Overview

The Marketing Department at James Madison University is a quality undergraduate program with a balanced teaching and scholarly achievement emphasis. Discipline based, learning and pedagogical, and practice based research is important to the faculty in the marketing department at James Madison University. Faculty members also are expected to engage in a mixture of university, college, program, and professional service.

The Department Head and the Personnel Advisory Committee engage in faculty evaluation. As specified in the Faculty Handbook, section III.E.5.b. (2), the Academic Unit Personnel Advisory Committee is an independent body that separately evaluates faculty performance in the areas of Teaching, Research, and Service. Like the Department Head, the AUPAC uses the standards provided in this document when evaluating a candidate’s performance. Both the Department Head and the AUPAC will formally evaluate the performance of tenure track faculty in the third year of their six year probationary period and at the end of that probationary period. Tenure track faculty given credit for previous years of service and who have a probationary period shorter than six years will be formally evaluated by the Department Head and the AUPAC in the year specified in the candidate’s contract and at the end of the probationary period. At its discretion, the Department Head and the AUPAC may also evaluate a candidate at other points in the probationary period. The Department Head also provides an annual evaluation of all faculty members.

Codification of the Process

Voting requirements for the Department of Marketing PAC Committee shall be as follows:

1. Each member must be tenured associate or full professor.
2. Each member must cast their vote in-person by ballot except in emergency circumstances that prevent the individual from voting in-person. If this is the case, then the individual must contact the PAC Chair and cast a vote by email. Full-time faculty members on leave may cast a vote electronically as well.
3. All members of the Marketing Department will be allowed to vote on changes to this document as it has the potential to affect everyone. In order to recommend changes to the P&T document a quorum of two-thirds is necessary and a simple majority is needed to pass changes to the P&T document.
4. PAC committee member’s recommendations for promotion to associate professor will be rendered by current associate and full professors. PAC committee member’s recommendations for promotion to full professor shall be rendered by current full professors.

Each new tenure track faculty member in the Marketing Department will participate in a third year review. Documentation of candidate’s accomplishments is due to the PAC Chair by Oct 1 in their third year of service to JMU. A letter from the PAC will be issued to the candidate no later than Oct 21 outlining what the candidate must do in order to achieve the rank of Associate Professor with tenure. This same letter will be issued to the Associate Dean of Human Resources and Administration on or before Oct 21.

Annual Evaluation Process

The annual evaluation process is used in making personnel decisions, including allocation of merit pay, continuation of employment, and initiation of post-tenure review.

Faculty Activity Plan. Each faculty member will complete a Faculty Activity Plan, consisting of a description of anticipated activities for the coming year. The proposed set of activities is submitted to the Department Head at a date set by the Department Head but no later than the start of the academic year. For tenured faculty, non-tenured faculty and RTA’s, the faculty member and the Department Head will together agree on a personal set of relative weights to be applied to the three performance areas of teaching, scholarly achievement, and service for the coming academic year. This agreement may be amended by mutual consent during the academic year.
Summary of Activities. At the conclusion of the academic year, the faculty member will submit a summary of activities and accomplishments in the areas of teaching, scholarly achievement and service. All faculty members in the department will use the common Summary of Activities form to report performance activities. Typically, the Department Head will request performance reports at the end of the academic year, usually due in May. Any professional activities performed in the summer months will be reported in the next academic year Summary of Activities.

Evaluations. A preliminary written evaluation is given to each faculty member by the Department Head at least one day prior to an evaluation conference. The evaluation conference must provide an opportunity to discuss the faculty member’s performance, professional contributions and needs as perceived by both the faculty member and the Department Head. The official written evaluation shall not be made until after the evaluation conference. The last date that the conference can take place is Sept 21. The Department Head will provide the official written evaluation to the faculty member by October 1. Further processes, such as an appeals process, are described in the Faculty Handbook.

Performance Ratings. The department will employ a nine-point scale using three levels of performance evaluation ratings for each of evaluation category of unsatisfactory, satisfactory, and excellent, with ratings of 0 – 2 for unsatisfactory, 3 – 5 for satisfactory, and 6 – 8 for excellent. Faculty members will also receive an overall rating of unsatisfactory, or satisfactory, which will be based on relative weights assigned to each area of performance. Faculty with a score of zero in any single functional area (teaching, scholarly achievement, or service) will receive an overall rating of unsatisfactory for that evaluation period. A zero will be given when faculty have not made a good faith effort to fulfill their responsibilities in a functional area. Faculty may avoid a zero rating by demonstrating that they are striving to fulfill their functional obligations, e.g., by making changes in how they interact with students or present course material when previous practices have been pedagogically ineffective, by writing articles and submitting them for review, by accepting and fulfilling assignments to serve the department, university, or profession. The annual evaluation for an RTA faculty member shall include a recommendation on extending that faculty member’s appointment.

The James Madison University Faculty Handbook states that promotion to Associate Professor requires that a candidate's performance be evaluated as excellent in at least one of the three functional areas (i.e., teaching, scholarly achievement, and service) and at least satisfactory in the other two areas. The Handbook also states that Promotion to Professor requires that a candidate's performance be evaluated as excellent in at least two of the functional areas and as at least satisfactory in the third area.
Evaluation of Teaching for Tenure, Promotion
And Annual Evaluation

Teaching Criteria and Evaluation

Teaching is a multifaceted activity that includes course design and delivery, curriculum development, and interaction with students. Therefore, the evaluation process should be characterized by multiple sources of information and a broad view of the activities that constitute effective teaching.

Satisfactory Teaching: Satisfactory teaching is defined as effectively performing the following activities.

Learning/value added
- providing instruction at a rigorous and challenging level,
- stimulating learning and interest in the subject matter,
- serving as faculty advisor for one or two independent studies per semester,
- serving on an honors thesis committee,

Organization
- being well prepared for class,
- informing students of course objectives, assignments, and examination procedures,
- conducting the class in a well-organized manner,
- communicating the subject matter clearly,

Interaction with students
- maintaining scheduled office hours,
- treating students with courtesy and respect,
- providing career advising to students,

Evaluation
- maintaining fair and impartial grading standards,
- providing timely feedback on progress,

Experiential Education
- providing student opportunities for “hands on” learning,
- creating opportunities for student/industry interactions,

Curriculum and course content
- staying current with the subject matter,
- participating in program activities to assess and update the curriculum,

These activities are considered essential to good teaching, and thus are necessary for a rating of satisfactory in the area of teaching. The faculty member must provide evidence (i.e., include supporting documentation) demonstrating satisfactory teaching.

Excellent Teaching: Fulfillment of the criteria for satisfactory teaching performance in an exemplary manner is required for an exceptional rating in teaching. In addition, evidence of a strong, sustained commitment to teaching is expected. Additionally, evidence of a strong, sustained commitment to teaching is expected. The Department Head and the AUPAC will use discretion in making a final determination of excellence in teaching. In order to be considered for an excellent rating in teaching, it is incumbent upon the faculty member to provide evidence (i.e., to include supporting documentation) demonstrating how the faculty member has gone above and beyond departmental expectations. Possible indicators of excellent teaching include:

- publication of widely-adopted and/or acclaimed instructional materials,
• development of innovative pedagogical methods and materials,
• development of new courses,
• major revision of existing courses,
• serving as chair of a student’s honors thesis committee,
• teaching awards,
• outstanding student evaluations,
• pervasively demonstrating (using data) the linkages between marketing strategy and financial performance,
• incorporation of mission-critical technologies (e.g., Excel, Access, SPSS) in instruction, and/or effective use of client-based instruction,
• effective use of experiential activities in the classroom,

There are many paths to the achievement of an exceptional rating in teaching. None of these indicators, in and of themselves, is either necessary or sufficient evidence of exceptional teaching performance. It is the responsibility of the faculty member to provide information documenting and demonstrating his/her exceptional teaching.
**Evaluation of Scholarship for Tenure, Promotion And Annual Evaluation**

Faculty members advancing from the rank of Associate Professor to Professor are evaluated on the basis of their research/scholarly accomplishments since their prior promotion to the rank of Associate Professor as well as their overall record of research/scholarly accomplishments.

**Research and/or Scholarly Activity Criteria**

The following paragraphs reflect the broad dimensions of research/scholarly accomplishments and intellectual contributions as defined by the AACSB. The three generally recognized categories of research/scholarly activity are:

- **Discipline-based scholarship** contributions add to the theory or knowledge base of the faculty member’s field. Published research results and theoretical innovation qualify as Discipline-based scholarship contributions.

- **Contributions to practice** influence professional practice in the faculty member’s field. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on consulting all qualify as Contributions to practice.

- **Learning and pedagogical research** contributions influence the teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all qualify as learning and pedagogical research contributions.

Outputs from scholarship activities may include: Publication in refereed journals (including notes and book reviews), research monographs, scholarly books (including chapters), text books, proceedings from scholarly meetings, and written cases with instructional materials. NOTE: There are additional activities and accomplishment that do not fall neatly into the categories listed above.

**Journal Ranking**

For the purposes both of promotion and tenure and of annual evaluation, the A, B, C value of contributions will be based on the following journal ranking. Faculty have the right to request and receive from the Departmental PAC Chair a binding advisory opinion on the ABC status of journals not listed below and on the status of books, book chapters, monographs, and other scholarly outputs. The PAC will have two weeks to respond to the faculty member’s request from the date that the request is received by the PAC chair. Criteria should include but not limited to acceptance rate of the Journal in question, the Social Science Index rating equal to the journal level the faculty member is requesting and any other data the faculty member submits and the PAC deems salient.

This ABC scheme is designed to rank the various publication outlets in light of the support offered at JMU for research. The Department wishes to recognize publications in other disciplines, as long as those journals are of an acceptable quality as deemed by the Departmental PAC. The PAC will provide an illustrative list of journals that will be considered Level A, B & C journals following the journal classification process described below. Articles that appear in journals that are not on the ABC list but that are on the ABC list of another JMU COB academic department, and demonstrating subject matter relevance to the faculty member’s area of research interests, teaching or pedagogy, can receive credit for the rating of that journal, unless the Departmental PAC rules otherwise. For example, if someone publishes in a management journal that is on the Management Department’s B list, but not on any Marketing Department list, that article may count as a B-level publication.

The Marketing Department will maintain distinct journal ranking lists. Evaluations will be based on the apposite listing.
**Premier and A-Level Publications**

Level A research publications are broadly defined as those publications that are recognized by scholars as being among the premier journal publication outlets within a particular area of study. Publications meeting the A-Level standard have many or all of the following characteristics: a) peer review, b) top international journal, c) high ranking within surveys of journal quality, reputation, and visibility, d) journal acceptance rates which are less than or equal to 15% of submissions and e) Social Science Citations Index (SSCI) greater than 0.5.

These journals are generally considered the premier journals in the field and have an exceptionally high impact on the field. These journals count as 3 Level B journals toward tenure and promotion. All other Level A-journals count as 1.5 Level B journals.

**B-level Publications**

Level B research publications are broadly defined as those publications that are recognized among professional peers of being of reasonable quality and visibility. A Level B journal is representative of some combination of the following characteristics; a) peer review, b) national visibility, c) midrange to modest ranking within surveys of journal quality, reputation, and visibility, d) journal acceptance rates between 15% and 30%, and e) SSCI between 0.1 and 0.5.

**C-Level Publications**

Level C research publications are broadly defined as those publications that are recognized as being of limited but sufficient quality and visibility. A Level C journal is representative of some combination of the following characteristics: a) the absence of peer review, b) editorial review, c) narrow focus and/or visibility, d) low or absent ranking within surveys of journal quality, reputation, and visibility, e) high acceptance rates, and f) Social Science Citations Index less than 0.1. These journals count as .5 Level B journals toward tenure and promotion (maximum 2 C-Level Publications).

Level C research publications may also include authorship of scholarly or practitioner books and book chapters that have limited national impact and visibility (as measured by citation indices, frequency of citation, and/or other documentation of national impact or visibility). Level C research publications may also include authorship of papers that are distributed in the form of the proceedings of professional meetings and case publication.
Requirements for Tenure and Promotion

Faculty members must meet the minimum standards for satisfactory research to be considered for tenure and promotion. Research counted towards tenure and promotion includes work published while employed at JMU. Faculty who are hired at JMU and have been given credit toward tenure will use works published at JMU and works published during the credited period.

Satisfactory Research: The minimum requirement for a satisfactory evaluation in the area of research/scholarly accomplishments for promotion to the rank of Associate Professor and/or the granting of tenure in the College of Business is the following:

A minimum of four peer-reviewed publications from the department’s B list (or equivalent peer-reviewed journals) plus evidence of sustained and ongoing scholarly effort.

Each candidate seeking promotion to the rank of Associate Professor and/or the granting of tenure may substitute two items from the department’s C list for one of the four peer reviewed B list publications.

The minimum requirement for a satisfactory evaluation in the area of research/scholarly accomplishments for promotion to the rank of Professor is the following:

A minimum of three peer-reviewed publications from the department’s B list (or equivalent peer-reviewed journal) during the five year period prior to seeking promotion plus evidence of a sustained record of accomplishment while holding the position of Associate Professor and of ongoing scholarly effort.

Excellent Research: The minimum requirement for an excellent evaluation in the area of research/scholarly accomplishments for promotion to the rank of Associate Professor and/or the granting of tenure in the College of Business is the following:

A minimum of six peer-reviewed publications from the department’s B list (or equivalent peer-reviewed journal) plus evidence of sustained and ongoing scholarly effort.

The minimum requirement for an excellent evaluation in the area of research/scholarly accomplishments for promotion to the rank of Professor is the following:

A minimum of five peer-reviewed publications from the department’s B list (or equivalent) during the five year period prior to seeking promotion plus evidence of a sustained record of accomplishment while holding the position of Associate Professor and of ongoing scholarly effort.

Annual Evaluation of Research

All faculty members will submit as part of their annual evaluation the five year rolling average of their B list intellectual contributions.

For a faculty member seeking: (1) tenure and/or (2) promotion, a five-year annual average of .8 contributions would generally merit a Satisfactory annual rating (3 to 5 on the 9-point scale, the actual rating to be determined at the Department Head’s discretion) while an average of 1.2 would generally merit an Excellent rating (6 to 8 on the 9-point scale, the actual rating to be determined at the Department Head’s discretion).

Non tenure track faculty will be evaluated annually based on the completion of activities that preserve their AQ/PQ status according to AACSB standards. Such faculty should consult the College of Business AQ/PQ document for standards on professional qualifications.

Both Satisfactory and Excellent evaluations presuppose evidence of ongoing scholarly effort. Faculty will also indicate in the report the number of C list contributions that have been part of their rolling average over the past three years. Contributions from the C list in excess of the two that may be substituted for a B list contribution may
receive limited credit in the performance evaluation. Any faculty member without AQ status, and who fails to make progress toward achievement of AQ status, may receive a score of zero for the research component of the annual review. Further, they will be given teaching schedules at the discretion of the Department Head.

In the first two years of an Assistant Professor’s probation period, the Department Head may base the evaluation on work in progress rather than on work accepted for presentation/publication. Until they have completed five years at JMU, new Assistant Professors who lack previous tenure track experience will use their number of years in the position as the divisor of their rolling average. New tenure track faculty members of any rank who have been given credit toward tenure will use works published in the past five years (this includes any works published prior to arriving at JMU within the five year period) as the divisor of their rolling average. The Department Head may exercise judgment in granting extra credit for sole authorships, publications that are positioned very high in their respective lists, and other indicators of special merit. Moreover, when doing annual evaluations, the Department Head may grant extra credit if recent levels of scholarly activity have been high.
Journal Ranking List

The following publications are examples of A-, B-, and C-Level publications. The lists are not intended to be exhaustive but rather illustrative.

Marketing

Premier Publications

- Journal of Consumer Research
- Journal of Marketing
- Journal of Marketing Research
- Journal of the Academy of Marketing Science
- Journal of Retailing
- Marketing Science

A-Level Publications

- Industrial Marketing Management
- International Marketing Review
- Journal of Advertising
- Journal of Advertising Research
- Journal of Business Research
- Journal of the Academy of Marketing Science
- Journal of International Business Studies
- Journal of Macromarketing
- Journal of Marketing Education
- Journal of Personal Selling and Sales Management
- Psychology and Marketing

B-Level Publications

- Academy of Marketing Studies Journal
- AMS Review
- Asian Journal of Marketing
- Case Research Journal
- European Journal of Marketing
- International Journal of Advertising
- International Journal of Research in Marketing
- Journal of Brand Management
- Journal of Business
- Journal of Business Ethics
- Journal of Business-to-Business Marketing
- Journal of Business and Industrial Marketing
- Journal of Business Logistics
- Journal of Business and Psychology
- Journal of Consumer Marketing
- Journal of Case Studies
- Journal of Consumer Psychology
- Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior
- Journal of Euromarketing
- Journal of Fashion Marketing and Management
- Journal of Global Marketing
- Journal of Interactive Marketing
- Journal of Marketing Channels
- Journal of Marketing Communications
- Journal of Marketing Management
- Journal of Marketing Theory and Practice
- Journal of Nonprofit and Voluntary Sector Marketing
- Journal of Product Innovation Management
- Journal of Promotion Management
- Journal of Public Policy and Marketing
- Journal of Services Marketing
- Journal of Strategic Marketing
- Marketing Education Review
- Marketing Letters
- Marketing Theory

C-Level Publications

- Advances in Consumer Research
- AMA Educators’ Conference Proceedings
Evaluation of Service for Tenure, Promotion And Annual Evaluation

Service Criteria

Definition of Level 3 Service: Level 3 service is defined as participation in program, college, and university events for which faculty visibility is important. Generally, such participation does not require additional efforts either before or afterwards.

Examples of Level 3 service include:

- having lunch with potential employers of COB students or freshmen parents
- attending graduation ceremonies, COB Parent’s Day Open House, COB awards ceremonies, program meetings or program seminars
- participating in any program assessment efforts requiring universal faculty involvement
- participating in faculty recruiting (meeting with candidates, attending candidate seminars)
- attending the JMU career fair or Internship fair
- attending senior project presentations

Definition of Level 2 Service: Level 2 service is defined as important activities in support of one’s program, the college, the university, or the profession that involve a moderate to significant time commitment. It is anticipated that the bulk of one’s service activities will fall into this category.

Examples of Level 2 service activities include:

- member of program, college, or university committees, or Faculty Senate
- proceedings editor for a regional conference, book review editor for a journal or program/track chair for a regional conference
- active participation in curriculum development
- participation in university-sponsored programs
- actively engaging the industry in program activities

Definition of Level 1 Service: Level 1 service is defined primarily as activities that involve a very significant time commitment. Secondary indicators of Level 1 service are 1) a high level of personal responsibility; 2) involvement in activities that are critical to the mission of the program, college, university, or professional organization; 3) distinguishing oneself in a leadership role, whether elected or appointed; 4) serving, with distinction, one’s profession and/or the external community in a role that exploits one’s professional knowledge, skills, and talents; 5) “making a difference” in those areas in which one has chosen to serve; and 6) being widely recognized as one who has an exemplary attitude towards service commitments and who serves as a role model for other faculty. Level 1 service should not be interpreted as requiring the presence of each and every secondary indicator of exceptional performance. In particular, Level 1 service does not require a leadership role (e.g., chair of a major committee). However, in all cases there should be evidence of a substantial contribution and an active role.

Examples of Level 1 service include:

- chair of an important recruiting committee
- major responsibility for significant curriculum reform
- Speaker of Faculty Senate
- Chair of AACSB or SACS re-accreditation efforts or other important university committee
- Chair of program review committee
- faculty advisor to an active, successful student organization
• high level office in a prestigious regional or national organization involving a significant time commitment

**Service Evaluation**

**Satisfactory Service:** A necessary, but not sufficient, condition for an evaluation of satisfactory in the area of service is participation in activities that are basic to the responsibilities of a faculty member. These are defined as activities in which faculty members are expected to participate without having been specifically assigned, or designated, to do so. Examples of such service activities include 1) attending Spring commencement exercises; 2) attending departmental meetings; and 3) participating in peer evaluation of faculty in one’s program. Beyond this, there are many, equally acceptable paths to the achievement of a satisfactory evaluation in the area of service. In general, satisfactory service is defined as professionally, effectively, and reliably assuming one’s “fair share” of the tasks required to support the operation of a large university and, where appropriate, contributing to one’s profession and/or the external community. A “fair share” is defined as a reasonably steady stream of service activity consisting of A) a yearly average of one Level 1 activity plus a representative mixture of Level 3 activities or B) a yearly average of three Level 2 activities plus a representative mixture of Level 3 activities. At least one of these Level 2 activities must be service that is internal to the university. Service that is external to the university is not required. Service for which a faculty member is compensated, either by dollar payment or reduced teaching load, should be at least partially discounted. In cases of significant compensation, such activities may be fully discounted.

In all cases it is expected that a faculty member will 1) seek out opportunities to serve rather than expect others to identify those opportunities; 2) take an active role in committees and programmatic efforts, participate in college and university events where faculty visibility is important, support one’s profession in various ways, and provide timely delivery of required commitments; 3) demonstrate an attitude that encourages others to seek one’s assistance on important projects; and 4) describe and document one’s efforts and contributions (as opposed to simply listing the committees on which one has served). It is also to be expected that the mix of activities will vary from year to year and over one’s career.

**Exceptional Service:** There are many, equally acceptable paths to the achievement of an exceptional evaluation in the area of service. In general, exceptional service is defined as professionally, effectively, and reliably assuming, over a sustained period of time, “significantly more than one’s fair share” of the tasks required to support the operation of a large university and, where appropriate, making a sustained and significant contribution to one’s profession and/or the external community. “Significantly more than one’s fair share” of service activities is defined as a reasonably steady stream of service activity consisting of A) a yearly average of one Level 1 activity plus two Level 2 activities plus a representative mixture of Level 3 activities or B) a yearly average of five Level 2 activities plus a representative mixture of Level 3 activities. At least two of these activities must be service that is internal to the university. Service that is external to the university is not required. Service for which a faculty member is compensated, either by dollar payment or reduced teaching load, should be at least partially discounted. In cases of significant compensation, such activities may be fully discounted.

In all cases it is expected that a faculty member will 1) seek out opportunities to serve rather than expect others to identify those opportunities; 2) take an active role in committees and programmatic efforts, participate in college and university events where faculty visibility is important, support one’s profession in various ways, and provide timely delivery of required commitments; 3) demonstrate an attitude that encourages others to seek one’s assistance on important projects; and 4) describe and document one’s efforts and contributions (as opposed to simply listing the committees on which one has served). In addition, exceptional performance requires some evidence of a significant contribution over and above satisfying the numerical quota of service activities at the various levels. One way to demonstrate a significant contribution would be to provide evidence that one’s service activities incorporate one or more of the secondary indicators that define Level 1 service. Finally, it is to be expected that the mix of activities will vary from year to year and over one’s career.

**Evaluating Service Contributions:** It is the responsibility of the faculty member being evaluated to provide information that documents and demonstrates Level 1, 2, or 3 service. Faculty are free to reclassify
service contributions from those levels provided in the examples (e.g. upgrading a Level 2 example to a Level 1) but must provide substantiation for the reclassification.

Faculty members under review who serve on committees may supply written comments from committee chairs as part of the evaluation documentation. If the faculty member serves as the chair of a committee, the faculty member may ask the individual who made the appointment, e.g., the dean, the VP of Academic Affairs, etc., to supply evidence of service performance for documentation. In cases where service performance is judged unsatisfactory, no credit for that activity should be given towards promotion and tenure.