

# TENURE-TRACK FACULTY RPT EVALUATION GUIDELINES

## DEPARTMENT OF MARKETING

### FAM 651.563

#### **Preamble:**

The Marketing Department values faculty who are active researchers, committed to excellence in teaching and willing to work cooperatively to achieve both personal and institutional goals. The purpose of this document is to guide Department Evaluation Committee members as well as faculty seeking retention, tenure and promotion to Associate or Full Professor in preparing for the RPT process. It is intended to be consistent with FAM 300 at the department level. Faculty members shall be evaluated on the quality of their achievements and the impact of their contributions over the period of review in 1) instruction and instructionally-related activities; 2) research and scholarly activities; and 3) service and engagement at the university, in the community, and in the profession. All faculty will be evaluated on the basis of all three areas.

#### **I. Expectations in the Area of Teaching:**

The Marketing Department values instructors that are prepared to meet the needs of the student body and encourages faculty to explore the effectiveness of various teaching modes and methods and adopt those that best suit the courses they are teaching. The department also values faculty that participate in curriculum development, academic and departmental advising, supervision of student research and projects, and direction of related activities involving student learning and student engagement.

#### ***Expectations for tenure and promotion to associate professor***

The faculty member being evaluated for tenure and promotion to associate professor will be evaluated in the following areas.

- a. *Course Design*: It is expected that faculty develop well-crafted syllabi that demonstrate thoroughness, organization and a specific concern for student learning. The department encourages faculty to be innovated in providing class readers, lecture notes, guest speakers, multimedia presentations, learning exercises, community service learning, guided class projects, original unpublished papers, etc. in the course of a class. The department values instructors that excel in the classroom, that maintain instructional relevance and currency, that strive to attain high evaluations while ensuring that students reach course learning goals and garner peer respect. It is expected that course information is conveyed to students clearly; teaching methods and classroom activities are suited to course objectives and student population; assignments and assessment instruments reflect course content and are appropriate regarding level of difficulty.
- b. *Instructional Effectiveness*: Effectiveness in the classroom is valued by the department and is measured by ongoing improvement in Students Opinions of Teaching Effectiveness (SOTES), class visitations and teaching portfolios. If applicable, concerns raised by students in SOTEs and/or colleagues in visitation reports are addressed and the issues of concern are resolved or improved over time.
- c. *Instructional Innovations*: The department values tangible curricular and pedagogical innovations as well as, efforts for continuous improvement in teaching that engage students and provide meaningful learning experiences. We value instructors who are innovative in the classroom and help other instructors to be innovative in ways that enable us to be effective teachers in a resource-constrained environment.
- d. *Accessibility*: Advising and other student interactions outside of the classroom are expected by the department. The department values instructors that are scholarly role models that provide ethical leadership and advising to undergraduate and graduate students.
- e. *Fit with Curricular Needs of the Department*: The department values instructors who are able to effectively teach a number of courses at the graduate and undergraduate levels. We value faculty who are able to teach a variety of courses and are willing to substitute for other faculty when necessary.

## **1.2. Expectations for promotion to full professor**

The faculty member being evaluated for promotion to professor should demonstrate sustained performance in all areas of teaching as seen in 1.1.a-e above

## **II. Expectations in the area of research, scholarly, and Creative Activities**

The Marketing Department values faculty members that make significant and ongoing contributions of substance in research and scholarly activities throughout their careers that contribute to the advancement, application, or pedagogy of the discipline or interdisciplinary studies. Evidence of research, scholarly and creative activities and accomplishments should include, but is not limited to, publications in quality journals, scholarly presentations, fellowships, grants, contracts, and scholarship of engagement.

### **2.1 Expectations for tenure and promotion to associate professor**

According to FAM 300, faculty members at the rank of assistant professor must demonstrate successful accomplishment in research.

- a. For marketing faculty it is expected that a significant proportion of their intellectual contributions will consist of peer-reviewed articles in quality journals with the remaining proportion consisting of intellectual contributions such as conference proceedings, cases, books, book chapters, research monographs, or instructional software. The department realizes that some journals and conferences are more selective than others and therefore, in assessing the quality of intellectual contributions, will consider such factors as:
  - the number of citations listed in the Social Sciences Citation Index and Scopus,
  - the number of citations listed on Google Scholar
  - the reputation of the journal (quality of journal editorial boards),
  - the publisher or the association that sponsors the journal or conference,
  - the acceptance rate, and/or the quality of the review process.

Articles accepted/ published in “Marketing Journals” as indicated by the American Marketing Association are valued by the department. In all cases, a balance between quality and quantity must be maintained with quantity never substituting for minimally acceptable quality.

The department values discipline-based scholarship, pedagogical research and contributions to practice. It is expected that faculty will make contributions in these areas throughout their careers that are impactful and contribute to the mission of the

college. More specifically, it is expected that faculty demonstrate and maintain currency in the field as demonstrated in publications in peer-review journals. The department encourages faculty to engage in joint research with joint – authorship a probable outcome. It is also recognized that single – authorship demonstrates a great amount of contribution by the author to the publication than a joint authorship; hence, lead authorship is encouraged in joint research outcomes.

- b. Evidence of the following, though not required, may also demonstrate the significance of the contributions the faculty member has made to advance the knowledge in his or her disciplines:
- 1) Conference Presentations,
  - 2) Editing of monographs, books and publication of textbooks,
  - 3) Receipt of grants, fellowships, or contracts,
  - 4) Works in progress,

## ***2.2. Expectations for promotion to full professor***

For promotion to professor, a faculty member must continue to demonstrate significant and ongoing contributions of substance and impact in research and scholarly activities since his/her last promotion. Moreover, the faculty member should be recognized beyond the University for his/her contributions to the field.

## **III. Expectations in the area of service**

It is expected that faculty are actively involved in service that contributes to the effective functioning of the department, College and University. We value service to the department and college as in serving on committees, advising student groups, involvement and attendance at events and functions and engagement in the daily operation of the department. It is encouraged that faculty engage in service to the University, as well as, the community through committee involvement, public speaking, nonpaid consulting, seminars, and non-refereed publications. This list is not exhaustive; however, we value contributions at the department, college, university and community to be impactful and related to the academic expertise of the faculty member.

### ***3.1 Expectations for tenure and promotion to associate professor***

Faculty are expected to provide quality service, where, in addition to regular committee attendance they show initiative and leadership by actively engaging and participating in department, College, and/or University initiatives. Examples of service include but are not limited to:

1. *Service to the University and College*

- Active involvement on committees at all levels of the University and the university system, with emphasis on the departmental and College levels for assistant and associate professors.
- Authorship of documents, reports and other materials pertinent to the University, College, or department mission and/or procedures.
- Sponsoring and advising student groups and supporting student recruitment and retention activities.
- Participation in the College's AACSB accreditation efforts (e.g., preparation of AACSB reports and the assessment of College programs).

2. *Service to the Profession and Community*

- Holding office in professional societies or associations at the local, state, national, and/or international levels.
- Serving on editorial boards for academic or professional journals.
- Reviewing manuscripts for academic or professional journals and conferences.
- Serving as conference program organizers, session chair or paper discussant for academic conferences or meetings.
- Serving on selection panels for grants, fellowships, and contract awards.
- Giving speeches or media interviews.
- Serving on committees or providing pro bono seminars or workshops.
- Providing pro bono consultantships to public schools, local government, and community service organizations.

**3.2 Expectations for promotion to full professor**

For promotion to full it is expected that the faculty member sustain an active portfolio of service work as well as serve in leadership roles in service endeavors such as serving as chair of committees beyond the department as in the college, university and community.

**Implementation**

The department chair will make sure that this document is

- a. Provided to newly hired tenure-track faculty members and to the department evaluation committee
- b. Distributed to the College of Business and Public Administration and its evaluation committee and relevant units in the university.

Together with the department evaluation committee, the department chair will implement these guidelines by applying the standards and expectations in the RPT process. The chair and the department evaluation committee are encouraged to make explicit reference to the expectations in this document to achieve clarity and consistency both longitudinally (in the evaluation of a faculty member over time) and latitudinally (in the evaluations of different faculty members in the same cycle).