

Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Marketing

A. Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six

Instructors are expected to meet standards in the areas of teaching and service. Criteria and standards for teaching and service are described in Sections A.1 to A.4.

Under special circumstances, Instructors may be expected to perform a different allocation of effort due to a unique workload arrangement approved in writing by the Department Chair and Dean. For example, Instructors may be asked to teach more classes or to be on an administrative assignment – such that expectations of effort in the other area is lowered. In such cases, allocation of effort for performance reviews must be clearly expressed in the Instructor's workload statement and the workload statement must be shared with the evaluation committee.

1. Criteria for Evaluation of Teaching for NTTF

Teaching activities relate to the development and delivery of assigned or voluntary instructional responsibilities, and include 1) instructing classrooms or independent studies, advising/coaching student organizations, competitions, or research projects; 2) preparation of teaching materials; and/or 3) participation in pedagogical conferences, trainings, workshops, or seminars, or mentoring other faculty aimed at improving teaching effectiveness. Activities that are remotely related to teaching (e.g., membership in curriculum committees) shall be considered service to the university, college, department, community, or marketing discipline and/or profession. The following components will be considered to evaluate Teaching, as appropriate. Classroom effectiveness is considered relatively more important than other components listed below:

a. Classroom Effectiveness

Effectiveness in the classroom will be primarily evaluated using the following aspects of teaching performance: appropriateness of teaching materials assignments given the type and level of the course(s) taught; methods used to assess student performance; nature of the course(s) taught (e.g., required courses, new preparations, new courses, diversity of courses, graduate courses, class sizes, number of preparations); use of innovative/high impact teaching methods in the classroom; peer evaluations as specified in the department's Peer Evaluation Policy; and teaching awards. Consideration will also be given to students' quantitative and qualitative evaluations.

b. Course Modification/Design

Course modification/design includes the depth and breadth of the updates and modifications that the faculty member implements, over time, in the courses he or she teaches, as well as new subject matters that he or she may develop and teach on behalf of the department (the latter may not be possible given the curricular priorities of the Department and room to offer new courses in the program).

c. Non-classroom Teaching

Teaching activities that take place outside of the traditional classroom are also considered in the evaluation of teaching performance. These activities could include involvement in independent studies conducted with undergraduate students, honors projects, out-of-class workshops/seminars/site visits conducted with students, and other activities that directly impact student learning.

d. Advising Activities

The department values advising and recognizes its importance to ensure that students receive a quality educational experience. Therefore, academic advising responsibilities may also be taken into account in the evaluation of contributions in the teaching area. Advising includes the number of advisees the faculty member is responsible for, serving as advisor for student organizations, student competitions, and/or learning communities.

e. Professional Development Activities

Faculty participation in professional development activities related to teaching includes attending or presenting at teaching conferences and/or workshops, participating in faculty colloquiums devoted to teaching, etc. Faculty are expected to maintain AACSB qualification through participation in professional development activities.

f. Publication of Teaching Materials

Development and publication of materials to facilitate the teaching of a subject may also be evidence of teaching activities.

2. Criteria for Evaluation of Service for NTTF

The following components will be considered to evaluate Service, as appropriate. These activities may include participation in activities/committees/ad hoc task forces that benefit the students, faculty, programs, and mission of the department, College and/or University, as well as service to the faculty member's profession and/or discipline.

a. Service to the University

Participation on department, College, and/or University committees will be used in the evaluation of service performance. The total service performance will be measured, in part, by the degree of involvement and contribution to such activities. The weight given to any particular department, College, and/or University service activity will vary by the nature of the assignment, the degree of involvement, and the tasks and accomplishments of the committee. In general, major committees are those that involve a substantial time commitment such as Undergraduate Curriculum and Learning Assessment Committee, Graduate Advisory Committee, and Faculty Senate Executive Committee.

b. Service to Profession and/or Discipline

Service to profession and/or discipline includes membership and involvement in professional business-related or academic organizations at the local, regional, and national levels. The weight given to any particular activity will vary depending upon the nature of the assignment, the degree of involvement, and the specific accomplishments or contributions of the activity. Faculty are expected to maintain AACSB qualification through participation in professional service activities.

c. Service Recognition Awards, External Engagement, and Other Service Support Activities

Other service activities not listed elsewhere, such as administrative assignments, service on

public/private advisory boards or boards of directors, unpaid professional consulting, the establishment and maintenance of contacts with relevant external professional constituencies, or the sharing of knowledge and expertise with external constituents in an unpaid fashion on issues of relevance to their organization(s) will also be included in the overall evaluation of service performance.

d. Recruitment and Retention Activities

In addition to the previously-mentioned activities that may indirectly impact the recruitment and retention of students, involvement in other activities that directly impact these goals will be included as part of the faculty member's service contributions. Such activities would include participation in Preview Days, freshman orientations, department, College and/or University events, faculty-parent functions, judging student competitions, etc.

3. Standards for Evaluation of Teaching for NTTF

See Table 1.

4. Standards for Evaluation of Service for NTTF

See Table 2.

For reappointment, there will be lower service expectations of Instructors in their first year of employment, relative to subsequent years, so as to allow them to concentrate on their pedagogical activities during their first year. By the second year, in order to continue to be reappointed, Instructors will be expected to become more involved in service to the University while still maintaining adequate teaching standards.

To be reappointed, Instructors must be judged to meet or exceed the following performance levels:

	<i>Teaching</i>	<i>Service</i>
<i>First Year Evaluation</i>	ADEQUATE	ADEQUATE
<i>Second and Subsequent Years Evaluations</i>	ADEQUATE	VERY GOOD

It should be noted that the standards for Promotion to Lecturer are higher than the standards for Reappointment. Therefore, a faculty member could be reappointed each year but not meet the standards for promotion to Lecturer.

B. Academic Unit Procedures for Creation and Submission of NTTF APR and EPR Materials

1. The APR involves an evaluation of the candidate's teaching and service performance across the previous year. The candidate must submit his/her materials through the electronic portfolio system. Materials for the APR should include:
 - a. A teaching narrative, which discusses teaching philosophy and methods, student evaluations, and peer evaluation(s) received during the review period.
 - b. A service narrative, which presents the nature, the time invested in, and the impact realized or expected from each service activity during the review period.
 - c. A professional development narrative, indicating the candidate's AACSB qualifications
 - d. Current curriculum vitae

- e. A copy of the candidate's workload statement
 - f. Any additional materials that the candidate believes are relevant
 - g. A portfolio of support materials that elaborate upon the candidate's accomplishments in teaching and service
2. The EPR involves an evaluation of the candidate's teaching and service performance across the previous three years. The candidate must submit a dossier of materials through the electronic portfolio system when such system is available. Materials for the EPR should include:
- a. A *cumulative* teaching narrative, which discusses teaching philosophy and methods, student evaluations, and peer evaluation(s) received during the review period
 - b. A *cumulative* service narrative, which presents the nature, the time invested in, and the impact realized or expected from each service activity during the review period
 - c. A professional development narrative, indicating the candidate's AACSB qualifications
 - d. Current curriculum vitae
 - e. A copy of the candidate's workload statement for each year of the review period
 - f. Previous APRs (and EPR, if applicable)
 - g. Any additional materials that the candidate believes are relevant
 - h. A portfolio of support materials that elaborate upon the candidate's accomplishments in teaching and service

C. Unit Faculty Involvement in the NTTF APR Process

1. APR is conducted by the Department Chair, with feedback from tenured faculty, probationary TTF and NTTFs with higher rank than the candidate undergoing review.
 - a. The Department Chair conducts an evaluation of the candidate's teaching and service as per the criteria explained in Section A using the submitted dossier.
 - b. The Department Chair prepares a memo that presents evaluative comments about the candidate's teaching and service performance and specifies whether or not he/she recommends the candidate for reappointment.
 - c. The Department Chair shares the memo with and invites feedback from tenured faculty, probationary TTF and NTTFs with higher rank than the candidate undergoing review.
 - d. The Department Chair considers the faculty feedback and finalizes the memo, which clearly indicates whether or not the candidate is recommended for reappointment. If reappointment is not recommended, explanation will be provided in the memo.

D. Academic Unit Criteria and Standards used in NTTF Promotion Reviews

1. Criteria and Standards for Promotion from Instructor to Lecturer

Applications for promotion from *Instructor* to *Lecturer* will be reviewed based on the criteria for evaluation of NTTF in the areas of teaching and service as described in Sections A.1 through A.2, respectively, during the review period, which emphasizes the most recent six years. To be recommended for promotion from *Instructor* to *Lecturer*, NTTF must meet or exceed the following levels of performance in teaching and service per standards specified in Sections A.3 and A.4, maintain AACSB qualification, and satisfy the additional expectations specified in Sections D.1.a and D.1.b.

<i>Teaching</i>	<i>Service</i>
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<i>Evaluation</i>	VERY GOOD	VERY GOOD
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- a. Standards for Evaluation of Teaching for NTTF
The candidate must (a) demonstrate consistent growth and development in teaching efficacy; and (b) use high impact teaching practices, such as writing-intensive assignments, collaborative projects, experiential learning methods, and/or other teaching and learning methods that are documented to be effective.
- b. Standards for Evaluation of Service for NTTF
The candidate has consistently performed at a level of VERY GOOD or better during the evaluation period.

2. **Criteria and Standards for Promotion from Lecturer to Senior Lecturer**

Applications for promotion from *Lecturer* to *Senior Lecturer* will be reviewed based on the criteria for evaluation of NTTF in the areas of teaching and service as described in Sections A.1 and A.2, respectively, during the review period or the past six years, whichever is shorter. To be recommended for promotion from *Lecturer* to *Senior Lecturer*, NTTF must meet or exceed the following levels of performance in teaching and service per standards specified in Sections A.3 and A.4, maintain AACSB qualification, and satisfy the additional expectations specified in Sections D.2.a and D.2.b.

	<i>Teaching</i>	<i>Service</i>
<i>Evaluation: Option 1</i>	EXCEPTIONAL	VERY GOOD
<i>Evaluation: Option 2</i>	VERY GOOD	EXCEPTIONAL

- a. Standards for Evaluation of Teaching for NTTF
Teaching performance may be judged VERY GOOD or EXCEPTIONAL depending on the extent to which the candidate (a) meets or exceeds the teaching standards for promotion to Lecturer as described in Section D.1.a; (b) has an established reputation as an effective teacher, which may be exhibited by teaching awards; external evidence of effectiveness in advising/coaching student organizations, competitions, or research projects; or making presentations about their teaching techniques at organized meetings or conferences; and (c) has demonstrated teaching leadership through initiating curriculum development, offering presentations or workshops, or mentoring other faculty.
- b. Standards for Evaluation of Service for NTTF
Service performance may be judged VERY GOOD or EXCEPTIONAL depending on the extent to which the candidate (a) meets or exceeds the service standards for promotion to Lecturer as described in Section D.1.b; (b) has made significant contributions in multiple service activities benefiting the department, college, university, discipline, and/or profession; and (c) has assumed leadership and/or invested substantial time in one or more of those activities.

E. Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

The promotion review involves an evaluation of the candidate's teaching and service performance across the review period. The candidate must submit a dossier of materials through the electronic portfolio system. Materials for promotion include:

1. A *cumulative* teaching narrative, which discusses teaching philosophy and methods, student evaluations, and peer evaluation(s) received during the review period
2. A *cumulative* service narrative, which presents the nature, the time invested in, and the impact realized or expected from each service activity during the review period
3. A professional development narrative, indicating the candidate's AACSB qualifications
4. Current curriculum vitae
5. A copy of the candidate's workload statement for each year of the review period
6. The most recent EPR and subsequent APRs (only if applying for promotion to Lecturer)
7. Any additional materials that the candidate believes are relevant
8. A portfolio of support materials that elaborate upon the candidate's accomplishments in teaching and service

The schedule and deadlines for completing the evaluations under this section shall comply with the timelines required by the Office of the Provost/VPAA.

F. Academic Unit Criteria and Standards Used in APRs and EPRs of TTF

Probationary TTF are expected to meet standards in the areas of teaching, research, and service. The overall expectation of probationary TTF are that they be making reasonable progress toward meeting the criteria for tenure and promotion to associate professor. Criteria and standards for teaching, research, and service are described in Sections F.1 to F.6).

1. Criteria for Evaluation of Teaching for TTF

Teaching activities relate to the development and delivery of assigned or voluntary instructional responsibilities, and include 1) instructing classrooms or independent studies, advising/coaching student organizations, competitions, or research projects; 2) preparation of teaching materials; and/or 3) participation in pedagogical conferences, trainings, workshops, or seminars, or mentoring other faculty aimed at improving teaching effectiveness. Activities that are remotely related to teaching (e.g., membership in curriculum committees) shall be considered service to the university, college, department, community, or marketing discipline and/or profession. The following components will be considered to evaluate Teaching, as appropriate. Classroom effectiveness is considered relatively more important than other components listed below:

a. Classroom Effectiveness

Effectiveness in the classroom will be primarily evaluated using the following aspects of teaching performance: appropriateness of teaching materials assignments given the type and level of the course(s) taught; methods used to assess student performance; nature of the course(s) taught (e.g., required courses, new preparations, new courses, diversity of courses, graduate courses, class sizes, number of preparations); use of innovative/high impact teaching methods in the classroom; peer evaluations as specified in the department's Peer Evaluation Policy; and teaching awards. Consideration will also be given to students' quantitative and qualitative evaluations.

b. Course Modification/Design

Course modification/design includes the depth and breadth of the updates and modifications

that the faculty member implements, over time, in the courses he or she teaches, as well as new subject matters that he or she may develop and teach on behalf of the department (the latter may not be possible given the curricular priorities of the Department and room to offer new courses in the program).

c. Non-classroom Teaching

Teaching activities that take place outside of the traditional classroom are also considered in the evaluation of teaching performance. These activities could include involvement in independent studies conducted with undergraduate students, honors projects, out-of-class workshops/seminars/site visits conducted with students, and other activities that directly impact student learning.

d. Advising Activities

The department values advising and recognizes its importance to ensure that students receive a quality educational experience. Therefore, academic advising responsibilities may also be taken into account in the evaluation of contributions in the teaching area. Advising includes the number of advisees the faculty member is responsible for, serving as advisor for student organizations, student competitions, and/or learning communities.

e. Professional Development Activities

Faculty participation in professional development activities related to teaching includes attending or presenting at teaching conferences and/or workshops, participating in faculty colloquiums devoted to teaching, etc. Faculty are expected to maintain AACSB qualification through participation in professional and scholarly development activities.

f. Publication of Teaching Materials

Development and publication of materials to facilitate the teaching of a subject may also be evidence of teaching activities.

2. Criteria for Evaluation of Research for TTF

Scholarly research activities relate to the initiation, design, execution, and dissemination of original faculty research projects intended for publication. Scholarly research activities may include 1) the design and preparation of research materials; 2) collection and analysis of research data; 3) written or verbal presentation of research findings; and/or 4) faculty participation in formal research training, workshops, or courses designed to advance their research capabilities. Other activities such as serving as editor or reviewer for journals or involvement in academic/scholarly councils/boards are to be considered as service.

Making significant *research* contributions to the knowledge base of one's discipline is a central responsibility of all TTF. Such contributions are important both in their own right and because they are an essential qualification for instructing others at the university and beyond. Activities that fall under Research are organized into the following four categories (i.e., a through d).

a. Refereed Research

1. Refereed publications in academic journals, evaluated using the journal ratings provided by Association of Business Schools (ABS). ABS ratings of 3 or higher signify "A" journals; ABS rating of 2 indicates "B" journals; and all other refereed journals fall in the "C" category.

2. Refereed publication of full papers in the proceedings of premiere academic events such as AMA Summer and Winter Academic Conferences and the North American ACR Conference.
 3. Refereed presentations at professional conferences from which an abstract is published in the proceedings.
 4. Refereed book chapters.
- b. Research Grants and Recognition
1. Research grants obtained from internal or external entities
 2. Research/scholarly achievement awards or recognitions
- c. Non-refereed Research
1. Books that make original contributions by presenting newly-generated knowledge
 2. Non-refereed book chapters
 3. Invited publications in journals
 4. Published book reviews
 5. Non-refereed publications in practitioner outlets
 6. Invited publications in proceedings
 7. Non-refereed presentations at professional conferences from which something was published in the proceedings.
 8. Non-refereed presentations at professional conferences from which no proceedings are published
- d. Research in Progress
1. Papers submitted to journals during the evaluation period are weighted differently depending on how far along they are in the process of getting accepted for publication (e.g., newly submitted, first- vs. second- vs. third-time revision for resubmission, conditionally accepted)
 2. Refereed presentations at professional conferences from which no proceedings are published
 3. Papers submitted to conferences during the evaluation period
 4. Manuscripts in progress not submitted to journals or conferences during the evaluation period

Across these various research activities, TTF performance will be evaluated based on the quantity of the activities, the quality of each activity, the quality of the outlets where they appear, external recognitions achieved by one or more activities or by the candidate, and the candidate's reputation in the discipline or in his/her area of specialization (inferable in part from authoritative letters of review external to the University). The candidate must pay particular attention to the following crucial factors, which describe how his/her research performance will be evaluated.

- i. Refereed publications are given greater weight than non-refereed publications.
- ii. Refereed journal publications are given greater weight than other forms of refereed publications.
- iii. Refereed journal publications are evaluated using the journal ratings provided by Association of Business Schools (ABS). ABS ratings of 3 or higher signify "A" journals; ABS rating of 2 indicates "B" journals; and all other refereed journals fall in the "C" category.
- iv. Individually-authored publications are given greater weight than equal quality co-authored publications.
- v. A programmatic portfolio of research activities is given greater weight than scattered works. A programmatic portfolio consists of research activities that are purposefully

interrelated, make noteworthy contributions in one or two areas within the Marketing discipline, and have a significant aggregate impact.

- vi. While interdisciplinary research and contribution to other (business) disciplines are valued, the bulk of the candidate's publications are expected to appear in journals within the marketing discipline, defined broadly.
- vii. The primary emphasis will be on publication acceptances and activities occur while the faculty member is at BGSU and during the review period.

3. Criteria for Evaluation of Service for TTF

The following components will be considered to evaluate Service, as appropriate. These activities may include participation in activities/committees/ad hoc task forces that benefit the students, faculty, programs, and mission of the department, College and/or University, as well as service to the faculty member's profession and/or discipline.

a. Service to the University

Participation on department, College, and/or University committees will be used in the evaluation of service performance. The total service performance will be measured, in part, by the degree of involvement and contribution to such activities. The weight given to any particular department, College, and/or University service activity will vary by the nature of the assignment, the degree of involvement, and the tasks and accomplishments of the committee. In general, major committees are those that involve a substantial time commitment such as Undergraduate Curriculum and Learning Assessment Committee, Graduate Advisory Committee, and Faculty Senate Executive Committee.

b. Service to Profession and/or Discipline

Service to profession involves faculty time and effort in the capacity of either an editor and/or reviewer of manuscripts considered for publication in journals or proceedings, appointment to the editorial review board of a journal, a participant (track chair, discussant, or an attendee) at professional conferences and seminars, and membership and involvement in professional business-related or academic organizations at the local, regional, and national levels. The weight given to any particular activity will vary depending upon the nature of the assignment, the degree of involvement, and the specific accomplishments or contribution of the activity.

c. Service Recognition Awards, External Engagement, and Other Service Support Activities

Other service activities not listed elsewhere, such as administrative assignments, service on public/private advisory boards or boards of directors, unpaid professional consulting, the establishment and maintenance of contacts with relevant external professional and scholarly constituencies, or the sharing of knowledge and expertise with external constituents in an unpaid fashion on issues of relevance to their organization(s) will also be included in the overall evaluation of service performance.

d. Recruitment and Retention Activities

In addition to the previously-mentioned activities that may indirectly impact the recruitment and retention of students, involvement in other activities that directly impact these goals will be included as part of the faculty member's service contributions. Such activities would include participation in Preview Days, freshman orientations, department, College and/or University events, faculty-parent functions, judging student competitions, etc.

4. Standards for Evaluation of Teaching for TTF See Table 1.

5. Standards for Evaluation of Research for TTF
See Table 3.
6. Standards for Evaluation of Service for TTF
See Table 2.

There will be lower service expectations of Probationary TTF so as to allow them to concentrate on their pedagogical activities and research productivity during their probationary years. As part of EPR, Probationary TTF must be judged to meet or exceed the following performance levels in order to be recommended for reappointment. It is crucial for Probationary TTF to note that the standards for Tenure and Promotion to Associate Professor are higher than the sum of the APR standards across the review period. Therefore, a faculty member could be evaluated favorably in each of the probationary years, but not meet the standards for Tenure and Promotion to Associate Professor.

	<i>Teaching</i>	<i>Research</i>	<i>Service</i>
<i>First Year Evaluation</i>	ADEQUATE	ADEQUATE	ADEQUATE
<i>Subsequent Probationary Years Evaluations: Option 1</i>	VERY GOOD	ADEQUATE	ADEQUATE
<i>Subsequent Probationary Years Evaluations: Option 2</i>	ADEQUATE	VERY GOOD	ADEQUATE

G. Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

1. The APR involves an evaluation of the candidate's teaching, research, and service performance in the most recent year. The candidate must submit his/her materials through the electronic portfolio system. Materials required for APR include:
 - a. A teaching narrative, which discusses teaching philosophy and methods, student evaluations, and peer evaluation(s) received during the review period
 - b. A research narrative, which provides copies of published, accepted, in review, and in progress works, and indicators of the quantity and quality of all research activities during the review period
 - c. A service narrative, which presents the nature, the time invested in, and the impact realized or expected from each service activity during the review period
 - d. Current curriculum vitae
 - e. Any additional materials that the candidate believes are relevant
 - f. A portfolio of support materials that validate candidate's activities teaching, research and service activities
2. The EPR involves an evaluation of the candidate's teaching, research, and service performance since the beginning of his/her appointment. The candidate must submit his/her materials through the electronic portfolio system. Materials for the EPR should include:
 - a. A *cumulative* teaching narrative, which discusses teaching philosophy and methods, student evaluations, and peer evaluation(s) received during the review period
 - b. A *cumulative* research narrative, which provides a research description (in prose, not a list); contextualizes how the candidate's research moves the field forward; encloses copies of

- published, accepted, in review, and in progress works; and indicators of the quantity and quality of all research activities during the review period
- c. A *cumulative* service narrative, which presents the nature, the time invested in, and the impact realized or expected from each service activity during the review period
 - d. Current curriculum vitae
 - e. All prior APRs
 - f. Any additional materials that the candidate believes are relevant
 - g. A portfolio of support materials that validate candidate's activities teaching, research, and service activities

H. Unit Faculty Involvement in the TTF APR Process

1. APR is conducted by the Department Chair, with feedback from tenured faculty who have a higher rank than the candidate undergoing review.
 - a. The Department Chair conducts an evaluation of the candidate's teaching, research, and service as per the criteria explained in Section F using the submitted dossier.
 - b. The Department Chair prepares a memo that presents evaluative comments about the candidate's teaching and service performance and specifies whether or not he/she recommends the candidate for reappointment.
 - c. The Department Chair shares the memo with and invites feedback from tenured faculty who have a higher rank than the candidate undergoing review.
 - d. The Department Chair considers the faculty feedback and finalizes the memo, which clearly indicates whether or not the candidate is making satisfactory progress towards tenure. If the candidate's progress is not found to be satisfactory, explanation will be provided in the memo.

I. Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review

1. Criteria and Standards for Tenure and Promotion from Assistant Professor to Associate Professor

The candidate will be reviewed based on the criteria for evaluation of TTF in the areas of teaching, research, and service as described in Sections F.1, F.2, and F.3, respectively, during the review period. Teaching and research are central to the University's mission and thus carry more weight than service in the evaluation of a candidate. To be recommended for tenure and promotion from *Assistant Professor* to *Associate Professor*, TTF must meet or exceed the following levels of performance in teaching, research, and service per standards specified in Sections F.4, F.5, and F.6, respectively and satisfy the additional expectations specified in Sections I.1.a through I.1.c.

	<i>Teaching</i>	<i>Research</i>	<i>Service</i>
<i>Evaluation</i>	VERY GOOD	VERY GOOD	ADEQUATE

- a. Standards for Evaluation of Teaching for TTF
The candidate must (a) demonstrate consistent growth and development in teaching efficacy; and (b) use high impact teaching practices, such as writing-intensive assignments, collaborative projects, experiential learning methods, and/or other teaching and learning methods that are documented to be effective.

b. Standards for Evaluation of Research for TTF

The candidate must demonstrate a programmatic body of research in one or more areas as well as evidence of ability to lead research projects (e.g., lead or solo authorship). In addition, the initial submission and final acceptance of at least one A journal publication must occur while the faculty member is at BGSU *and* during the review period.

c. Standards for Evaluation of Service for TTF

The candidate must have performed at an ADEQUATE or better level of performance during the review period.

2. Criteria and Standards for Promotion from Associate Professor to Full Professor

a. Evaluation Time Frame

Although the candidate's entire professional record will be considered for promotion to Professor, primary emphasis will be placed on the activities not previously counted toward the Candidate's promotion to Associate Professor. University policy does not establish a minimum number of years of service at the Associate Professor level prior to promotion to Professor. However, the level and quality of contributions expected in the areas of teaching, research, and service would suggest that a period of time comparable to that spent working toward promotion to Associate Professor is normally expected of a candidate for promotion to Professor. In cases where candidates have achieved such a record in a shorter period of time, then promotion to Professor may be granted. Thus, the appropriate criterion is whether the candidate has the necessary record rather than whether the candidate has been an Associate Professor for a specified period of time. Similarly, candidates for promotion to Professor should not be held to a higher standard for promotion if they have been Associate Professors for a longer time period compared to that spent working toward promotion to Associate Professor. In such cases, however, the primary emphasis shall be placed on the candidate's performance in the most recent six years.

b. Minimum Performance Levels

Promotion to Professor entails past and present activities in the areas of teaching, research, and service, along with the likelihood of continued activity in those three areas. However, it is not considered adequate to merely continue to perform at the same levels of activity as are needed for promotion to Associate Professor. Candidates for promotion to Professor are expected to have taken the initiative and/or displayed leadership in at least one of the two areas of teaching and research. Taking the initiative and/or displaying leadership is not intended to suggest that candidates for promotion to Professor must take on additional administrative responsibilities; rather, it suggests that the candidate has been active in assisting with the responsibilities he or she assumes, creative in working towards solutions, available to chair committees, supportive of the professional development of other faculty, and instrumental in achieving positive desirable outcomes for the good of the Department, College, University, or profession.

The candidate will be reviewed based on the criteria for evaluation of TTF in the areas of teaching, research, and service as described in Sections F.1, F.2, and F.3, respectively, during the review period. Teaching and research are considered to be central to the University's mission and thus carry more weight than service in the evaluation of a candidate. To be recommended for promotion from *Associate Professor* to *Professor*, TTF must meet or exceed the following levels of performance in teaching, research, and service per standards

specified in Sections F.4, F.5, and F.6, respectively, and satisfy the additional expectations specified in Sections I.2.c through I.1.e.

Among the three options shown below, Option 1 is a balanced approach to the three areas of teaching, research, and service and is, thus, the most common path to promotion to the Professor rank. Options 2 and 3 are for candidates who exhibit an exceptional level of performance in either teaching or research.

	<i>Teaching</i>	<i>Research</i>	<i>Service</i>
<i>Evaluation: Option 1</i>	VERY GOOD	VERY GOOD	VERY GOOD
<i>Evaluation: Option 2</i>	EXCEPTIONAL	VERY GOOD	ADEQUATE
<i>Evaluation: Option 3</i>	VERY GOOD	EXCEPTIONAL	ADEQUATE

c. Performance Standards for Teaching for TTF

Teaching performance may be judged VERY GOOD or EXCEPTIONAL depending on the extent to which the candidate (a) meets or exceeds the teaching standards for tenure and promotion to Associate Professor as described in Section I.1.a; (b) has an established reputation as an effective teacher, which may be exhibited by teaching awards; external evidence of effectiveness in advising/coaching student organizations, competitions, or research projects; or making presentations about their teaching techniques at organized meetings or conferences; and (c) has demonstrated teaching leadership through initiating curriculum development, offering presentations or workshops, or mentoring other faculty.

d. Performance Standards for Research for TTF

Research performance may be judged VERY GOOD or EXCEPTIONAL depending on the extent to which the candidate (a) meets or exceeds the research standards for tenure and promotion to Associate Professor as described in Section I.1.b; (b) has completed a substantial body of programmatic research that makes important contributions to one or more areas of research; (c) has an established reputation in those areas as suggested by external reviews, indicators of impact, and/or external research awards; and (d) has taken a leadership role in activities intended to help others achieve success in their research activities.

e. Performance Standards for Service

Service performance may be judged ADEQUATE, VERY GOOD or EXCEPTIONAL depending on the extent to which the candidate (a) meets or exceeds the service standards for tenure and promotion to Associate Professor as described in Section I.1.c; (b) has made significant contributions in multiple service activities benefiting the department, college, university, discipline, and/or profession; and (c) has assumed leadership and/or invested substantial time in one or more of those activities.

J. Academic Unit Procedures for Creation and Submission of Tenure and/or Promotion Materials

1. Tenure and/or promotion review involves an evaluation of the candidate's teaching, research, and service performance since appointment in the existing rank. The candidate must submit his/her materials through the electronic portfolio system. Materials for the Tenure and/or Promotion should include:

- a. A *cumulative* teaching narrative, which discusses teaching philosophy and methods, student evaluations, and peer evaluation(s) received during the review period
 - b. A *cumulative* research narrative, which provides copies of published, accepted, in review, and in progress works, and indicators of the quantity and quality of all research activities in previous years
 - c. A *cumulative* service narrative, which presents the nature, the time invested in, and the impact realized or expected from each service activity in the past years
 - d. External letters of review of the candidate's research obtained from impartial scholars (see the Department's External Letters of Review policy for procedures to obtain and furnish these letters)
 - e. Current curriculum vitae
 - f. All prior APRs, EPRs (only if applying for tenure and promotion to associate professor rank)
 - g. Any additional materials that the candidate believes are relevant
 - h. A portfolio of support materials that validate candidate's activities teaching, research, and service activities
2. Tenure and/or Promotion Review is conducted separately and independently by the Department's Reappointment, Tenure, and Promotion Committee (including tenured faculty who have a higher rank than the candidate undergoing review) and by the Department Chair.
 3. Procedures for Obtaining External Letters of Review of Research
The Department has a policy that details the procedures for obtaining external letters of review of research. The Department's policy is consistent the University policy and the guidelines established by the Collective Bargaining Agreement.

The schedule and deadlines for completing APR, EPR, Tenure, and Promotion Reviews for TTF shall comply with the timelines required by the Office of the Provost/VPAA.

Table 1. Standards for Evaluation of Teaching

TEACHING STANDARDS	
Exceptional	<p><i>Classroom Effectiveness:</i> Outstanding success based holistically on the aspects of classroom teaching including, but not limited to:</p> <ul style="list-style-type: none"> • Overall peer evaluation (if applicable) rating regularly in the EXCEPTIONAL category • Highly favorable student feedback ¹ • Appropriateness of teaching materials used/assignments given for the nature and level of the course(s) taught • Methods used to assess student performance • Nature of the course(s) taught • Use of innovative/high impact teaching methods in the classroom • Teaching awards <p><i>Other Indicators of Teaching:</i></p> <ul style="list-style-type: none"> • Leadership and/or innovation in Curriculum Design/Modification/Assessment from (Section A.1.b. for NTTF and F.1.b for TTF) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • At least 3 significant examples² from the categories described in (Sections A.1.c to A.1.f for NTTF and F.1.c to F.1.f for TTF)
Very Good	<p><i>Classroom Effectiveness:</i> Above average success based holistically on the aspects of classroom teaching including, but not limited to:</p> <ul style="list-style-type: none"> • Overall peer evaluation (if applicable) rating regularly in the VERY GOOD category or better • Favorable student feedback ¹ • Appropriateness of teaching materials used/assignments given for the nature and level of the course(s) taught • Methods used to assess student performance • Nature of the course(s) taught • Use of innovative/high impact teaching methods in the classroom • Teaching awards <p><i>Other Indicators of Teaching:</i></p> <ul style="list-style-type: none"> • At least 2 significant examples² from the categories described in (Sections A.1.b to A.1.f for NTTF and F.1.b to F.1.f for TTF)
Adequate	<p><i>Classroom Effectiveness:</i> Moderate success based holistically on the aspects of classroom teaching including, but not limited to:</p> <ul style="list-style-type: none"> • Overall peer evaluation (if applicable) rating regularly in the ADEQUATE category or better • Favorable student feedback ¹ • Appropriateness of teaching materials used/assignments given for the nature and level of the course(s) taught • Methods used to assess student performance • Nature of the course(s) taught • Use of innovative/high impact teaching methods in the classroom • Teaching awards <p><i>Other Indicators of Teaching:</i></p> <ul style="list-style-type: none"> • At least 1 significant example² from the categories described in (Sections A.1.b to A.1.f for NTTF and F.1.b to F.1.f for TTF)
Unacceptable	<p><i>Classroom Effectiveness:</i> Fails to achieve at least moderate success based holistically on the aspects of classroom teaching including, but not limited to:</p> <ul style="list-style-type: none"> • Overall peer evaluation (if applicable) rating regularly below the “Adequate” category • Lack of favorable student feedback ¹ • Appropriateness of teaching materials used/assignments given for the nature and level of the course(s) taught • Methods used to assess student performance • Nature of the course(s) taught • Use of innovative/high impact teaching methods in the classroom • Teaching awards <p><i>Other Indicators of Teaching:</i></p> <ul style="list-style-type: none"> • No significant examples from the categories described in (Sections A.1.b to A.1.f for NTTF and F.1.b to F.1.f for TTF)

¹ Student feedback includes numerical evaluation and commentary. Numerical evaluation will significantly vary with class/course attributes such as subject matter, level, size, mode of delivery, and so forth of the course. Hence, while evaluations above 4.5 indicate ‘highly favorable’ student feedback and evaluations above 4.0 indicate ‘favorable’ student feedback (on a scale of 5.0), not reaching these numerical thresholds does not necessarily constitute a lack of (highly) favorable student feedback.

² Multiple examples from the same category will not be discounted.

Table 2. Standards for Evaluation of Service

SERVICE STANDARDS	
Exceptional	<ul style="list-style-type: none"> • Involvement in more than one high-commitment service activities specified in Section A.2.a to A.2.b for NTTF and F.3.a to F.3.b for TTF.¹ • Evidence of a leadership role and outstanding contribution to some activities from Section A.2.a to A.2.b for NTTF and F.3.a to F.3.b for TTF.² <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Involvement in one high-commitment service activity specified in Section A.2.a to A.2.b for NTTF and F.3.a to F.3.b for TTF.¹ • Evidence of a leadership role and outstanding contribution to some activities from Section A.2.a to A.2.b for NTTF and F.3.a to F.3.b for TTF.² • Extensive participation in other service activities as specified in Sections A.2.c to A.2.d for NTTF and F.3.c to F.3.d for TTF.
Very Good	<ul style="list-style-type: none"> • Involvement in one high-commitment service activities specified in Section A.2.a to A.2.b for NTTF and F.3.a to F.3.b for TTF.¹ • Evidence of significant contribution to some activities from Section A.2.a to A.2.b for NTTF and F.3.a to F.3.b for TTF.³ <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Involvement in low-commitment service activities specified in Section A.2.a to A.2.b for NTTF and F.3.a to F.3.b for TTF.¹ • Evidence of a significant contribution to some activities from Section A.2.a to A.2.b for NTTF and F.3.a to F.3.b for TTF.³ • Extensive participation in other service activities as specified in Sections A.2.c to A.2.d for NTTF and F.3.c to F.3.d for TTF.
Adequate	<ul style="list-style-type: none"> • Involvement in low-commitment service activities specified in Section A.2.a to A.2.b for NTTF and F.3.a to F.3.b for TTF.¹ • Evidence of significant contribution to some activities from Section A.2.a to A.2.b for NTTF and F.3.a to f.3.b for TTF.³
Unacceptable	<ul style="list-style-type: none"> • No significant service to the university, profession, or discipline reported as specified in Section A.2.a to A.2.b for NTTF and F.3.a to F.3.b for TTF.⁴

¹ The weight given to any particular service activity will vary by the nature of the assignment, the degree of involvement, and the tasks and accomplishments of the committee.

² The candidate should document these leadership roles and that at least some of the service activities involved substantial time commitments and/or resulted in significant accomplishments.

³ The candidate should document that at least some of the service activities involved substantial time commitments and/or resulted in significant accomplishments.

⁴ Activities from Sections A.2.c to A.2.d will be looked upon favorably for enhancing the service portfolio, but are generally not enough on their own to be rated above performance level D.

Table 3. Standards for Evaluation of Research

RESEARCH STANDARDS (FOR TTF ONLY)	
<ul style="list-style-type: none"> Refereed journal publications (i.e., research activities specified in Section F.2.a.1) are evaluated using the journal ratings provided by Association of Business Schools (ABS). ABS ratings of 3 or higher signify "A" journals; ABS rating of 2 indicates "B" journals; and all other refereed journals fall in the "C" category. 	
Exceptional	
T and/or P	6 articles, including 3 A and 2 B journals; plus 6 OTHER research activities
EPR	3 articles, including 1 A journal; plus 3 OTHER research activities
APR	1 A journal article plus 2 OTHER research activities
Very Good	
T and/or P	5 articles, including 1 A and 3 B journals; plus 6 OTHER research activities
EPR	2 articles, including 1 A journal; plus 3 OTHER research activities
APR	1 B journal article plus 1 OTHER research activity
Adequate	
T and/or P	4 articles, including 1 A and 1 B journals; plus 6 OTHER research activities
EPR	2 articles, including 1 B journal; plus 3 OTHER research activities
APR	1 C journal article or 1 resubmit-and-resubmit with a B journal plus 1 OTHER research activity
Unacceptable	
T and/or P	A research profile that does not qualify as ADEQUATE.
EPR	A research profile that does not qualify as ADEQUATE.
APR	A research profile that does not qualify as ADEQUATE.

NOTES:

- OTHER research activities comprise items from Sections F.2.a.2 through F.2.d.4 that are NOT directly related to an activity counted under Section F.2.a.1.
- Only activities in the probationary period will be considered in APR.
- For tenure and promotion to Associate Professor, the initial submission and final acceptance of at least one A journal publication must occur while the faculty member is at BGSU *and* during the review period.
- For promotion to Professor, only publications NOT previously counted in promotion to Associate Professor may be considered in meeting the publication requirements specified in this table.

Approved by the Department of Marketing

Chair  Date 12/13/19

Reviewed by the Dean  Date 12/16/19

concur do not concur for the following reason(s):

Reviewed by the SVPAA/Provost  Date 2/10/2020

concur do not concur for the following reason(s):
