METROPOLITAN STATE UNIVERSITY OF DENVER
SCHOOL OF BUSINESS

MARKETING DEPARTMENT

FACULTY EVALUATION GUIDELINES

Effective January 1, 2012

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<tr>
<th>DEPARTMENT GUIDELINES REVIEW</th>
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<th>Disapprove</th>
<th>Date</th>
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<tr>
<td>Gregory A. Black</td>
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<td>Department Chair</td>
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<td>Reviewed and approved by Committee of Department Chairs</td>
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<td>Vice President of Academic Affairs/Provost</td>
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MARKETING DEPARTMENT

Mission and Goals

School of Business Mission Statement

School of Business Mission Statement
Approved Spring 2011 by SCOBS Faculty

Our mission is to develop students into effective business professionals by preparing students for careers and lifelong learning with an awareness of ethics, technological advancements, and globalization.

We facilitate learning through excellence in teaching by maintaining currency in the disciplines, using appropriate pedagogy, and providing individual attention to students.

We deliver a quality, accessible undergraduate business education in the metropolitan Denver area to a diverse student population.

Department Mission Statement

Department of Marketing
Metropolitan State University of Denver

Vision

The Department of Marketing’s vision is to be the preeminent public urban undergraduate marketing program in the nation.

Mission

The Department of Marketing’s mission is to provide a high quality undergraduate marketing and business communication education in the metropolitan Denver area to a diverse student population. We prepare students for successful careers and lifelong learning in marketing through experiential education and attention to social responsibility, technological advancements, multiculturalism, and globalization.
AREAS OF PERFORMANCE AND CRITERIA FOR
TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

University faculty members are reviewed on their performance in three areas: teaching, scholarly activities, and service. All relevant and official information may be considered in the course of any review or evaluation. Each performance area has criteria that provide the basis for evaluation.

a. Teaching. Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.

b. Scholarly Activities. Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

c. Service. Service is participation in the shared governance of the academy and the use of disciplinary or professional expertise and talents to contribute to the betterment of multiple environments, including professional and disciplinary associations, or non-profit and governmental agencies.

Faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs or Directors, will also be reviewed on those activities.

Faculty will submit a Portfolio for review at the appropriate time and to the appropriate level of review as stated in the Academic Affairs Procedural Calendar and Section V of the Handbook. The following information describes requirements for a tenure-track faculty member in the department to be considered for tenure and will assure that the faculty in the Department of Marketing achieve and maintain a level consistent with AACSB’s vision of being academically qualified.

RATING SCALE

Exceeds Standards This rating represents a level of extraordinary performance that substantially surpasses the “Meets Standards” rating.

If a tenure-track member achieves this rating before the tenure portfolio year, it indicates the faculty member has reached a level in that category that could qualify the faculty member to be considered for tenure.

If a faculty member achieves this rating in the tenure portfolio year, it suggests he or she has reached a level of achievement above and beyond the level needed to be considered for tenure.

Meets Standards This rating represents a level of performance that demonstrates competency in the profession in the category for which it is achieved.
If a tenure-track member achieves this rating before the tenure portfolio year, it indicates the faculty member is progressing toward tenure in a satisfactory manner, considering the length of time that person has been on tenure-track. It does not indicate that everything has been accomplished to qualify a faculty member for tenure consideration, but he or she is on the right track.

If a faculty member achieves this rating in the tenure portfolio year, it suggests that he or she has reached a level of performance in that category to qualify that faculty member to be considered for tenure.

*Needs Improvement*

This rating indicates that a faculty member’s performance does not meet standards expected in this profession.

If a tenure-track faculty member achieves this rating in a category before the 3rd portfolio year, it indicates the faculty member is not progressing toward tenure in a satisfactory manner in that category and there is a chance the faculty member may not be retained.

If the faculty member is retained for another year, he or she should follow the suggestions from the department chair and other levels of review very carefully in such a way as to be able to document progress and compliance to assure satisfactory progress (meets standards) in the next portfolio year. If a faculty member earns this rating in the 5th portfolio year in one or more categories, it is likely that he or she will not be recommended for retention.

In reviewing faculty performance using these ratings, evaluators shall conscientiously adhere to the descriptions of each rating category, taking care to acknowledge differing levels of performance among marketing faculty members.

**CRITERIA AND GUIDELINES**

**Teaching**

Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models
of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, to do good, etc.

To demonstrate competence in teaching, at a minimum, by the time a faculty member submits a portfolio for tenure consideration his or her SRIs should consistently be no lower than .2 of the department mean overall, with no single semester dropping below .5 of department mean. Also, if a faculty member’s SRIs are below the department mean, he or she should have SRIs that are consistently improving toward the department mean. In addition, a faculty member should show willingness to continuously improve teaching through professional development and through implementation of suggestions given by peer reviewers and others conducting a classroom observation, or in the case of an online class, an evaluation of the equivalent elements of the course.

Activities that demonstrate a faculty member’s level of teaching that is commensurate with being considered for tenure fall into the following categories. Specific requirements for a faculty member to be considered for tenure are found in the Table 1.

1. **Content Expertise:** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subjects in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

2. **Instructional Design:** To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

3. **Instructional Delivery:** To communicate and translate this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

4. **Instructional Assessment:** To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

5. **Advising In and Beyond the Classroom:** To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective faculty advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

**Scholarly Activities**

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.
Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

To be considered for tenure, at a minimum, a faculty member should have two articles published in peer-reviewed journals listed in *Cabell's Directories of Publishing Opportunities*. It is important for Department of Marketing faculty to perform research in their teaching fields, rather than only in the education/pedagogy area; thus, at least one of the two articles described above should reflect this type of research. For most faculty members, this would be in the marketing discipline, but for those who may be specifically hired for Business Communication, publishing in the business communication literature would meet this requirement. In other words, only one of the two required journal articles may be education-related.

Faculty should maintain academic qualifications (AQ status) as defined by the School of Business during the time they are on tenure-track (see Appendix). In addition, a faculty member should have at least four other scholarly activities, such as the activities listed in the following list, to be qualified to be considered for tenure. Specific requirements for a faculty member to be considered for tenure are found in the Table 1.

**Suitable Scholarly Activities**

- Publish additional articles (more than two) in peer-reviewed journals
- Publish textbooks
- Present peer-reviewed papers at conferences and or publish these papers in conference proceedings
- Publish cases in textbooks
- Publish non-peer-reviewed articles in trade publications
- Publish scholarly books or books of applied (contribution to practice) scholarship
- Publish chapters in scholarly books or textbooks
- Publish book reviews in peer-reviewed journals
- Present non-peer-reviewed papers
- Publish trade books, teaching lab or case books
- Develop original data bases or software
- Publish course supplements to texts
- Publish and disseminate cases by respected academic or professional organizations
- Present papers at a Department, School, or University research seminar, symposium, etc.
- Other activities, in consultation with the Department Chair

**Service**

Faculty are engaged in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the Department, School, or University level. Beyond the institution, professional business faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.
At a minimum and to be considered for tenure, a faculty member should serve the institution at all three levels (Department, School and University), and should demonstrate willingness and ability to function in a leadership position at the institution, in their profession, or for the community. Another minimum indication of a faculty member’s service is for him or her to serve both their profession and to serve the community in some fashion. Specific requirements in this area can be found in Table 1. Suggestions for activities to serve the profession and community are listed below.

Suitable Service Activities

**Profession**
- Serve as a reviewer for peer-reviewed journals or conferences
- Review texts or textbook supplements for a publisher
- Serve on the editorial review board of a peer-reviewed journal
- Serve as chair of a conference relevant to marketing, or business communication, if applicable
- Serve as session chair or discussant at a conference relevant to marketing, or business communication, if applicable
- Serve as a track chair for a conference relevant to marketing, or business communication, if applicable
- Be active in a local chapter of a professional organization
- Serve as a member of a local, state, or national organization relevant to marketing, or business communication, if applicable
- Serve as an officer in an academic organization relevant to marketing, or business communication, if applicable
- Other activities, in consultation with the Department Chair

**Community**
- Serve as a member of a local, state, or national organization outside the profession
- Provide media interviews
- Serve a local agency, non-profit, community group, etc.
- Serve in a public service capacity or perform consulting work to community, business, or professional organizations
- Serve on the board of a professional or community organization
- Work with local small businesses or non-profit organizations with students in class projects
- Other activities, in consultation with the Department Chair

**SUMMARY OF EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR**

Marketing faculty must be involved full-time in their profession to be able to adequately prepare to be considered for tenure. They should be proficient (meets standards), or excellent (exceeds standards), at all aspects of the profession. Metro State identifies three areas of a faculty member’s profession in which proficiency/excellence is expected. By having marketing faculty achieve this in the profession, the Marketing Department will be a significant contributor to the vision of Metro State to be preeminent. The activities presented in previous sections of this document are guidelines, but the actual requirements are summarized in Table 1 below. If tenure-track marketing faculty members achieve the requirements in this table, carefully
concentrating on what is required by the Third Year Portfolio and then the Sixth Year Portfolio, they will be candidates to be considered for tenure and promotion to associate professor.

Table 1: Expectations for Tenure & Promotion from Assistant to Associate Professor

<table>
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<tr>
<th>TEACHING</th>
<th>SCHOLARLY ACTIVITIES</th>
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<td>By Third Year Portfolio</td>
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<td>Effectively use multiple pedagogies</td>
<td>Have at least one article under review at a peer-reviewed journal listed in <em>Cabell’s Directories of Publishing Opportunities</em></td>
<td>Serve on at least two Department, School or University committees or task forces</td>
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<td>Develop assignments that provide a practical application of course material</td>
<td>Accomplish at least two of the other scholarly activities listed under “Suitable Scholarly Activities” above</td>
<td>Serve in at least two additional capacities for the profession or the community, as listed under “Suitable Service Activities” above</td>
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<td>Show continuous improvement in classroom delivery, content, and design, as appropriate</td>
<td>Maintain AQ status each year while on tenure-track</td>
<td>Attend all Department, School and other mandatory meetings</td>
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<td>Demonstrate maintenance of currency in the discipline</td>
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<td>Implement suggestions of peer observers, as appropriate</td>
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<td>Allowing Year 1 to be a developmental year, achieve average SRIs of no less than .3 of the department mean for Year 2</td>
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<td>Actively participate in department assessment activities and implement changes as determined by department faculty</td>
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<td>Use Banner Tracking system effectively</td>
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<td>Participate in at least one Majors Fair or Metro Open House, and two graduation ceremonies.</td>
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Table 1 (cont.): Expectations for Tenure & Promotion from Assistant to Associate Professor

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<th>TEACHING</th>
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<td>By Sixth Year/Early Tenure Portfolio</td>
<td>By Sixth Year/Early Tenure Portfolio</td>
<td>By Sixth Year/Early Tenure Portfolio</td>
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<td>Continue doing all the above</td>
<td>Publish at least two articles in peer-reviewed journals listed in Cabell’s Directories of Publishing Opportunities, one of which the person seeking tenure must be solo or first author and one of which should be in the marketing field (or business communication if relevant), rather than in marketing education or pedagogy</td>
<td>Continue to attend all Department, School and other mandatory meetings</td>
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<td>Show increased support of students by writing letters of recommendation or by providing other support</td>
<td>Since the two for the third year, accomplish at least two more of the other scholarly activities listed above under “Suitable Scholarly Activities” (for a total of at least four)</td>
<td>Serve on committees, task forces, etc., at all three levels of the institution: Department, School, and University</td>
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<td>Consistently achieve SRIs of no less than .5 of the department mean in any one given semester, with overall SRIs averaging no less than .2 of the department mean for the time since the Third Year Portfolio. Also, If SRIs are below the department mean, show continuous improvement toward the department mean</td>
<td>Maintain AQ status each year while on tenure-track</td>
<td>Serve as chair or co-chair in at least one instance on a committee for the institution at the Department, School or University level, or serve in a leadership position for the profession or community</td>
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<td>Have one summated peer observation completed and document implementation of suggestions of reviewer. (This should be done early enough to have time to document implementation of suggestions before portfolio is due.)</td>
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<td>Serve the profession in some capacity, as listed under “Suitable Service Activities” above</td>
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<td>Show creativity by developing a new course, redesigning an existing course, or be willing to adopt new preps, depending on Department needs</td>
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<td>Serve the community in some capacity, as listed under “Suitable Service Activities” above</td>
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When submitting yearly portfolios for the review process, faculty members should carefully address the items in Table 1 above. It is faculty members’ responsibility in their portfolios to show clear evidence that the minimum expectations are being accomplished, according to how long the faculty member has been on tenure-track. If sufficient progress is not being made, especially at the Third Year Portfolio Review, but not limited to that year only, the tenure-track faculty member may be subject to a recommendation of non-retention. Meeting all minimum expectations by the Sixth Year/Early Tenure Portfolio Review makes a tenure-track faculty member...
member eligible to be considered for tenure only. Tenure is not automatically awarded upon accomplishing the minimum standards above.

AREAS OF PERFORMANCE AND CRITERIA FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

"Professor" is the highest rank that can be achieved in our profession as faculty members and those achieving this rank should be our most highly-qualified faculty. Perhaps it is not meant for everyone who has tenure, much in the same way that not every military officer achieves what it takes to be a general or admiral. Thus, requirements to reach this highest rank in our profession, should be more demanding than requirements for achieving tenure and promotion to associate professor.

University faculty members seeking promotion from associate professor to professor are reviewed on their performance in the same three areas as outlined in the section above: teaching, scholarly activities, and service. All relevant and official information may be considered in the course of any review or evaluation. Each performance area has criteria that provide the basis for evaluation. Descriptions of the three areas are found on page 3.

In addition to these three areas, faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs or Directors, and/or those awarded sabbaticals, and other official duties that take faculty out of the Metro State classroom and otherwise require faculty to temporarily alter their normal duties and responsibilities, will also be reviewed on those activities.

Faculty seeking this promotion will submit a material for review at the appropriate time and to the appropriate level of review as stated in the Academic Affairs Procedural Calendar and Section V of the Handbook. The following information describes requirements for a faculty member in the Department to be considered for promotion from associate professor to professor and will assure that the faculty in the Department of Marketing achieve and maintain a level consistent with AASCB's vision of being academically qualified.

According to Chapter V of the Handbook, in order to be considered for this promotion, a faculty member must do the following. First, he or she must serve a minimum of four years in rank as associate professor at a regionally-accredited baccalaureate-granting institution of higher education, two of which must have been at Metro State. In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank. In other words, the applicant could submit his or her material for review in their fourth year since being promoted to associate professor.

Second, for promotion to professor, there is an expectation for a record of significant accomplishment in all three areas. Thus, tenured faculty members who have not yet achieved the rank of "professor" may elect to concentrate on just one of these three areas. That is perfectly acceptable and the associate or assistant tenured professor choosing such a career path does so with the full understanding that he or she will not be considered for promotion to "professor." It must be kept in mind, however, that AASCB standards require all tenured and tenure-track professors to continue to be academically qualified, which requires a minimum level of scholarly activity (see Appendix). This minimum level will also be required for the Post Tenure Review for tenured faculty.
RATING SCALE

The following rating scale will be used in the evaluation of a faculty member's achievements, as presented in his or her material submitted for evaluation purposes, in relationship to promotion from associate professor to professor.

Meets Standards This rating indicates a level of performance that demonstrates the record of significant accomplishment in the profession in the category for which it is achieved. This rating is achieved by accomplishing all items in Table 2 below before submitting the material to be considered for promotion and by representing their achievements appropriately in the submitted material. This rating suggests a level of performance in that category to qualify that faculty member to be considered for promotion.

Needs Improvement This rating suggests that a faculty member's performance and material submitted to demonstrate that performance do not indicate significant accomplishment in the category for which it is achieved. If a faculty member earns this rating, it is likely that he or she will not be recommended for promotion.

Not achieving promotion from associate professor to professor carries no penalty. After being denied promotion and when appropriate time has passed so a faculty member is able to make the necessary achievements indicated in Table 2, he or she may once again submit promotion materials, adhering to the deadlines and procedures stated in the Academic Affairs Procedural Calendar and Section V of the Handbook.

CRITERIA AND GUIDELINES

Teaching

Teaching is described in detail in the section above, beginning on page 4. To demonstrate significant accomplishment in teaching, a faculty member's SRI's should consistently be no worse than .2 below the department mean. In addition, a faculty member should demonstrate desire for continuous improvement by engaging teaching-related professional development, etc. Activities that demonstrate a faculty member's level of teaching that is commensurate with being considered for promotion from associate professor to professor are found in Table 2.

Scholarly Activities

Scholarly activities are described in detail in the section above on page 6. To be considered for promotion from associate professor to professor, at a minimum, a faculty member should have three articles published in peer-reviewed journals listed in Cabell's Directories of Publishing Opportunities. It is important for Department of Marketing faculty to perform research in their teaching fields, rather than only in the education/pedagogy area; thus, at least two of the three articles described above should reflect this type of research. For most faculty members, this would be in the marketing discipline, but for those who may be specifically hired for Business Communication, publishing in the business communication literature would meet this...
requirement. In other words, only one of the three required journal articles may be education- or pedagogy-related.

Faculty should maintain a status of being academically qualified (AQ) as defined by the School of Business from the time they are promoted to associate professor until they submit material to be considered for this promotion (see Appendix). If a faculty member falls out of AQ status for a year or more during this time, he or she must submit documentation that appropriately justifies falling out of AQ status for that period of time. If such occurs, that justification documentation then becomes part of the material that will be reviewed at the different levels for this promotion.

In addition to the three journal articles and maintaining AQ status, as described above, a faculty member should have at least five other scholarly activities, such as the activities listed in the following list, to be qualified to be considered for this promotion. Specific requirements to demonstrate that a faculty member has achieved this level of significant accomplishment in scholarly activities are found in Table 2.

Suitable Other Scholarly Activities
- Publish additional articles (more than the three required) in peer-reviewed journals
- Publish textbooks, cases in textbooks, or chapters in textbooks
- Present peer-reviewed papers at conferences and or publish these papers in conference proceedings
- Publish non-peer-reviewed articles in trade publications
- Publish scholarly books or books of applied (contribution to practice) scholarship (books that are not textbooks) or chapters in these types of books
- Publish book reviews in peer-reviewed journals
- Present non-peer-reviewed papers
- Publish trade books, teaching lab or case books
- Develop original data bases or software
- Publish course supplements to texts
- Publish and disseminate cases by respected academic or professional organizations
- Present papers at a Department, School, or University research seminar, symposium, etc.
- Other activities, in consultation with the Department Chair

To assure the faculty member does not have a “dead” year during which nothing achieved in this area counts toward promotion, any scholarly activities occurring in the year of review for promotion to associate professor will be included in and counted toward these achievements toward being promoted to professor.

Service

Faculty members are engaged in service when they participate in the shared governance and good functioning of the institution. Service to the institution can be at the Department, School, or University level. Beyond the institution, professional business faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as communities, professional and disciplinary associations, non-profit organizations, or government agencies.

At a minimum and to be considered for promotion to professor, a faculty member should serve the institution at all three levels (Department, School and University), and should demonstrate
willingness and ability to function in a leadership position at the institution, and either in their profession, or for the community. Another minimum indication of a faculty member’s service is for him or her to serve both the profession and the community in some fashion. Specific requirements in this area can be found in Table 2. Suggestions for activities to serve the profession and community are listed below.

**Suitable Service Activities**

**Profession**
- Serve as a reviewer for peer-reviewed journals or conferences
- Review texts or textbook supplements for a publisher
- Serve on the editorial review board of a peer-reviewed journal
- Serve as chair of a conference relevant to marketing, or business communication, if applicable
- Serve as session chair or discussant at a conference relevant to marketing, or business communication, if applicable
- Serve as a track chair for a conference relevant to marketing, or business communication, if applicable
- Be active in a local chapter of a professional organization
- Serve as a member of a local, state, or national organization relevant to marketing, or business communication, if applicable
- Serve as an officer in an academic organization relevant to marketing, or business communication, if applicable
- Other activities, in consultation with the Department Chair

**Community**
- Serve as a member of a local, state, or national organization outside the profession
- Provide media interviews on behalf of the profession or the institution
- Serve a local agency, non-profit, community group, etc.
- Serve in a public service capacity or perform consulting work to community, business, or professional organizations
- Serve on the board of a community organization
- Work with local small businesses or non-profit organizations with students in class projects
- Other activities, in consultation with the Department Chair

**SUMMARY OF EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR**

Marketing faculty must be involved full-time in their profession to be able to adequately prepare to be considered for promotion to professor. They should be making significant accomplishments (meets standards) in all aspects of the profession. Metro State identifies three areas of a faculty member’s profession in which significant accomplishments are expected. By having marketing faculty make these accomplishments in the profession, the Marketing Department will be a significant contributor to the vision of Metro State to be preeminent. The activities presented in previous sections of this document are guidelines, but the actual requirements to be considered for promotion to professor are summarized in Table 2 below. If faculty members achieve the requirements in this table, carefully concentrating on what is
required before they submit material to be considered for promotion, they will be eligible to be considered for tenure and promotion to professor. Faculty should take great care to submit material that addresses the requirements in each of the three areas and how they have fulfilled those requirements.

**Table 2:** Expectations for Promotion from Associate Professor to Professor *(Note: All items in this table should be accomplished since achieving the rank of associate professor with the exception of scholarly activities. Achievement in scholarly activities occurring during the review year for promotion to associate professor will be included.)*

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>SCHOLARLY ACTIVITY</th>
<th>SERVICE</th>
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<tbody>
<tr>
<td>Continue doing all that was required for tenure and promotion to associate professor from Table 1.</td>
<td>Publish at least three articles in peer-reviewed journals listed in <em>Cabell’s Directories of Publishing Opportunities</em>, two of which should be in the marketing field (or business communication if relevant), rather than in marketing education or pedagogy.</td>
<td>Continue to attend all Department, School and other mandatory meetings</td>
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<td>Show increased support of students by writing letters of recommendation, being involved in student organizations, and/or by providing other support.</td>
<td>Accomplish at least five of the other scholarly activities listed above under “Suitable Scholarly Activities” (pg. 13)</td>
<td>Serve on committees, task forces, etc., at all three levels of the institution: Department, School, and University</td>
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<td>Consistently achieve SRIs of no less than .5 of the department mean in any one given semester, with overall SRIs averaging no less than .2 of the department mean for the time since the being awarded tenure and/or achieving the rank of associate professor.</td>
<td>Maintain AQ status each year, or submit justification documentation for any years where AQ status was not maintained.</td>
<td>Serve as chair or co-chair in at least one instance on a committee for the institution at the Department, School or University level, and serve in a leadership position for the profession or community.</td>
</tr>
<tr>
<td>Show creativity by developing a new course, redesigning an existing course, or be willing to adopt new preps, depending on Department needs</td>
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<td>Serve the profession in some capacity, as listed under “Suitable Service Activities” above (pg. 14)</td>
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<tr>
<td>Provide unique experiences for students in classes by including projects giving them opportunities to work with companies or non-profit organizations, to participate in marketing-related contests, to attend conferences/seminars with them, and/or by including students in research projects.</td>
<td></td>
<td>Serve the community in some capacity, as listed under “Suitable Service Activities” above (pg. 14)</td>
</tr>
</tbody>
</table>

When submitting material to be considered for a faculty member's promotion from associate professor to professor, he or she should carefully address the items in Table 2 above. It is faculty members’ responsibility to show clear evidence that the contributions in each of the three areas have been significant, according to the guidelines above. There is no penalty for submitting material to be considered and not getting awarded the promotion. After sufficient progress has been made to once again be considered for this promotion without the same deficiencies, an
associate professor may submit material for consideration. Submission of material makes a faculty member eligible to be considered for promotion only.

Note: Other factors may be taken into account, such as continuous and consistent contributions so the perception is not: that the faculty member has improved performance only to achieve this promotion with a suspicion that his or her performance will decrease again after receiving the promotion. In other words, promotion is not automatically awarded upon accomplishing the standards above.

AREAS OF PERFORMANCE AND CRITERIA FOR POST-TENURE REVIEW (PTR)

Faculty members who have achieved tenure are subject to post-tenure review (PTR) every five years. AACSB standards require all tenure professors to continue to be academically qualified (AQ), which requires a minimum level of scholarly activity (see Appendix). Minimum levels in the other two areas – teaching and service – are also expected on a consistent and continuous basis.

RATING SCALE

The following rating scale will be used in the evaluation of a faculty member’s achievements, as presented in his or her material submitted for evaluation purposes, in relationship to post-tenure review.

Meets Standards This rating indicates a level of performance that demonstrates the record of satisfactory accomplishment in the profession in the category for which it is achieved. This rating is achieved by accomplishing all items in Table 3 below on a consistent and constant basis. This rating suggests a level of performance in that category to qualify that faculty member to have a successful post-tenure review.

Needs Improvement This rating suggests that a faculty member’s performance and material submitted to demonstrate that performance do not indicate satisfactory accomplishment in the category for which it is achieved. If a faculty member earns this rating, an individualized performance improvement plan will be developed between the faculty member and the Department Chair. Successfully complying with this plan will result in a successful PTR; however, if the plan is not successfully followed and achieved, it is possible the faculty member will not be retained.

CRITERIA AND GUIDELINES

The primary purpose of PTR is to assist tenure faculty members to improve performance as may be necessary. PTR affords faculty members and their supervisors with periodic opportunities to assess the faculty member’s performance from a long-term perspective that is not provided by annual performance reviews. In the event that performance in any performance area is determined to need improvement from the long-term perspective, the PTR process offers the
faculty member an opportunity to demonstrate an adequate level of performance in each performance area through an individualized performance improvement plan.

PTR is a comprehensive evaluation of the performance of tenured faculty, currently conducted on a five-year cycle. The examination must include consideration of faculty activities and performance in light of school/department/program goals, and priorities which are reflective of Trustee and institutional goals and priorities, as well as peer, student and supervisor evaluations, and must evaluate the critical areas of a faculty member's performance – teaching, scholarly activities, service and other activities, such as administrative duties. Progress will be evaluated using the criteria found in Table 3. When application of these criteria and guidelines results in a "Meets Standards" rating in each of the performance areas, the faculty member will be deemed satisfactory for PTR.

Teaching

Teaching is described in detail in the section above, beginning on page 4. To demonstrate adequate accomplishment in teaching, a faculty member’s SRI should consistently be no worse than .2 below the department mean. In addition, a faculty member should demonstrate desire for continuous improvement by engaging teaching-related professional development, etc. Activities that demonstrate a faculty member’s level of teaching that is adequate for PTR are found in Table 3.

Scholarly Activities

To be considered adequate for PTR, faculty should maintain a status of being academically qualified (AQ) as defined by the School of Business from the time they are rewarded tenure until they submit material to be considered for PTR (see Appendix). If a faculty member falls out of AQ status for a year or more during this time, he or she must submit documentation that appropriately justifies a valid reason for falling out of AQ status for that period of time. If such occurs, that justification documentation then becomes part of the material that will be reviewed for PTR. In addition to remaining in AQ status, a faculty member needs to have published at least one journal article related to their teaching field and/or pedagogy in their teaching field in a peer-reviewed journal appearing in Cabell's Directories of Publishing Opportunities.

Service

Faculty members are engaged in service when they participate in the shared governance and good functioning of the institution. Service to the institution can be at the Department, School, or University level. Beyond the institution, professional business faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as communities, professional and disciplinary associations, non-profit organizations, or government agencies.

At a minimum and to be considered having an adequate level of performance for PTR, a faculty member should show continuous service activities in three of five service areas – department, school, university, profession, and community. They should also make substantive and documentable contributions in service activities that show a level of engagement above merely attending meetings. Also, they should serve in at least two leadership positions in these service activities, with one leadership position being at the department, school, or university level and
the other being in either the profession or the community. Suggestions for activities to serve the profession and community are listed below.

**Suitable Service Activities**

**Profession**
- Serve as a reviewer for peer-reviewed journals or conferences
- Review texts or textbook supplements for a publisher
- Serve on the editorial review board of a peer-reviewed journal
- Serve as chair of a conference relevant to marketing, or business communication, if applicable
- Serve as session chair or discussant at a conference relevant to marketing, or business communication, if applicable
- Serve as a track chair for a conference relevant to marketing, or business communication, if applicable
- Be active in a local chapter of a professional organization
- Serve as a member of a local, state, or national organization relevant to marketing, or business communication, if applicable
- Serve as an officer in an academic organization relevant to marketing, or business communication, if applicable
- Other activities, in consultation with the Department Chair

**Community**
- Serve as a member of a local, state, or national organization outside the profession
- Provide media interviews on behalf of the profession or the institution
- Serve a local agency, non-profit, community group, etc.
- Serve in a public service capacity or perform consulting work to community, business, or professional organizations
- Serve on the board of a community organization
- Work with local small businesses or non-profit organizations with students in class projects
- Other activities, in consultation with the Department Chair

**SUMMARY OF EXPECTATIONS FOR POST-TENURE REVIEW**

Marketing faculty should continue to be involved full-time in their profession to be able to make adequate contributions to the institution and thus have a successful PTR. They should be making adequate accomplishments (meets standards) in all aspects of the profession. Metro State identifies three areas of a faculty member’s profession in which adequate accomplishments are expected. By having marketing faculty make these accomplishments in the profession, the Marketing Department will be a significant contributor to the vision of Metro State to be preeminent. The activities presented in previous sections of this document are guidelines, but the actual requirements to be considered for successful PTR are presented in Table 3 below. If faculty members achieve the requirements in this table, carefully concentrating on what is required, they will be likely have a successful PTR. Faculty should take great care to submit material that addresses the requirements in each of the three areas and how they have fulfilled those requirements.
Table 3: Expectations for Post-Tenure Review
(Note: All items in this table should be accomplished since achieving tenure or since the last post-tenure review.)

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>SCHOLARLY ACTIVITY</th>
<th>SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively use multiple pedagogies.</td>
<td>Maintain AQ status each year, or submit justification documentation for any years where AQ status was not maintained.</td>
<td>Continue to attend all Department, School and other mandatory meetings</td>
</tr>
<tr>
<td>Show support of students by writing letters of recommendation, being involved in student organizations, and/or by providing other support.</td>
<td>Publish at least one article in a peer-reviewed journal listed in Cabell’s Directories of Publishing Opportunities; the article should be in the marketing field (or business communication if relevant), or in education or pedagogy in the teaching field.</td>
<td>Accomplish continuous service activities in 3 of the 5 areas (Department, School, University, profession, and community).</td>
</tr>
<tr>
<td>Achieve an average SRI score of no less than .2 of the department mean for the time being considered for this PTR.</td>
<td>Make substantive contributions in service activities — more than attending meetings.</td>
<td></td>
</tr>
<tr>
<td>Actively participate in department and school assessment activities.</td>
<td>Serve in at least 2 leadership positions, one of which should be at the department, school or university level and the other being in the profession or the community.</td>
<td></td>
</tr>
<tr>
<td>Participate in advising activities and use Banner Tracking to record those advising activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When submitting material to be considered for a faculty member's post-tenure review, he or she should carefully address the items in Table 3 above. It is faculty members' responsibility to show clear evidence that the contributions in each of the three areas have been adequate, according to the guidelines above. Submission of material makes a faculty member eligible to be considered a successful PTR only. In other words, a successful PTR is not automatic upon accomplishing the standards above.
Appendix: Maintenance Standards for Academically Qualified (AQ) and/or Professionally Qualified (PQ) Faculty

The School of Business recognizes the importance currency in discipline as a cornerstone to quality teaching. Faculty who are current in their discipline will be classified as academically qualified (AQ) or professionally qualified (PQ) per the standards and definitions as laid out in this Appendix. Per AACSB, “AQ status requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities” and professionally qualified (PQ) faculty members have, at a minimum, academic preparation consisting of a master’s degree in the teaching or related area and professional experience in the teaching area that is “significant in duration and level of responsibility, and current at the time of hiring.” As the school positions itself to become a pre-eminent undergraduate business school, it is a goal of the school to have AQ and/or PQ faculty members teach at least 90% of school FTEs.

AQ Status

AQ status generally applies to Tenure Track and Tenured Faculty and these faculty members should maintain constant AQ status, never letting it lapse. Maintaining AQ status is most clearly documented by the development of intellectual contributions reviewed by peers or practitioners. The teaching mission of the school places an emphasis on scholarship in Contributions to Practice and Learning and Pedagogical Research, but Discipline-Based Scholarship is encouraged also.

As an indicator of currency in discipline, which supports excellence in teaching, a faculty member is expected to develop at least some intellectual contributions which are Contributions to Practice or Discipline-Based Scholarship every year. Following are general standards for maintaining AQ status in the School of Business and the Department of Marketing.

Preferred

1. Journals listed in Celbell’s as blind peer reviewed are the preferred journals unless noted otherwise in this document. These journals should be in discipline, however the educational outlets will in many cases be relevant outlets for learning and pedagogical research.

2. Journals or books published by traditional, known and respected academic publishers (Elsevier, BNA, Cengage, ITP and subsidiaries, Springer, AAA and sections, Blackwell, IMA, AABSS, Sage, and AICPA, etc.), published by recognized professional associations or think tanks, or by accredited institutions of higher education. Conferences sponsored by nationally recognized academic professional organizations, or conferences sponsored by accredited institutions of higher education. Generally, Clute Institute conferences and/or journals will not be considered acceptable.

3. Other peer reviewed, in discipline, journals, scholarly books, textbooks, or conferences not covered by the above may be approved for the department list by the department in consultation with the dean’s office and the school management team [chairs, associate dean, and dean].
4. Multiple discipline peer reviewed journals or conferences not covered in (a) or (b) above can be approved by the school management team. Currently approved journals and conferences are noted on pages 43-44.

Classification I

1. Publication of an article in a Department and/or School preferred peer reviewed journal.

2. Publication of scholarly books, books of applied [contribution to practice] scholarship, or research monographs by preferred publishers.

3. Publication of trade books, teaching lab or case books published by widely respected publishers.

4. Publication of first edition or revision of a textbook by preferred publishers. Textbook must be peer reviewed.

5. Publication of chapters in edited scholarly books or edited textbooks by preferred publishers. Each book chapter in a different book counts as one intellectual contribution. Each chapter, if they, are truly separate papers, in the same scholarly book counts as one intellectual contribution. Multiple chapters in an edited textbook count as a single contribution.

6. The development of original data bases or original software in public use.

Classification II

1. Presentation of peer-reviewed full papers at preferred meetings or conferences [preferred conferences or meetings should be widely respected academic or professional associations having a selective peer-review process as enumerated by the individual Departments and/or the School of Business].

2. Presentation of peer-reviewed full papers at preferred meetings or conferences with the publication of the full paper in proceedings of meeting or conference.

3. Presentation of peer-reviewed full papers at preferred meetings or conferences with publication of an abstract.

4. Publication of first editions or major revisions of scholarly books or textbooks by presses not included in Classification I, but not self-published.

5. Publication of course supplement to texts (study guides, test banks etc.) included in Classification I.

6. Publication in refereed/peer reviewed journals not on the department/school preferred list, but not self-published.

7. Presentation of a major (e.g. keynote or plenary) address at a preferred academic or professional meeting or conference.
8. Serving as Editor [or co-editor] of a preferred journal or as editor of a special edition of a preferred journal.

9. Publication of cases in textbooks published by preferred publishers.

10. Publication of a book review or interview in a preferred peer reviewed journal.

11. Publication and dissemination of cases by widely respected academic or professional associations.

12. The development of instructional software in public use. Public use of original software or databases must be documented by the faculty member.

Classification III

1. Presentation of peer-reviewed papers at and/or publication of full papers or abstracts of full papers in the proceedings of other meetings or conferences.

2. Presentation of peer-reviewed work in poster sessions or research forums of professional meetings or conferences.

3. Serving as a panelist at a panel presentation at a professional conferences or meetings.

4. Make a presentation at a conference [examples: no full paper; a teaching note, case development, abstract only with power point or overhead, etc.]

5. Serving as associate editor or on the editorial board of a preferred refereed journal.

6. Serving as Editor [or co-editor] of a journal or as editor of a special edition of a journal not on the preferred list.

7. Serving as editor of conference proceedings.


9. Active participation (e.g. reviewer, discussant, or track chair) in academic associations’ meeting or scholarly conference.

10. Writing publicly available working papers.

11. Serving as referee for a preferred peer-reviewed journal.

12. Publication of papers in in-house journals.

13. Presentations (full papers) at faculty workshops or seminars at Metro State.

14. Publication of supplement to texts (study guides, test banks etc.) not included in Classification I.
15. Publication of material describing the design and implementation of new courses for wide, public use.

16. Completion of a formal faculty development program sponsored by a university which requires full-time attendance for one week or more (approximately 40 hours or more of study.)

17. Initial attainment of Professional Certification or documented accumulation of sufficient CPE or CEU or equivalent credits to maintain an active professional certification.

Note: Other activities may be counted and will be classified by the respective Department Evaluation Committee or Department Chair in consultation with the Dean on a case-by-case basis, with substantiating support of the contribution provided by the faculty member involved with that activity. While the School emphasizes both contributions to practice and learning and pedagogical scholarship, over a major review period a majority of a faculty member’s intellectual contributions should be in contributions to practice and discipline-based scholarship.

Maintenance of AQ Status

To maintain AQ status a faculty member will produce at least five (5) intellectual contributions during every five year period. There must be at least one (1) contribution from Classification I or at least three contributions from Classification II within the most recent five-year period. Once the minimum Classification I or II criteria is met, Classification III activities may be used to meet the minimum total of 5 intellectual contributions for the most recent five year period. At least two contributions must be within the most recent two year period. The two year period is the most recent two years the faculty member has been under contract with the university. For AQ faculty this may exclude time away for sabbatical or other approved leave of absence. Copies of intellectual contributions [articles, (full) papers, books (title page), etc.] must be in the Department’s files in order for the contribution to be counted toward AQ status.

PQ Status

Professionally qualified (PQ) faculty members have, at a minimum, academic preparation consisting of a master’s degree in the teaching or related area and professional experience in the teaching area that is “significant in duration and level of responsibility, and current at the time of hiring.” PQ status generally applies to Category II and Affiliate Faculty. Category II Faculty are hired on an annual basis, so they should maintain PQ status every year they are seeking employment in the Marketing Department. Affiliate Faculty are hired on a semester basis, so they should maintain PQ status every semester they are seeking employment in the Marketing Department.

Maintenance of PQ Status

AACSB requires continuous development activities that demonstrate the intellectual capital (or currency in teaching field) consistent with the teaching responsibilities. Professionally qualified faculty may maintain this designation by satisfying any one of the following activities.

1. The faculty member continues to work full or part time in the position held at time of hire or a position of equivalent or greater responsibility, or
2. The faculty member actively provides consulting services to clients that are documented with the school. Affiliate faculty are expected to provide documentation of consulting activities that would be considered the equivalent of part time employment, or

3. The faculty member engages in professional development with a minimum of two Classification III scholarly activities per year or sufficient scholarly activities that would maintain AQ status if that faculty member had the appropriate academic preparation.

4. For PQ faculty, Classification III activities can also include active board participation in either for profit or non profit organizations, active participation in related professional organizations, or other activities that enhance or maintain PQ qualifications as approved by their Department Chair and the Dean.