

**DEPARTMENT OF MARKETING  
ILLINOIS STATE UNIVERSITY  
DFSC POLICIES, PROCEDURES, AND EVALUATIVE CRITERIA**

**January 1, 2020 – December 31, 2020**

**(Approved by Marketing Department Faculty**

**November 17, 2000, final revision December 15, 2000, revised August 30, 2004, revised April 21, 2007, revised November 20, 2008, revised October 22, 2009, revised November 10, 2011, revised December 16, 2011, revised December 4, 2014, revised October 15, 2018, revised October 31, 2019)**

The Department of Marketing Faculty Status Committee (DFSC) will conform to the Illinois State University Appointment, Salary, Promotion, and Tenure Policies in effect beginning with the January 1, 2019 evaluation period regarding appointments, dismissals, contracts, merit ratings, salaries, promotions, and tenure. Where any DFSC policies and procedures regarding appointments, dismissals, contracts, merit ratings, salaries, promotions, and tenure are not specifically set forth in this document, the DFSC shall adopt the general policies and procedures on such matters as set forth by the University (ASPT) and College of Business (CFSC) guidelines.

**I. DFSC MEMBERSHIP, ELECTIONS, TERMS, AND PROCEDURES**

The DFSC shall consist of three elected faculty members from faculty holding rank in the Department of Marketing and the Chairperson of the Department.

- A. The tenured and probationary tenured faculty will elect DFSC members annually, by secret ballot by May 1.
- B. The length of service for DFSC members shall be for staggered terms of two years each. No faculty member may serve more than two consecutive terms on the Committee.
- C. A majority of DFSC membership shall be tenured Department of Marketing faculty.
- D. Any untenured faculty member shall not be elected to a term that coincides with the year in which the DFSC is considering the individual for tenure.
- E. Nominations shall be by self or other. In order to appear on the ballot, nominees must personally verify their willingness to serve if elected.
- F. The ballot shall list candidates in alphabetical order (last name first). Voters may choose to mark the space next to all candidates, some of the candidates, or none at all.
- G. To be elected, a candidate must receive a number of supportive votes equal to or exceeding a simple majority of eligible voters. Given this, when a position is to be filled, the faculty member receiving the largest number of votes will be elected. Ties will be broken by lot.
- H. Mid-term vacancies shall be filled by election as specified above. The candidate receiving the majority of votes from those casting votes shall be elected. The newly elected member shall serve to the end of the uncompleted term. The newly elected member may serve up to two additional consecutive terms on the DFSC.

- I. The evaluation and recommendation process for Marketing faculty elected to serve on the Marketing DFSC shall be to: (a) preclude DFSC members from evaluating themselves for promotion reviews -- as well as preclude such members from participating in any evaluative discussions about their own candidacies; and (b) disallow DFSC members from any group discussions and performance evaluations of their own annual performance.
- J. The Marketing department shall review the DFSC document each year by October 1. Any suggested changes shall be voted on by the tenured/tenure track faculty in the Marketing department, with any changes passed by faculty number of supportive votes equal to or exceeding a simple majority of eligible voters forwarded to the CFSC by October 15.

## **II. RESPONSIBILITIES OF THE DFSC**

The primary responsibilities of the DFSC will be to collect information and make recommendations regarding:

- A. *Appointment Policies*
- B. *Pre-tenure Reappointment*
- C. *Annual Performance Evaluation*
- D. *Annual Salary Increments*
- E. *Recommendations for Promotion*
- F. *Recommendation for Tenure*
- G. *Recommendation for Post-tenure Review*
- H. *Recommendation for Dismissal*
- I. *Appeal Process*

## **A. *Appointment Policies***

1. The departmental ad hoc search committee, led by of the Departmental Chairperson and also composed of at least three (3) faculty members holding rank in the Department of Marketing, is responsible for the recruitment of potential faculty members. The department chair will seek volunteers to vie for service on the search committee.
2. The search committee shall be responsible for reviewing and selecting an initial pool of applicants for review. The initial screening of applicants shall be done typically through the review of curriculum vitae. Once the initial screening of applicants has been determined, the search committee will interview applicants typically through screening telephone interviews and/or personal interviews (i.e. at National or regional professional meetings).
3. The search committee shall be responsible for determination of candidates to be invited for campus visits. Once the list of candidates has been determined, all tenured and tenure-track faculty members shall be given the opportunity to review candidates' credentials.
4. After the candidates' campus visits, all tenured and tenure-track faculty members shall be afforded the opportunity to provide feedback to the search committee regarding the strengths of each candidate, and whether or not the candidate is an acceptable candidate for the position. In order to be deemed as acceptable, the candidate must be rated as acceptable by 2/3 of the tenured, tenure-track faculty who provide feedback on the candidate. Further, all tenured, tenure-track faculty members will be provided the opportunity to rank order the acceptable candidates.
5. The Search Committee will review all feedback and make final recommendations to the Chairperson. The Search Committee should recommend all acceptable candidates along with prioritization.
6. The Chairperson shall make the selection of the faculty hire based upon the feedback from the Search Committee.
7. All tenured faculty members shall be given the opportunity to respond to the proposed appointment on the Recommendation for Academic Appointment form.
8. Initial appointments of a probationary or tenured faculty member shall require approval of the majority of tenured faculty members and a majority of the members of the DFSC.

## **B. *Pre-tenure Reappointment***

Prior to a faculty member being reviewed for tenure, the DFSC shall provide to the faculty member written feedback regarding the faculty member's progress toward tenure and/or promotion. This feedback shall be based upon the faculty member's annual performance report and teaching course evaluations. The DFSC shall convene to discuss and recommend or deny reappointment. Letters to probationary faculty will explicitly state whether a faculty member *is* or *is not* making progress toward tenure and/or promotion. Procedures regarding termination of a non-tenured, tenure seeking faculty member are outlined below in Section G: Recommendation for Dismissal.

## C. *Annual Performance Evaluation*

### 1. **Guiding Philosophy**

The guiding philosophy of the Department of Marketing evaluation process is to motivate faculty to achieve goals consistent with the department mission. ***The mission of the Department of Marketing is to deliver high quality marketing and business teacher education to students and other constituencies. As part of this fundamental mission, it is considered important to create and disseminate knowledge as well as develop skills and competencies relevant to the personal and professional objectives of students and other constituencies.***

This mission is consistent with the mission statements of both the College of Business, and Illinois State University in that it emphasizes providing a premier educational experience. As in the College of Business, the Department achieves its mission through the efforts of faculty working to attain their individual goals in each area of responsibility including teaching, scholarly productivity, and service. A short description of performance expectations for a Department of Marketing faculty member includes:

- High Quality Teaching
- Active Scholarly Productivity
- Meaningful Service Contributions

In order to report their activities for an evaluation year, the faculty shall maintain a record of their accomplishments using the web-based software program, *Sedona*, and create an *Annual Report* to submit to the DFSC on or before January 5 of the year following the evaluation year. In addition, the faculty member should submit any supplementary materials he or she deems beneficial to the DFSC in making their review (e.g. curriculum vita, hard or electronic copies of journal articles, published during the evaluation year, teaching related materials, etc.).

### 2. **Characteristics of the Evaluation Process**

As mentioned above, the evaluation process is meant to motivate the faculty to reach goals consistent with the department mission. ***Thus the process has motivation as its main goal and should be viewed as a motivational system.*** The Department of Marketing hires highly qualified professionals. Therefore, evaluation practices appropriate to professionals should be employed by the DFSC. In managing creative professionals, companies such as 3M and IBM have found that the best approach is to set goals that are meaningful and can reasonably be achieved by all. Such a system directs and motivates high quality professional employees. It recognizes their good work without resorting to divisive ranking systems that may be based on small differences in imperfect indicators of performance. ***The idea of establishing a meaningful set of professional standards that can reasonably be expected of all faculty members and rewarding all of those who achieve that set of standards is a major part of the Department of Marketing Evaluation Process.*** As such, and consistent with the Illinois State University ASPT Policies, faculty shall be evaluated relative to departmental expectations. Faculty members shall be evaluated as:

- Satisfactory – the faculty member attained the department’s Professional Performance Standard.

- Unsatisfactory – the faculty member did not attain the department’s Professional Performance Standard.

Faculty are also expected to exhibit performance necessary to maintain their qualifications as defined by the Association to Advance Collegiate Schools of Business (AACSB) as either *Scholarly Academic* or *Practice Academic* or *Scholarly Practitioner* or *Instructional Practitioner*(SA or PA or SP or IP)(see Faculty Qualifications document in the Appendix).

***A second major aspect of the system is the flexibility to truly reward outstanding short and long-term performance.*** The current University ASPT system provides the DFSC an enhanced capability to reward outstanding performance of faculty through the discretionary raise pool (this pool consists of money available above and beyond the across the board increase).

Other major characteristics of the system include:

- a. Flexibility – As mentioned above, the system now gives more flexibility to the DFSC to reward current and long term performance. It also provides faculty more flexibility to work on whatever they find meaningful as long as they meet the annual expectations for professional performance. The need to compete based on quantity of activities accomplished will be reduced and faculty flexibility will be increased.
- b. Clearly Specified Standards – The profile of expectations for teaching, scholarly productivity, and service is presented below. It shall be discussed by the faculty and revised annually if greater clarity or changes are needed.
- c. Professionally Reasonable Standards – The profile of expectations demands high quality teaching, but does not overemphasize any given indicator of teaching performance, and it makes reasonable demands in terms of scholarly productivity and service.
- d. Discrete Standards – The system is discrete as opposed to relative in the sense that one faculty member’s reward is not dependent on how well other faculty members perform (as long as the minimum standards are achieved by all in each performance category).

### **3. The Process of Evaluation**

The evaluation process begins with a consideration of each faculty member’s accomplishments for the current year in comparison to the standards of professional performance expected in the department. Faculty shall report their current year accomplishments by providing the DFSC with a completed “Annual Report” (using *Sedona* or other College of Business approved electronic reporting program) and any support materials deemed necessary by the faculty member (e.g. an updated vita). Faculty members should also provide information related to any validating experiences with which they have been engaged during the performance evaluation period.

Is the faculty member’s profile of accomplishments consistent with the profile of department expectations? If so the faculty member is considered to have performed to departmental standards. Next, an examination of the profile is made to determine if the faculty member

has outstanding accomplishments this year, meaningful long-term accomplishments, or deserves an equity adjustment. Long-term accomplishments shall refer to a record of continuous service accomplishment, a programmatic research effort or a long-term program of pedagogy improvement, especially as they relate to the accomplishment of departmental, college, and university goals. Equity adjustment based upon market value refers to an assessment of the professor's salary relative to her/his market value. An adjustment is appropriate when the faculty member's salary is below her/his market value. Finally, written feedback is prepared for each faculty member. Feedback will state whether the faculty member has met the professional standards and notes salary adjustments for outstanding achievements, long-term accomplishments and equity. Developmental feedback is given when considered appropriate by the DFSC.

### Evaluation Weighting Options

The DFSC annual performance review shall be based on a ten-point scale for each faculty member. The objective of this rating is to provide an indication of how a faculty member's performance compares to their colleagues. There are no limits or restrictions as to the number of faculty members receiving any rating on this ten-point scale. Each performance category (Teaching, Scholarly Productivity, Service) will receive a separate numerical DFSC rating. See "Format and Approach to Arriving at the Annual Performance ratings - Synopsis of Numerical Analysis" for that procedure in the Appendix.

**Tenured Faculty Members Only:** Three different weighting methods of Teaching, Scholarly Productivity and Service are available to tenured faculty members. One method of the three is selected by each tenured faculty member at the start of the performance review year. The three different weighting methods are:

|                           | Teaching | Scholarly Productivity | Service |
|---------------------------|----------|------------------------|---------|
| Traditional               | 40%      | 40%                    | 20%     |
| Balanced                  | 34%      | 33%                    | 33%     |
| Teaching/Service Emphasis | 40%      | 25%                    | 35%     |

A tenured faculty member may select a weighting method different from the traditional method for the upcoming year at the time that Sedona Annual Reports are due January 5. If a tenured faculty member does not select a weighting method different from the traditional method, the traditional method will be used for the coming year. The annual performance letter will state the selected weighting method for the evaluation year, and the faculty member's weighting method for the coming year. A tenured faculty member can change their weighting method for the evaluation year by submitting a request for change at the beginning of the fall semester of the evaluation year. The request should be submitted to the DFSC no later than the first Monday of the fall semester.

**Non-tenured Faculty Members:** The traditional weighting method is used for all non-tenured faculty members.

**For all Faculty Members:** The overall evaluation rating (1 – 10) is the sum of a faculty member's weighted ratings in Teaching, Scholarly Productivity, and Service. Weighted

ratings are calculated by multiplying a faculty member's individual evaluation (1 – 10) in each performance dimension by the percentage weight in that dimension, as indicated in his or her plan for that year.

In addition to his or her individual overall rating, each faculty member will receive a summary report on the distribution of overall rating scores among the faculty (i.e., indicating how many faculty members received an overall rating in a given rating range on the ten-point scale).

To receive an overall performance rating of Satisfactory, a faculty member must meet the following criteria:

- a) Meet or exceed the minimum standard for teaching;
- b) Meet or exceed the minimum standard for active scholarly productivity or meet the College of Business's requirements to be considered as Scholarly Academic or Practice Academic qualified and;
- c) Meet or exceed the minimum standard for service.

#### **4. Professional Performance Profile**

In the Department of Marketing particular attention is given to achievement of a profile of high, balanced standards in teaching, scholarly productivity, and service. Indicators of high-quality teaching, active scholarly productivity, and meaningful service are many and have been exemplified in Appendix 2 of the Illinois State University Faculty Appointment, Salary, Promotion and Tenure (ASPT) document.

##### **a. High Quality Teaching Profile**

As established in the Department of Marketing's Strategic Plan, our mission is "To be the School of Choice for UG/MBA Marketing and Business Teacher Education in the Central U.S. We will be the school of choice for students, employers, and corporate partners through our teaching, scholarship, and outreach efforts." As such we recognize students and organizations who employ them as our most important constituents. Therefore, we value high quality teaching that prepares our students for their career choices and provide to those employing organizations a well-socialized, well-qualified employee.

##### **1. Expectations for Teaching**

- a) In general, High-Quality Teaching will mean that a faculty member is using appropriate course materials, staying current, using effective pedagogy that provides meaningful examples and experiences for students and is student-focused in being respectful of students, and attending to course management issues (e.g. meeting classes, and holding office hours).

Pursuant to these expectations, key examples of High-Quality Teaching would include many of the following. However, this is not meant to represent an all-inclusive list, nor infer that each and every activity must be achieved.

- ◆ Use of appropriate instructional materials
  - ◆ Professor attends to course management issues (i.e. Professor shows up for class, professor generally holds class for the full time period, professor holds appropriate office hours, etc.)
  - ◆ Use of teaching methods that reinforce life-long learning skills
  - ◆ Students achieving appropriate content goals for the courses taught
  - ◆ Students being exposed to business – real-world interactions or cases, simulations, etc. based on real situations
  - ◆ Use of experiential learning pedagogy
  - ◆ Student reactions to teaching performance
  - ◆ Participation in a teaching improvement exercise.
- b) A level of teaching activity necessary to be considered as minimally meeting departmental standards would include the instructor's use of appropriate instructional materials, attention to course management issues, use of experiential learning pedagogy, and student reactions to teaching performance.

### **Appropriate Instructional Materials**

- Syllabus – need to have
- Textbook and/or organized set of topical readings – need to have

Have at least two of these

- Course Notes/PowerPoint slides
- Topical Handouts
- Review Sheets
- Extra Reading Assignments (books, trade or academic publications)
- Class web pages
- Course materials online (e.g. ReggieNet access)
- Some other course instructional material not identified above

### **Class Management**

- Shows up for class – need to have
- Generally starts class in a timely fashion – need to have
- Generally meets classes for the full time period – need to have
- Holds appropriate office hours – need to have
- Available for office hours – actual or virtual – need to have

### **Experiential Learning**

- Use of writing and/or oral presentation/assignment(s) – need to have

Have at least one of these

- Use of client projects
- Use of industry speakers
- Use of case studies
- Use of simulations
- Use of role playing
- Use of shadowing experiences or student visits to companies
- Interviewing professionals



- Or some other experiential learning based assignment/project/etc.

### **Student Reactions to Teaching Performance**

- Open-ended responses – a general pattern of positive responses across students and courses
- Objective responses - The overall average score for the objective questions in the student reaction instrument across all courses taught in the evaluation period should be less than 3.0 on the five point face-to-face/hybrid course evaluation scale where 1=positive responses (excellent, strongly agree, etc.) and 5=negative responses (very poor, strongly disagree, etc.). For fully online classes, the average rating should be greater than 4.0 on a 7-point scale (1=negative responses and 7=positive responses). See course evaluation formats in the Appendix.

A faculty member will be viewed globally across all the areas identified above to determine if the minimum standard for teaching has been met. Faculty meeting these specified standards have clearly met the threshold for their teaching productivity to be considered satisfactory. Additionally, the DFSC may conclude that a faculty member who has failed to meet one or more of these stated minimums may still be judged as having attained satisfactory teaching performance through consideration of additional achievements and/or special circumstances within their instructional productivity.

## 2. Teaching Course Load Expectations

The normal teaching assignment for full time faculty members at Illinois State University is twelve (12) hours per semester. Tenured/Tenure track faculty in the College of Business typically have a nine (9) hour per semester teaching assignment, thus indicating that a faculty member is receiving a three (3) hour reassignment for research. As such, a tenured/tenure-track faculty member qualifies for this nine (9) hour teaching assignment per semester by making continuous intellectual contributions, defined as a refereed journal article, refereed proceedings article, a refereed presentation, a competitive external grant, or some other substantial scholarly outcome.

If a faculty member has not had an intellectual contribution (as just defined) within the last three years (that is the DFSC review period, calendar year), it is assumed the faculty member will have a twelve (12) hour teaching assignment per semester for the upcoming academic year and subsequent years until such intellectual contributions as described above have been achieved.

3. Evaluation of teaching will focus on the faculty member's core teaching load and independent study assignments. Additional compensated teaching assignments (e.g., CMBA, Panama QLU courses, summer/winter term, faculty-directed study abroad teaching activity) will affect the faculty member's overall teaching evaluation only to a small extent, since not all faculty members have opportunities for additional teaching assignments.

b. Active Scholarly Productivity Profile

It is expected that all faculty members will be involved in developing the fields relevant to their expertise by publishing in peer-reviewed journals and conference proceedings, conducting professional presentations, seeking external grants, and engaging in other scholarly productivity. It is acknowledged that not all faculty members will necessarily be major contributors in research and not all intellectual contributions will be publications. All faculty members will however, be expected to write books, chapters, cases, proceedings, articles, monographs, or show other indications of professional activity necessary to remain *Scholarly Academic* or *Practice Academic* or *Scholarly Practitioner* or *Instructional Practitioner* qualified (SA or PA or SP or IP) based upon criteria established by AACSB and adopted by the College of Business at Illinois State University (see the Appendix for a copy of the current College of Business Faculty Qualifications document). Furthermore, the Department of Marketing encourages and rewards equally any joint-authorship publications (i.e. will not discount any research outcome based upon multiple authorship).

**Validating Experiences:** A validating experience is an activity or accomplishment that is considered to add value to an independent third party, confirming current knowledge, skills, or ability. Examples of validating experiences include but are not limited to the following:

- Presentations of research at professional meetings;
- Presentations of research at faculty research seminars;
- Media appearances or articles in newspapers, trade publications, magazines, television or radio related to scholarly expertise;
- Creation and delivery of new curriculum sequences or courses;
- Creation and delivery of executive education seminars or continuing education sessions;
- Completion of a new professional certification or designation that is relevant to the faculty member's field or area of teaching;
- Completion of a significant consulting activity that produces a verifiable document or product
- Earning continuing education credits (CE) relevant to one's teaching field;
- Participation at seminars or development activities related to one's instructional or research fields in order to expand one's knowledge base and to maintain currency and relevance;
- Service, reviewing activities, and research mentoring activities as an editor of a scholarly journal or book;
- Service and reviewing activities as a member of an editorial review board or track chair of a scholarly journal publication;
- Service as a referee for academic journals;
- Service as a discussant for an academic conference;
- Service on thesis or dissertation committees here or at other institutions;
- Completion of a faculty internship;
- Service on a corporate or not for profit Board of Directors, Committee or Task Force

## 1. Expectations for Active Scholarly Productivity

Pursuant to these expectations, key examples of Active Scholarly Productivity will typically include the following. However, this is not meant to represent an all-inclusive list, nor infer that each and every activity must be achieved.

- ◆ Completed Works – at least one new scholarly productivity contribution per year will be required. Specific examples of completed works that would be acceptable include Authorship or co-authorship of peer-juried published materials such as journals, abstracts, monographs, books, book chapters, published book reviews, cases, or other professional documents. Completed works could also include presentations and papers delivered at regional, national, and international meetings; or obtaining a competitive external grant that is related to scholarly productivity.
- ◆ In rare cases, work in progress may be evidence of active scholarly productivity when no completed work is available. The DFSC will exercise judgment in determining whether or not the active scholarship standard is truly being achieved. It is unlikely that credit for active scholarship will be given for more than one year if there are no completed works.
- ◆ For purposes of the annual evaluation review process, the Marketing Department includes in its definition of publications those articles which have been formally, unambiguously and unconditionally accepted for publication during the calendar year but which are not yet in print. This also holds for purposes of the tenure and promotion review process. Faculty must provide appropriate supporting documentation (e.g., an unambiguous letter of acceptance from the Editor of the Journal or Proceedings). Faculty who choose to “count” an article accepted between Jan. 1 and Dec. 31 of the evaluation year as part of the performance record for that calendar year, cannot “count” that same article (when it appears in print some time later) as part of the performance record of a subsequent calendar year.
- ◆ If a faculty member has not met the criteria of an active scholar within the last three years (that is the DFSC review period, calendar year), it is assumed the faculty member will have a twelve (12) hour teaching assignment per semester for the upcoming academic year and subsequent years until such intellectual contributions as describe above have been achieved.

A level of scholarly activity to be considered as minimally meeting department standards would include: completed works as described above or in rare cases, work in process as described above. It is unlikely that credit for active scholarship will be given for more than one year if there are no completed works.

2. The performance evaluation for Scholarly Productivity shall be based on a ten-point scale (see Format and Approach to Arriving at the Annual Performance Ratings, in the Appendix). A numerical rating shall be awarded in accordance with the general guidelines in the following Annual Scholarly Productivity Evaluation Rubric. The rubric does not account for all combinations of intellectual contributions, but is meant to be a general guide in rating a faculty member's Scholarly Productivity in the evaluation year. When submitting the annual Sedona report, the faculty member can submit information to justify a higher rating than provided on the ABS or ABDC rankings. The most current version of ABDC and ABS will be used in the annual evaluation process.

| <b>Annual Scholarly Productivity Evaluation Rubric</b> |   |   |
|--|---|---|
| <b>Evaluation</b>                                      | <b>Numerical Rating</b>                                     | <b>Examples of Activities Required: Based on Quality and Quantity</b>   |
| <b>Very Active Scholar</b>                             | 9.01 – 10.0   | One peer reviewed journal rated as ABDC “A*” or ABS-4 or ABS-4*, or   |
|  |   | Two peer reviewed journals rated as ABDC “A” or ABS-3 (using whichever is more favorable)   |
|  | 8.01 – 9.00   | One peer reviewed journal rated as ABDC “A” or ABS-3 (using whichever is more favorable), or  |
|  |   | Two peer reviewed journals rated as ABDC “B” or ABS-2 (using whichever is more favorable)   |
|  | 7.51 – 8.00   | One peer reviewed journal rated as ABDC “B” or ABS-2 (whichever is more favorable), or  |
|  |   | Two peer reviewed journals rated ABDC “C” or ABS-1  |
| 7.01 – 7.50  | One peer reviewed journal rated ABDC “C” or ABS-1           |   |
| <b>Active Scholar</b>                                  | 6.26 – 7.00   | One peer reviewed journal not listed in ABDC or ABS, but listed in Cabell’s Directory, or   |
|  |   | Two articles under review or “revise and resubmit” (credit for articles under review is given in rare cases; see paragraph in section 1 above)  |
|  | 5.26 – 6.25   | One book chapter or invited peer reviewed journal article   |
|  | 4.26 – 5.25   | One “high level” proceedings (e.g., ACR, AMA), or   |
|  |   | One article “under review” or “revise and resubmit” (credit for articles under review is given in rare cases; see paragraph in section 1 above) |
| 3.51 – 4.25  | One presentation, abstract, or “lower tier” proceedings, or |   |

|                              |             |   |
|------------------------------|-------------|---|
|                              |             | One “late-stage” work in progress           |
| <b>Not meeting standards</b> | 2.26 – 3.50 | Two “early- to mid-stage” works in progress |
|                              | 1.01 – 2.25 | One “early-stage” work in progress          |
|                              | 1.0         | Faculty member has no scholarly activity    |

See the ABDC and ABS Journal Ratings List in the Appendix.

c. Meaningful Service Profile

The Marketing Department recognizes the high level of contribution its faculty makes in the area of instruction and intellectual contributions. Furthermore, faculty members in the Department of Marketing have consistently made outstanding contributions in the areas of university and professional service. In recognition of this trend indicating that Marketing Faculty members continue to “over perform” in the area of service, the evaluation criteria for Meaningful Service means to de-emphasize quantity and instead encourage faculty to share the service workload.

In general, meeting the departmental standards for Meaningful Service means having a reasonable workload across the varied universe of possible service contributions. Consistent with the University ASPT document (January 01, 2012, page 66), the department recognizes two major sub-categories of service: university service and professional service.

- University service is the application of faculty expertise to the operation and governance of the University, including academic programs, departments, colleges, and other components of the University.
- Professional service is the application of faculty expertise to needs, issues, and problems in service to professional associations as well as to business, government, not-for-profit enterprises, and the general citizenry.

Expectations for Meaningful Service

- Pursuant to these expectations, key examples of meaningful service would include activities such as the following. However, this is not meant to represent an all-inclusive listing nor infer that each and every activity must be achieved. Rather, a reasonable balance and workload is encouraged.
- Assume and participate in service assignments that are meaningfully related to the mission of the department, college, and university (see page 61 of the University ASPT document for examples),
- Participate in faculty meetings, recruitment of new faculty members, and other activities that may be deemed as important to the welfare and growth of the department (i.e., departmental retreats, curriculum development and/or enhancements, etc.).

- Participate in student-focused events during an academic year. Examples might include, but are not limited to: attending a student organization event, Family Weekend, Job/Career Events, Business Week activities, Commencement, Passages, and hosting a business recruiter or guest speaker, etc.
- Consultation and service to civic organizations, social agencies, government, business organizations, and industry that is related to the faculty member's teaching, research, or administrative work at Illinois State University.
- A level of service activity necessary to be considered as minimally meeting departmental standards would include participation in faculty meetings, recruitment of new faculty members, and other activities deemed as important to the welfare and growth of the department (i.e., departmental retreats, curriculum development and/or enhancements, Junior Experience, etc.) and involvement in some other service activity as identified above. The service expectations for untenured faculty members will be lower than the service expectations for tenured Associate and Full Professors.

#### Evaluation of Service

An activity shall not be evaluated as service if the faculty member receives substantial compensation for the activity (e.g., paid consulting services). The faculty member should provide documentation of activities, outcomes, and if compensated, how much they received. Compensated service activities will be evaluated on a case-by-case basis. For example, activities such as Innovation Consulting Community coordination and team supervision count as service; independent study supervision as ICC team advisor counts toward the teaching evaluation; and recruiting activities for a faculty-directed study abroad course can count toward the service evaluation.

#### d. Indicators of Outstanding Performance

Evidence of student satisfaction is viewed favorably as a necessary indicator of quality teaching. However, evidence of outstanding teaching must also be based on the creation and documentation of pedagogy that helps students to learn appropriate skills and content. In this regard, attention will be paid to teaching materials, teaching methods, assignments and testing methods as well as any outcomes assessments created by the instructor that can verify that learning goals have been achieved.

Similarly, outstanding performance in scholarly productivity will generally be defined based on quality and/or quantity. For example, in the area of scholarship a large number of publications might be considered as ample evidence of being an active scholar, but, not of being an outstanding scholar. However, one work of significant quality or prestige may be evidence not only of active scholarship but of outstanding scholarship. While the department recognizes the difficulty in assessing the significance of the quality or prestige of a scholarly outcome, in general it is intended to mean a top-tiered journal publication in Marketing, Business Teacher Education, and related disciplines.

In service, multiple-year commitments resulting in benefits to the department will be viewed favorably as indicators of outstanding service performance. In addition, service activities that require an extraordinary amount of time and/or effort and contribute to the department mission will be considered as indicators of outstanding service performance.

#### **D. Annual Salary Increments**

General Guidelines: The annual salary increment is determined by the DFSC taking into account the faculty member's: (1) annual performance assessment; (2) career performance profile; and (3) internal and external equity comparisons. The purpose of the annual salary increment is to move each faculty member toward a salary target that is based on current performance, career performance, and equity considerations.

Departmental Procedures for the annual salary increment shall be determined as follows (see Appendix for graphical representation of salary increment procedure):

1. Salary increments shall take the form of (a) standard increments payable to faculty members whose records exhibit a satisfactory level of performance; and (b) performance-evaluated increments that recognize achievement of the department's professional performance standards for high quality teaching, active scholarly productivity, meaningful service, maintaining Scholarly Academic or Practice Academic qualified (SA or PA) status, equity adjustments based upon market value, and short-term and long-term contributions made by the faculty member. Should the 10% of the raise monies taken out of the departmental allocation for raises not be utilized by, nor dictated for use by the Provost, those monies shall be added to the overall departmental pool before any calculation of raise increments.
2. Twenty (20%) percent of the department's allocation for salary increases shall be payable in equal percentage of base salary to all faculty members whose records exhibit a sufficient level of performance. To be considered for a "Standard Raise", and thus become raise eligible under the current ASPT system, a faculty member must receive an overall performance rating of "satisfactory." To receive an overall performance rating of satisfactory, a faculty member must meet the following criteria:
  - a) meet or exceed the minimum standard for teaching;
  - b) meet or exceed the minimum standard for active scholarly productivity or meet the College of Business's requirements to be considered as Scholarly Academic or Practice Academic qualified and;
  - c) meet or exceed the minimum standard for service.
3. Eighty (80%) percent of the *remaining* department's allocation for salary increases shall be allocated in the following fashion:

- a. **Professional Performance** – The Marketing department strongly adopts the establishment of the meaningful set of professional standards that can reasonably be expected of all faculty members. As such all of those faculty members who achieve that set of standards should share equally in a major portion of the Department of Marketing’s Salary adjustment dollars. As a general guideline to help the DFSC in determining raise dollar allocations, dependent upon the department’s professional profile for an evaluation year:
- Approximate twenty (20%) percent shall be payable in an equal percentage of base salary to faculty members who meet (or exceed) the department’s professional performance standard for high quality teaching;
  - Approximately twenty (20%) percent shall be payable in an equal percentage of base salary to faculty members who meet (or exceed) the department’s professional performance standard for active scholarly productivity;
  - Approximately twenty (20%) percent shall be payable in an equal percentage of base salary to faculty members who meet (or exceed) the department’s professional performance standard for meaningful service;
  - The Department of Marketing strongly supports the College of Business’s efforts to maintain accreditation of AACSB – International. Furthermore, the Department has the expectation that all tenure and tenure track faculty members in the Department of Marketing will maintain a level of intellectual contributions sufficient to be viewed as Scholarly Academic or Practice Academic qualified (SA or PA) for AACSB International purposes. As such, approximately twenty (20%) percent shall be payable in an equal percentage of base salary to faculty members who meet (or exceed) the College of Business’s standard for being Scholarly Academic or Practice Academic qualified (SA or PA) for AACSB-International purposes;
  - The actual percentages may vary due to rounding salary figures to meet the University’s whole dollar requirements.
- b. **Supplemental Rewards** – The remaining allocation for salary increases shall be distributed equally between 1) Outstanding Current Performance and 2) Long-Term Achievements and Equity Adjustments Based Upon Market Value. In order to be eligible for these additional salary increment monies, the faculty member must have met or exceeded the department’s professional performance standards for high quality teaching.
- **Outstanding Current Performance** – The criteria for rewarding



outstanding current accomplishments were discussed above and will be used by the DFSC in forming its judgment as to the extent of any increase.

- **Long-term Achievements** – Sometimes a record of continuous service accomplishment, a programmatic research effort or a long-term program of pedagogy improvement are not properly recognized by the annual salary increase process. In such cases the DFSC may use its judgment to reward these accomplishments. Such accomplishments should contribute significantly to the mission of the Department of Marketing.
- **Equity Adjustments Based on Market Value** – Some professors may be far from a salary that reflects their market value. In estimating market value for a professor, the DFSC will consider not only the professor's rank, but also the professor's overall long-term performance. With this in mind the DFSC can use its judgment to estimate the professor's market value and determine which if any professor should obtain equity adjustments.
- Should no faculty member meet or exceed the department's overall expected professional performance profile or if no faculty member meets or exceeds the professional standard for any individual professional performance standard, those monies will be used in the remaining categories.

4. Procedures for salary increment recommendations are to be made as follows:

- a. The DFSC shall provide to the Chairperson, faculty member evaluations for the current year, as well as career contributions.
- b. The Department Chairperson shall provide to the DFSC a draft of proposed faculty salary increases and rationale for the proposed increases, including AACSB Median Salary Data. The DFSC shall review the draft proposed by the Department Chairperson and shall provide advice and recommendations to the Chairperson regarding proposed salary increases.
- c. Based upon the recommendations of the DFSC, the Department Chairperson shall prepare the final report of the Salary increments to the Provost.
- d. Members of the DFSC shall take no part in discussions, decisions or recommendations concerning their own salary increment. The remaining members of the DFSC shall make those decisions and recommendations.
- e. Following the salary increment process, the Department Chairperson shall provide to each faculty member the components of the salary increment process and the number of salary increment dollars awarded to each component for the respective faculty member.

- f. After the salary increment process the Department Chairperson shall provide to each faculty member, the department's aggregate salary dollars awarded to each increment component.

### ***E. Recommendations for Promotion***

1. Guidelines used by the DFSC in recommending faculty members for promotion in rank:
  - a. Promotion is based on a continued record of professional competency.
  - b. Promotions are neither automatic nor the product of any set formula.
  - c. The Department Chairperson(s) shall provide to the candidate at the time of his/her employment the ASPT, COB CFSC, and MKT DFSC guidelines then in effect. Under no circumstances should a candidate be promised or in any way assured of promotion.
  - d. A faculty member is expected to apply for advancement in academic rank and submit an application with current vita to support a request for possible advancement in faculty rank. Following application, the full process for a promotion recommendation (whether a positive or negative recommendation) will be initiated by the Department Faculty Status Committee (DFSC).
  - e. The recommendation must be consistent with stated policies, regulations, and practices of Illinois State University and its governing board.
  - f. The DFSC shall annually provide the faculty member a written "interim appraisal." "Interim appraisal" is defined as a written evaluation of a faculty member's professional activities and performance related to promotion (and tenure). This interim appraisal shall be identified as such, and receipt of this appraisal shall be acknowledged by the individual faculty member affected.
  - g. In the case of the Department Chairperson when she or he has not attained the rank of Full Professor, the DFSC, with approval of the College Faculty Status Committee (CFSC), shall annually provide the chairperson a written "interim appraisal." "Interim Appraisal" is defined as a written evaluation of a chairperson's professional activities and performance related to promotion and/or tenure. The requirements for promotion for the Chairperson, and the types of evidence she/he must provide, shall be identical to those pertaining to regular Department of Marketing faculty and according to the particular rank sought.
  - h. The faculty member must provide appropriate certification of the completion of degrees and documentation relative to the attainment of standards for teaching, scholarly productivity, and service necessary for promotion.
  - i. The results of an evaluation and a poll taken of the Department of Marketing faculty at the rank to which the faculty member is to be promoted or higher will also be carefully considered by the DFSC. The specific guidelines concerning non-binding advisory polls can be found in the Appendix.

- j. For purposes of promotion to any rank, the Marketing Department includes in its definition of publications those articles which have been formally “accepted” for publication but which are not yet in print. Faculty must provide appropriate supporting documentation (e.g., an unambiguous and unconditional letter of acceptance from the Editor of the Journal or Proceedings). Faculty who choose to “count” such an accepted article (as part of the performance record pursuant to consideration for a promotion in rank) cannot “count” that same article (when it appears in print some time later) as part of the performance record for a subsequent promotion candidacy. In other words, “double-counting” is not permitted.
- k. The Marketing DFSC encourages inter-departmental and (especially) intra-departmental joint research and publications efforts. This statement is not intended to discourage single authorship.

## 2. Promotion of Instructor to Assistant Professor Rank

- a. The candidate will have a terminal degree (earned doctorate) or its equivalent in her/his discipline, as determined by the Department and College, together with other professional qualifications and accomplishments, including teaching competence in the candidate’s field of academic endeavor. Substitution of professional qualifications for a terminal degree requires special approval by Illinois State University’s Governing Board.
- b. The candidate’s overall performance in the areas of teaching, scholarly contributions, and service is judged to be significant enough to warrant promotion.
- c. The candidate must demonstrate proficiency in oral and written communication skills as evidenced by peer and/or student evaluations.

## 3. Promotion of Assistant Professor to Associate Professor Rank

- a. The candidate will possess the appropriate terminal degree (earned doctorate) in her/his discipline as determined by the Department and College.
- b. Only in exceptional cases will a person be considered for promotion to the rank of Associate Professor who is not currently under consideration for tenure, or who is not already tenured.
- c. The candidate must have taught “full time” at least four years at Illinois State University at the rank of Assistant Professor and have completed at least two “tenure-track” years in the profession at the college or university level.
- d. The candidate’s overall performance in the areas of teaching, scholarly productivity, and service is judged to be significant enough to warrant promotion.
- g. The candidate must demonstrate proficiency in oral and written communication skills as evidenced by peer and/or student evaluations.
- h. The candidate must have made a significant contribution to the College’s efforts to

meet the generally accepted AACSB requirements for intellectual contributions. Acceptable publications (e.g., in nationally recognized, refereed scholarly journals and refereed proceedings of national or regional professional meetings) are determined by the DFSC and CFSC. This is at least five publications during the time that the candidate held assistant professor rank at ISU, including at a minimum two peer-juried, “blind”-refereed articles in a quality, nationally recognized scholarly journal. The other three publications may consist of any combination of peer-juried, “blind”-refereed articles in a quality, nationally recognized scholarly journal and/or articles in the peer-juried, “blind”-refereed proceedings of a nationally or regionally recognized conference. DFSC evaluation of scholarly productivity shall include: (a) opportunities for publications within the individual’s discipline; and (b) contribution of the article(s) published to the appropriate discipline. The DFSC will be guided in this determination by defining discipline broadly. For faculty members hired after January 1, 2010, the minimum five publications during the time that the candidate held assistant professor rank at ISU; include at a minimum three peer-juried, “blind”-refereed articles in a quality, nationally recognized scholarly journal. The other two publications may consist of any combination of peer-juried, “blind”-refereed articles in a quality, nationally recognized scholarly journal and/or articles in the peer-juried, “blind”-refereed proceedings of a nationally or regionally recognized conference.

- i. These publications must occur during the time the candidate holds Assistant Professor rank at ISU. Publications which show up in print after December 31 but prior to the official date of promotion (typically August 16<sup>th</sup>, as approved by the Governing Board of Illinois State University) shall be considered (“counted”) for a subsequent promotion as long as the candidate has/had chosen not to “count” the accepted article in a preceding time period (e.g., for purposes of an annual merit performance review; for a tenure review; for an earlier promotion from “Instructor to Assistant Professor” review).

#### 4. Promotion of Associate Professor to Full Professor Rank

- a. The candidate must possess the appropriate terminal degree (earned doctorate) in her/his discipline as determined by the Department and College.
- b. To be considered for promotion to the rank of Professor, the individual must be tenured or currently under consideration for tenure.
- c. The candidate must have served “full time” at least four years at Illinois State University at the rank of Associate Professor and have completed at least ten tenured and/or “tenure-track” years in the profession at the college or university level.
- d. The candidate’s overall performance in the areas of teaching, scholarly productivity, and service must be judged to be of such quality as to deserve promotion to this highest rank. Promotion to the rank of Professor is a recognition of very significant contributions in Teaching, Scholarly and, Creative Productivity and Service. Candidates promoted to the rank of Professor will have demonstrated leadership in their past performance and are expected to continue to provide this leadership after

promotion to the rank of Professor.

- e. The candidate must demonstrate proficiency in oral and written communication skills as evidenced by peer and/or student evaluations.
- f. The candidate must have made a continued and significant contribution to the College's efforts to meet the generally accepted AACSB requirement for intellectual contributions. Acceptable publications (e.g., in nationally recognized, peer-juried, "blind"-refereed scholarly journals and recognized national or regional conference proceedings) are determined by the DFSC and CFSC. The DFSC evaluation of scholarly productivity shall include the contribution of the articles published to the appropriate discipline. The DFSC will be guided in this determination by defining discipline broadly. At least six publications, three of which must appear in quality refereed journals are required for promotion to Full Professor of Marketing or Business Teacher Education. These publications must occur during the time the candidate holds Associate Professor rank at ISU. For faculty members hired after January 1, 2010, the minimum six publications during the time that the candidate held associate professor rank at ISU; include at a minimum four peer-juried, "blind"-refereed articles in a quality, nationally recognized scholarly journal. The other two publications may consist of any combination of peer-juried, "blind"-refereed articles in a quality, nationally recognized scholarly journal and/or articles in the peer-juried, "blind"-refereed proceedings of a nationally or regionally recognized conference.
- g. For faculty promoted to the rank of Associate Professor effective August, 1992 - August, 1994, (a time when the so-called "in-print" requirement was in effect), scholarly works that were accepted, but not in print at the time the promotion decision was made, count towards meeting the minimum publication requirements for promotion to Full Professor.
- j. The candidate must meet, on a career basis, the cumulative minimum publication standards that currently apply for promotion from Assistant to Associate as well as Associate to Full Professor. However, not all of these publications must have occurred while the candidate was a faculty member at Illinois State University.

## ***F. Recommendation for Tenure***

### **1. Nature of Tenure**

- a. The 1940 Statement of Principles of Academic Freedom and Tenure states: "After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies." The 1940 Statement also provides the rationale for tenure:

“Tenure is a means to certain ends; specifically: 1) Freedom of teaching and research and of extramural activities, and 2) a sufficient degree of economic security to make the professions attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligation to its students and to society.”

- b. Recognition of the tenure concept and its rationale are provided in Article III, Sections 2 and 3 of the Illinois State University Constitution. Briefly summarized, academic tenure is an arrangement under which faculty appointments, after successful completion of a probationary period, are continued, subject to dismissal for adequate cause or unavoidable termination because of bona fide financial exigency or termination or reduction of an institutional program, until retirement for age or physical disability. Termination due to financial exigency or to program elimination or reduction must be in accordance with applicable University and Governing Board policies. The probationary appointment is that period of professional service during which a faculty member does not hold tenure and is carefully and systematically observed by colleagues for the purpose of evaluation of her or his professional qualifications. By the end of this period, the faculty member either receives tenure or is not re-appointed. General Tenure Policies
  - a. Tenure recommendations must conform to the stated policies of Illinois State University’s Governing Board and be consistent with policy statements on affirmative action. Reference should be made to current regulations as published by the Governing Board.
  - b. Candidates for tenure must meet or exceed the qualifications for promotion to the rank of Associate Professor.
  - c. Tenure is not automatically attained. In order to be recommended for tenure, faculty members must serve a probationary period, as stated in their contracts. A tenure decision will be initiated at such a time so that a determination has been made at least one year before the end of the probationary period by the Departmental Faculty Status Committee, and meet the requirements of Illinois State University’s Governing Board.
  - d. Time spent on a sabbatical leave shall be counted toward the probationary period of service unless the Provost and the faculty member agree at the time the leave is granted that the purpose of the leave is such that it will not count in the probationary period. A copy of that agreement shall be included in the faculty member’s personnel file. Ordinarily, an unpaid leave of absence will not count toward the fulfillment of the probationary period of service.
  - e. The probationary period at Illinois State University normally may not exceed seven years. This period may be reduced to four years by “full-time” service on other faculties of institutions of higher learning. Departments are encouraged not to recommend early tenure except under unusual circumstances.

- f. The decision on tenure must be made at least twelve months before the expiration of the probationary period. The DFSC shall conduct a non-binding advisory poll taken of all tenured Marketing faculty. Candidates have the right to access the advisory poll documents and respond thereto. The specific guidelines concerning non-binding advisory polls can be found in the Appendix.
- g. The Department Chairperson(s) shall provide to the candidate at the time of his/her employment the ASPT, COB CFSC, and MKT DFSC guidelines then in effect. Under no circumstances will a candidate be promised or in any way assured of tenure.
- h. It shall be the faculty member's responsibility to provide appropriate certification of the completion of degrees or credit hours before November 1 if it is to be considered in recommending tenure for the following academic year. The Provost, however, may use discretion in interpreting "appropriate certification."

### 3. Criteria for Tenure

- a. The granting of tenure status is a major decision and should not be considered as automatic once one enters a probationary period. The decision to deny tenure does not necessarily reflect on the competencies or service of probationary faculty persons. The statements below are the primary criteria considered important at Illinois State University in making a tenure recommendation. Exceptions to these criteria, while possible, will be rare.
- b. Consideration for tenure is predicated upon receipt of a terminal degree or its equivalent in the discipline, as determined by the Department and College, together with other professional qualifications and accomplishments, including competence in teaching, research and service in the candidate's field of academic endeavor.
- c. The candidate must provide the DFSC with sufficient documentation and justification before the DFSC can make a recommendation for or against tenure.
- d. There must be evidence of continuing high-quality professional performance during the probationary period with emphasis upon teaching, scholarly productivity (including at least two refereed journal articles and other publications) and service as mutually supportive activities. For faculty members hired after January 1, 2010, there must be three refereed journal articles and other publications. It is also understood that when a judgment for tenure is made, there is an expectation for the high-quality performance to continue.
- e. A Teaching Philosophy must be included which highlights high quality teaching via sample syllabi, past projects, teaching innovations, etc. in a simplified manner. This philosophy should also define the candidate's future teaching plans and aspirations.

- f. The candidate's competencies must be in keeping with the long-range goals of the Department, College and the University if tenure is to be recommended.
- g. The candidate must have demonstrated the capability to work responsibly and knowledgeably toward the goals of the Department, College and the University.
- h. The candidate must demonstrate proficiency in written and oral communication skills as evidenced by peer and/or student evaluations.

#### 4. Procedural Considerations in Relation to Tenure

- a. Evaluation of a faculty member (including an untenured Department Chairperson) during the probationary period is a continuing process which avoids a single judgment in the final year before the tenure recommendation is to be made. Inherent in the tenure evaluation process is the responsibility at the departmental level to communicate to the probationary faculty member/Department Chairperson areas of both strength and weakness in her/his progress toward tenure.
- b. A written "interim appraisal" of progress toward tenure will be provided by the MKT DFSC to each non-tenured, tenure-track, full-time teaching faculty member and non-tenured tenure-track Department Chairperson each year. "Interim appraisal" is defined as a written evaluation of a faculty member's professional activities and performance related to tenure (and promotion).
- c. There will also be years when the formal "interim appraisal" is supplemented with a "formative appraisal." In such instances, the Department will provide the individual with the formative appraisal either in a meeting solely with the Department Chairperson or with the entire DFSC, depending upon the individual's expressed wish.
- d. A summative appraisal of an individual's professional activities will be made at the time a tenure recommendation is being made. This appraisal will include a form with the faculty member's name, terminal degree held, years at ISU and a brief summary for teaching, service and research accomplishments and will be completed by the Marketing DFSC. Inasmuch as a summative appraisal is linked to the MKT DFSC's tenure recommendation, the summative appraisal will also take into account the results of an evaluation and a poll taken of all tenured Department of Marketing faculty. The specific guidelines concerning non-binding advisory polls can be found in the Appendix.



- e. The College Faculty Status Committee will review and evaluate the interim appraisals as they are made, as well as review the summative appraisal at the time of a tenure recommendation. Such appraisals and notification will be examined by the College Committee as evidence that the tenure recommendation has not been based upon a single judgment in the final year, but represents the culmination of a continuing process in the Department.

### ***G. Recommendation for Post-tenure Review***

A faculty member who received an overall unsatisfactory performance rating for any two years in a rolling five year window will be required to undergo a cumulative post-tenure review. Guidelines for the content of the post-tenure review narrative to be prepared by the faculty member can be found on pages 36-37 of the Faculty ASPT Policies booklet.

### ***H. Termination of Employment Policies and Disciplinary Actions.***

1. A recommendation for sanctions, suspension or termination of employment during tenure or a probationary tenure period must follow policies specified in the University ASPT Disciplinary Policies.
2. Recommendations for non-reappointment of a faculty member prior to a tenure decision must be made by the DFSC in consultation with the Dean and the Provost. The Chairperson of the DFSC shall communicate the recommendation of the non-reappointment in writing to the faculty member, the Dean and the Provost. Non-reappointment can also be the result of a negative tenure recommendation. Official notices of non-reappointment, whether issued prior to a tenure decision or as a result of a negative tenure decision, are issued by the Office of the Provost.
3. Notice of termination shall be given not later than March 1<sup>st</sup> of the first academic year of service, if the appointment expires at the end of the year, or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination; 2) December 15<sup>th</sup> of the second academic year of service, if the appointment expires at the end of that year, or if, an initial two-year appointment terminates during an academic year, at least six months in advance of its termination; 3) At least twelve months before the expiration of an appointment after two or more years in the institution.
4. Dismissal of a tenured faculty member may only be effected by the University for adequate cause as defined by the University ASPT document, as amended, and under procedures established at the university level.

### ***I. Appeal Process***

According to the ASPT Policies document, an appeal is a written statement by a faculty member that explains why a faculty member believes there has been a misinterpretation, misjudgment, or procedural error relating to a promotion, tenure, or performance evaluation recommendation concerning that faculty member.

Should a faculty member decide to appeal, the DFSC is supportive of the appeal process and will make every attempt to insure it remains collegial and professional. Before filing an appeal, the faculty member may wish to have an informational meeting with the DFSC to present their views relative to possible reconsideration of the DFSC recommendation. Should the faculty decide to appeal the recommendation of the DFSC, a written statement must be filed with the appropriate committee in hearing the appeal. The appropriate committee is dependent upon the nature of the appeal (i.e. appeal of a promotion, tenure, or performance evaluation recommendation) and is identified in the ASPT document. Exact procedures for filing the appeal are covered in the ASPT Policies document and will not be listed here.

## Appendix

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FORMAT AND APPROACH TO ARRIVING  
AT THE ANNUAL PERFORMANCE RATINGS

SYNOPSIS OF NUMERICAL ANALYSIS

Independently, each member of the DFSC evaluates the faculty member in terms of his/her Teaching, Research, and Service performance during the preceding calendar year. In summarizing and finalizing that assessment, each DFSC member assigns a rating number to each of the performance sectors. The number system used is as follows: a 1.0-to-10.0 scale, defined as ...

- 1.0 -to- 3.5 = Faculty member failed to meet the departmental minimums for performance in a category (T,R,S) ,” where 1.0 means totally faculty did nothing in a particular category.
- 3.51-to-7.0 = The faculty member met departmental minimums for T,R,S. , where 3.51 means “the faculty member has just barely achieved the minimum standard of performance.”
- 7.01-to- 10.0 = The faculty member has far exceeded the departmental minimum level of performance. Scores in the 9.0- 10.0 would indicate the faculty member has truly performed far beyond expectations in this particular category.

MKT DFSC members can and do look at this scale as a continuous scale. As such, specific ratings can be (and often are) expressed as a whole number and a fractional part (e.g., a 3.5 is assigned by the DFSC member to a faculty member on the research dimension; or, a 6.75 might be assigned to a person’s service dimension; and so forth).

Once all DFSC members have independently completed this task, the group convenes to discuss each and every case -- other than those involving themselves. The final outcome of these deliberations and conversations is a consensus rating on each performance sector dimension for each faculty member.

DEPARTMENT OF MARKETING  
COLLEGE OF BUSINESS  
ILLINOIS STATE UNIVERSITY

Annual Report & Personal Goals

Faculty should utilize the College of Business approved electronic software program (e.g. Sedona) to maintain a record of their contributions related to High Quality Teaching, Active Scholarly Productivity, Service and Validating Experiences for purposes of annual review, evaluation, determination of SA or PA status, and decisions related to tenure and/or promotion.

Faculty are encouraged to provide an updated Vita and other supporting evidence to the DFSC by January 5<sup>th</sup> of the year proceeding the evaluation period. Faculty members are encouraged to provide the DFSC with performance-related goals for the upcoming year and discuss the extent to which they accomplished goals established for the preceding year.

Recommendations regarding information to include in the Annual Report & Performance Goals are provided below.

Name \_\_\_\_\_ Current Date  
\_\_\_\_\_

Rank \_\_\_\_\_  
Discipline \_\_\_\_\_

**The DFSC wishes to ensure its review of Departmental members' activities for each performance year is fair and consistent. As one might expect, some Department members utilize an abbreviated method for summarizing their contributions throughout the year while other members provide an exhaustive account. The DFSC encourages all faculty members to provide the following additional information related to teaching, intellectual contributions and service activities in order to standardize the record of faculty activities.**

**Teaching**

- 1) Please indicate any classroom advances and innovations you implemented in your courses for the performance year in Sedona under Teaching. Click the Teaching button (gray button in the middle of the page), then click on the ADD button. Under "type of activity," use the drop down menu and scroll to "Innovations in Course Content / Presentation". You will need to include the Year. Finally, add the classroom advances and innovations in the textbox in the "Description / Comments" area.
- 2) Please provide brief descriptions of significant in-class exercises, cases, or projects that are not detailed in your syllabus or class web page in the Additional Comment textbox on your Annual Evaluation form in Sedona.
- 3) If you taught any new courses or supervised independent studies during the performance year, you can also enter this information under teaching by selecting the appropriate descriptor from the "type of activity" pull down menu as described above. Use the drop down menu and scroll to the appropriate category.
- 4) If you have provided your students with substantial opportunities to have early drafts of reports, projects, etc. reviewed by you with comments, please indicate this in the textbox for teaching in the Performance Evaluation section.
- 5) Please provide the DFSC with the url to your class web site in the Additional Comment textbox on your Annual Evaluation form in Sedona

**Intellectual Contributions**

- 1) Please indicate any scholarly outcomes that you are claiming for the current performance year in the textbox under Research.
- 2) Please indicate how the scholarly outcome relates to the marketing discipline and your primary teaching area (for AACSB and SA or PA standards) in the textbox under Research.
- 3) If you are claiming a work-in-process for scholarly outcome, please provide a draft of the W-I-P manuscript, or details as to the current state of the research.
- 4) Please provide the DFSC with one copy of the journal article(s) or other published work that you are claiming for the performance year. The best way to do this would be to attach a pdf file in Sedona. The advantage of attaching the pdf file would be that you will also be able to readily access your publications should you need it sometime in the future. If the article is not in print yet, provide the DFSC with a hard copy of the manuscript.

### **Service**

Please provide the DFSC with specific documentation regarding your service as a reviewer for journals, marketing conferences, textbooks, or other outlets by using the Sedona system. Please list the titles of the work you reviewed and the names of the outlets. If your service included subsequent second or third reviews of revised manuscripts, please indicate as well so the DFSC may accurately note your contributions to the profession.

Please summarize your other service contributions into broad categories. For example, if you wish to document your non-committee service to the Marketing Department, College or University you may simply provide a brief summary of your activities (e.g. attended department meetings, participated in Family Weekend activities, invited to attend the Redbird Scholarship lunch, etc.). It is not necessary to provide an exhaustive listing of all of your activities.

### **Validating Experiences**

Please provide the DFSC with specific documentation regarding your participation in validating experiences which are not included under teaching, intellectual contributions or service. A validating experience is an activity or accomplishment that is considered to add value to an independent third party, confirming current knowledge, skills, or ability. Examples of validating experiences which might require a separate listing include but are not limited to the following:

- Presentations of research at professional meetings;
- Presentations of research at faculty research seminars;
- Media appearances or articles in newspapers, trade publications, magazines, television or radio related to scholarly expertise;
- Creation and delivery of executive education seminars or continuing education sessions;
- Completion of a new professional certification or designation that is relevant to the faculty member's field or area of teaching;
- Completion of a significant consulting activity that produces a verifiable document or product
- Earning continuing education credits (CE) relevant to one's teaching field;
- Participation at seminars or development activities related to one's instructional or research fields in order to expand one's knowledge base and to maintain currency and relevance;
- Completion of a faculty internship;
- Service on a corporate or not for profit Board of Directors, Committee or Task Force

Performance-related Goals:

Please identify your goals for the upcoming performance year. Also provide a discussion related to your progress on last year's goals (if applicable).

DOCUMENTATION FORMAT  
FOR TENURE AND/OR  
PROMOTION REVIEW

MEMORANDUM

TO:

FROM: Marketing DFSC

RE: Your Upcoming Review for Promotion and/or Tenure

November 1, WXYZ is just around the corner! You can help your DFSC to help you present a complete, high impact dossier for departmental and subsequent CFSC review by readying some materials between now and the end of October.

1. One complete copies of each of your in-print Journal articles. Note: please endeavor to copy the cover of the journal itself; the Table of Contents; and the complete article itself. Also, make a copy of the page(s) which thoroughly explains the nature of the refereeing/reviewing process for each of your journal publications.
2. One complete copy of each of your in-print Proceedings articles. Note: please endeavor to copy the cover of the Proceedings itself; the copyright page; and the complete paper. Also, make a copy of the page(s) which thoroughly explains the nature of the refereeing/reviewing process for each of your Proceedings publications. Hint: to secure the latter information, you may have to (try to) find the “Call for Paper” and “Instructions to Prospective Authors” posters which are sent out by the Conference Chairs well in advance of the actual conference.
3. One complete copy of each of your formally and unambiguously accepted but not-yet-published journal articles. Include clear copy of your unambiguous acceptance & commitment-to-publish letter from the journal editor. Include a copy (from a recent issue of this journal) of the full explanation re: the nature of the refereeing/reviewing process for each of your articles “in press.”
4. One complete copy of each of your formally and unambiguously accepted, but not yet published Proceedings articles. Include clear copy of your unambiguous acceptance & commitment-to-publish letter from the proceedings editor/track chair. Include a copy of the page(s) which thoroughly explains the nature of the refereeing/reviewing process for each paper “in press” [See “Hint” under #2, above].
5. One complete copy of each paper (or, if there was no paper, then presentation slide copies) which you presented at an Academic Conference but which was not published.
6. One complete copy of any other type of publication (book chapter, case, etc.).
7. One complete copy of your “Interim Appraisal Letters.”

8. Put together a “Teaching” Portfolio...

a) Course syllabi for each course taught at ISU

-- Attach, to each syllabus, your personal “commentary sheet” to explain what thoughts and considerations went into putting the course together. List & describe your goals, both primary & secondary. Include in your commentary your reading and other preparations in order to show your professional development.

-- Attach, to each syllabus, a complete set of all ancillary materials you’ve prepared and used, e.g., ...

- i) Handouts
- ii) Review sheets
- iii) Bibliographies
- iv) Copy of presentation slides
- v) Videos

-- Attach, to each syllabus, a complete set of all graded assignments, e.g.,...

- i) Quizzes
- ii) Examinations
- iii) Cases
- iv) Term Papers (include an outstanding example here)
- v) Term projects (include a good example here)
- vi) Simulation (Gaming) exercises
- vii) Role-Playing exercises, video-taped or not
- viii) et cetera

b) Self-assessments

Document your interest, commitment and positive attitudes.

c) Activities “outside the classroom”: for example, did you organize a field trip; an exhibition of student projects; et cetera.

d) Tersely summarize all ...

- i) independent studies you’ve supervised
- ii) in-class honors projects you’ve guided

e) Other? (e.g., “off-campus” teaching efforts such as at Queretaro) Note: The DFSC has all of your student evaluation information, both quantitative and qualitative.

Generally, your “Teaching Portfolio” should contain evidence of

- subject area mastery
- curriculum development; innovation
- Course design: goals, content, methods, assessment of course



- Delivery of Instruction; methods, skills, materials
- Assessment of instruction: assignments, tests, grading practices
- Availability to students outside of class

A more complete perspective can be gained by perusing the two books authored by Peter Seldin, which can be found in the department library.

8. Your service activities have been documented on an annual basis, typically in the format of a chronological listing. However, the substance of your various and sundry service activities is rarely communicated to the DFSC on the annual report. It would help the DFSC and CFSC to do a more thorough and impartial tenure/promotion review if you would put together a “Service Portfolio” in order to explicate the details of your special contributions to the various committees and organizations (University, Professional, Community) you’ve been involved with since coming to Illinois State University.

THE FORM FOR NONBINDING, ADVISORY BALLOT USED  
IN CONNECTION WITH APPLICATIONS FOR PROMOTION AND/OR TENURE

Nonbinding Faculty Advisory Poll  
Department of Marketing

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Candidate Name

The candidate named above has applied for promotion to the rank of \_\_\_\_\_.

In connection therewith, Department procedures require that a nonbinding advisory poll be conducted of applicable faculty members by the DFSC. Also, please understand four things: (1) ballots must be signed to be considered by the MKT DFSC [unsigned ballots shall be destroyed/thrown away]; (2) the “advising” faculty member is required to explain her/his vote in order for a ballot to be considered by the MKT DFSC [signed ballots without written rationale shall be destroyed/thrown away]; (3) the candidate has the right to access and respond to all information appearing on this ballot; and (4) all official ballots shall be submitted to the COB CFSC on or about Feb. 1 of the particular year.

In connection with the candidate’s application --

\_\_\_\_\_ I approve

\_\_\_\_\_ I do not approve

\_\_\_\_\_ I abstain.

Comments/Rationale:

---

Signature and Date

---

Name (Printed)

College of  
**Business**  
ILLINOIS STATE UNIVERSITY



**COLLEGE OF BUSINESS**  
*Illinois State University*

College of Business

Illinois State University

**Faculty Qualifications Classifications and Definitions**

Scholarly Academic (SA) –

Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.

To achieve SA status, any faculty member in the college must, at a minimum, possess a terminal degree in the teaching-related field and appropriate teaching experience. Examples of appropriate terminal degrees include:

- a. Doctoral degree in the discipline in which the individual teaches
- b. Juris Doctor (J. D.) degree
- c. Doctoral degree outside of the primary teaching discipline but with sufficient academic and/or professional preparation for the individual's instructional responsibilities;

**AND**

Complete intellectual contributions that sustain academic qualifications to include:

One refereed journal publication from an approved list of Highest Quality Journals and at least one additional intellectual contribution within the past five years; ; (Note: The Scholarly Academic, SA, Highest Quality Journals listing primarily includes journals in which the review process typically takes multiple years to achieve article acceptance. The starting point for the Highest Quality Journal List is the top group (Grade 4) of The Association of Business Schools Academic Journal Quality Guide Sub-Fields of Business and Management Lists (Sub-fields Lists<sup>1</sup>).

**OR**

- a. Two refereed journal publications from discipline-based (basic/discovery, integration/application) and/or pedagogical journals and at least one additional intellectual contribution within the last five years.

Examples of other intellectual contributions or scholarly output associated with Scholarly Academic include but are not limited to the following:

- a. Publishing another refereed journal publication from discipline-based (basic/discovery, integration/application) or pedagogical journals;
- b. Publishing the first or second edition of a textbook (or evidence that a previous edition has been substantially revised);
- c. Publishing a scholarly/research book;
- d. Publishing an invited article for an academic or practitioner publication;
- e. Completing publicly available materials or outcomes from a significantly funded research grant proposal;
- f. Publishing a chapter in a refereed scholarly book;
- g. Publishing an essay or a chapter in a scholarly encyclopedia;
- h. Publishing a written case with instructional materials;
- i. Publishing instructional software with instructional materials;
- j. Presenting original research at academic meetings or publishing a manuscript in the proceedings of that meeting;
- k. Editor of a scholarly journal or book.

Practice Academics (PA)

Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.

To achieve PA status, any faculty member in the college must, at a minimum, possess a terminal degree in the teaching-related field and appropriate teaching experience. Examples of appropriate terminal degrees include:

- a. Doctoral degree in the discipline in which the individual teaches
- b. Juris Doctor (J. D.) degree
- c. Doctoral degree outside of the primary teaching discipline but with sufficient academic and/or professional preparation for the individual's instructional responsibilities.

**AND**

1. Complete activities that involve substantive linkages to practice, consulting, or other forms of professional engagement within the last five years. Examples include:

- a. Leadership in an Center/Institute/School associated with the College of Business including planning activities, developing and delivering programs for industry partners, sustained engagement with business or other organizational leaders; **OR**
  - b. Department Chairs, Associate Deans (if not SA) including managing the department, strategic planning, engaging advisory board(s), development activities (i.e. friend/fund-raising). **OR**
  - c. College Dean (if not SA); **OR**
2. One publication in refereed journal from discipline-based (basic/discovery, integration/application) or pedagogical-based journal and one additional substantive and sustained, professional engagement activity; **OR**
  3. Demonstrate substantive and sustained professional engagement activities with business and management within the last five years in one or more areas listed below:
    - a. Presentations at professional or practitioner meetings;
    - b. Creation and delivery of executive education seminars or continuing education sessions in one's field of teaching;
    - c. Completion of a new professional certification or designation that is relevant to the faculty member's field or area of teaching subject to continued sustained academic and professional engagement that demonstrates relevance and currency in one's teaching field;
    - d. Completion of significant consulting or training and development activities relevant to one's teaching field
    - e. Earning continuing education credits (CE) relevant to one's teaching field;
    - f. Faculty internships in one's area of teaching;
    - g. Service on corporate, nonprofit and/or not-for-profit Board of Directors, Committee or Task Force activities related to one's field of teaching;
    - h. Extensive and sustained use of client-based class projects (or similar activity) over multiple years.

Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

To achieve SP status, any faculty member in the college must, at a minimum, possess a Masters level degree in the teaching-related field and appropriate teaching experience **OR** have the depth, duration, sophistication, and complexity of their professional experience at the time of hiring that outweighs their lack of master's degree qualifications.

**AND**

1. Have at least two publications within the last five years from the following:
  - a. Refereed discipline-based (basic/discovery, integration/application), or pedagogical journals;
  - b. Publishing the first or second edition of a textbook (or evidence that a previous edition has been substantially revised);
  - c. Publishing a scholarly/research book;
  - d. Publishing an invited article for an academic or practitioner publication;
  - e. Publishing a chapter in a refereed scholarly book;
  - f. Publishing an essay or a chapter in a scholarly encyclopedia
  - g. Publishing a written case with instructional materials;
  - h. Publishing instructional software with instructional materials;
  - i. Editor of a scholarly journal or book;

**OR**

2. Have at least one publication from the list above and at least three additional scholarly activities offered below within the last five years:
  - a. Presentation of research at professional and/or practitioner conferences;
  - b. Presentation at a workshop or seminars relevant to then area in which they teach;
  - c. Completing publicly available materials or outcomes from a significantly funded research grant proposal.

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.

To achieve IP status, any faculty member in the college must, at a minimum, possess a Masters level degree in the teaching-related field and have professional experience significant in its duration and level of responsibility in an area that is relevant to and commensurate with the teaching assignment **OR** have the depth, duration, sophistication, and complexity of their professional experience at the time of hiring that outweighs their lack of master's degree qualifications.

**AND**

1. Have professional experience significant in its duration and level of responsibility in an area that is relevant to and commensurate with the teaching assignment; **OR**
2. Complete significant business projects or participate in on-going processes which are important to an organization and are relevant to the teaching assignment. Examples include (but are not limited to): significant consulting projects, holding a seat on corporate or not-for-profit boards, owning/running a business, etc.;

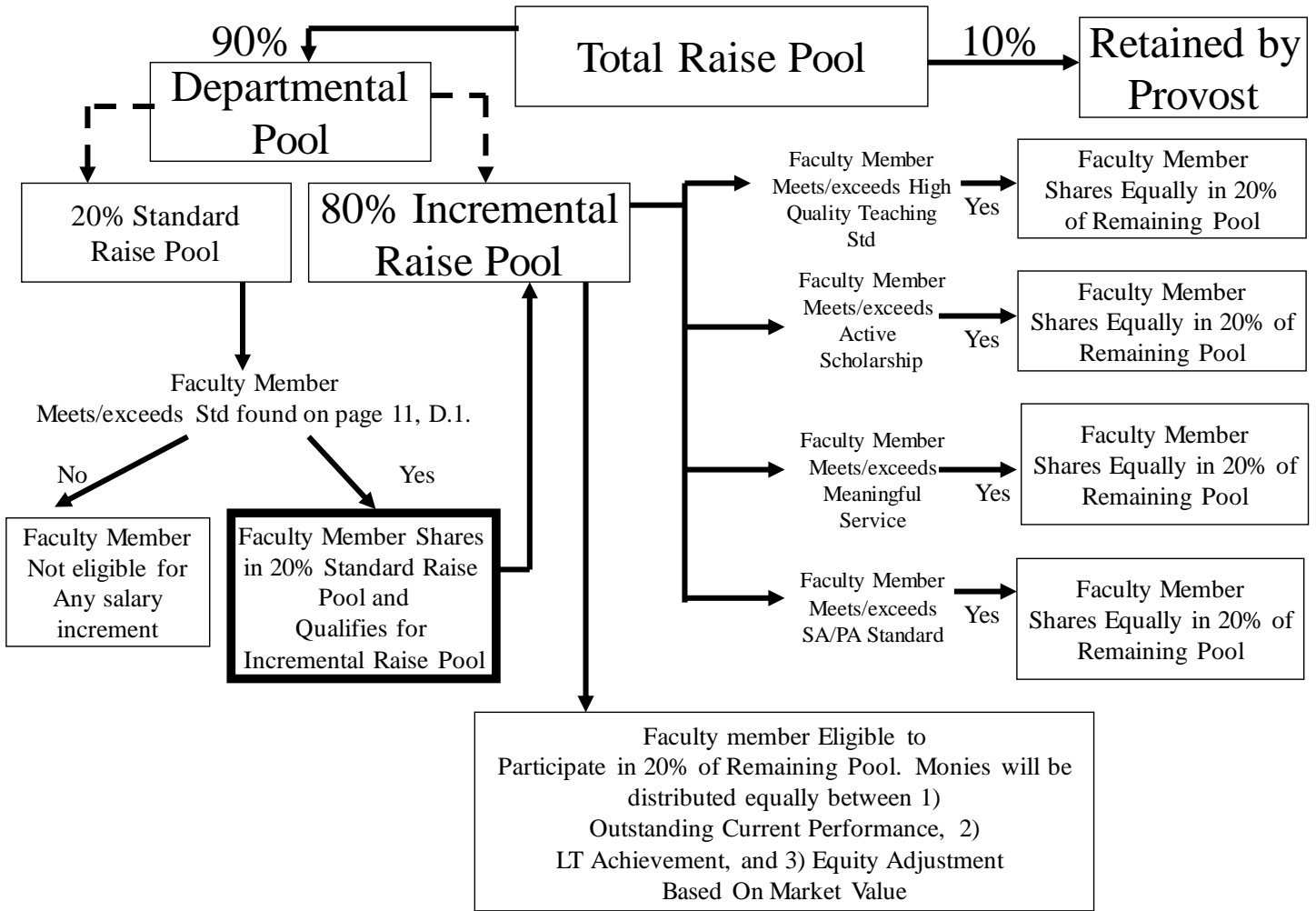
**OR**

4. Demonstrate substantive and sustained professional engagement activities with business and management within the last five years in one or more areas listed below:
  - a. Publication in practitioner journals;
  - b. Presentations at professional and/or practitioner meetings;
  - c. Creation and delivery of executive education seminars or continuing education sessions in one's field of teaching;
  - d. Completion of a new professional certification or designation that is relevant to the faculty member's field or area of teaching subject to continued sustained academic and professional engagement that demonstrates relevance and currency in one's teaching field;
  - e. Completion of significant consulting or training and development activities relevant to one's teaching field
  - f. Earning continuing education credits (CE) relevant to one's teaching field;
  - g. Faculty internships in one's area of teaching;
  - h. Service on corporate, nonprofit and/or not-for-profit Board of Directors, Committee or Task Force activities related to one's field of teaching;
  - i. Extensive and sustained use of client-based class projects (or similar activity) over multiple years.

Faculty members who fail to meet the SP or IP standards may not be retained.

Approved by COB faculty – 11.4.14

# Department of Marketing's Salary Increment Plan





Department of Marketing Face-to-face/Blended Course Evaluation

|  |                     |                                  |                    |
|--|---------------------|----------------------------------|--------------------|
| 1 - RATE THE COURSE IN GENERAL   | EXCELLENT           | A B C D E<br>(1) (2) (3) (4) (5) | VERY POOR          |
| 2 - RATE THE INSTRUCTOR  | EXCELLENT           | A B C D E<br>(1) (2) (3) (4) (5) | VERY POOR          |
| 3 - THE INSTRUCTOR ACHIEVED ESTABLISHED COURSE OBJECTIVES.   | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 4 - THE INSTRUCTOR WAS ORGANIZED IN PRESENTING CLASS MATERIALS.                                    | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 5 - THE INSTRUCTOR GENERALLY TREATS THE STUDENTS IN THE CLASS WITH RESPECT.                        | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 6 - THE INSTRUCTOR WAS AVAILABLE TO DISCUSS COURSE CONTENT OUTSIDE THE CLASSROOM.                  | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 7 - THE INSTRUCTOR MADE AN EFFORT TO FULFILL CLASSROOM RESPONSIBILITIES.                           | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 8 - THE INSTRUCTOR EXPLAINED DIFFICULT OR ABSTRACT IDEAS.  | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 9 - THE INSTRUCTOR PROVIDED VALUABLE INSIGHT INTO THE MATERIAL.                                    | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 10 - THE INSTRUCTOR APPEARED TO BE KNOWLEDGEABLE ABOUT THE SUBJECT MATTER OF THE COURSE            | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 11 - THE INSTRUCTOR PROVIDED THE OPPORTUNITY TO ASK QUESTIONS AND PARTICIPATE IN CLASS DISCUSSION. | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 12 - THE INSTRUCTOR USED MEANINGFUL EXAMPLES AND ILLUSTRATIONS IN CLASS PRESENTATIONS.             | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 13 - THE INSTRUCTOR EXPRESSED IDEAS CLEARLY AND EFFECTIVELY.                                       | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 14 - THE ASSIGNMENTS MADE BY THE INSTRUCTOR HELPED IN LEARNING THE COURSE MATERIAL.                | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 15 - THE INSTRUCTOR USED APPROPRIATE AND FAIR METHODS FOR DETERMINING STUDENT GRADES.              | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 16 - THE EXAMINATIONS ADMINISTERED BY THE INSTRUCTOR SEEMED APPROPRIATE FOR THE COURSE             | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 17 - THE INSTRUCTOR COULD FIELD QUESTIONS EFFECTIVELY.   | STRONGLY AGREE      | A B C D E<br>(1) (2) (3) (4) (5) | STRONGLY DISAGREE  |
| 18 - WITH RELATION TO OTHER INSTRUCTORS I HAVE HAD, I WOULD RATE THIS INSTRUCTOR IN THE            | UPPER FIFTH         | A B C D E<br>(1) (2) (3) (4) (5) | LOWER FIFTH        |
| 19 - COMPARED TO OTHER COURSES, I LEARNED  | VERY MUCH           | A B C D E<br>(1) (2) (3) (4) (5) | NOT VERY MUCH      |
| 20 - COMPARED TO OTHER COURSES ON THE SAME LEVEL, HOW MUCH EFFORT DID YOU PUT INTO THE CLASS?      | MUCH MORE THAN NRML | A B C D E<br>(1) (2) (3) (4) (5) | NEVER HAD TO STUDY |

## DIRECTIONS

Please use this side of the form for your personal comments on teacher effectiveness and other aspects of the course. Your instructor will not see your completed evaluation until final grades are in for your course.

**NOTE:** Someone other than your instructor should collect and deliver these forms to the person designated by your department.

### PLEASE WRITE COMMENTS BELOW

|  |  |
|--|--|
| <b>A</b><br>What are the major strengths and weaknesses of the instructor? |  |
| <b>B</b><br>What aspects of the course were most beneficial to you?        |  |
| <b>C</b><br>What do you suggest to improve this course?                    |  |
| <b>D</b><br>Instructor option question                                     |  |
| <b>E</b><br>Instructor option question                                     |  |
| <b>F</b><br>Instructor option question                                     |  |

## Course Evaluation for Fully Online Courses

The questions in this section ask for your opinions regarding the Course Design and Instructional Materials used in this course.

Please indicate your extent of agreement with the following statements on a seven point scale where 1 = Strongly Disagree and 7 = Strongly Agree.

Strongly Disagree    Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree  
Agree    Strongly Agree    Not Applicable

The course was well organized in terms of the arrangement of materials.

The course materials were made available to me in a timely fashion.

The course was well organized in terms of the arrangement of activities.

The instructor expressed clear expectations for my learning and performance in this class.

The assignments in this course have enhanced my learning.

The tests accurately assessed what I have learned in this course.

The online discussions and/or interactive exercises have enhanced my learning.

In this course, I have been challenged to learn more than I expected.

The questions in this section ask for your opinions regarding the Instructor of this Course.

Please indicate your extent of agreement with the following statements on a seven point scale where 1 = Strongly Disagree and 7 = Strongly Agree.

Strongly Disagree    Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree  
Agree    Strongly Agree    Not Applicable

The instructor was well organized and prepared.

The instructor used effective teaching methods that enhance my learning.

The instructor contributed to improving my learning.

The assignments were returned quickly enough to benefit my learning.

The exams were returned quickly enough to benefit my learning.

The feedback I have received on my work has enhanced my learning.

The instructor provided opportunities for students to learn from each other.

The instructor was available via phone, email, and/or online course site to discuss course related matters on an individual basis when I requested it.

The instructor showed respect and concern for students.

This set of questions relate to your goals and efforts as they related to this course

My goal for this course was to learn ...

- Only what was necessary to pass the course.
- Enough to earn a "B" in this course.
- Enough to earn an "A" in this course
- As much as I possibly could about the subject area

Candidly, relative to my peers in this course, the amount of effort I placed in this course could best be described as ...

- I put very little or no effort into this course.
- I put in the necessary amount of effort necessary to pass the class
- I put in the necessary amount of effort to earn a "B" in the course.
- I put in the necessary amount of effort to earn an "A" in the course.
- I put in the necessary amount of effort to learning everything possible about this subject matter.

Please indicate the extent to which you agree with the following statements.

Strongly Disagree    Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree  
Agree    Strongly Agree

Relative to my peers in the course, I actively participated in discussions and/or interactive exercises.

Relative to my peers in this course, I actively participated in projects (e.g., simulations, case analyses, group activities).

Relative to my peers in this course, I have put a great deal of effort into achieving my personal learning goals in this course.

I have made my best effort to participate in this course.

On average, I spent \_\_\_\_\_ hours per week doing work for this course. Please indicate the number of hours in the box below.

I was enrolled in \_\_\_\_\_ credit hours this summer. Please indicate the number of hours in the box below.

This final section is designed to gather your overall impressions of the course.

Strongly Disagree    Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree  
Agree    Strongly Agree

Overall, the instructor has been an effective teacher.

Overall, this course contributed to my personal school-related goals.

What grade do you expect to earn in this course?

- A
- B
- C
- D
- F

Was this course was delivered via ReggieNet?

- Yes
- No

| <b>ABDC and ABS Journal Ratings</b>              |                      |                     |
|--|----------------------|---------------------|
|  | <b>ABDC<br/>2018</b> | <b>ABS<br/>2018</b> |
| <b>Journal*</b>                                  | <b>A* - C</b>        | <b>4* - 1</b>       |
| Journal of Marketing                             | A*                   | 4*                  |
| Journal of Marketing Research                    | A*                   | 4*                  |
| Journal of the Academy of Marketing Science      | A*                   | 4*                  |
| Journal of Consumer Research                     | A*                   | 4*                  |
| Marketing Science                                | A*                   | 4*                  |
| Journal of Retailing                             | A*                   | 4                   |
| Journal of Service Research                      | A*                   | 4                   |
| Journal of Consumer Psychology                   | A                    | 4*                  |
| Industrial Marketing Management                  | A*                   | 3                   |
| European Journal of Marketing                    | A*                   | 3                   |
| Journal of Advertising Research                  | A                    | 3                   |
| Journal of Advertising                           | A                    | 3                   |
| Journal of Business Research                     | A                    | 3                   |
| Psychology and Marketing                         | A                    | 3                   |
| Journal of Public Policy & Marketing             | A                    | 3                   |
| Marketing Letters                                | A                    | 3                   |
| Journal of International Marketing               | A                    | 3                   |
| Marketing Theory                                 | A                    | 3                   |
| Journal of Business Ethics                       | A                    | 3                   |
| Journal of Marketing Management                  | A                    | 2                   |
| Journal of Business & Industrial Marketing       | A                    | 2                   |
| Journal of Services Marketing                    | A                    | 2                   |
| Journal of Retailing and Consumer Services       | A                    | 2                   |
| Journal of Brand Management                      | A                    | 2                   |
| Advances in Consumer Research                    | B                    | 2                   |
| International Journal of Advertising             | B                    | 2                   |
| Journal of Marketing Education                   | B                    | 2                   |
| Journal of Personal Selling and Sales Management | B                    | 2                   |
| Journal of Business to Business Marketing        | B                    | 2                   |
| Journal of Marketing Theory and Practice         | B                    | 2                   |
| International Journal of Market Research         | B                    | 2                   |
| Journal of Consumer Behaviour                    | B                    | 2                   |
| Academy of Marketing Science Review              | B                    | 2                   |
| Journal of Consumer Marketing                    | B                    | 1                   |
| Journal of Product and Brand Management          | B                    | 1                   |
| Australasian Marketing Journal                   | B                    | 1                   |
| Journal of Marketing Communications              | B                    | 1                   |
| Sport Marketing Quarterly                        | B                    |                     |
| Young Consumers                                  | B                    |                     |
| Journal of Global Marketing                      | C                    | 1                   |
| Journal of Marketing Channels                    | C                    | 1                   |
| Advances in International Marketing              | C                    | 1                   |

|   |   |   |
|---|---|---|
| Journal of Relationship Marketing   | C | 1 |
| Journal of Business and Economic Perspectives   | C |   |
| Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior  | B |   |
| International Journal of Electronic Customer Relationship Management  | C |   |
| International Journal of Electronic Marketing and Retailing   | C |   |
| Irish Marketing Review  | C |   |
| Journal for Advancement of Marketing Education (JAME)   | C |   |
| Journal of Current Issues and Research in Advertising   | C |   |
| Journal of Customer Behavior  | C |   |
| Journal of Database Marketing & Customer Strategy Management  | C |   |
| Journal of Digital and Social Media Marketing   | C |   |
| Journal of Global Marketing   | C |   |
| Journal of Historical Research in Marketing   | C |   |
| Journal of Hospitality Application and Research   | C |   |
| Journal of International Consumer Marketing   | C |   |
| Journal of International Marketing and Exporting  | C |   |
| Journal of International Marketing and Marketing Research   | C |   |
| Journal of Marketing Channels   | C |   |
| Journal of Marketing for Higher Education   | C |   |
| Journal of Political Marketing  | C |   |
| Journal of Relationship Marketing   | C |   |
| Journal of Research for Consumers   | C |   |
| Journal of Research in Interactive Marketing  | C |   |
| Journal of Research in Marketing and Entrepreneurship   | C |   |
| Journal of Selling and Major Account Management   | C |   |
| Journal of Targeting, Measurement and Analysis for Marketing  | C |   |
| Marketing Bulletin  | C |   |
| Marketing Education Review  | C |   |
| <p>*Please note that the above is NOT intended to represent a complete list of acceptable journals. Our recommendation would be that we accept all marketing related (including cross-disciplinary and specialized) journals listed in ABDC and/or ABS, as well as all journals by major, reputable publishers.</p> |   |   |