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Hankamer School of Business

Standards for Tenure-Track Faculty Appointment, Tenure, Promotion, Annual Reviews and Merit Pay

Marketing Department

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VISION

The accelerating speed of life in our global economy molds customers to desire, demand, and expect frictionless buyer-seller experiences that facilitate attainment of important life goals. Superior customer support, communication, and assortments of high quality, readily-available product/service options personalized to individual needs merely characterize the entry requirements to compete in many industries. Focus has shifted from transactions to relationships and long-term value—from both the buyer and seller points of view. In many ways, technology shifts the power from sellers to buyers, as buyers can sort through purchase options by price, product features, distribution channels, and brands with a few strokes of a keyboard. In the same way, sellers have the opportunity to provide relationship value by providing one-on-one communication and support via the same technology. Importantly, trust in buyer-seller relationships is increasingly seen as the vital element driving successful businesses.

The Marketing Department of the Hankamer School of Business at Baylor University has a unique opportunity in today's environment. We, like other believers in Jesus Christ, have the awesome opportunity and responsibility to seek ways to integrate our faith into our instruction, research and service. Based upon the God-given resources and abilities of our faculty, we seek to focus our efforts in leading marketing academics, professionals, and managers globally in advancing theory, knowledge and application in the field of marketing and interrelated disciplines.

Marketing Faculty are encouraged to apply individual interests and abilities in scholarly endeavors in ways Marketing Faculty at other highly respected business schools readily recognize as excellent.

Mission

At its origins (cf., Middle English and Medieval Latin), the title of “professor” derives its meaning as one who takes a vow, affirming one’s belief in an open declaration of the principles for which the *professor* stands. We, the Marketing Faculty in the Hankamer School of Business at Baylor University, embrace the responsibility not only to profess what others have found to be true, but also to personally commit ourselves to searching for truth and professing it. The role of the professor, then, is to

- a. search for truth in scholarly research,
- b. profess truth in marketing as we teach by innovative and effective means that give evidence of our commitment to share what we have learned, and
- c. serve the university with our colleagues in a way that facilitates the goals of the university.

To effect change in the world we, the faculty, must exhibit ongoing change to continuously seek to enhance our contribution to Baylor’s mission. Stagnation in any function (research, teaching, and service) is never seen as an option, as we each seek to show ourselves approved according to our calling as a *professor* at Baylor University. Furthermore, we take seriously our responsibility as role models to students, colleagues, administrators, and all of our stakeholders to excel in all areas for which we are remunerated by Baylor University in [keeping with Baylor’s values](#).

The Role of Service, Research, and Teaching in Achieving the Vision

Tenure, promotion, and merit pay decisions are based on activities and accomplishments that contribute to our department's overall goal and mission. Consistent with the University's tenure and promotion policy, tenure and promotion is granted after a thorough review of a candidate's qualifications and achievements in teaching, scholarship, service, and collegiality. In addition to objective indicators, factors such as the manner and method by which the individual pursues achievements, quality of teaching and research, likelihood of the individual's continuing to achieve stated goals, and the likelihood of the individual's engaging in activities that benefit the workings of the department and school as well as the person as a whole are considered. High quality teaching, service activities, and collegiality, while required for tenure and promotion, will not be sufficient to obtain tenure and promotion absent evidence of sufficient scholarly activity. Likewise, high quality scholarship will not be sufficient for tenure and promotion without high quality teaching, appropriate service, and collegiality. Tenure is not a reward for a faculty member's past accomplishments. Tenure is granted based on a candidate's potential for future high-quality scholarship, teaching, service, and collegiality. Tenure and promotion are awarded for faculty members' possessing a strong potential for continued excellence in scholarship, teaching, service, and collegiality.

Service, by definition, implies giving of oneself for the good of others. All members of this unit are expected to serve one another within the department, the school, and the university in such a way that the whole can function efficiently. Individuals are expected to serve their community and church with active involvement in a local faith community. Individuals are not expected to serve in ways that detract from their own productivity in the unit or from higher personal priorities related to family and faith but are to do so in ways that they enjoy and that take advantage of their special abilities and interests. Collegiality, referring to collaboration and constructive cooperation among faculty members, is an important component of service. Service to the academy that elevates the reputation of the department and school is also an important component of service. Service is something one does to facilitate goal achievement in the unit, school, or university. Extensive service beyond one's fair share is *not* a means or end one seeks to merit reward within the unit as a substitute for research or teaching.

With respect to **Teaching**, the Marketing Faculty affirms our responsibilities as outlined by the AACSB.¹ With administration and staff of the school, we share the responsibility to:

1. Be catalysts for innovation in driving new business creation and economic development.
2. Co-create knowledge at the intersection of academia & practice.
3. Serve as hubs of lifelong learning.
4. Develop leaders who support ethical business and serve the common good.
5. Enable global prosperity by developing insights for organizations with frameworks producing positive impact.

As individual faculty members, we agree to:

6. Operate with integrity in dealings with students and colleagues.
7. Keep our own knowledge current with the continuing development of our teaching disciplines.

¹ These responsibilities are taken directly from AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation (Revised version 1-01-06, p.18 and revised 2013 version, p. 57)

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8. Actively involve students in the learning process.
9. Encourage collaboration and cooperation among participants.
10. Ensure frequent, prompt feedback on student performance.

Marketing faculty members share responsibility in guiding students to find fulfilling careers based on selected courses, tracks, or majors within the Marketing Department such that students gain:

1. Mastery of marketing content: Understanding fundamental marketing concepts, theories, and principles in functional areas of marketing.
2. Application skills: Applying the knowledge, concepts, and tools of marketing to meet the realities and demands of the marketplace.
3. Creative problem solving: Developing creative, innovative solutions to emerging marketing problems.

Our department's reputation in teaching is essential to achieving our stated goals. Excellence in teaching will lead to our recognition as a department of distinction with our students; it will also lead to recognition with our community and corporate partners and members of the academy. Furthermore, excellence in teaching will enhance our ability to attract high-achieving majors and enhance the reputation of our department, the school, and university. Faculty who meet the needs of our students and corporate and community partners through creative teaching methods are highly valued.

Evidence of teaching excellence may be shown from multiple sources. Assessment of teaching includes, but is not based exclusively upon the following: excellent student evaluations; complete and creative course syllabi; examples of student projects and exams; evidence of new curriculum development; evidence of mentoring students; peer review assessments as stipulated in Policy for Peer Review of Teaching document developed by the business school's Faculty Development Committee; and honors, awards, and other special recognition.

Assumptions Regarding Scholarly Work

1. **Research is competitive by nature**, as is any other meaningful performance that differentiates organizations and individuals. While an athlete may take personal pride in the level of his or her individual performance, it is only by comparing one's performance with the performance of others that we gain an understanding of quality. In the end, the market within which we compete determines the value of our research.

2. **Multiple paths exist to successful competition.** Just as competing businesses and organizations within the same market environment choose alternate paths to success, not all members of this unit must follow one path. In the same way that flexibility and empowerment characterize successful organizations in global markets, we encourage faculty members to creatively fulfill unit, school, and university goals in ways that provide faculty with self-motivation to excel as scholars.

Faculty Scholarship Expectations

Background on Basic Scholarly Research

Tables 1-3 in the Appendix provide a current list of reputable journals that will be targeted by the Marketing Faculty. This listing is based upon the selective convergence of data found in the ABS Journal Rankings (2018), Hult *et al.* (2009), Web of Science Impact Factor, and the SJR Indicator from Scopus.

Four A+ premier marketing journals remain the “gold standard” in terms of familiarity and prestige: *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Consumer Research*, and *Marketing Science*. Comparable impact and prestige have solidified the following as A-level premier journals: *Journal of Academy of Marketing Science*, *Journal of Consumer Psychology*, *Journal of Service Research* and the *Journal of Retailing*. Aligned with the university’s goal to achieve Research 1/Tier 1 status, we seek to enhance the university’s academic reputation by targeting premier and highly regarded journals. Journals outside of marketing with similar impact factors are highly valued as complementary to one’s developing a national reputation in the field of marketing.

Quantity is of importance only as a general indicator of regular activity. Of more significance is the quality of the contribution to the new knowledge in the field. This is clearly evidenced by the prestige and impact of the journal in which the research appears. All guidelines for number of publications are based on standards that will clearly promote our department as one of distinction in research excellence.² The department determines the relative weight given to various types and forms of scholarly activity. For reappointment, promotion, and tenure all faculty are expected to have a number of substantive works accepted for publication or under review. See Table 5 for data related to comparison departments.

Tenure-track Faculty Expectations

ANNUAL GOAL SETTING

Each calendar year each faculty member will prepare a set of goals in each evaluation area, as applicable to one’s workload assignment. These goals should include measurable outcomes to indicate goal achievement. The faculty member and department chair will discuss the appropriateness of these goals for the coming year during the annual performance evaluation review.

Annual Reviews (tenure-track and tenured professors): Annual evaluations provide direction and accountability as each faculty member seeks to achieve personal scholarship goals with respect to producing research publishable in targeted and accepted marketing journals (or equivalents in related fields).

Given the submission-to-acceptance timeline for highly regarded journals (>12 months), faculty are encouraged to maintain portfolios of new, working, and completed manuscripts. The faculty acknowledges that individuals who gain acceptance at high level journals such as the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Consumer Research*, and like-quality journals have devoted substantial time and effort beyond that required for lower-level journals. The faculty recognizes that a superior or excellent evaluation for research productivity in any one year is the product of the faculty member’s effort for more than the prior year. Consequently, individual goals are best geared toward at least two-year objectives.

² Using data from the Financial Times Top 100 schools, Seggie and Griffith (*Journal of Marketing* 2009) report that successful promotion/tenure candidates from the top 10 schools published on average .57 articles per year in the top four journals, schools in the 11th-20th range .47 articles, schools in the 21st-40th range .47, and schools in the 41st-70th range .26. This translates into essentially 2-3 (2.85 to 2.3 on average) articles in our top 4 journals at tenure for successful candidates in the top 40 schools and 1-2 articles (1.3) for successful candidates at schools ranked 41st- 70th. Baylor does not appear in the Top 100 schools.

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As the university and the school aim to meet *Pro Futuris* and *Illuminate* goals, faculty members may have varying teaching and research expectations. The **guidelines** (see Table 4: Guidelines in Appendix) allow faculty members to be evaluated according to their progress in reaching individual and department goals with respect to the time they have to devote to research and teaching. Tenure-track faculty should not seek (and will not receive) non-research loads that may prevent production of scholarship of the quality and pace expected to achieve university, school, and department goals.

At a minimum tenured or tenure-track faculty member in the Department of Marketing should maintain either Scholarly (SA) or Practice Academic (PA) status within the Hankamer School of Business. As indicated in the HSB Standards for AACSB Faculty Qualifications policy, maintaining a Hankamer SA classification requires one Peer-Reviewed-Journal-Equivalent (PRJE) article or two other types of intellectual contributions (ICs) within a rolling five-year interval by a faculty member on a full 4-4 teaching load. A faculty member who is granted released time for research (3-3 load or less) requires two PRJE article publications during a given five-year period to maintain SA status.

Based upon scholarly productivity in premier journals and other highly respected journals and equivalents in related fields, tenure-track assistant professors will be evaluated on the basis of their progress toward gaining an emerging national reputation. In each year leading up to tenure, the tenured faculty will assess progress being made towards tenure and will make a recommendation as to whether or not the candidate should continue on tenure track. A list of journals is provided in Tables 1-3. In Table 1, journals are ordered by ABS rating and their corresponding Hult et al. (2009) rank. ABS rating ranges from a high of 4* to a low of 1 (4*, 4, 3, 2, 1). Table 2 provides a list of journals ordered by most recent Article Influence Score (2017) from *Journal Citation Reports* (JCR) and Clarivate Analytics. Table 3 provides a list of journals ordered by most recent SJR Indicators (2018) from the Scopus database. Each journal list is intended to provide evidence of general journal quality. Journals not included in Tables 1-3 with similar ABS ratings and impact are considered equal in value to those contained here.

A variety of avenues exists to develop an emerging national reputation through scholarly contributions:

- The acceptance of two articles over a six-year period (or one in a 3-year period) in A+ premier journals such as the *Journal of Marketing*, *Journal of Consumer Research*, *Journal of Marketing Research*, *Marketing Science* or like-quality journals provides unequivocally clear evidence of scholarly excellence.
- The acceptance of one article over a six-year period in A+ premier journals such as the *Journal of Marketing*, *Journal of Consumer Research*, *Journal of Marketing Research*, *Marketing Science* or like-quality journals along with a focused stream of research (five or more articles total) with two or more articles in A-level premier journals provides unequivocally clear evidence of scholarly excellence.
- The acceptance of three or more articles over a six-year period (or two to three in a 3-year period) in A-level premier journals provides clear evidence of scholarly excellence.
- The acceptance of eight or more articles over a six-year period (or four in a 3-year period) in highly respected journals* may provide evidence of scholarly excellence. (*see list of ABS journals rated as 3 or above).

The specific number of publications required for tenure/promotion is a function of the significance of the work, the number of authors, the candidate's contribution to the articles relative to any co-authors, and the quality of the journals. As a department we recognize it is more than likely that to

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achieve publications in our most highly respected journals faculty will co-author articles on a regular basis. Implicit in these expectations is that the faculty member is teaching a 2-2 load with limited preparations.-

External Review. A tenure candidate's tenure/promotion packet will be submitted to outside reviewers for evaluation. The candidate will be allowed to provide input into the selection of the external reviewers, e.g., nominating and commenting on possible reviewers. The chair will obtain at least three outside reviewers. Candidates will not be involved in the selection or know the identity of the reviewers selected.

Associate to Full Professor: Based upon scholarly productivity in highly respected marketing journals (or their equivalents in related fields), Associate Professors seeking promotion to the rank of Professor will be evaluated on the basis of their attainment of a national reputation. Attainment of substantive external funding leading to excellence in scholarly productivity contributes to the candidacy for promotion to Full Professor.

Similar to the situation with regard to tenure, a variety of avenues exist to gain a national reputation. The faculty acknowledge that acceptance of articles since achieving tenure in journals such as the *Journal of Marketing*, *Journal of Consumer Research*, *Journal of Marketing Research*, *Marketing Science* or like-quality journals provides unequivocally clear evidence of scholarly excellence. Again, we recognize that a variety of avenues exist to gaining a national reputation that may include consistent productivity in premier, highly regarded and respected journal outlets in the eight or more years since gaining tenure.

According to the University's Promotion Policy Document BU-PP 702 (2007), an individual promoted to the rank of Professor should:

... have established a distinguished record of excellence in teaching and mentorship and should also have produced a body of research and/or creative work that is recognized as excellent by authorities in the field who are in highly esteemed programs at notable institutions. Moreover, the faculty member should have compiled an appropriate record of activity in pertinent professional organizations and service to the university and community.

Candidates for promotion to the rank of Professor who have served in administrative capacities as associate professors are not expected to receive special consideration in lieu of scholarly output. Rather, a candidate with significant administrative responsibilities should be provided a sufficient reduction in teaching load to permit time for continued research and other scholarly activities necessary to earn the rank of Professor.

Endowed positions. In view of the prestige and expectations associated with an endowed position to enhance a department's reputation, faculty members holding endowed positions will be reviewed every five years by the Department Chair and the Dean. Endowed positions with reduced teaching loads similar to those for new tenure-track hires (2-2-0) will have similar scholarly expectations.

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Appendix: Research

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**Table 1:
Journal ABS Rating and Hult et (2009) Rank**

Publication:	ABS Rating	Hult et al (2009) Ranking
Journal of Marketing	4*	1
Journal of Marketing Research	4*	2
Journal of Consumer Research	4*	3
Marketing Science	4*	4
Journal of the Academy of Marketing Science	4*	5
Management Science	4*	8
Journal of Consumer Psychology	4*	10
Journal of International Business Studies	4*	21
Journal of Retailing	4	7
Intl Journal of Research in Marketing	4	9
Journal of Service Research	4	19
Journal of Product Innovation Management	4	23
Harvard Business Review	3	6
Marketing Letters	3	11
Journal of Business Research	3	13
Sloan Management Review	3	14
Journal of Advertising	3	15
European Journal of Marketing	3	16
Psychology and Marketing	3	17
Journal of Public Policy and Marketing	3	18
Journal of Advertising Research	3	20
Industrial Marketing Management	3	22
California Management Review	3	24
Journal of International Marketing	3	26
Journal of Interactive Marketing	3	27
International Marketing Review	3	28
Journal of Business	3	29
Quantitative Marketing and Economics	3	30
Journal of Business Ethics	3	36
Decision Sciences	3	39
Business Horizons	3	41
Advances in Consumer Research	2	12
Journal of Marketing Management	2	25
International Journal of Market Research	2	31
Journal of Business-to-Business Marketing	2	32
Journal of Business & Industrial Marketing	2	33
Journal of Personal Selling & Sales Mgmt	2	34
Journal of Economic Psychology	2	37
Journal of Services Marketing	2	38
Journal of Marketing Education	2	43
Journal of Consumer Affairs	2	46
Journal of Business Logistics	2	47
Journal of Marketing Theory and Practice	2	48
Journal of Consumer Marketing	1	40
Journal of Global Marketing	1	44
Journal of Nonprofit & Public Sector Mktg	1	49
Services Marketing Quarterly	1	50
Marketing Management	N/A	35
AMA Summer/Winter Proceedings	N/A	42
Journal of Consumer Policy	N/A	45

* Hult et al. (2009) Global Edge Business Review.

**Publications in journals in other fields with comparable ASB rankings and citation levels are accepted and encouraged. Collaborative work with colleagues in other departments that leads to publication in similar highly regarded journals (4*/4) in their respective fields is also encouraged.

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Table 2: Marketing Journals Ranked by Most Recent Article Influence Score from Web of Science (Journal Citation Reports – Clarivate)

Rank	Full Journal Title	Total Cites	Journal Impact Factor	5-Year Impact Factor	Eigenfactor Score	Article Influence Score
1	JOURNAL OF MARKETING	24,133	7.338	9.592	0.011	3.58
2	JOURNAL OF MARKETING RESEARCH	18,792	3.854	5.678	0.013	3.27
3	MARKETING SCIENCE	6,365	2.794	3.918	0.009	2.606
4	JOURNAL OF CONSUMER RESEARCH	18,980	3.535	6.022	0.012	2.466
5	JOURNAL OF THE ACADEMY OF MARKETING SCIENCE	10,015	8.488	9.81	0.007	2.333
6	JOURNAL OF CONSUMER PSYCHOLOGY	4,388	2.809	4.427	0.007	1.957
7	JOURNAL OF INTERACTIVE MARKETING	3,174	3.864	9.472	0.003	1.944
8	JOURNAL OF SERVICE RESEARCH	4,093	6.842	7.099	0.003	1.649
9	JOURNAL OF RETAILING	7,053	5.48	5.53	0.004	1.411
10	INTERNATIONAL JOURNAL OF RESEARCH IN MARKETING	3,619	2.593	3.289	0.004	1.19
11	JOURNAL OF PRODUCT INNOVATION MANAGEMENT	5,988	4.305	4.926	0.006	1.037
12	JOURNAL OF ADVERTISING	3,905	2.88	3.846	0.002	0.779
13	JOURNAL OF INTERNATIONAL MARKETING	1,838	3.6	4.68	0.001	0.737
14	JOURNAL OF PUBLIC POLICY & MARKETING	1,770	2.179	2.4	0.001	0.687
15	MARKETING LETTERS	1,969	1.35	2.08	0.002	0.676
16	INDUSTRIAL MARKETING MANAGEMENT	8,498	3.678	4.488	0.006	0.63
17	JOURNAL OF BUSINESS RESEARCH	18,955	2.509	3.689	0.017	0.613
18	PSYCHOLOGY & MARKETING	4,767	2.023	2.631	0.003	0.579
19	Marketing Theory	1,603	2.466	3.564	0.001	0.549
20	INTERNATIONAL MARKETING REVIEW	2,373	2.6	3.446	0.001	0.547
21	JOURNAL OF ADVERTISING RESEARCH	2,689	2.328	2.709	0.001	0.527
22	International Journal of Advertising	1,424	2.494	2.475	0.001	0.511
23	Journal of Consumer Behaviour	1,642	1.659	2.27	0.001	0.441
24	Consumption Markets & Culture	674	2.232	2.197	0.001	0.438
25	Journal of Services Marketing	3,093	2.408	2.817	0.002	0.435

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Table 3: Journals Ranked by SJR (Scimago Journal Rank – Scopus)

Rank	Title	SJR	H Index	Cites/Doc. (2 years)
1	Journal of Marketing	8.616	208	7.78
2	Journal of Marketing Research	7.819	141	4.44
3	Marketing Science	7.580	108	3.08
4	Journal of Consumer Research	5.856	146	3.83
5	Journal of the Academy of Marketing Science	4.614	139	5.72
6	Journal of Service Research	5.250	97	7.13
7	Journal of Interactive Marketing	3.400	82	4.27
8	Journal of Retailing	3.147	111	5.89
9	Journal of Consumer Psychology	3.048	84	2.73
10	International Journal of Research in Marketing	2.528	86	2.78
11	Journal of Advertising	2.251	85	2.82
12	Industrial Marketing Management	1.663	106	3.64
13	Journal of International Marketing	1.568	73	3.87
14	Journal of Public Policy and Marketing	1.328	60	2.24
15	International Journal of Advertising	1.282	35	2.44
16	Psychology and Marketing	1.261	90	2.2
17	Journal of Business Research	1.260	144	2.67
18	Journal of Retailing and Consumer Services	1.216	57	3.07
19	Marketing Theory	1.200	44	2.33
20	Marketing Letters	1.157	55	1.44
21	Journal of Marketing Communications	1.074	34	1.42
22	Journal of Marketing Theory and Practice	1.056	35	1.61
23	Journal of Services Marketing	1.036	81	2.54
24	International Business Review	1.012	73	2.63
25	Journal of Product and Brand Management	0.993	64	2.81
26	European Journal of Marketing	0.971	71	1.56
27	Consumption Markets and Culture	0.938	19	2.74
28	Journal of Marketing Management	0.924	41	2.6

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29	International Marketing Review	0.895	71	2.87
30	Journal of Advertising Research	0.870	71	1.93
31	Journal of Personal Selling and Sales Management	0.85	55	1.89
32	International Journal of Retail and Distribution Management	0.742	61	2.42
33	Journal of Macromarketing	0.724	44	1.58
34	International Journal of Consumer Studies	0.688	50	1.77
35	Journal of Consumer Marketing	0.664	79	1.56
36	Journal of Marketing for Higher Education	0.659	24	1.2
37	Journal of Business and Industrial Marketing	0.652	55	1.94
38	Journal of Brand Management	0.640	33	1.35
39	Journal of Marketing Education	0.632	44	1.77
40	Journal of Current Issues and Research in Advertising	0.626	27	1.35
41	Journal of Strategic Marketing	0.585	39	1.57
42	Review of Marketing Research	0.579	14	0.94
43	Journal of Social Marketing	0.529	16	2.1
44	Marketing Intelligence and Planning	0.518	55	1.51
45	Journal of Research in Interactive Marketing	0.484	24	1.81
46	International Review of Retail, Distribution and Consumer Research	0.440	16	1.34
47	Social Marketing Quarterly	0.430	21	0.85
48	International Journal of Market Research	0.393	43	0.84
49	Journal of Marketing Channels	0.367	16	0.6
50	Journal of Nonprofit and Public Sector Marketing	0.357	23	1.06
51	Advances in Consumer Research	0.162	19	0.04

Table 4: Guidelines for Evaluations & Tenure/Promotion

Annual evaluations: In addition to the service component, faculty annually teaching 8-10 courses (4/4/0-2; fall/spring/summer) will be evaluated primarily on teaching. Faculty on 4/4/0-2 loads are expected, however, to show some evidence of scholarly output or professional activity (e.g., instructional development, faculty development, or other professional activities) in keeping with AACSB professional or academic qualification requirements. In addition to the service

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component, faculty teaching fewer than 8 courses will be evaluated with respect to the following weights:

- 6 = 80/20 teaching/research
- 4 or less = 50/50 teaching/research

Notes on Intellectual Contribution to Teaching and Learning, Applied or Integrative/Application, & Basic or Discovery Scholarship

Basic or Discovery Scholarship is directed toward increasing the knowledge base and the development of theory.

Applied or Integrative/Application Scholarship draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve real-world problems and/or issues associated with practice.

Teaching and Learning Scholarship explores the theory and methods of teaching and advances new understandings, insights, content, and methods that impact learning behavior.

AACSB requirements note that intellectual contributions should meet two tests:

1. Exist in public written form, and
2. Have been subject to scrutiny by academic peers or practitioners prior to publication.

According to ACCSB, examples of Intellectual contributions can include, but are not limited to:

- Peer-reviewed journal articles (discipline-based scholarship, contributions to practice, and/or learning and pedagogical research);
- Research monographs;
- Scholarly books;
- Chapters in scholarly books;
- Textbooks;
- Proceedings from scholarly meetings;
- Papers presented at academic or professional meetings;
- Faculty research seminars;
- Publications in trade journals;
- Book reviews;
- Published cases with instructional materials;
- Technical reports related to funded research projects;
- Instructional software that is widely used;
- Publicly available materials describing the design and implementation of new curricula or courses.

Conferences/Proceedings. Participation in conferences is encouraged as an important aspect of faculty development. With possible exceptions, however, proceedings and presentations are generally a means to receive feedback on working papers, rather than the final resting place of one's academic output. Faculty may provide some evidence of ongoing scholarly activity through participation and presentations at international, national, and regional conferences.

Textbooks. Textbooks are primarily instructional contributions—although they may provide useful frameworks or novel ways of integrating ideas/issues and bring recognition to the author(s) and the university. Textbooks are not

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considered to make the intellectual contribution of journal articles. The expectation is that faculty can write such textbooks while continuing scholarly productivity in journals.

Scholarly Monographs: A single-authored monograph of substance is worth roughly its length in comparable peer-reviewed articles, assuming comparable level and content. The content should be original and contribute new insight rather than merely being a review of existing knowledge as one would expect to find in a textbook. The prestige of the press may be a contributing factor in assigning value. Jointly authored monographs and edited works are evaluated proportionately.

Trade/Magazines/Newspaper publications and presentations. Dissemination of applied practical research or expertise to industry and popular press outlets is seen as a consequence of the professor gaining a national reputation in his or her field. These venues for dissemination are recognized as valid outlets for applied knowledge but do not carry weight equivalent to refereed publications in targeted or accepted journals.

Education/Instruction/Pedagogy publications and presentations. Dissemination of *research* regarding instruction and education processes in relevant and heavily cited journals, such as those in education (e.g., *Journal of Educational Psychology*) or communication (e.g., *Communication Research*) and the like will be considered highly regarded scholarly research. Dissemination of teaching techniques, case studies, or other descriptive studies provides evidence of teaching prowess and will be evaluated accordingly.

Co-authorship: Single authorships provide a signal of significant scholarly effort. Within the marketing discipline, however, multiple-authored articles are more common than single authorships. Our research indicates that single-authored manuscripts rarely appear in highly ranked journals and are more prevalent in the lowest ranking journals (see attached study, Table 6 in this appendix). Given the efficiency of blending skill sets, the benefit of counsel and guidance (Proverbs 15:22, 27:17), the relative ease with which relative contribution to articles can be ascertained via inquiry of co-authors, and the interdisciplinary nature of the marketing field, co-authorship is encouraged. Faculty with clear research agendas are expected to lead and shepherd colleagues in the research process.

Policy for Peer Review & Evaluation of Teaching

Evaluation of Junior Faculty

Visitations and Discussions of Teaching and Pedagogy

In order to shape and monitor the progress of junior faculty members with respect to teaching, this document outlines the processes for departments to provide mentoring and evaluation from tenured faculty. Importantly, this process is intended to provide information beyond student evaluations that will aid tenure faculty in guiding and evaluating the teaching performance of junior faculty.

Process & Timing. The teaching performance of a junior faculty member will be observed for five semesters prior to the end of the faculty member's first three years in a tenure-track position. Junior faculty members will be observed at least annually in years four through six in a tenure-track position. The following outlines the process for each junior faculty member:

- For each of the first five semesters, the department chair will appoint a senior departmental faculty member (different senior faculty each term) to

Key Summary:
--One peer
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observe the junior faculty member.

- The senior faculty member will meet with the instructor to discuss class objectives for a specific class date for one course and to arrange to visit that class.

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- The junior faculty member and departmental colleague will meet prior to the class visit to discuss pedagogy, syllabi, objectives, and planned activities (see attached form).
- During the teaching of the class, the senior faculty will use the attached evaluation form to record his/her remarks.
- Immediately or shortly after the class visit (within three days), the instructor and faculty colleague will meet to discuss their respective thoughts and comments regarding the class under discussion.
- The first three semesters are developmental in purpose. From that point forward, the colleague review process is used by the chair for evaluative purposes.

Note: Faculty hired with credit toward tenure will be treated as if they have served those years at Baylor and have already passed through developmental stages. Consequently, all colleague visitations are evaluative in nature.

Optional Student Input into Evaluation

Junior faculty may request that the senior faculty member collect the following information from students on the day of the peer evaluation.

At the end of each class at which a visitation occurs, students will be asked to write a “one minute paper” using the following questions as a framework:

- a) What new concepts (ideas, skills) were you introduced as a part of today’s class?
- b) What were the most important concepts (ideas, skills) covered in today’s class?
- c) What concepts, ideas, skills did you find unclear or puzzling and why?
- d) Did you prepare for class before coming to class? If so, how?

If requested, these papers may be collected and reviewed by the senior faculty member for the purpose of completing the evaluation and to serve as a balanced check on one’s observation. The student responses will also be made available to the junior faculty member in the following semester if requested. The junior faculty member may choose to have the student responses filed with the evaluation for the chair to review.

<p>Key points: Class input (1) is used to balance perceptions of the senior faculty member (2) provides information different from student evaluations and (3) may be available for departmental review.</p>

Annual Conference and Goal Setting

Years 1-2

- **Annual conference.** At the end of each of the first two years of a given three-year evaluation period, the instructor, colleagues participating in visitations, and the chair will meet to discuss the instructor’s pedagogy as well as his/her teaching experience of the past year.

- During the conference, participants will identify the instructor’s strengths and will discuss goals for the continued development of the instructor’s teaching during the coming year.

Time of Colleague Review	Purpose	#
Fall 1 st year	Developmental	1
Spring 1 st year	Developmental	2
Fall 2 nd year	Developmental	3
Spring 2 nd year	Evaluative	4
Fall 3 rd year	Evaluative	5
Fall or Spring 4 th year	Evaluative	6
Fall or Spring 5 th year	Evaluative	7
Fall 6 th year	Evaluative	Final

- The purpose and content of this conference are to be developmental, rather than evaluative, in nature.

Year 3

- At the conclusion of the fifth semester of colleague reviews, colleagues participating in visitations, and the chair will meet to discuss the instructor’s pedagogy and teaching effectiveness.
 - During the conference, participants will identify the instructor’s strengths and will discuss goals for the continued development of the instructor’s teaching during the coming year.
 - This meeting occurs prior to pre-tenure review in March.
- The goal of this conference, while still meant to aid in developing teaching expertise, is primarily evaluative in nature.
- The chair submits the colleague evaluation reports and a summary evaluation that becomes part of the tenure review notebook.
- The junior faculty member may also choose to submit statements to the chair regarding the evaluation process and the outcomes.

Years 4-6

- The same process is followed as in year three, but only one colleague evaluation per year is required.
- The chair annually submits a colleague evaluation report (Departmental Evaluation Form(s)) and a summary evaluation that becomes part of the tenure review notebook.

Assessment of the Evaluation Policy

Department members will review the effectiveness of the evaluation policy and the policy’s implementation throughout the process. We will explore strengths and weaknesses of the existing policy and process at each annual meeting with the junior faculty, as well as the ways in which both can be improved.

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Departmental Teaching Evaluation Form

(Part One: to be completed by the instructor)

Instructor Name:

Date:

Course Name:

Course Type (i.e., GE, Business Core, Major Core, Electives)

Course Enrollment:

Topic for the Day:

Pedagogical Goals:

1. What do you intend your students learn today?
2. How do today's objectives fit into the overall course?
3. How important are these objectives relative to the goals sought for the degree?
4. How should students be able to apply or utilize this concept?

Methods:

1. What techniques will you use to achieve your goals?
2. What activities will you employ to achieve your goals?
3. How will you assess your success at achieving your goals?

(Part Two: to be completed by the faculty colleague)

Colleague Name:

1. What strengths did you perceive and observe
 - a) with regard to the instructor's goals?
 - b) with regard to the instructor's methods?
2. What are the points for development and improvement
 - a) with regard to the instructor's goals?
 - b) with regard to the instructor's methods?

Overall evaluation:

Does not meet minimal expectations

Meets some minimal standards but is performing at less than satisfactory level

Is satisfactory

Is clearly above satisfactory level

Is superior

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Student Input

Please take a minute or two to tell us about today's class. Your responses will not be available to the instructor of this course until the following term.

- a) What new concepts (ideas, skills) were you introduced to in today's class?

- b) What were the most important concepts (ideas, skills) covered in today's class?

- c) What concepts, ideas, skills did you find unclear or puzzling and why?

- d) Did you prepare for class before coming to class? If so, how?