

Policy on Retention, Tenure, and Promotion Department of Marketing¹ California State University, Long Beach 1998

I. Preamble

The purpose of this document is to define the Department of Marketing's standards for the successful retention, tenure, and promotion (RTP) of its faculty. Its goal is to encourage, guide, and assist faculty in ongoing professional efforts to develop as excellent teachers, productive scholars, and involved members of the University community. The standards articulated herein, established within the context of the Department's mission, augment requirements detailed in the University and College of Business RTP documents.

The mission of the Marketing Department is to foster, promote, and disseminate marketing knowledge through ethical high quality undergraduate, graduate, and professional instruction, scholarly contributions, and active service to the University, profession, and community. Within this context, it is the primary goal of the Marketing Department to produce highly marketable graduates equipped with state-of-the-art marketing knowledge and critical thinking skills.

The Marketing Department realizes that faculty development is on-going and that the specific goals and focus of faculty contribution may follow an evolutionary process which varies in form and balance as individuals move through their career life-cycles. Thus, faculty at various levels of advancement (e.g., assistant to associate professor, associate to full, and full professor) must be informed by, and in turn inform, Department RTP committees of focus and direction to insure that specific goals are mutually compatible with the desired outcomes of the individual, Department, College, and University.

Post-Tenure Considerations

While the focus of this document is to specify requirements for Tenure and Promotion, its overriding purpose is to create a framework that maximizes department, college, and university goals. Therefore, post tenure review guidelines are also specified. At this career stage it is important to recognize individual abilities and to capitalize on them. Critically, the Department of Marketing holds that the maximum contribution to the department's mission and goals is realized by maximizing the individual talents of its tenured and fully promoted faculty. While **all** such faculty must excel at teaching and teaching related activities the Department of Marketing realizes that maximizing its goals will be best

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achieved by recognizing divergent paths in research and service. Such tenured and promoted faculty who excel at research may choose to spend a significant percentage of their time on scholarly and creative activities rather than on service related activities. Likewise, a member who excels in service related activity may choose to focus on this strength. To not recognize this is to mandate mediocrity in both areas resulting in less than optimal overall output.

However, it shall be incumbent upon such faculty to specify their path of contribution, its value, and its means of measurement. The expected level of rigor is the same in all areas. For example, areas of service endeavor must be accomplished, documented and evaluated to the same extent that research and other scholarly related activities are documented and vice versa.

If a faculty member falters significantly overall in teaching and/or in the area or areas of his or her contribution, then that faculty member may be required by the department post-tenure review committee to resubmit his portfolio for review the following year or two years hence.

II. Responsibilities

The Marketing Department recognizes various levels of responsibility within the RTP process.

A. The candidate is held responsible for the collection and timely presentation of accurate and appropriate evidence of teaching, scholarly, and service accomplishments relative to the stated University, College, and Department evaluations and standards.

B. The Department must articulate, and make available to the Candidate in writing, its mission relative to faculty expectations as well as the evaluation criteria and standards. The Department will elect an RTP committee. It will consist of three full-time, tenured faculty members of higher rank than the Candidate.

III. Criteria and Evaluation

The Department follows University policy in distinguishing between Essential criteria and Enhancing Criteria. Essential criteria describe the nature and level of performance required of all faculty. Enhancing Criteria establish standards by which the Candidate may qualify and be evaluated in aspects that complement or exceed the Essential Criteria. The specific Marketing Department information that follows should be read in conjunction with and in addition to the University criteria to which it refers.

[1. General Principles¹

¹ **The University Document appears herein in italics. Elements of the University document are included in the department document to provide context. Marketing Department inclusions typically follow the University document and are in bold for clarity.**

- a. *The quality of faculty performance is the most important element to consider in evaluating individual achievement. Both essential and enhancing criteria are evaluated in the context of the mission of the department and the college, and of the professional interests of the individual faculty member.*
- b. *In order to present their achievements in the most coherent intellectual and professional context, candidates are urged to present a written narrative describing their work in each of the categories to be evaluated. The narrative is intended to serve as a guide to reviewers in understanding the faculty member's professional goals and values as they relate to the essential and enhancing criteria and the mission of the department, college, and University. All supporting materials should be referenced and clearly explained.*
- c. *The University realizes that faculty develop skills and competencies over their careers. In each of the three review areas, candidates are urged to identify, within the materials submitted, examples which they believe represent their best efforts and to explain why these may be regarded as significant contributions. Reviewers shall give particular consideration to the quality of these best examples.*
- d. *In evaluating the performance of faculty, the University recognizes that each faculty member has different strengths so that successful candidates for retention, tenure, or promotion need not have achievements which are necessarily alike. Candidates who fulfill the requirements for advancement may enhance their achievements in very different areas depending upon their professional interests. Reviewers should be aware of these variations and understand how they benefit the University as a whole.*
- e. *Computers and network technology provide alternative modes of professional activity and new media for dissemination. Such contributions must be evaluated even though the methods for evaluation are still evolving. The following guidelines are suggested: (1) appropriate methods of evaluation must be identified on a case by case basis; (2) external evaluators, used in compliance with university policy, may prove to be particularly effective for these assessments; (3) technology-related work may be considered to be either essential or enhancing, depending on its relation to the criteria in Section A.; (4) the training effort involved in technology-related professional activity needs to be credited appropriately; and (5) categorization of such work as research or instructionally related activities may need to be done on an individualized basis.*

The candidate bears the primary responsibility for explaining the significance of activities that employ new technology. When possible and appropriate, the candidate should identify potential methods of evaluation. Faculty involved in technology-related work should consult frequently with mentors and other colleagues concerning the significance and direction of the work. Such discussions should be specific, involving the issues of training time, media of dissemination, potential methods of evaluation, and the boundaries between research and instructionally related activities.]

1. Instructional and Instructionally Related Activities

[2. Instruction and Instructionally Related Activities

- a. *The focus in the evaluation of teaching should be upon the overall teaching performance of the candidate over time rather than her/his performance in a few classes or over a brief period.*
- b. *Instructional activities that involve supervision of students, such as thesis or field work, should be appropriately evaluated as part of the teaching assignment.*
- c. *If formal, scheduled student advising is part of the candidate's assigned workload, such advising shall be considered as part of teaching, and the file should include appropriate documentation, including the extent, nature, and quality of such advising activity.]*

A. "Essential Criteria: Teaching will be evaluated in terms of four dimensions : (1) Pedagogical Approach and Methods. (2) Student Response, (3) Ongoing Professional Development as a Teacher, and (4) Ongoing Professional Development as a Teacher" - See University Document.

1. *"Pedagogical Approach and Methods: Instructional methods should be appropriate to courses taught, and materials should be up-to-date and appropriate to the topic. Reason for choices of learning goals and instructional methods should be presented. Grading practices, standards, and criteria should be articulated clearly. Results of grading practices should be reasonably consistently with university norms. Course requirements, including the semester schedule, assignments, and grading policies should be included. Course materials should also identify the purpose for which a course may be meaningful for students, such as preparation for further courses, graduate school or employment or the intrinsic interest of the material, development of civic responsibilities and/or individual personal growth."*

Pedagogy in marketing includes but is not limited to lectures, case analysis, class discussion and hands-on projects, wherein the students can apply what they have learned in class. Pedagogy should show evidence of teaching major marketing concepts and tools appropriate to each course as well as attention to development of students critical thinking skills. Class projects with community businesses both enhance student applied learning and CSULB's standing in the community.

2. *Student Response To Instruction: Student ratings of instruction should be favorable, compared to department, college, and university averages. These ratings should reflect a favorable student*

perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs.

In the Marketing Department analysis and evaluation of student evaluations of instructors shall consider and use multiple statistics and measures to interpret performance results. Under no circumstance shall the use of a single measure of student evaluation be acceptable. Moreover, interpretation and evaluations shall follow a logical path of comparison. For example, classes should first be compared at comparable levels of instruction. Specifically, a "300 level" course should first be compared (again using multiple measures) to the same or other comparable courses, graduate courses to other graduate courses and so on. However, following such careful comparison at the appropriate level of specificity, and after using multiple statistics and measures, general comparison can and then should be made across class type and level.

3. Ongoing Professional Development as a Teacher: Thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected of all candidates. This pattern of change should be described in a narrative and supported by exemplary materials. This record may include regular and ongoing interactions with colleagues recording pedagogy, such as discussions of pedagogical issues, classroom visits and consultation on course development. the record may include involvement in programs of the CSULB Center for Faculty Development; participation in teaching development seminars or conferences sponsored by the department, college, and University.

Mentoring junior faculty and/or lecturers is an especially important expression of professional development. Moreover, the ability and willingness to teach a variety of courses, both undergraduate and graduate, contributes to the overall development of teaching skills while contributing to the department mission. The latter is highly recommended.

4. "Ongoing Professional Development in the Discipline: All candidates are expected to keep abreast of discipline developments through participation in discipline conferences, reading discipline-appropriate materials such as journals and books, interaction with practitioners in the field, electronic communications with colleagues and/or other activities."

Additional evidence of ongoing activity includes, but is not restricted to, statements in the candidate's narrative as well as recent syllabi from courses taught by the candidate.

B. Enhancing Criteria: There are many ways that a faculty may go beyond the essential criteria for teaching effectiveness to enhance their achievement; the following are illustrative, not exhaustive, of the possibilities. Faculty may develop innovative approaches to teaching or exemplary ways of fostering student learning in the classroom. Faculty may also be involved outside the classroom in such areas as academic advising, field trips, student mentoring, collaborative research projects with students, thesis development, support of student organizations and /or recruitment and retention activities. New curriculum, instructional

programs or materials may be developed, including electronic or multimedia software or new advising materials or programs. Conducting assessment of one's instructional effectiveness in order to improve instruction (e.g., varied classroom evaluation techniques) can be a particularly appropriate method of continuous improvement of instructional effectiveness. Offering teaching colloquia to department colleagues or pedagogical workshops at discipline meetings may demonstrate department or discipline leadership regarding instructional issues.

Because technologically related instructional activities are evolving, the Department of Marketing refers the candidate to the university statement on technology in and for the classroom. Please note that the department also stresses that it is incumbent on the candidate to bear the responsibility for presenting in a logical cogent manner the nature of this contribution and why it is appropriate, useful, and important. The university document states: *“The candidate bears the primary responsibility for explaining the significance of activities that employ new technology. When possible and appropriate, the candidate should identify potential methods of evaluation. Faculty involved in technology-related work should consult frequently with mentors and other colleagues concerning the significance and direction of the work. Such discussions should be specific, involving the issues of training time, media of dissemination, potential methods of evaluation, and the boundaries between research and instructionally related activities.*

New technology should generally enhance rather than replace the teaching of concepts in the classroom. In particular, employing and teaching the marketing uses of a technology, as well as creating new pedagogy with technology and technological skills is considered appropriate. All faculty should make every effort to stay abreast and incorporate technological advancements into their teaching programs.

2. Scholarly and Creative Activities.

a. Essential Criteria: *Faculty are expected to remain engaged in an ongoing program of scholarship or creative activity that demonstrates intellectual and professional growth in the discipline over time. All faculty are expected to produce scholarly and/or creative achievements which contribute to the advancement, application, or pedagogy of the discipline (or interdisciplinary studies), which are disseminated to appropriate audiences, receiving favorable review from professional peers prior or subsequent to dissemination.*

All candidates for tenure and promotion must contribute to the scholarly mission of the department of marketing. The Department of Marketing expects that all candidates for promotion and tenure should produce on average one peer-reviewed paper per year, or the equivalent thereof. By “equivalent” the department RTP committee recognizes that publications, for example, in “A” and some “B” level journals, contribute more to the department’s mission, and also require more time and effort to attain. Thus, articles of this

nature should be weighted accordingly. In addition, such factors such as externally derived competitive grants should also be considered.

B. Enhancing Criteria: Faculty may enhance their scholarly and creative achievement with substantial records of peer reviewed professional activities and products. Such activities and products may include books, articles in professional journals, scholarly presentations, software and electronically published documents, and artistic exhibits and performances, especially if these receive favorable notice or reviews from professional peers. Faculty may also enhance their scholarly and creative achievement with editorial assignments with recognized professional publications, including journals, newsletters, or electronic media. Other achievements of this nature are appointments to selection panels for grants, fellowships, contracts, awards, and conference presentations, as are other adjudication assignments calling for professional expertise. Applied research or professional activity may use theory and knowledge of one or more disciplines to address practical problems of importance to the discipline and to society; such applied professional activity may include research on instructional processes and outcomes. Additional activities may be judged to enhance faculty scholarly and creative achievement so long as these are peer reviewed, are disseminated to appropriate professional audiences, are appropriate to the mission of the department and college, and make significant contributions to the discipline or to interdisciplinary studies.

a. In the evaluation of scholarly and creative activities, departments and colleges should make clear to candidates, from the outset, what constitutes appropriate accomplishment in this area. Definitions of appropriate scholarly and creative activity may vary somewhat among departments and colleges, but should reflect the mission of this University.

The Department of Marketing shall base their evaluations of scholarly and creative activities on many factors with quality of contribution of greatest importance. While quality often is a matter of judgment requiring the interaction of a knowledgeable judge, there are many other more concrete means available to aid in the assessment of quality. For example, (1) the level of journal, (2) impact (citation analysis that indicates the impact of the article on (a) other research, disciplinary and interdisciplinary, (b) text books, or the classroom (e.g., syllabi from other universities that use your research for instructional purposes), and (3) peer response which can include reviewer comments of the article, and solicited or unsolicited commentary from peers. It is incumbent upon the candidate to provide such measures.

b. Consistent with the emphasis on professional growth and development that underlies the evaluation process, the candidate's documentation of scholarly and creative activities and the evaluation review of that documentation should focus on the concept of progressive professional development. This consideration should be the central organizing element of the candidate's narrative.

(1) The Department of Marketing expects that candidate for promotion to associate professor should demonstrate the ability to conduct research independently, to publish their findings in peer-reviewed journals or conference proceedings, and to show promise of making significant contributions to the field.

(2) The Department of Marketing expects that candidates for promotion to full professor must demonstrate that they have maintained and will maintain a consistent level of productivity.

c. In addition to the candidate's narrative essay, the documentation of scholarly and creative activities should include all works produced during the period of evaluation.

(1) The candidate's citation of scholarly and creative activities must be complete and accurate.

(2) All citations should list authors in the appropriate order of authorship (no "with J. Doe" entries). The candidate is free to specify in a brief accompanying narrative the extent of their contribution in said publications.

d. In the evaluation of publications, manuscripts, and other creative works, quality is the primary criterion.

(1) Candidates for promotion to associate professor must have, as part of their program of scholarship, at least two publications in at least average quality marketing journals or their equivalent.

(2) Candidates for promotion to full professor must have, as part of their program of scholarship, at least one article, in one of the three major marketing journals, or their equivalent published since the period of the last promotion decision at CSULB.

e. Joint authorship or participation in scholarly and creative activities is normally valuable and creditable, but is often difficult to evaluate. Candidates shall identify the specific extent of their participation in jointly authored activities.

(1) As stated above under section b.1., it is incumbent upon the candidate to demonstrate the ability to conduct research independently. This can be demonstrated in a variety of ways. Examples include, sole authorship of a peer reviewed paper, multiple collaborations that vary in topic and methodological areas, excellence and level of publications, and peer interaction during the individual's candidacy. Sole authorship, first authorship, or joint publications of equal contribution that are published in a major or top level journal such as the Journal of Marketing, Journal of Consumer Research, and the Journal of Marketing Research satisfy this criteria because of the known rigor of their research requirements. As in all cases, issues of quality and contribution shall outweigh issues of quota.

f. Consistent with the objective of obtaining the best and most thorough evaluation possible of the candidate's scholarly and creative achievements, external evaluations of the candidate's contributions to his or her academic field should certainly be considered.

(1) Unsolicited evaluations in the form of published reviews of the candidate's work (or unpublished unsolicited evaluations if they are included in the file) may be considered. It is also appropriate to consider the quality of the journal or other context within which the work is published or otherwise disseminated to the scholarly and creative community, as well as citations to the candidate's work in other publications.

(2) The solicitation of external evaluations of a candidate's contributions is encouraged, particularly in circumstances such as small departments and/or interdisciplinary programs where there may be few peers who are well enough qualified to evaluate the candidate's scholarly and creative achievements.

3. Professional Service

Professional Service may be contributed to the University, the community, and the discipline, but it must directly involve the academic expertise of the faculty member.

a. Essential Criteria. *All faculty are expected to participate actively in the collegial processes of faculty governance, as well as in appropriate professional organizations and/or activities.*

b. Enhancing Criteria. *Faculty may enhance their service achievements with active involvement on committees at all levels of the University and the University system, with emphasis upon the departmental and school levels for assistant and associate professors. Whatever the level of service within the University, the quality of that service is the primary consideration. Authorship of documents, reports and other materials pertinent to the University, college, or department missions or procedures may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are also service contributions.*

In addition to campus governance activities, faculty members may participate in community service to professional organizations and in professionally-related activities (e.g., local, state, national, and/or international levels) through such discipline-oriented activities as committees; workshops; speeches; media interviews, articles, and/or editorials; performances; and/or displays. Service to the community may also include consultantships to public schools, local government, and community service organizations. Service contributions based on consultantcies, whether paid or unpaid, shall be evaluated on the basis of their contributions to the mission of the University and particularly to the candidate's department or program.

Meaningful service must be clearly related to the academic expertise of the faculty member. The Department must make clear to the candidate what types of service, whether paid or unpaid, are consistent with the mission of the Department and its instructional program.

Unpaid consultanships and class projects with community businesses and other organizations are especially important forms of services for marketing faculty.

- a. *The emphases in the evaluation of professional service shall be on: (1) the quality and significance of the activity, as measured by the degree to which the activity contributes to the mission of the University; and (2) the extent and level of the candidate's involvement.*

(1) Quality of contribution to the department, university, community, and discipline shall be the primary consideration when evaluating candidates. At the department level the candidate must demonstrate contribution through punctual attendance to departmental meetings and related college level meetings such as retreats etc. Candidates may be asked to provide evidence (e.g., minutes and statements from committee chairs) of attendance and involvement in college, university, and community level committees.

(2) Service to the profession should include evidence of reviewing for journals and other publications, as well as, conference related functions such as organizing events, or chairing sessions.

- b. *Assessment of the service to both the University and the community shall be based on the information described in the narrative, as well as on supporting evidence which may include, but shall not be limited to, letters of invitation, memoranda acknowledging the quality of the contribution, printed programs, and other appropriate documentation.*

All candidates shall provide a narrative describing their contributions in the areas of service. Candidates shall specify the degree of their participation and contribution to committees, their field, and the community. These shall be documented to the extent possible.

A. *Retention is awarded to probationary faculty upon the completion of a performance review. The successful candidate will have performed satisfactorily in each area to be evaluated, although consideration will be given to the limited opportunities new appointees have for professional service. Probationary faculty should show evidence of a strong commitment to teaching and instructionally related activities and to a program of scholarly and creative activity.*

B. *Tenure is awarded to probationary faculty who have met the essential criteria in instruction and instructionally related activities, scholarly and creative activities, and professional service. In addition, they shall have demonstrated fulfillment of some of the 'enhancing criteria,' as described in Section III.A. Tenure represents the University's long-term commitment to a faculty member and is only granted when there is strong evidence that the*

individual has the potential to continue to make increasingly distinguished contributions to the University and its instructional program, as well as to the academic community.

C. Early Tenure and/or Promotion are granted only in exceptional circumstances and for compelling reasons.

1. Early Tenure. To receive a favorable recommendation for early tenure, a candidate must achieve a record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

2. Early Promotion. To receive a favorable recommendation for early promotion, a candidate must achieve a record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

D. Assistant Professor: The appointee ordinarily shall hold the doctorate or recognized terminal degree in the field of specialization. The appointee should also show potential for effective teaching, scholarly and creative activities, and professional service, as defined in Section IV. A. above and consistent with the mission of the department, college, and University.

E. Associate Professor: In addition to having the qualifications of an Assistant Professor, the candidate ordinarily shall have had successful experience in teaching and scholarly/creative activities. Meeting essential criteria is necessary, though not sufficient, for promotion or appointment to the rank of Associate Professor. In addition to meeting the essential criteria, there should be evidence of progressive professional development in the areas of instruction and instructionally related activities, scholarly and creative activities, and professional service, and demonstrated fulfillment of some of the "enhancing elements" in each of these areas, as defined in Section III, A. above.

F. Professor: In addition to having the qualifications of an Associate Professor, there shall be substantiation of continued effectiveness and professional growth in instruction and instructionally related activities and evidence of relevant and effective professional service. The candidate ordinarily shall have established a record of sustained scholarly or creative activity, reflecting intellectual and professional growth and demonstrating fulfillment of several of the 'enhancing elements', as described in Section III.A.

G. Joint Appointments: All information in this document applies to faculty appointed jointly to two or more departments. However, it is particularly important for the involved departments to maintain a clear set of requirements for tenure and advancement as applied to

the joint appointee. These requirements must be worked out through a process of consultation and collaboration with the departments and the candidate, with the approval of the dean(s) of the affected college(s).