

Department of Marketing  
Promotion and Tenure Guidelines  
February 2011

**I. Overview**

This document describes expectations for all tenured and tenure track faculty in the Department of Marketing to supplement the Auburn University and College of Business Faculty Handbooks. This document covers the third year review of untenured faculty, promotion and tenure of untenured faculty, and promotion to full professor. It should be noted that each of the major evaluation categories below (teaching, outreach/service, research) are to be reviewed independently of the others and satisfactory progress in any one category, in the absence of demonstrating satisfactory progress in all of the others, is not a sufficient condition for continued appointment, tenure, and/or promotion.

On teaching, while student evaluations provide some useful information, they are unable to assess student learning. The faculty are more concerned with evidence of academic standards and clear ability to teach (and cover) necessary materials. To this end, peer evaluation of teaching entails classroom visits, plus faculty assessments of syllabi and the types of assignments are also used.

Outreach and service activities are expected to be minimal for junior faculty, especially for those in tenure track who are starting research programs and experiencing their first years in the classroom

Marketing is the broadest discipline in business. Faculty need to publish in journals that would be read by other scholars interested in the work, but that depends on the marketing areas of the work. Research quality is more than the number of research publications and their placement, or overall impact scores of the journals. Multiple indicators may be used to assess actual impact of the work, including citation scores of the individual articles, ability to generate outside grants from business or government organizations, or the evaluations of the research publications by outside reviewers who have read the works and found them influential.

**II. 3-year Review of Untenured Faculty**

The third year review is required of probationary faculty, and is meant to be the tenured faculty's assessment as to whether the candidate can be expected to have an eventual positive evaluation for promotion and tenure. Prior to this point, the annual reviews are expected to be providing ongoing advice and guidance as part of this process. A candidate could logically be expected to meet (but hopefully, exceed) at least minimum departmental standards of meeting expectations on research and teaching every year, and showing an ability to correct areas where deficiencies are found. Lack of sufficient progress at the third year review may result in non-continuation for the faculty member.

**A. Evaluation of Teaching**

During annual reviews and peer evaluations academic standards and responsible coverage of materials would be assessed. The department has an annual peer-review process in place that includes periodic visits to classrooms of probationary faculty that are especially important as part of their annual evaluation. Tenure track departmental faculty typically furnish their teaching portfolio (including the university-required student evaluations) which may be reviewed by all faculty with feedback given to the department head.

Developing new teaching materials (assignments, cases, detailed problem sets, or other experiential learning methods and applications), involvement with writing of textbooks or marketing education research is not required but it is seen as a positive factor.

**B. Evaluation of Research**

Articles should be published or in press in journals that would be most likely to be read by other faculty doing similar or related work (see appendix for journal list). Tenure-track faculty should be engaged in research that contributes to extant marketing and business knowledge. Both conceptual and empirical research will be appreciated. Successful efforts in obtaining extramural support for research is not required but will be positively considered in the evaluation of a tenure and promotion candidate. Other indicators of research productivity, such as the creation of intellectual property, copyrights, and patents may also be considered positively in the evaluation of research.

**C. Evaluation of Outreach and Service**

At this point, work in this area should be minimal and faculty should be meeting expectations of completing assignments.

**D. Other**

As per university guidelines, any indications of difficulty in carrying out shared work of the university concerns in this matter are pointed out in annual reviews. So it is important that an effort is being made to correct problems.

**III. Tenure and Promotion to Associate Professor**

Different types of approaches to work indicate different quantities of publications, but the research work should be in relevant journals of marketing or related disciplines. The primary goal is, in the assessment of tenured faculty and letters by outside evaluators, if the candidate has made the credible start to the establishment of a national reputation. Other evidence of work quality would be from impact or citation assessments of published works and the ability to generate grants from government or business groups. Collegiality is a professional, not personal, criterion relating to the performance of a faculty member's duties. Accordingly, only the professional and ethical behavior of a candidate toward all entities (students, fellow faculty, staff, and administrators) in official settings will be taken into account in tenure and promotion decisions. Any problems in this regard should be raised during annual reviews and the third year review, and efforts to correct problems should be in the existing records.

**A. Evaluation of Teaching**

Since this is an ongoing process that builds upon annual evaluations, specific areas of work and assessments will be known to the candidate by the time of tenure evaluation. Candidates will furnish a written statement of their pedagogical philosophy.

Student evaluations are university-required information on teaching performance, but these evaluations by themselves do not assess academic standards or coverage of necessary materials. Our teaching mission is to prepare students for a successful marketing career, not just entertain or make them happy as students in their current classes. We strive toward educating students for their career, not just training them for their first job. Therefore, great teaching evaluations in and of themselves are not necessarily indicators of great performance in the classroom. By the same token, weak or average teaching evaluations do not necessarily mean that the teaching effectiveness is weak. Teaching evaluations by students must be considered in light of the type of course, the content of the course, and the academic standards maintained in the class.

A variety of additional measures may be used to appraise a candidate's teaching effectiveness. Accordingly, tenured faculty will review teaching efforts by examining grade distributions, exams and other assignments, and teaching tools (if any) developed by the candidate, as well as consider experience gained through their visitations of classes taught by probationary faculty, all in light of the stated pedagogical philosophy of the candidate. A faculty member is expected to incorporate applied and experiential learning wherever possible. Although multiple choice exams are unavoidable in very large sections, wherever possible, faculty members should incorporate additional means of assessing student knowledge of the material using tools such as such as essay tests, statistical applications, papers, projects, cases, spreadsheet assignments, and problem sets.

A faculty member is expected to have a sufficient degree of rigor in the classroom and teach material relevant and useful to their assignments. If the department has established minimum standards of knowledge that are expected of students in a class, then faculty are expected to teach the required material and use grading standards necessary to meet those standards in those classes.

Developing new teaching materials (assignments, cases, detailed problem sets, or other experiential learning methods and applications) or published marketing education research is not required, but it is seen as a positive factor, as would be contribution to a textbook.

#### B. Evaluation of Research

Faculty need to publish in journals that would be read by other scholars interested in the work, but that depends on the areas of the work. Quality of research is more than the number of research publications and their placement, or impact scores of the journals, but rather, other factors that assess actual impact of the work, such as citation scores of the individual articles, ability to generate outside grants from business or government organizations, or the evaluations of the research publications by outside reviewers who have read the works and found them influential.

At this point, it is usually expected that at least six to eight articles should be accepted or published in journals that would be most likely to be read by other faculty doing similar or

related work. Both conceptual and empirical research will be appreciated. Successful efforts in obtaining extramural support for research is not required, but will be positively considered in the evaluation of a candidate. However, in cognizance of the interdisciplinary nature of the field of marketing, and to encourage versatility in research endeavors, top journals of related fields in other business departments as well as related fields of psychology, economics and mass communications would also count in varying degrees of merit. Publication in a specified place is not a *per se* statement of quality, nor is failure to be in a small number of journals a statement on the absence of quality.

If the research component of their accomplishments fails to meet the aforementioned expectations, then it drastically reduces their chances of getting tenure let alone promotion to the rank of Associate Professor. Only work that has been published or has been accepted for publication without any conditions or changes will be considered when making tenure and promotion decisions. Other indicators of research productivity, such as external research grants and the creation of intellectual property, copyrights, and patents, can help bolster a faculty member's research record.

#### C. Evaluation of Outreach and Service

Typically, for this category, the department will have lower expectations of untenured marketing faculty members than tenured faculty.

Service includes activities internal to the department (such as serving on departmental committees, mentoring student organizations etc.), service on College committees, service on University committees, and service to the marketing discipline. Probationary faculty are not expected to undertake the time consuming service such as serving as an editor or associate editor for a journal or serving as an officer or committee member of marketing related organizations. Some limited service to the discipline such as work an editorial review board member, or an ad hoc reviewer for marketing related journals, serving as a reviewer or track chair for marketing related proceedings, would be expected.

Outreach is less important for most for probationary faculty in that it detracts from work on teaching and research. Though these activities would be an added benefit to a dossier. Faculty efforts in outreach scholarship will be considered when: 1) there is a substantive link with significant business or human needs and societal problems, issues or concerns; 2) there is a direct application of knowledge to significant business or human needs and societal problems, issues, or concerns; 3) there is utilization of the faculty member's academic and professional expertise; 4) new knowledge is generated for the discipline and/or the audience or clientele; and 5) there is a clear link/relationship between the program/activities and the College of Business' mission.

**Outreach** is providing marketing expertise to companies or organizations external to AU through the accepted University framework.

#### IV. Promotion to Full Professor

The process for promotion to the rank of full professor will mirror the procedures used for promotion to associate professor, with the primary difference being that only those of professor

rank would be voting or otherwise involved in the decision. In the substantive requirements, while tenure is granted for a prediction of future contributions, professor rank is noted for accomplishments and recognition, particularly for the attainment of a national reputation as a scholar and educator, as evidenced particularly by outside letters.

A. Evaluation of Teaching

The primary difference in process from that of tenure decisions would be that while peer review (and classroom visits) is an ongoing annual activity for probationary faculty, it would only be triggered in the final semesters prior to when an associate professor wants to be considered for candidacy for promotion. The same basic requirements as those for tenure and promotion to associate professor would apply. Aside from awards and student popularity, teaching excellence also requires evidence of requiring students to meet the high academic standards of the marketing department programs.

B. Evaluation of Research

Given that Auburn is a major research university, the professor rank requires significant research accomplishment as evidenced primarily by publications in refereed journals. In addition, it is expected that the candidate will have acquired a national reputation as an academic as evidenced by external evaluations and impact or citation scores of individual published articles. An ongoing program that is successful in generating peer reviewed grants from business or government organizations is another positive indicator in this regard. Other indicators of research prowess, such as external research grants and the creation of intellectual property, copyrights, and patents, can help bolster a faculty member's research record.

C. Evaluation of Outreach and Service

Faculty efforts in outreach scholarship will be considered when: 1) there is a substantive link with significant business or human needs and societal problems, issues or concerns; 2) there is a direct application of knowledge to significant business or human needs and societal problems, issues, or concerns; 3) there is utilization of the faculty member's academic and professional expertise; 4) new knowledge is generated for the discipline and/or the audience or clientele; and 5) there is a clear link/relationship between the program/activities and the College of Business' mission.

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Appendix – journal outlets for tenure track faculty

This serves as guidance to tenure-track faculty and not as binding directions for annual reviews. This section will be revisited every two years and every time a new tenure-track/tenured position is added to our department. Any disagreement(s) will be resolved through an open ballot of the appropriate faculty.

Publication in a specified place is not a *per se* statement of quality, nor is failure to be in a small number of journals a statement on the absence of quality. In cognizance of the interdisciplinary nature of the field of marketing, and to encourage versatility in research endeavors, journals of related fields in other

business departments, as well as recognized journals in the related fields such as psychology, economics and mass communications, would also be possible research outlets.

In terms of marketing journal coverage, marketing research topic areas include:

- 1] Consumer behavior and target marketing
- 2] Advertising & Promotion
- 3] Logistics & Distribution
- 4] Marketing Research & Methodology
- 5] Personal Selling & Sales Management
- 7] Retailing & Services Marketing
- 8] Marketing Public Policy
- 9] International Marketing
- 10] Marketing Pedagogy

These topic areas of interest are for general information and explanation, not a binding statement that faculty are expected to devote their research programs to a single area. Journals and topics do have a degree of overlap.

Marketing includes four key elements under control of the firm (Product, Price, Place & Promotion), target market (consumer behavior), how these factors interact (marketing strategy), marketing measurement (marketing research & methodology). Because marketing is the element of business that has the most impact on consumers, marketing public policy is also a core topic area. Logistics and distribution is considered a core part of marketing (Place), so an entire degree program in the college (supply chain) is considered to be just one part of marketing. Marketing also heavily borrows from economics, psychology, mass communications, statistics and other disciplines. Marketing faculty publish in journals in these fields on marketing topics.

Because marketing is such a broad field, a very narrow range of “elite” journals would eliminate work in entire marketing fields for consideration for promotion and tenure. In the opinion of the marketing faculty, constraining the field to a handful of elite journals is unwise, hence the term is not used below.

### **General Marketing Journals**

Category I: *Journal of Marketing; Journal of the Academy of Marketing Science; Journal of Business Research; Marketing Letters; European Journal of Marketing*

Category 2: *Journal of Marketing Management; Journal of Marketing Theory & Practice; Journal of Business & Industrial Marketing; International Marketing Review; Marketing Management Journal*

### **Marketing Research & Methodology**

Category I: *Journal of Marketing Research; Marketing Science*; recognized journals in statistics & psychology methodology.

### **Consumer Behavior and Target Marketing**

Category I: *Psychology & Marketing; Journal of Consumer Psychology; Industrial Marketing Management; Journal of Consumer Research*; recognized marketing-relevant consumer psychology journals and economics journals.

Category II: *Journal of Consumer Marketing; Journal of Consumer Behavior*

### **Advertising; Publicity and Public Relations**

Category I: *Journal of Advertising; Journal of Advertising Research; International Journal of Advertising*; marketing relevant publications in top mass communications journals

Category II: *Journal of Current Issues in Advertising*

### **Retailing & Services Marketing**

Category I: *Journal of Retailing; Journal of Services Marketing*

Category II: *Journal of Product & Brand Management; Journal of Services Research*

### **Logistics & Distribution**

Category I: As recognized by the Aviation Management & Logistics Department

Category II: As recognized by Aviation Management & Logistics Department

### **Personal Selling & Sales Management**

Category I: *Journal of Personal Selling and Sales Management*

### **Marketing & Public Policy**

Category I: *Journal of Consumer Affairs; Journal of Public Policy & Marketing*; Law journals of research universities

Category II: *Journal of Consumer Policy; Journal of Business Ethics; Journal of Macromarketing*

### **International Marketing**

Category I: *International Journal of Research in Marketing; International Studies of Management & Organization*; interdisciplinary journals in International Business.

Category II: *Journal of International Marketing*

### **Marketing Pedagogy**

Category II: *Journal of Marketing Education; Marketing Education Review*

Faculty may make the case that other journals should be on the list.

Authorship of non-textbooks, research monographs and contributions of original chapters to research books are considered at Category I.

Peer reviewed presentations and publications at major conferences, textbooks, and contributions to textbooks, are considered as Category II.