evaluated online. Faculty are required to submit the summary forms and original Student Opinion Questionnaires, when available. If data are missing, a written explanation shall be provided and verified by the College Dean or Department Chair.

A faculty member may also include the following additional evidence (i.e., selected by faculty):
- class visitations and reviews by colleagues (if visitations were conducted, these should be included),
- evidence of professional development related to teaching and learning within the discipline,
- mentoring students,
- new course proposals or revisions to current courses,
- innovative teaching,
- collaborative teaching,
- evidence of class projects done in partnership with the business community,
- awards and honors related to teaching, and
- any other teaching related information or materials germane to teaching effectiveness.

Successful Portfolio and Appendices contain all indicators specified by UPS 210.000 (as outlined above) and additional evidence selected by faculty.

3. Evaluation Categories for Teaching Performance

Three subcategories of teaching effectiveness will be used to arrive at an overall evaluation of this category: pedagogical approach and methods, Student Opinion Questionnaires, and other indicators. Rating criteria includes ratings of excellent, good, marginal, and inadequate.

a. Evaluation of Pedagogical Approach and Methods. The teaching narrative and supporting documents as outlined in areas (i) through (vi) in section VI. A. 2. a. will be considered when determining the rating for pedagogical approach and methods. The following rating categories will be used for this component:

**Excellent (4):** To achieve a rating of excellent the faculty member shall demonstrate strong and varied evidence of high quality teaching methods in areas (i) through (vi) in VI. A. 2. a.. over time.

**Good (3):** To achieve a rating of good the faculty member shall demonstrate strong evidence of effective teaching in areas (i) through (vi) in VI. A. 2. a. over time.

**Marginal (2):** To achieve a rating of marginal the faculty member shall demonstrate some evidence of effective teaching in areas (i) through (vi) in VI. A. 2. a.. and show minimal progress toward effective teaching.
Inadequate (1): To achieve a rating of inadequate the faculty member provides poor or no evidence of effective teaching, and progress toward effective teaching is not evident in areas (i) through (vi) in VI. A. 2. a.

b. Evaluation Based on Student Opinion Questionnaires. The faculty member’s evaluation shall take into consideration patterns in the ratings and student comments over the full period of review. Using the statistical summaries, as well as patterns of student comments, the reviewers shall provide an evaluation of teaching performance based on the following scale. The final ratings may be adjusted to reflect the patterns of student comments:

Evaluation based on statistical summaries:

- **Excellent (4):** $\geq 3.6$
- **Good (3):** 3.2 to $< 3.6$
- **Marginal (2):** 2.8 to $< 3.2$
- **Inadequate (1):** $< 2.8$

c. Evaluation Based on Other Indicators. The faculty member shall submit additional evidence of ongoing professional development and teaching effectiveness such as, but not limited to, the following indicators:
   - evidence of professional development as a teacher and in the discipline (required),
   - class visitations and reviews by colleagues,
   - mentoring students,
   - new course proposals or revisions to current courses,
   - innovative teaching,
   - collaborative teaching,
   - evidence of class projects done in partnership with the business community,
   - awards and honors related to teaching,
   - any other teaching related information or materials germane to teaching effectiveness, and
   - teaching rigor, expectations from students, and grading policy.

**Excellent (4):** To achieve a rating of excellent the faculty member shall demonstrate strong and varied evidence of the indicators listed above.

**Good (3):** To achieve a rating of good the faculty member shall demonstrate strong evidence of the indicators listed above.

**Marginal (2):** To achieve a rating of marginal the faculty member shall demonstrate minimal evidence of the indicators listed above.

**Inadequate (1):** To achieve a rating of inadequate the faculty member provides weak or no evidence of the indicators listed above.

d. Overall Evaluation of Teaching Performance. An overall rating will be based on the individual ratings in the three subcategories of teaching effectiveness:
   - (1) the pedagogical approach and methods;
   - (2) Student Opinion Questionnaires; and
   - (3) other indicators, including expectations of student
achievement and professional development. The overall rating is the mean of the three subcategory scores. For example, a faculty member earning an excellent in pedagogical approach, good in Student Opinion Questionnaire ratings, and excellent in other indicators would have an overall score of 3.67 → (4+3+4)/3.

Rating criteria for overall teaching effectiveness will be excellent, good, marginal, or inadequate.

**Excellent:** To achieve a rating of excellent the faculty member shall have an overall rating score of 3.67 or higher.

**Good:** To achieve a rating of good the faculty member shall have an overall rating score between 3.0 and 3.66.

**Marginal:** To achieve a rating of marginal the faculty member shall have an overall rating score between 2.0 and 2.99.

**Inadequate:** To achieve a rating of inadequate the faculty member shall have an overall rating score of less than 2.0.

B. Scholarly and Creative Activities

1. Criteria for Scholarly and Creative Activities Performance

Faculty engagement in scholarly and creative activities generates benefits for the faculty member as well as the University. Such activities may: (a) contribute to the advancement of the field; (b) make significant contributions to the dissemination and application of knowledge; (c) promote currency in the field; and (d) enhance the professional growth of the faculty member.

Each faculty member shall establish an on-going record of sustained scholarly and creative activity that generates, integrates, and/or disseminates knowledge.

Among the indicators of scholarly and creative activities, scholarship shall:
- include a focused scholarly agenda,
- contribute to the field of marketing,
- include high quality scholarly publications, and
- enhance teaching and professional growth.

High quality scholarly publications are required. Faculty shall publish their work in high quality journals, and provide documentation of the quality, scope, and importance of the publication. Work that is accepted or published in peer-reviewed journals shall be distinguished from work that was not subject to a peer review. The College has an established list of preapproved journals categorized into five categories (A+, A, A-, B, and C). These categories were created and populated after extensive deliberations in the college. As such, they may be used as a proxy for documenting the quality of publications.

Other scholarly and creative activities may include (but are not limited to): scholarly books; peer-reviewed presentations; invited publications, research and evaluation reports; invited presentations; funded grants; and awards/honors. These activities add strength to a faculty’s scholarly record but do not replace
the requirement for scholarly, peer-reviewed publications. Care shall be taken to distinguish work in progress from that already completed. Works in progress include (but are not limited to): submitted or draft manuscripts, conference presentation proposals, and grant proposals. Scholarly or creative works are considered completed when they have been accepted for publication, presented, or funded.

2. **Indicators for Scholarly and Creative Activities Performance**

The following shall be placed in the Portfolio, and shall be listed in the Portfolio Table of Contents.

a. **Narrative and Self-Assessment of Scholarly and Creative Activities Performance**

This is a written discussion (no more than 1000 words) of the faculty member’s performance in scholarly and creative activities. It shall include a discussion of the faculty member’s research agenda that is a focused, well defined, ongoing body of work, and a reflective review of the faculty member’s scholarly and creative activities, documented by supporting evidence.

b. **High Quality Publications**

This consists of publications in academic journals. It is the responsibility of the faculty member to explain and provide evidence for the quality of publications. The College’s preapproved list of journals has five categories (A+, A, A-, B, and C), and these categories may also be used as a proxy for documenting the quality of publications.

A faculty member may also include the following as additional evidence (i.e., selected by faculty member):

- Invited publications consisting of journal or magazine articles, book chapters, editorials and other related works. Faculty shall provide documentation of the quality, scope, and importance of the publication.
- Scholarly Presentations including papers and presentations given at professional meetings, symposia, or seminars. They may consist of featured presentations, poster sessions, panel discussions, and other forms of work that shall be peer reviewed and based on a theoretical or conceptual framework.
- Invited Presentations including keynote addresses, convocation speeches, and other presentations made at the request of a respected organization or institution.
- Creative Activity consisting of consulting work, policy analysis, book reviews, program evaluations, serving as a member of research projects, and other forms of scholarship with an emphasis on the practical aspects of knowledge. Publications related to or documenting such activities are encouraged in this category.
- Funded grants, honors, and awards related to scholarly and creative activity.
- Documentation shall include: (i) a complete citation; (ii) a copy of each scholarly or creative work; (iii) copies of letters of acceptance for those completed works that are "in press" or in the process of publication; (iv) the faculty member’s contribution in the case of co-authored or other collaborative work shall be clearly articulated and signed by all coauthors.
(and may be done on an optional form available specifically for this purpose with the Faculty Affairs and Records office); (v) evidence of peer-review; and (vi) evidence supporting the quality of the work. For work presented in a medium other than print, the copy shall be in a digital media form suitable for evaluation. The College has an established list of preapproved journals categorized into five categories (A+, A, A-, B, and C). Publication in these journals does not require documentation items ‘v’ and ‘vi’ listed above. However, a copy of the journal list, with the appropriate journal highlighted, shall be included as documentation.

3. Evaluation Categories for Scholarly and Creative Activities Performance

Rating criteria for scholarly and creative activity includes a rating of excellent, good, marginal, and inadequate. These are primarily based on a count of publications and the quality of the journals. In addition to the guidelines specified in this section (B. 3.), publications with more than two co-authors—especially on a consistent basis—may result in less weight (75%) being given to the publication.

**Excellent:** To achieve a rating of excellent the faculty member shall have a sustained record of publishing an average of one high quality (A+, A, A-, or B) peer reviewed scholarly publication each year. At least one of these publications shall be in A+ or A category. Also, at least one of these publications shall be a sole-authored paper. An A+ category publication can be considered the equivalent of two B level journal publications. As an example, a faculty member who has one A+, one A, and two B publications over a five year time period would earn an excellent rating.

In addition, the faculty member shall contribute to the field an average of one additional scholarly or creative work (e.g., presentations, other publications, funded grants) each year; and show evidence of a strong and focused research stream.

**Good:** To achieve a rating of good the faculty member shall have a sustained record of publishing an average of one B category peer reviewed scholarly publication every year. At least one of these shall be a sole-authored paper.

In addition, the faculty member shall contribute to the field on average one additional scholarly work (e.g., presentations, other publications, or funded grants) every other year, and show evidence of a strong and focused research stream.

**Marginal:** An absence of a sole-authored paper or less than one high quality publication (B or higher) on average per year will yield a rating of marginal, provided there is evidence of a strong research agenda and progress towards high quality scholarship.

**Inadequate:** An absence of publication in any A+ or A level journal or less than one high quality publication (B or higher) on average per year combined with limited or no progress toward high quality scholarship will be considered inadequate performance. Absence of a strong and focused research stream will also be considered inadequate performance.
C. Professional, University, and Community Service

1. Criteria for Professional, University, and Community Service Performance

Faculty in the Department recognize that considerable work is required in order to best serve the profession, our students, and our community. Teaching and scholarship and creative activities alone are not sufficient to further the mission of the University. Service is considered a significant responsibility of all faculty in the Department and, in accordance with UPS 210.000, will be given serious attention in the retention, tenure, and promotion process.

2. Indicators of Professional, University, and Community Service Performance

The faculty member shall include a written self-assessment (no more than 1000 words) that discusses the impact of his/her contributions on the profession, University (including Departmental, College, university-wide, and system-wide levels), and community. Evidence of service may include activities such as those listed below. These lists are not exhaustive, nor are items presented in ranked order of importance. It is the responsibility of the faculty member under review to discuss the nature of each activity, including time demands and personal contributions. The Department recognizes that some activities require substantially more time and energy than others. For instance, writing a substantial portion of an accreditation document or serving on the Academic Senate is more demanding than membership on an advisory board that meets once a semester. The former are considered high quality activities and the latter is considered moderate quality (see Evaluation Categories that follow). Faculty shall provide documentation of the degree of involvement and the importance of the service. It is the responsibility of the faculty member to explain and provide evidence to substantiate rating service activities as high quality.

a. Professional Service
• serving as an officer in a professional organization,
• participating on local/state/national/international policy committees/forums/task forces,
• coordinating professional activities such as conferences,
• editing manuscripts/professional journals,
• reviewing grant proposals,
• consulting locally/regionally/nationally/internationally,
• reviewing manuscripts for books/professional journals/conferences/workshops, and
• speaking at meetings of professional organizations.

b. University Service
• participation in and contributions to Department, College, University standing committees,
• assumption of leadership roles within the Department and College including activities such as course coordinators, committee chair, etc.,
• attendance at professional/instructional meetings as the appointed campus representative, designated by the College Dean, Associate Dean, or Department Chair,
• attendance at professional/instructional meetings as the appointed Department representative, designated by the Department Chair,
• active involvement as a faculty advisor/liaison with student groups (formally/informally).
• actively supporting the RTP process for untenured faculty (e.g., serving as a faculty mentor),
• actively supporting the pursuit of higher education of all CSUF students, and
• participation on advisory boards.

c. Community Service
• volunteer or pro-bono work in (business) community programs,
• providing special services to the (business) community,
• participation on advisory boards of the (business) community organizations, and
• offering education seminars and workshops to the (business) community.

3. Evaluation Categories for Professional, University, and Community Service Performance

Evaluation categories for Professional, University, and Community service include a rating of excellent, good, marginal, and inadequate.

High quality activities are defined as those activities in which the faculty member provides leadership or significant contributions, and the activities demand considerable commitment over time. Moderate activities are defined as less demanding activities or those in which the faculty member makes limited contributions.

Excellent: A rating of excellent shall be rendered for a record of sustained participation in high quality activities. Activity in all three areas of service (professional, University, and community) is desirable and the faculty member’s record shall include high quality contributions to the Department, College, or University. Generally, an average of two high quality and three moderate activities per year is required for a rating of excellent.

Good: A rating of good shall be rendered for a record of sustained participation in high quality activities. Activity in all three areas of service (professional, University, and community) is desirable and the faculty member’s record shall include high quality contributions to the Department, College, or University. Generally, an average of one high quality and three moderate activities per year is required for a rating of good.

Marginal: A rating of marginal shall be rendered for a record of participation in mostly moderate activities. Activity shall include contributions to the Department, College, or University. Generally, an average of three moderate activities per year is required for a rating of marginal.

Inadequate: A rating of inadequate shall be rendered for little or no evidence of service activity, or for service activity that focuses exclusively on the profession or community (i.e., there is no significant record of contribution to the workings of the Department, College, or University).
VII. Retention, Tenure, and Promotion

A. Criteria for Retention of Probationary Faculty
Retention during the probationary years shall be based upon the individual's continued progress in meeting the criteria for the granting of tenure—a rating of good in all three areas. In order to be retained, the probationary faculty member shall be rated, at a minimum, marginal in all areas at all times. Faculty shall also achieve a minimum rating of good in teaching by the end of the second year, and continue to maintain that going forward. In addition, faculty should demonstrate continued progress towards a good rating in all three areas throughout the course of the tenure process. In the case of receiving a marginal rating in scholarship, clear evidence of progress toward a rating of good shall include evidence of scholarly work in progress and submission of scholarly work. The faculty member shall address specific goals for obtaining higher ratings.

In addition, the faculty member shall meet the professional responsibilities as they apply to the needs of the Department (see section II. Faculty Responsibilities). This is assumed and need not be documented. In cases when there is a preponderance of evidence that notes that a faculty member has not met the professional responsibilities as they apply to the needs of the Department, this evidence may be placed in the file (usually by the Department Chair or College Dean), prior to the file being declared "complete" and considered in the retention process. (See Article 11 of Collective Bargaining Agreement and note Article 11.4 that a faculty member must be notified of, and given a copy of, any materials five days prior to the placement of materials in the Portfolio. The faculty member has the right to rebut the materials.)

B. Criteria for Granting of Tenure
Faculty shall normally be considered for tenure during their sixth probationary year, regardless of the rank at which they were appointed.

In order to be granted tenure, the faculty member shall:
1. be rated, at a minimum, good in all three areas of evaluation, and
2. meet the professional responsibilities as they apply to the needs of the Department (see section II. Faculty Responsibilities).

C. Criteria for Promotion
Promotion from one rank to another requires that the faculty member request promotion via the University-approved form and according to University timelines.

1. Promotion to Associate Professor
This is generally granted with tenure for those at the Assistant Professor rank.

2. Promotion to Full Professor
For this purpose specifically, the evaluation will be based on the previous four years or the time period since tenure was granted, or promotion to associate professor, whichever is less. In order to be granted promotion to full professor, the faculty member shall be rated, at a minimum, good or better in all three categories, and excellent in teaching and scholarship and creative activities. For Teaching and for Professional, University, and Community service, the rating categories will be defined in the same way as in the evaluation process
for tenure. For scholarly and creative activities, only work that is done and progress that is made in the previously specified time period shall be considered. The ratings will be based on the following:

a. **Excellent:** To achieve a rating of excellent the faculty member shall have a sustained record of publishing four (A+, A, A-, or B) peer reviewed scholarly publications. At least one of these shall be in A+ or A category. Any one of the publications shall be a sole-authored paper. An A+ category publication can be considered the equivalent of two B level journal publications. In addition, the faculty member must show evidence of a strong and focused research stream.

b. **Good:** To achieve a rating of good the faculty member shall have a sustained record of publishing four B category peer reviewed scholarly publications. At least one of these shall be a sole-authored paper. In addition, the faculty member must show evidence of a strong and focused research stream.

3. **Early Promotion and Early Tenure**
   Refer to UPS 210.000 for eligibility requirements.

   In all cases, the faculty member shall exceed the requirements for promotion and/or tenure delineated in earlier sections. Additionally special requirements are described below.

   a. **Early Tenure** requires that the faculty member shall be rated as excellent in all three areas—teaching, scholarship and creative activities, and service. The faculty member shall have met all of the requirements for full term tenure.

   b. **Early Promotion to Associate Professor** requires an excellent rating in teaching for a sustained period of time, and an excellent rating in scholarship and creative activities, requiring output necessary for getting an excellent rating for tenure. Additionally, a minimum rating of good in service is required. Early promotion to associate professor will be automatic with early tenure for those hired at assistant professor rank.

   c. **Early Promotion to Professor** requires that the faculty member shall be rated excellent in all three areas. The faculty member shall have met all of the requirements for promotion to full professor.