



**CRITERIA AND EXPECTATIONS FOR RETENTION, TENURE AND PROMOTION TO ASSOCIATE
PROFESSOR AND PROMOTION TO PROFESSOR**

**February 16, 2018
(Approved by Faculty Affairs effective Fall 2023)**

Overview: International Business Dept. Criteria for Retention, Tenure, and Promotion

This document describes the Department of International Business' (IBUS) criteria and expectations for faculty retention, tenure, and promotion. The department's RTP Committee and Chair rely on this document for making suggestions and recommendations in their reports. It is the faculty member's responsibility to consult this document directly for policy and guidance.

Criteria: For both promotion to Associate and Full Professor, candidates are evaluated based on work in three areas: teaching effectiveness, professional achievement and growth, and contributions to campus and community. Sub-categories and their component factors are typically organized as follows:

A. Teaching Effectiveness

1. Student Questionnaires (SETE Reports)
2. Academic Standards
3. Participation in Curriculum Coordination, Delivery and Development
4. Participation in teaching-oriented Professional Conferences or Workshops
5. Classroom Visits
6. Faculty Input
7. Student Input

B. Professional Achievement and Growth

1. Publication in Peer-Reviewed Journals
2. Scholarly book publications and scholarly book chapters (peer-reviewed)
3. Peer-Reviewed Conference Proceedings
4. Other Peer-Reviewed Contributions
5. Pedagogical Innovations

C. Contributions to Campus and Community

1. Service to Campus
 - Department-level (example: coordinates learning assessment for Dept.)
 - College-level (example: serves on Undergraduate Curriculum Committee)
 - University-level (example: serves on Academic Senate, or Search Committee)
2. Community Service
 - Professional-level (example: review articles for journals, conferences, serve as an Editor)



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- Service to local community (board service, projects, campaigns etc.)

Resources. In addition to this department-level document, The Office of Faculty Affairs and Professional Development offers multiple online resources for candidates. The Chair and RTP Committee suggest starting here: <https://facaffairs.sfsu.edu/ewpaf-guidelines-3>

[Notably, see the section with the sub-heading, **WPAF Guidelines and support.**]

The IBUS RTP Committee and Department Chair additionally advise candidates to consult the Faculty Manual and Senate policy statements to assure currency of knowledge regarding criteria, processes, and procedures. All retention, tenure and promotion materials for evaluation are to be provided by the candidates. Candidates should also consult the information and resources viewable online at:

<https://facaffairs.sfsu.edu/retention-tenure-and-promotion-policies-and-resources>

Calendar: Candidates are expected to also consult the Retention, Tenure, and Promotion deadline calendar viewable online at the above link (look under Resources for the current year's calendar/deadlines). The candidate is responsible for ensuring all deadlines are strictly observed.

Process and Contents.

- (a) The candidate is expected to submit relevant materials, emphasizing the period under review following the guidelines distributed by the Department of Faculty Affairs and Professional Development.
- (b) All candidates are expected to use the Interfolio system for submitting their eWPAF materials. Support for the eWPAF process is available by contacting the Office of Faculty Affairs and Professional Development: 415.338.2204, facaffairs@sfsu.edu.
- (c) The candidate is a crucial, primary source of information documented in his/her eWPAF file. The Department RTP Committee and Department Chair rely on content provided in the eWPAF. The RTP Committee, Department Chair and University Administrators may, at their discretion, submit materials into the file by their corresponding closing dates.

Self-Statements. Candidates are expected to provide three brief self-statements (up to 750 words each) on their teaching effectiveness, professional achievement and growth, and contributions to campus and community. Self-statements provide a context for understanding the candidate's accomplishments within each area. They are expected to also highlight major contributions, and the impact of the candidate's work.



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Structure of this document. The remainder of this document is broken into two major parts: criteria and expectations for (A) promotion to Associate Professor with Tenure, and (B) promotion to Full Professor.

Criteria for Promotion from Assistant Professor to Associate Professor with Tenure

A. Teaching Effectiveness

Teaching effectiveness is judged based on factors such as student course evaluations, reports of peer classroom visits, and course development/enhancement activities. Peer observations generally include an examination of teaching style, content delivery, course preparedness, syllabi structure, and student teacher interaction. Peer observations may also cover supplemental information such as the use of exams, quizzes, reading materials, guest speakers, and other course related activities. Instructors are expected to submit information on any course development or enhancement activities related to the courses being taught. They may also document any new teaching approaches or technologies they have tried which might affect their teaching effectiveness.

A1. Student Questionnaires (Course Evaluations)

The department will collect student feedback from the classes taught by the candidates. The questionnaire used is one designated by either the University or the College and implemented online through Student Evaluation of Teaching Effectiveness (SETE) by Academic Technology, <https://sete.sfsu.edu>. The designated timeframe of questionnaire administration is selected by the University. The candidate and Department contacts will be able to access the results on <https://classdata.sfsu.edu>. The statistical portion will be used to compare with the Department means and/or course means. Both statistical results and student written comments will be kept in the Department office. They shall be made available to the candidates, the RTP Committee, and the Department Chair for assessment. Candidates should address the comments of the students and class statistics in their narrative sections. The College of Business has previously adopted 2.00 as the minimum expectation. The RTP Committee and Chair retain substantial discretion to recognize occasional reasonable exceptional situations, for example, lack of teaching experience, type of class, size of class, and newness of class.

A2. Academic Standards

The candidate must maintain and demonstrate a continuous commitment to high academic standards. The candidate is expected to demonstrate the ability to teach and motivate students to strive for maximal performance and high academic standards themselves. Syllabi, class plans, guest lecturers, grade distributions, quizzes, class participation, examinations, written papers, homework assignments, projects, and other relevant activities may be used for



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assessment purposes. Of particular importance is the balance of techniques, materials, and presentation according to the specific needs of the course. While the IBUS Department does not impose requirements for grade distributions, candidates are advised to be aware of the potential for grade inflation and its potential impact (e.g., exceptionally higher class GPA in comparison with similar courses within the IBUS department, grades heavily based on attendance or group presentation, where minimal or no individual-based assessment of learning and performance outcomes are conducted).

Of great importance to the Department of International Business is that candidates are able to engage constructively with the literature in the field and be able to relate their learning and research to the class setting. It is also of core importance to the Department of International Business that the course balance includes substantial lectures, discussions, assignments, and reading materials that convey to the students the major elements of the curricular content to be learned.

A3. Curriculum Development, Delivery, and Coordination

Candidates should note that a certain level of course preparation, delivery and development is expected of all faculty members as an effort to enhance the curriculum. Enhanced competence in developing and teaching diverse courses, comprised of both core and elective courses in the IBUS curriculum, is expected to show in a candidate's teaching portfolio. Where new courses are concerned, faculty members are expected to prepare the contents and format, making sure that the materials support or expand the core competency requirements of the IBUS department. Curriculum coordination is important where multiple class sections are taught by different instructors. Collegial participation in the process can be achieved through the coordination of the IBUS curriculum and delivery of agreed upon content and level of student contribution. In general, participation and contributions in enhancing the quality of the IBUS curriculum may be used in evaluating candidates seeking retention, tenure, and promotion. For evaluation in this category of teaching effectiveness, a candidate is expected to document specific activities, deliverables (outcomes), and contributions in his/her WPAF.

A4. Participation in Teaching-oriented Professional Conferences or Workshops

Keeping up-to-date on pedagogical practices in one's field, revising course content, and continuous improvement of the teaching and learning process are expected of all faculty in the Department. Consideration may be given to attendance and/or participation at conferences or workshops which are specifically oriented towards improving the teaching and learning processes and outcomes. Sharing traditional and innovative practices that enhance student learning is a valued activity. Participating in outcome measurement activities is also a valued activity in the Department of International Business. The candidate is expected to seek to enhance curriculum coordination and delivery as well as to strive to utilize outcome measurements that are valid and reliable. These efforts and outcomes are expected to be



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recognized in the syllabi, teaching methods, class visits by peers, rubrics implemented for assurance of learning, and other evaluation modalities. It is incumbent on the candidate to document such endeavors and outcomes in his/her eWPAF.

A5. Classroom Visits

Members of the IBUS RTP Committee or their designee will visit candidates' classes and provide a written report on their observations at least once an academic year. The Committee can select the day and time of visits in consultation with the candidate. The candidate can also request a visit from the RTP Committee. The visit for observation is a useful part of the eWPAF, and should be made available to the candidate, the Committee and the Department Chair for assessment purposes. The purpose is to attain an overall assessment of curricular delivery and to assess reasonableness of delivery modes and achievement of desired learning outcomes.

A6. Faculty Input

In addition to class visits by peers, both the RTP Committee and the candidate may solicit input from other qualified faculty members regarding teaching effectiveness and the written input will be made available to the candidate, the RTP Committee, and the Department Chair for the purpose of assessment and enhancement of teaching effectiveness. All written input must be signed and dated by the faculty members providing the input. Such input will aid in assessing teaching effectiveness in and beyond classroom-based activities. These include participation in and contribution to collaborative teaching, curriculum development, and assessment of learning.

A7. Student Input

The RTP Committee has the right to solicit such input and will consider unsolicited student feedback. All such documents should be signed and dated by students to be usable by the RTP Committee. Email printouts can be considered, but letters that are signed and dated are of higher value. Such qualitative, anecdotal data will be considered complementary information for evaluation of teaching effectiveness. Examples may include, but are not limited to, supervising an independent study, accommodating or facilitating individual-based student learning needs or disability, or other elements of the candidate's pedagogy not normally captured by the standard online Student Evaluation of Teaching Effectiveness.

B. Professional Achievement and Growth

It is expected that International Business faculty will make, on average, a minimum of one or two intellectual contributions per year. Over a five-year period, we would expect between



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three to six peer-reviewed journal articles and two or three other refereed intellectual contributions such as conference presentations, proceedings, book chapters, or a textbook/research-oriented book. Peer-reviewed journal articles are the expectation. The Department recognizes that some conference proceedings and journals are more selective than others. Candidates are strongly encouraged to provide information on acceptance rates, review processes, rigor, impact, and other relevant information that reflect the quality of the peer-reviewed journals. Candidates are also encouraged to provide such specific information on accepted papers and related documentation for conferences and other refereed intellectual contributions, if available. This will aid in assessing the significance of each contribution. Judgments on acceptable quality and quantity of intellectual contributions will take into account the academic rigor and standing of the journals and conferences. A major criterion of value is the impact a candidate's research has upon the field. It is the primary responsibility of the candidate to provide information that substantiates his/her impact on the academic field or other targeted constituents.

Letters of Support: Candidates have the option of including letters of support in their eWPAF. The International Business Department does not presently support a process for obtaining formal external reviews of academic work. "Letters of support," based on candidates' requests from their expert peers/colleagues, are acceptable. Obtaining letters of support is the decision and responsibility of the candidate. The precise nature of the professional relationship between the candidate and a support-letter author should be spelled out by the candidate. Candidates should consider confining their support-letter materials to PRJ articles that are in-print or in-press. Letters of support may address any or all of the following areas:

- Clarification of a specific contribution(s) of the candidate in the case of multiple authorship for an article. A description of the contribution of the candidate by a co-author is acceptable and **encouraged** in such cases.
- Updates on in-process (under-review) materials are also welcome in support letters (ideally provided by an Associate Editor, for a PRJ).
- A statement of support on the general direction of a candidate's research. This is particularly relevant in cases in which the candidate is publishing in a research domain that is still emerging and not a part of mainstream theory and practice (one example was research on population ecology in the 1980s, which was not as well-known and understood at its inception in the management field).
- It is important that a letter of support frame the contribution(s) of a candidate in terms of a specific stream of research. Letter writers should try to avoid discussing the merits of a contribution in isolation (without contextualizing the work as noted above).



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B1. Research and Publication in Blind Peer-Reviewed Journals

In line with the expectations of the University, the Department of International Business expects that candidates make several distinct contributions of good quality to the body of knowledge, where a “contribution” has undergone an objective and formal external peer review process resulting primarily in journal publication. Refereed journal articles are considered the most important intellectual contributions. The RTP Committee will evaluate both the quality and quantity of the candidate’s intellectual work in recognition that double-blind peer-reviewed journals vary in terms of selectivity, prestige, and acceptance rates. The RTP Committee may seek comments regarding impact from colleagues outside of the Department who are knowledgeable about the field. The candidate may optionally suggest names to the RTP committee to aid in seeking such information.

While there are many variables that go into a considered evaluation of a candidate’s eWPAF, a benchmark of a bare minimum of three double-blind peer-reviewed journal articles in a five-year period is what the Department of International Business expects for a positive recommendation for tenure and/or promotion to Associate Professor. In publications with multiple authors, a candidate is expected to clearly communicate to the RTP Committee (via information in the WPAF) his/her role in the research published.

The Department of International Business does not impose a preference among works of an applied, empirical, or theoretical nature. International Business by its very nature is interdisciplinary. Eclectic and diverse scholarly activities range across a wide range of journals. Many appropriate journals cut across a wide variety of interests such as regional or country specific areas as well as particular functional areas.

Published peer-reviewed journal articles differ greatly in their degrees of rigor, in their contribution to areas within our academic disciplines, and the demands they make upon the researcher. The IBUS Departmental RTP committee is responsible for making appropriate determinations of quality as they apply to the candidate’s work. For the purpose of retention, tenure or promotion, the International Business Department will not count publications in “predatory” journals. The IBUS Department, in conformance with College policy, defines predatory journals as those with a very weak or non-existing peer-review process. We also include in this category journals that rely mainly on author payments in order to publish articles. It is incumbent on the faculty members to provide documentation which clarifies the general quality of the journals in which they publish. Documentation may include information on acceptance rates, the review process, review documents and publication acceptance letters.

After reviewing supporting documents in a candidate’s eWPAF, the IBUS Department Chair and the RTP Committee will provide guidance about the quality of contributions to determine whether or not they would be acceptable for retention, tenure, and/or promotion. Following



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the advice of experts in AACSB, the IBUS RTP committee does not accept journal articles or conference proceedings that are principally under the control of our department, college, and/or university.

Evidence that a publication has survived an external and objective peer-review process is expected to be provided by the candidate in his/her eWPAF. This documentation might include copies of any relevant correspondence with editors and/or reviewers, which demonstrates that the contribution was subject to an external and objective peer review process. Of particular relevance are acceptance rates for journal publications, rates such as are readily available in Cabell's Directory of Publishing Opportunities in Management (Library Ref HD28.C23) and other directories and publications.

Candidates are expected to strive to have more than the minimum number of publications at the time of application for tenure and/or promotion. Specifically, if the number of journal publications is merely three, the IBUS RTP committee and Department Chair would expect at least one from a top-tier journal, and two of the articles should be from other reputable journals (B-tier publications), using resources such as the Australian Business School Deans' Listing.

Should the candidate not have any significant publications in top journals and, furthermore, if the journal publications are in far less competitive journals with much higher acceptance rates and lower levels of impact upon the field, a minimum of five to six such journal articles are expected. Other double-blind rigorously peer-reviewed contributions such as scholarly books, book chapters, and conference proceedings will be considered (see B2 and B3 below), in lieu of meeting the expectation of a minimum number of refereed journal articles. The IBUS RTP Committee and Department Chair will make considered determinations of the overall impact of a candidate's research publications in journals, up to the closing date for adding to the eWPAF. Thus, there may well be some variation in the exact number of peer-reviewed journal articles that will result in a positive recommendation for tenure and/or promotion.

In addition to meeting or exceeding the threshold for research publication in double-blind peer-reviewed journals, it is expected that the candidate will have demonstrated a consistent and on-going commitment to the research process throughout the review period. Thus, publications in conference proceedings and scholarly books or book-chapters comprise additional evidence of continuous professional growth and achievement.

B2. Inclusion of Scholarly Book Publications and Scholarly Book-Chapters

In addition to a minimum of three quality double-blind peer-reviewed journal articles for the purposes of retention, tenure or promotion (RTP), a candidate may choose to further strengthen his/her eWPAF file by publishing scholarly books or scholarly book-chapters. In this case, the Department of International Business will only consider peer-reviewed scholarly



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publications. In special cases in which there is sufficient documentation of rigorous peer review, the IBUS Department and RTP Committee will consider scholarly book-chapters as a plus, but not as a substitute for PRJ.

It is incumbent on the faculty member to document that the scholarly book/chapter publication involved an external and objective peer review process. The reprint of a dissertation will not be accepted for this purpose. Factors that support the designation of scholarly publication can include feedback on the originality and impact of the research content, as noted in the peer review process. A documented peer-reviewed process is also preferred. Finally, while the faculty member should provide documentation about the peer review process for the book, the RTP committee will review the work to determine the nature, academic rigor, and impact of the publication, including the standing of the publisher. That said, the department strongly recommends that tenure track faculty (retention, tenure or promotion to Associate Professor) focus on peer-reviewed academic journals.

B3. Peer-Reviewed, Refereed Conference Proceedings

The Department understands and appreciates the value of presenting peer-reviewed papers at regional, national, and international conferences. Such activity is not only part of the scholarly enterprise, but incorporation of conference feedback (reviews and in presentations) may facilitate future PRJ publications. Conference presentations and publications in peer-reviewed proceedings demonstrate scholarship. The candidate, however, is expected not to rely primarily on conference presentations, proceedings, consortia, or symposia—these are not substitutes for PRJs. Where the number of peer-reviewed journal articles reach a minimum expectation of three but the quality and impact of one or more are considered low, the quality and impact of double-blind peer-reviewed conference proceedings as well as their potential to develop into quality journal publications will be assessed, including the standing of the conferences.

B4. Other Peer-Reviewed, Refereed Contributions

In a comprehensive review for the purposes of retention, tenure, and/or promotion, refereed conference presentations, refereed conference abstracts, textbooks and textbook chapters, research-oriented books and chapters, and cases are considered as intellectual contributions and are used during assessment. Curricular development activities and other non-refereed intellectual contributions may be considered if they lead to refereed publications, but they do not substitute for double-blind peer-reviewed journal articles. It is incumbent on the candidate to document in his/her eWPAF file how these scholarly activities indicate significant intellectual contributions, and whether or not a double-blind peer review process took place. The RTP Committee expects a brief discussion of the extent to which past conference activities have resulted in peer-reviewed journal articles, a scholarly book or scholarly book-chapters.



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Overall, in assessing professional achievement and growth for purposes of retention, tenure and/or promotion, the Department of International Business and RTP Committee will differentiate and look into the quality and types of contributions, placements of contributions, and their perceived impact upon the candidates' field(s) and the body of knowledge in the literature.

C. Service to Campus and Community

Candidates are expected to engage in service during their probationary years and after at the Campus-level (Department, College, University), and Community-level (Professional, Local Community).

C1. Service to Campus

Service may include, but is not limited to, the following: administrative assignments, committee work, special advising assignments, program/curriculum development, organizing conferences, reviewing papers for conferences or PRJs, acting as faculty adviser for student organizations, task force work, and direction of non-instructional activities and projects. The RTP Committee strongly advises that care be exercised to ensure that service activities do not distract the candidate from meeting or exceeding Teaching Effectiveness and Professional Achievement and Growth expectations.

C2. Community Service

Emphasis should be placed on those community activities in which the academic expertise of the faculty member is directly applied, and which enhance student learning or the candidate's research program or relations between the university and the community. These might also include, but are not limited to, serving as a Chair, Discussant, Moderator, or Facilitator at academic conferences, and acting as an ad-hoc reviewer for journals, or serving on committees of professional societies. Contributions to the discipline, including ad hoc reviews for academic journals, membership in editorial boards, and/or administrative functions and responsibilities in the Academy of Management, Academy of International Business, and other related professional organizations will be considered favorably. Additional examples include being a reviewer for manuscripts, book proposals, textbooks, and grants. The IBUS RTP Committee will also consider service that does not necessarily directly enhance candidates' teaching effectiveness or research program but indirectly provides other benefits to the department, college, university, relevant academies or general communities, for example serving on the Board of a University non-profit organization or other non-governmental organization.



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D. Criteria for Promotion from Associate Professor to (Full) Professor

In cases involving promotion from Associate Professor to Full Professor, the IBUS Department follows the University Academic Senate Policy which states that the intensity of the evaluation process should vary in accordance with the academic position of the faculty member. Consequently, promotion to Professor requires more rigorous standards than promotion to Associate Professor, as determined by department criteria (Reference Number: S15-241): <http://senate.sfsu.edu/policy/retention-tenure-and-promotion-policy>

Materials to Submit for Promotion to Full Professor: In the case of promotion to Full Professor, activities undertaken in the candidates' current rank (Associate Professor) are of primary relevance. Peer-reviewed journal publications, books or book chapters, conference proceedings, teaching evaluations, services in the professional and campus communities that have been counted for the application and evaluation for tenure and promotion from Assistant Professor to Associate Professor will not be counted again, but may be considered as part of the development process when applying for promotion to Full Professor (e.g., continued improvement in teaching, work previously in a research pipeline that leads to a new refereed journal publication, and an enhanced level of service engagement and contributions).

This section describes important differences in criteria and expectations for promotion to Full Professor from Associate Professor in the International Business Department. The requirements for promotion to Full Professor from Associate are rather similar to the criteria for promotion to Tenured Associate Professor. Candidates should thus refer to the previous section for the details of most criteria. However, the IBUS RTP Committee, in conformance with University policy, expects enhanced performance (versus promotion to Associate Professor) in all three evaluations areas. Below are the expectations for what comprises "enhanced" performance:

D1. Teaching Effectiveness

In addition to meeting the criteria discussed above for promotion to Associate Professor, the RTP Committee expects enhanced performance in some of the following areas for promotion to Full Professor: new course/curriculum development activities, an increase in the variety of courses taught, development of new pedagogical techniques, working on a team in applying for, receiving and executing pedagogy-related grants, & working with students on independent-study projects.

D2. Professional Achievement and Growth

For promotion from Associate Professor to Professor, candidates are expected to demonstrate professional maturity via additional rigorous research and quality outputs in double-blind



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peer-reviewed journals (PRJs). The standard of a strong preference for minimum three PRJ articles for promotion is also in effect for Promotion to Full Professor, though no specific time-frame for these achievements is provided. As noted previously, a scholarly book or chapter (peer-reviewed) is considered a plus. A scholarly book/chapter, however, is not treated as an equal substitute for a PRJ article.

Articles published in PRJs remain the “gold standard,” for promotion. Candidates should publish in more top-tier journals, specifically increasing frequency of publishing in PRJs of increasing quality (as measured by, for example, impact factors and other widely available measures). Candidates should also show evidence of the development of an area of expertise in line with major themes of International Business research. Specifically, this means developing or extending an important area of international business research. Finally, candidates should more frequently assume a leadership role in research activities. Some examples of this would include: working as lead author, applying for grants and awards, working with the IBUS department in a leadership/organizing role in executing, promoting and disseminating research work.

D3. Service to Campus and Community

For promotion from Associate Professor to Full Professor, an enhanced service level and contributions are expected compared to promotion from Assistant Professor to Associate. Evidence of significant leadership work at the campus (department, college & university) and community (professional & local community) levels is essential. Candidates are advised to participate in more college and university-wide level activities. Impactful activities in the professional academic and local community are also positively evaluated. Accordingly, candidates are strongly encouraged to include commendations, evaluations, & letters of appreciation of their contributions from the appropriate Chairs of the committees and other groups for which they have served.

Revision: February 16, 2018, based on the last version of the Department of International Business RTP Guidelines dated June 30, 2011, approved by the Faculty of the Department of International Business through faculty voting concluded on February 16, 2018.