

**Department of Marketing Supplemental Faculty Personnel Guidelines**  
(Approved by the Department of Marketing Faculty on September 15, 2017)

The Department of Marketing follows the Walker College of Business Faculty Personnel Guidelines approved by the WCOB Faculty on January 15, 2016. Department faculty should consult the college guidelines for specific information about the full range of activities for instruction, intellectual contribution and service and other specifics about tenure, promotion and annual review. This Supplemental Faculty Personnel Guidelines document clarifies and makes explicit some issues for the Department of Marketing.

**Tenure**

Candidates for tenure bear the burden of clearly demonstrating that they qualify for tenure based on their record of performance as measured against tenure standards of the university, the college, and the department.

The criteria for tenure include recognized 1) skill in teaching, 2) accomplishment in scholarship, and 3) accomplishment in service. Candidates should submit a portfolio for review by colleagues and decision-makers. The portfolio should provide evidence of the candidate's performance in teaching, research, and service as suggested by the *Examples of Performance Criteria* contained in Section I.A (Dimensions of Performance) of this manual.

**Tenure - Intellectual Contribution**

Section I.B.2 (page 9) of the Walker College of Business guidelines states: "Recognized accomplishment in intellectual contributions means a strong record of publications in refereed journals. Quality and quantity both matter. Other scholarly contributions (e.g., conference presentations and proceedings, book chapters, works in progress, awards of funded research grants, etc.) may provide support for the candidate's commitment to research or potential for further contributions, but the primary focus in the tenure review is on the record of refereed journal articles. In addition to the record of publications, candidates bear the burden of clearly demonstrating that there is a reasonable expectation they:

- will maintain an on-going commitment to intellectual contributions,
- will produce a record of continuing refereed journal publications, and
- will remain "academically qualified" throughout their career."

For the Department of Marketing "quality" publications are those as defined in the college's document on page 6 of the WCOB Standards for Faculty Sufficiency & Faculty Qualifications as revised on September 2015.

**Tenure - Teaching and Service**

Section I.B.2 (page 8 and 9) of the Walker College of Business Faculty Personnel Guidelines establish criteria for recognized skill in teaching and recognized accomplishment in service for candidates attempting to qualify for tenure. These Guidelines state:

"Recognized skill in teaching means the candidate has attained teaching effectiveness. To earn the recommendation for tenure, candidates must demonstrate that they:

- have attained teaching effectiveness, with evidence provided by meeting numerous *Examples of Performance Criteria in Instruction* as outlined in Section I.A.1,
- are committed to, and can reasonably be expected to, sustain teaching effectiveness."

“Recognized accomplishment in service means the candidate has engaged in sufficient service activities to the institution, the profession, or the public to demonstrate his or her professional citizenship, and has demonstrated a willingness to participate in the affairs of the department, the college, the university, and the profession. Since junior faculty are expected to focus principally on attaining teaching excellence and a strong record of publications, the qualitative and quantitative aspects of the service record are less important than the inference it supports regarding the potential for future service as a senior colleague.”

In addition to an assessment of the faculty member’s demonstrated professional competence to date and potential for future contributions, the decision to confer tenure must consider the needs and resources of the institution.

The Department of Marketing recognizes and adheres to the guidelines established by the Walker College of Business Faculty Personnel Guidelines in the areas of teaching and service for faculty applying for tenure as the minimum level to meet to be granted tenure in the Department.

### **Faculty Workload**

Faculty workloads should meet the expectations for promotion and tenure as specified in the ASU Faculty Handbook, the WCOB Faculty Personnel Guidelines, and the respective departmental guidelines.

Section 1.D.1 (page 12) of the Walker College of Business guidelines state:

“...the standard teaching load for tenure-track faculty members in the College of Business is 9 credit hours of classroom instruction per semester, **with the expectation of demonstrable productivity in scholarship, activity, and service**. Ideally, such a nine hour teaching load will consist of no more than two preparations per semester (3 preparations per academic year).

### **Faculty Workload – Instruction**

The teaching load for full-time non-tenure-track faculty and tenure track-faculty who are not producing intellectual contributions as a sufficient level to maintain their “scholarly academic” or “practice academic” status is 12 hours per semester. In some cases, a department chair, in consultation with the Dean, may assign differential instructional responsibilities resulting from administrative duties, externally funded research, and special assignments including additional institutional obligations. In evaluating faculty performance in instruction, consideration will be given when the faculty member’s course load deviates substantially from the norm.

## **Annual Performance Standards for Faculty**

### **Annual Performance Standards for Faculty – Instruction**

All faculty members, full-time and part-time, will be evaluated against the following **minimum standards** containing these elements:

Receive positive quantitative and qualitative feedback from students through course evaluations<sup>1</sup> and other means that demonstrate a pattern of quality instruction;

- As mandated by the **ASU Faculty Handbook**, hold a minimum of 1.5 office hours per week for every three (3) student credit or instructional workload hours during the academic year, and be generally available to students outside of class contact periods. Part-time faculty must be available to meet with students for appropriate periods based on teaching load;
- Provide course instruction which conforms to the catalog description, and which includes current knowledge of the subject;
- Hold all classes as scheduled, including the final exam period, except for infrequent incidents of

sickness, personal emergencies, or other professional obligations where substitute learning experiences are provided;

- Provide a syllabus that details objectives, a course outline, work expected of students, and instructor policies for each course taught;
- Provide evidence of rigorous and equitable grading.
- Non-tenured faculty are required to administer student evaluations each fall and spring semester. Tenured faculty members must administer student evaluations each fall semester.

Faculty who satisfy the basic standard will have met expectations on this performance dimension. Faculty who fail to meet any element of the basic standard will have failed to meet expectations on this performance dimension. Meeting minimum expectations in instruction is a necessary, but not sufficient, component in merit compensation, promotion and tenure decisions.

Faculty must hold and maintain the appropriate faculty qualification (Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP)) as defined in the AACSB standards and college guidelines to teach graduate level courses.

### **Annual Performance Standards for Faculty - Intellectual Contribution**

Sections I.D.2 (page 14) of the Walker College of Business guidelines state:

Faculty members should make intellectual contributions on a continuing basis appropriate to the College's mission. The components of intellectual contribution are:

- **Basic or Discovery (discipline-based) Scholarship:** Contributions that add to the theory or knowledge base of a discipline.
- **Applied or Integration/Application Scholarship (Contributions to Practice):** Contributions that influence professional practice in a faculty member's field.
- **Teaching and Learning (Pedagogical) Research:** Contributions that influence the teaching-learning activities of the school.

Faculty members who are granted non-administrative reassigned time for intellectual contribution activities are expected to meet minimum performance standards to retain the reassigned time.

### **Minimum Expectations**

To meet minimum expectations, performance evaluation in the area of intellectual contribution will be based on a faculty member's tangible output **in the most recent five-year period**. Subject to these college guidelines, each department will set standards with regard to quality and quantity of intellectual contribution needed to meet minimum expectations. Department standards must be sufficiently rigorous to assure that a faculty member maintains his/her appropriate qualification status as defined in AACSB standards and college guidelines. Meeting annual minimum expectations in intellectual contribution is a necessary, but not sufficient, component in merit compensation, promotion, and tenure decisions.

The Department of Marketing standard for "meeting minimum expectations" in the annual performance review is "academically qualified" status as defined in the college's Standards for Faculty Sufficiency & Faculty Qualifications (Scholarly Academics, Scholarly Practitioners, Practice Academics, Instructional Practitioners).

## **Annual Performance Standards for Faculty - Service**

Section I.D.3 (page 15) of the Walker College of Business guidelines state:

All faculty members must demonstrate a cooperative willingness to support the University's purposes and to share the responsibility for evaluating its policies and programs, which implies an active participation in University affairs. The service component of the faculty member's workload consists of service to various internal constituencies as well as to various external constituencies. All faculty members are expected to allocate at least 5% of their total effort toward service activities.

### **Minimum Expectations**

Each faculty member in the College of Business is expected to participate in the affairs and activities of the department, college, and university. Some examples of basic opportunities for participation include: (1) attending and participating constructively in the deliberations of departmental and general faculty meetings, (2) attending commencement and convocation ceremonies, (3) attending CEO Lecture Series activities, and (4) participating on an as-needed basis in other activities (i.e., Open House, Parents Weekend).

Departmental guidelines will be established to ensure adequate departmental representation at each of the above activities. Failure to regularly participate in these activities at the minimum level specified in departmental guidelines will preclude the meeting of expectations, regardless of other service activities in which the faculty member engages.

In addition to the above expectations, each faculty member must engage in service activities to one or more of the University constituencies. The constituencies to which faculty provide service can be categorized as internal and external. Internal constituencies include the University, College, department and students. External constituencies include the academic profession, the business community and the social/civic community. Examples of the types of service activities possible are published in the [WCOB Faculty Personnel Guidelines](#).

Meeting annual minimum expectations in service is a necessary, but not sufficient, component in merit compensation, promotion, and tenure decisions.