DEPARTMENT OF MARKETING AND ENTREPRENEURSHIP

COLLEGE OF BUSINESS ADMINISTRATION

KENT STATE UNIVERSITY

DEPARTMENTAL HANDBOOK

Approved: December 10, 2021

Signature of College Dean: Deborah F. Spake

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This document is the approved Handbook of the Department of Marketing. It states the policies by which the Department is governed. It is designed to address all matters of central importance to the Faculty. Alterations or amendments to this Handbook may be requested by the Department Faculty (through the FAC), or may be proposed by the Dean of the College of Business Administration in order to reflect changes in Department, College, University, or State of Ohio policies. Proposed changes are subject to the approval of the Dean of the College of Business Administration.

In all matters where there is a conflict, the University Policy Register, the Collective Bargaining Agreements, and other College and University policy documents, including the College of Business Handbook, take precedence over this Departmental Handbook.

Materials in the Appendices constitute the current operating procedures of the Department. These materials are presented as information items and are not enforceable under Article VI of the Collective Bargaining Agreement (CBA) for tenure-track Faculty, nor under Article V of the Collective Bargaining Agreement (CBA) for non-tenure-track (NTT) faculty.[1]

A. *Mission Statement*

The mission of the Kent State University Department of Marketing & Entrepreneurship is to provide global impact through innovative education, leading research, and meaningful engagement with the business community. We are guided by our core values of respect, ethics, collaboration, and a sense of purpose in all we do.

B. *Programmatic Objectives*

At the Ph.D. level, our objective is to enable students: (1) to acquire knowledge and expertise in a specialized area of marketing, (2) to develop the conceptual and methodological skills required for conducting original research, and (3) to prepare to teach marketing at the undergraduate and graduate levels. This is accomplished through advanced coursework and apprenticeship with graduate Faculty.

At the MBA level, our objective is to aid students in the development of an executive perspective and to bring about an appreciation of the importance and usefulness of marketing to an organization's success in the context of a cross-functional perspective.

At the undergraduate level, our objective is to prepare students to compete successfully in the marketplace with the necessary managerial skills to function as productive members of the

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[1] This and all subsequent references are to the Collective Bargaining Agreement that went into effect August 23, 2005 for tenure-track Faculty, and August 23, 2005? August 16, 2002 for NTT faculty.

workforce.

We recruit, train, and develop Faculty and students in manners appropriate to this perspective.

C. *Faculty*

The voting Faculty consists of all tenure-track full-time members of the Department holding the rank of instructor and above. In addition to the voting Faculty, all other faculty members, including those holding temporary or part-time appointments are eligible to attend Departmental Faculty meetings and participate in the deliberations; they do not, however, have voting privileges. The Faculty, through its elected body, the Faculty Advisory Committee (FAC), and the other Department Committees, is advisory to the Chairperson (see the Collective Bargaining Agreement, Article VI.3.B). The Chairperson shall call meetings of the Faculty and/or the FAC at least once per semester.

D. *Department Chairperson*

The Chairperson is the Chief Executive Officer of the Department. The appointment of the Chairperson is detailed in the Collective Bargaining Agreement, Article VI.8.A. Substantive decisions of Departmental concern shall be made by the Chairperson in consultation with the FAC. The Chairperson reports to the Dean of the College of Business Administration and:

1. Enforces University regulations,
2. With appropriate consultation, develops and carries out administration and educational policies of the Department,
3. Recommends new Faculty and staff appointments to the Dean and recommends the promotion and tenure of members of the Department who are eligible and qualified,
4. Recommends, with documentation, the severance of individuals deemed not worthy of permanent appointment in accordance with established University procedures,
5. Appoints and directs staff members on behalf of the Department,
6. Recommends leaves of absence,
7. Supplies prompt notification to the Office of the Dean regarding absence or resignation of a Faculty member,
8. Bears the fiscal responsibility for the Department,
9. Recommends changes in the curriculum,
10. Distributes teaching assignments, schedules class hours and rooms, and prepares reports to appropriate University officials,
11. Maintains custody of University property charged to the Department,
12. Supervises the academic counseling of student majors in the Department,
13. Performs other tasks, which cannot be catalogued briefly, such as the preparation of the AQIP Report of the Department, the orientation of new Faculty, the development of Departmental brochures, etc.

As with all administrative assignments, the Chairperson position carries no formal tenure protection. A Chairperson may resign this administrative assignment without prejudice, and such resignation has no effect on the individual's future role and/or tenure as a member of the Faculty.

E. *Faculty Advisory Committee (FAC)*

The FAC is an elected body representative of the full-time Faculty. Under Article VI.3.A of the Collective Bargaining Agreement, the FAC may comprise, upon the vote of the members of the Faculty, the entire membership of the Faculty or representative persons from the Departmental Faculty and full-time non-tenure-track faculty as may be determined by the members of the Faculty. The FAC is empowered as an advisory body to the Departmental Chairperson in matters which are central to the Department's mission and those which are defined in the Collective Bargaining Agreement, Article VI.3.B

Currently, the Marketing Department FAC includes all tenured and tenure track Faculty. No non-tenure-track faculty are included, as a minimum of five are necessary to obtain representation according to the NTT faculty CBA. Should the Faculty vote to change the composition of the FAC, the Chairperson shall send a letter of notification to the Dean of the College of Business Administration. In such an event, the FAC shall consist of no less than three elected members, one from each rank of Assistant, Associate, and Full professor. Should it happen that no member of the Department holds one or more of the three ranks, membership shall be determined by the regular full-time Faculty members of the Department.

Elections are held annually in a Department meeting at the end of the Spring semester to formalize membership in the FAC. The term of the FAC is 12 months, beginning with this meeting. At the same meeting (the first meeting of the FAC), a representative to the College Advisory Committee (CAC) is elected by a majority vote. Elections and appointments are also held for other committees and representatives, as detailed in section III.E below.

The Department Chairperson is an ex officio non-voting member and Chair of the Departmental FAC. The Chairperson will consult with the interested members of the FAC and create an agenda for each meeting of the FAC. With respect to any matter on which the FAC has been consulted, the Chairperson will notify the FAC of the final decision, recommendation, and/or action that was taken.

F. *Other Committees and Representatives*

Departmental representatives to the Grad Council, its MBA and Ph.D. Subcommittees, shall be elected for a one-year term of service, and to the Undergraduate Curriculum Committee for a two year term, by the FAC at the end of the Spring semester.

Members of all other committees, including academic grievance and library, are appointed by the Department Chairperson in consultation with the FAC. Representatives to convocation, graduation, and academic discovery days are also selected during the meeting at the end of the Spring semester.

G. *Department Philosophy Regarding Faculty Recruitment and Selection*

Central to the accomplishment of the Department's mission is the recruitment and selection of new Faculty who have the potential or proven ability to create quality research and to share marketing knowledge and skills effectively with others. It is explicitly recognized that demographic diversity in the Faculty is a desirable goal for the Department because such diversity brings differing perspectives on research and teaching to the program.

To these ends, the Department has procedures (specified in the body of this *Handbook*) which help assure that a diverse pool of applicants for Faculty positions includes individuals who:

- have received their doctoral training from research oriented universities and/or who have demonstrated the ability to produce high quality research published in appropriate refereed journals,
- have the ability to effectively share knowledge with others,
- are demographically diverse, and
- are motivated to make a significant contribution to the Department's mission.

H. *Department Philosophy Regarding Faculty Standards of Performance*

The members of the Marketing Department subscribe to the philosophy that, in order to achieve its mission, Faculty members must achieve minimum standards of excellence in teaching, research, and service; and excel in either teaching or research.

This philosophy is grounded in the notion that a Faculty member who is a very good communicator, teacher, and motivator of students in the classroom cannot adequately prepare students to compete successfully without contributing to and keeping up-to-date with the latest knowledge in the field (*i.e.*, creating and disseminating research). Likewise, a Faculty member who is innovative and productive in developing new marketing knowledge cannot fulfill the mission of the Department without an ability to effectively disseminate this knowledge to others.

Additionally, while high caliber teaching and research are essential for the achievement of the Department's mission, the idea of a "high-quality Faculty" implies that the members of the Department strive to excel in both of these areas. This philosophy takes into account the need for Faculty members to perform appropriate service, but does not suggest that a strong service orientation is an acceptable way of fulfilling the Department's mission.

To implement this philosophy, the Department will ensure:

(1) that untenured Faculty who attain acceptable standards of excellence in research, teaching, and service will be reappointed up to the sixth year and that those untenured members who meet the minimum standards and who also excel in teaching and/or research will be considered as eligible for tenure and promotion,
(2) that tenured Associate Professors who continue to excel in teaching and/or research and

who make significant service contributions to the university will be recommended, at the appropriate time (i.e., normally not until completion of five years at the associate rank), for promotion to Full Professor,

(3) that (within the guidelines of the CBA and the Department's *Performance and Merit Guidelines Manual*) all Faculty receive a fair share of the merit pool based on their teaching/service and research performance, and

(4) that teaching and service loads reflect the abilities and performance of the Faculty members.

I. *Department Philosophy Regarding New Faculty Orientation*

It is important for the accomplishment of the mission that procedures be in place to recruit new Faculty who have the training, skills, and experience to succeed in the Department, and it is equally important that these individuals be oriented to the practical and philosophical orientation of the Department. To this end, this *Handbook* contains material describing the day-to-day operation of the Department (e.g., phones, computers, placing book orders, developing a syllabus) as well as a statement of the philosophies of the Department. In addition, the Chairperson of the Department has the explicit responsibility for aiding new Faculty in the orientation process.

J. *Department Philosophy Regarding Faculty Development and Renewal*

As time passes, Faculty members and their working environment change, with the result that existing professional skills and goals may become outdated or inconsistent with the needs, goals, and mission of the Department. Therefore, the members of the Department recognize the necessity and desirability of Faculty development and renewal programs, which assist in acquiring knowledge, skills, and attitudes that enable them to become more effective in performing all functions related to professional academic life.

The focus in the Department is on programs which aid the Faculty in both scholarly and teaching efforts and which foster collegiality among the members of the Department. While some activities exist as ongoing programs available to all members (e.g., AMA meetings and travel support for presentation of research at appropriate conferences), other activities should be developed based on the particular needs of the Faculty member (e.g., attendance at a seminar to develop a particular skill).

In general, consulting activities are encouraged to the extent that they aid in the Faculty member's publication of relevant research and/or the Faculty member's classroom teaching. This *Handbook* describes the Department's specific policies regarding outside activities of Faculty, paid and unpaid, (consistent with *University Policy* and the *State of Ohio Revised Code*) which occur on University time [see UP 6-55 and Chapter 102 of the Revised Code].

K. *Department Philosophy Regarding Faculty Promotion and Retention*

Consistent with the Department philosophy regarding standards of performance for Faculty (and within the guidelines provided by *University Policy* and the CBA), this *Handbook* specifies the procedures used for reappointment, promotion, and tenure decisions.

Although untenured Faculty who attain acceptable standards of excellence in research, teaching, and service will be reappointed up to the sixth year and those untenured members who meet the minimum standards and who also excel in teaching and/or research will be considered as eligible for tenure and promotion, these "quantifiable" activities are not the only ones considered for promotion and tenure. As Addendum B of the CBA states, "The granting of tenure is a deliberate and important decision, initiated by a candidate's peers and eventually made by the trustees of the university. Because this decision could result in life-long employment at this institution for a Faculty member, it should involve more than a mere survey of the candidate's minimum quantifiable activities. Essentially, those involved in making a tenure decision are asking the question, 'Is this the kind of person we want as a colleague for the rest of his or her career?' The way that question is answered strongly influences the general quality of the university's Faculty and thus the stature and well-being of the university." The marketing Faculty recognizes these ideas in their deliberations concerning a candidate's recommendation for promotion and tenure. Additionally, the marketing Faculty completely uphold the policy that promotion and tenure criteria will not be based on sex, race, creed, handicap, color or national origin.

Given that the Department's mission may be served by Faculty who demonstrate excellence in either scholarship or teaching, the Department recognizes the need for individualized work load considerations. This *Handbook* (consistent with the CBA) specifies the processes used to determine appropriate teaching assignments and service workloads based on the rank, orientation, and performance reviews of the Faculty member.

L. *Department Philosophy Regarding Faculty Intellectual Contributions*

The Marketing Faculty recognize that the production of intellectual contributions on a continuing basis is a core responsibility of higher education. Central to the Department's mission is the creation of Marketing knowledge through research and the sharing of marketing knowledge and skills with students, business professionals, and educators through teaching and service. The purpose of this aspect of the mission is the improvement of marketing theory and practice, and the support of quality instruction within the Department.

As the Department has a multifaceted mission, there must be a mix in the types of intellectual contributions made by the Department Faculty. Given a strong commitment to doctoral education, a substantial proportion of the focus of Faculty research is on the scholarship of discovery and the scholarship of integration. In addition, the Department’s commitments to the undergraduate and MBA programs are consistent with pursuing the scholarships of application and teaching (publications regarding instructional development that enhance the educational value of instructional efforts of the discipline). This commitment to the intellectual contributions of the Faculty is an important element explicitly considered in matters related to Faculty recruitment, promotion, retention, and merit compensation. (See the *Performance and Merit Guidelines Manual*.) Faculty are also encouraged to present their work at Department Research Forums.

M. *Faculty Ranks*

The minimum qualifications for tenure-track Faculty ranks are specified in the Collective Bargaining Agreement in Addendum A, Section B.1. In addition, Faculty ranks of Assistant Professor, Associate Professor, and Professor require a terminal degree (*i.e.* either Ph.D. or D.B.A.) in an appropriate field of study. Full-time non-tenure-track faculty may hold the rank of Instructor (NTT) with minimum qualifications including an MBA degree and relevant work experience.

N. *Tenure-Track Faculty Recruiting*

Central to the accomplishment of the Department's mission is the recruitment and selection of new Faculty who have the potential or proven ability to create quality research and to share marketing knowledge and skills effectively with others. It is explicitly recognized that demographic diversity in the Faculty is a desirable goal for the Department because such diversity brings a variety of perspectives to research as well as teaching.

To these ends, procedures are set forth to help assure that the pool of applicants for Faculty positions includes individuals who:

- ♦ have received their doctoral training from research oriented universities and/or who have demonstrated the ability to produce high quality research published in appropriate refereed journals,
- ♦ have the ability to effectively share knowledge with others,
- ♦ are demographically diverse, and
- ♦ are motivated to make a significant contribution to the Department's mission.

Full-time tenure-track Faculty positions are advertised nationally (sample advertisement follows). Appropriate advertising vehicles include, but are not limited to, the American Marketing Association's Academic Placement Service, *Marketing News*, and the *Chronicle of Higher Education*. Targeted vehicles to reach underrepresented candidates and online listing services should also be considered. Advertising may be placed through Human Resources, in connection with filing of the Position Requisition Announcement (PRA) for the anticipated hire. It is also appropriate to contact Department Chairs and Ph.D. Program Coordinators at doctoral-degree-granting institutions (sample letter follows).

Each vita that is received is filed, along with reference letters and other supporting materials. A letter of receipt (samples follow) is returned to the sender (applicant or dissertation chair), and an Applicant Group Identity Data Form (available from the Office of Affirmative Action) is sent to the applicant for completion.

The FAC, under the guidance of the Chairperson, serves as the Departmental search committee. They review, evaluate, and rank order the applicants – a sample form can be found in Section 5 (Preliminary Evaluation Criteria for Faculty Candidates). The search committee presents their recommendation to the Department Faculty for consideration and comment. After this initial screening, letters of rejection are sent to those applicants who do not have an adequate match with the Department's needs (sample letter follows). Those candidates who appear to meet the Department's needs are then contacted by phone (at the discretion of the search committee, additional contacts may be made to establish more information about the candidate). If recruiting interviews are to occur at the American Marketing Association Summer Educators' Conference, an interview is arranged for that meeting. Otherwise, the applicant will be contacted to arrange for a campus visit.

Typically, the Chairperson is responsible for arranging the AMA interviews, and may find it helpful to create an interview schedule (sample in Section 5). Each scheduled candidate should be sent a confirmation letter (sample in Section 5) and a packet of information about Kent State University.

Those members of the Department attending the conference for interviewing purposes should be provided with vita information on each candidate and a sufficient number of *Candidate Evaluation Forms* (sample in Section 5). These forms are to be completed by each Faculty member interviewing each candidate and used, in conjunction with meetings at the end of each interviewing day, to rank the candidates at the conference. This ranking should be daily at the conference to avoid confusion. The rank order of candidates created at the conference should be presented to the full Faculty for discussion. A final list of candidates to be called for campus interviews should then be created and the Chairperson should arrange for the campus interviews. In consultation with the Faculty and Dean's Office, an agenda (sample follows) should be prepared for each candidate and distributed in advance. It may be helpful to include a copy of the vita with each person's copy of the agenda.

Each Faculty member who participates in the campus interview should complete a form providing a summary evaluation of each candidate (sample form follows). The Chairperson should receive and summarize these evaluation forms. After all candidates have visited, the Faculty and Chairperson should meet to discuss the candidates, making use of the evaluation forms, to decide which candidates, if any, should be eliminated from further consideration, and to rank order the remaining candidates. Job offers should then be made to the remaining candidates in accord with their rank order. In times when the job market is particularly active, the Faculty should consider placing a deadline on acceptance of the offer, perhaps two weeks after the offer is made, so that other candidates may be considered. All offer letters must be approved by the Dean's Office and by the Associate Provost for Academic and Student Affairs.

O. *Non-Tenure-Track Faculty Recruiting*

To fulfill the Department's teaching needs, part-time and full-time non-tenure-track (NTT) faculty may be hired to temporarily supplement available teaching capacity. To this end, procedures are set forth to help assure that the pool of applicants for NTT faculty positions includes individuals who:

- have completed a minimum of an MBA or master's degree in an appropriate field,
- have the ability to effectively share knowledge with others,

- ♦ are demographically diverse, and
- ♦ are motivated to make a significant contribution to the Department's mission.

Recruiting for a full-time NTT faculty member should be a scaled-down version of recruiting for a tenure-track Faculty member. This entails filing a Position Requisition Announcement (PRA), running appropriate advertising to conduct an open search, and evaluating all candidates that apply. (An NTT position in Marketing requires an MBA and relevant work experience for the position of Instructor, while a Ph.D. or D.B.A. and appropriate scholarly activities are required for the position of Assistant Professor.) Selected candidates may be interviewed by phone, and approximately three invited to visit the campus. Based on the outcomes of the campus interviews, an offer may be made. For NTT faculty candidates not having a terminal degree in marketing, teaching assignments must be approved by the Department Chair on a course-by-course basis.

Recruiting for part-time faculty in Marketing is done approximately twice annually, when potential opportunities are posted as "pool positions," and letters and resumes are received to keep on file in the event of teaching needs that appear to be a good match. For Kent campus opportunities, the Chairperson maintains the file of applicants and contacts these individuals to assess the match. For regional campus openings, the regional campus Dean or Associate Dean contacts applicants that appear appropriate, and a file is created that is sent to the Chairperson for approval. This file contains complete documentation as specified in the *Procedures for Approvals* on the following page.

For both Kent campus and regional campus part-time faculty, the Chairperson will assess the applicant based on whether the individual possesses relevant work experience, an appropriate master's level degree, transcripts of record, previous course evaluations (if applicable), and letters of reference. Part-time faculty may be appointed as Instructors.

P. *Orientation of New Faculty, Part-time Faculty and Ph.D. Students*

The University provides an orientation program for new faculty, and doctoral students who will be teaching take both ONTAP and a College teaching course. In addition, resources are available on campus (Faculty Professional Development Center) on a continuous basis. The Department provides information specific to the Department and the College, including use of telephones, mailboxes, email accounts, and what information should be included in a syllabus. Further information is provided in the Department's *Statement of Mission and Philosophies*. In addition, the Chairperson has the explicit responsibility of aiding new faculty in their orientation process.

1. <u>Annual Review</u> - All tenure track Faculty who have not yet received tenure are reviewed annually in accordance with the procedures and time table specified in the University's *Procedures and Policies Governing Review of Faculty.* This document is provided by the Associate Vice President for Academic and Student Affairs and is available in the Department office. NTT faculty are reviewed in their third year of service in accordance with their CBA.

2. <u>Benefits</u> - Faculty receive benefits from the University. This information can be obtained from the Staff Benefits Office (Terrace Hall Annex, 330-672-3107).

3. <u>Computer Accounts</u> - Intranet accounts are available on the BSA3 network. Application forms are available from the Department Secretary and must be approved by the Chairperson.

4. <u>Faculty and Staff Assistance Program</u> - The University supports a Faculty and Staff Assistance Program which provides confidential, professional counseling for any type of personal problems, including, but not limited to, drug and alcohol problems, marital problems, and problems related to stress. This program can be reached at 330-672-3183.

5. <u>Office Hours</u> - University policy [6-53] requires that each faculty member have stated office hours published in the Departmental office. Instructors should notify each class of the hours during which they are available for conferences. The expectation is that each full-time faculty member will hold a minimum of **four** scheduled office hours per week, and also to be available by appointment. Department policy is that part-time instructors are expected to hold a minimum of **two** office hours per course per week, and also to be available by appointment. Instructors should be in their office during office hours. Faculty members should let the Department Secretary know when they will not be in for their posted office hours.

6. <u>Parking</u> - Parking permits are obtained from Parking Services (123 Michael Schwartz Center, 330-672-4432). Full-time faculty should present their University Identification Card and their appointment letter; part-time faculty only need show their appointment letter.

7. <u>Promotion and Tenure Review</u> - Consideration of Faculty for promotion and tenure is done in accordance with the University Policy Register [Chapter 6, Section 8], the University's annual *Procedures and Policies Governing Review of Faculty*, and Section VII of this *Handbook.*

8. <u>Student Advising</u> - Student advising, while informal, consists of both instructional advising pertaining to class and also career objectives. Letters of recommendation (if appropriate) are a part of student advising.

9. <u>Teaching Evaluations</u> - At the end of each semester (usually in the week prior to final exams) teaching evaluations must be given to the students. An assigned student hands out the forms, collects them and takes them to the Department Secretary. Teaching evaluations provide important instructor feedback as to which areas are going well and which need improvement.

10. <u>Texts</u> - The book orders are placed soon after they are received from the instructor. On

occasion, the order will be placed prior to assigning a section to a part-time instructor. Usually, when a section is listed as "staff" the text adopted by the professor teaching the course is ordered.

11. Travel/Absence Authorization - All travel and absences must be authorized, in advance, by the Department Chairperson. Complete the *Faculty Absence Authorization/Expenditure Estimate* form available from the Department Secretary.

12. Tuition - Per University Policy (Chapter 6, section 9), tuition benefits in the form of fee waivers are granted to full-time employees and their spouses and children (up to the age authorized) at Kent State University. Part-time faculty are eligible to use a four-hour "waiver during the semester the member teaches or the following semester, with summer terms taken at the option of the part-time employee. There will be no carry over of partially used tuition waivers or accumulation of credit hours" (UPR 3342-6-09-C-2-f).

13. University Identification Card - All faculty members must obtain a University Identification Card. This card is obtained by taking the contract letter to the registrar's office.

Q. *Leaves of Absence and Professional Improvement Leaves*

Faculty members may request a leave of absence without pay for a legitimate professional or personal reason (see the University Policy Register, Section 6.35). Such leaves may vary from one semester to one year in length. Unpaid leaves of absence involve no compensation from the University.

In keeping with University Policy (see the University Policy Register, 6.351), tenured Faculty holding the rank of assistant professor or higher who have completed at least seven years of full-time service to the University in tenure-track positions are eligible to be considered for a Faculty professional improvement leave (PIL). Such leaves may be granted to upgrade professional skills, to acquire new skills, and/or to engage in intellectual and professional development that will benefit the individual and the University. The specific application process is described in an annual memo from the associate provost; typically, a proposal is due to the Department Chair in mid-October. In consultation with the FAC, the Chair must determine how the staffing needs will be covered, and prepare a recommendation to be sent to the Dean in early November. Upon approval of a leave, the Faculty member shall receive full compensation if the leave is for one semester and not less than 50% of the contractual salary if the leave is for the academic year. Other types of leaves are available from time to time (e.g., research leaves, leaves based on teaching improvement awards) and interested Faculty should consult with the Chairperson concerning such leaves.

Upon completion of any leave of absence or professional improvement leave, the Faculty member has the obligation to return to the University in active service for at least one academic year. Requests for leaves of absence and professional improvement leaves should be initiated as early as possible so that scheduling of courses and hiring replacement Faculty can be accomplished (further guidelines are provided in the University Policy Register in sections 6.35, 6.351, and 6.352).

R. *Authorization of Absence and Travel Policy*

Faculty members who will be absent from campus for professional or personal reasons must file a *Faculty Absence and Authorization* form (available from the Department Secretary) and have the absence approved by the Department Chairperson and the Dean's Office. Appropriate arrangements, satisfactory to the Chairperson, must be made for any classes that will be missed. The same form and approval process is to be used by Ph.D. students and adjuncts that will miss a class.

Travel for attendance at professional meetings is encouraged. Reimbursement for incurred expenses will be provided, according to the University Travel Policy (University Policy Register, **3342-7-02.8**) and in keeping with the availability of funds. Priority for travel will be given to those individuals presenting papers at national meetings in Marketing and closely related organizations. Philosophically, the Department recognizes the desirability of providing support for all members of the Department. However, given fiscal limitations, first priority will be given to untenured Faculty members who are presenting papers at national meetings, second priority to tenured Faculty members presenting at such meetings, and third priority (if funds are available) to Ph.D. students. In the case of co-authored papers (assuming limited travel funds are available), only one author will be funded. If the co-author is a Ph.D. student, the Faculty member would have first priority, however, the Faculty member may choose to allow the Ph.D. student to make the presentation (and so receive Departmental funding). The maximum dollar amounts to be provided, as guided by budget restrictions, shall be determined by the Chairperson, in consultation with the FAC. The Chairperson makes the final determination as to whether travel reimbursement is recommended, and in what amount, for approval by the Dean.

S. *Sick Leave*

Salaried full-time members of the Department earn sick leave at a rate of one and one-quarter day for each completed month of eligible service (University Policy Register, 3342-6-11.1). Sick leave is granted to employees, upon approval of the Chairperson, Dean, and Vice President, for any of the following conditions: (1) illness or injury of the employee or a member of the employee's immediate family, (2) death of a member of the employee's immediate family, (3) medical, dental, or optical examination of the employee or a member of the immediate family, (4) when, due to exposure to a contagious disease, either the health of the employee would be jeopardized or the employee's presence on the job would jeopardize the health of others, and (5) disability due to pregnancy and/or childbirth related conditions. Authorization of paid sick leave will be based upon evaluation of the completed *Application for Use of Sick Leave* form (available from the Department Secretary).

Full-time NTT faculty earn sick leave at the rate of one and one-fourth (1.25) days per month. Part-time faculty earn sick leave in an amount proportionate to the percentage of full-time service. Sick leave is charged in minimum units of one-half day. Should faculty member/instructor become ill, it is her//his responsibility to notify the Department secretary and make alternative arrangements for coverage or cancellation of classes. Authorization of paid sick leave will be based upon evaluation of the completed *Application for Use of Sick Leave* form (available from the Department Secretary).

T. *Outside Employment*

Outside activities of a professional nature are encouraged, if the activities are consistent with the Faculty member's responsibilities to the University and in furtherance of the aims of the University (for additional information, see *University Policy Register* **3342-6-24**.) Such activities should support the mission of the Department, and not detract from the Faculty member's primary assignments and responsibilities to the Department. It is the responsibility of the individual Faculty member to inform the Chairperson of such activities, and to consult with the Department Chairperson if there are any questions or reservations regarding outside employment. The Chairperson will inform the College of Business Dean of any remunerative outside employment of the Faculty members of the Department.

U. *Dispute Resolution*

Student academic complaints are governed by provisions provided by the *University Policy Register* (3342-5-16) and are adjudicated by the Department Chairperson, Department student grievance committee and student ombudsman as required. For grievances of a nonacademic nature, complaints are addressed in accordance with *University Policy Register* (3342-40), general nonacademic grievance procedure for students. The Chairperson may informally help to resolve disputes among Faculty and/or staff members. In those instances where a resolution is not found, the Chairperson may recommend intervention from an on-campus unit (e.g., faculty-staff assistance program). Should informal resolution procedures prove ineffective, disputes may be handled by the University Ethics Committee.

V. *Office Staff*

The Administrative Offices of the Department of Marketing are located in the Business Administration Building. The Chairperson and Departmental Secretary are located there. The Secretary performs duties necessary to smooth, regular functioning of the Department. The Chairperson may assign additional responsibilities as needed. In extraordinary circumstances, Faculty members may submit requests for clerical assistance to the Departmental Secretary.

The Marketing Department's Office Staff (i.e., the Marketing Department Secretary) is of critical importance to the Department in two ways. First, the staff provides support to the Department's Chairperson and Faculty in performing their primary teaching, research, and service missions. Second, the Office Staff provide a vital link between the members of the Department and the various publics that the Department serves.

Consistent with the goals of the Marketing Department Office Staff, as detailed in this manual's Mission Statement, the following *Office Policies and Procedures* are provided. It is expected that the Office Staff and members of the Department will be familiar with and comply with these policies and procedures.

1. Interaction with Constituencies of the Department

The Marketing Department has several major constituencies, including faculty (full time, part time, tenure track, and non-tenure track), students (undergraduate, M.B.A., and Ph.D.), administration (members of other University and College Offices), and the general public (members of the business community and other universities, parents, etc.). It is a goal of the Marketing Department to serve each and every member of these constituencies in a prompt, courteous, and accurate manner.

Relating to the Mission Statement, the Office Staff is expected to provide courteous service to the various publics. Because the Office Staff is the first, and in some cases the only, contact which many people have with the Department, it is essential that the Staff convey the appropriate message. The message that the Department wishes to send is that its members are sincerely concerned with the questions, problems, and needs of the people that it serves. Each person dealing with the Department must feel that Marketing Department Faculty and Staff want to help with his or her individual concerns.

2. Office Visitors

Office visitors include members of any of the Marketing Department constituencies. Each office visitor is to be greeted promptly and courteously. This means that, within a few seconds of arrival, project work, office activities, and personal conversations (including phone conversations) will be interrupted to greet the visitor. Included in this definition of visitor are members of the Department who may have visited the Office several times previously during the day. If the visitor needs to reach a member of the Department, the Staff will make an effort to find the Department member, or if the member is unavailable, a message is to be taken and made available to the Department member. If the visitor needs help or information, a sincere effort to provide the help or to get the information is to be made.

3. Telephone Procedures

The Department Secretary is to answer the telephone promptly and courteously. The greeting should be very much like, "Good morning, Marketing Department, may I help you?" The goal of the greeting is (1) to identify for the caller who s/he has reached, and (2) to make the caller feel that the Staff really does want to provide help. The Office Staff is to attempt to personally help the caller, find an appropriate source of help, or pass the caller along to the appropriate member of the Department (Faculty or graduate student).

The Greeting/Message left on the Department Secretary's voice mail should be changed, as necessary, to reflect absences from the office (due to seminars, vacation, illness) so that callers know when to expect a response. If the Department phone will not be answered for more than a day, then the message should include information about who to call for assistance (e.g., the Dean's

Office).

4. Work Philosophy

Consistent with the Marketing Department *Office Mission Statement* and the Senior Secretary *Classification Specification*, the primary work performed by the Office Staff is to provide administrative support for the Chairperson. Remaining available time may be used in support of the teaching and research efforts of the members of the Department. The work philosophy should be a courteous willingness to accept and complete all appropriate projects in a prompt and accurate manner, subject to time availability.

5. Promptness

The goal of promptness not only applies to greeting office visitors, but to the daily work projects given to the Office Staff as well. While the "due date" of a given project may be several days in the future, it should be completed as soon after its receipt as possible. This is to be done for two reasons. First, by completing projects before they are due, the Chairperson or Faculty member will be able to review the project and make corrections or modifications in a timely manner. Second, once a project is completed and out of the way, new or unexpected projects can be dealt with. Once a project is completed, it is expected that the staff will promptly inform the Department member.

6. Professional Service

All members of the Marketing Department are expected to perform their duties in a professional manner. In the case of the Office Staff, this involves cooperatively engaging in all activities which support the Chairperson and the teaching, research, and service of all members of the Marketing Department.

7. Enhancement of Support Skills

To further the accomplishment of the mission of the Marketing Department Office, its personnel are encouraged (after obtaining the explicit permission of the Chairperson) to attend relevant local seminars, purchase appropriate training materials, and spend time improving their support skills. Each member of the Marketing Department Office Staff should be fully capable on all relevant software available through the College local area network.

Whenever there are no projects awaiting completion, members of the Office Staff should work on improving their abilities on the available, relevant software. Such activities are to be engaged in after existing projects are completed. Given the complexity and versatility of the various software packages, it is expected that there will be ample opportunity to learn more about the use of these packages whenever the workload permits. By increasing their expertise in working with the software, the Office Staff should be better able to fulfill their primary mission.

Additionally, it is deemed to be more professional and appropriate to spend time on the enhancement of support skills than in other personal activities (e.g., personal phone calls, work on personal projects, reading of newspapers or novels, or visiting with other staff members). Personal activities are to be attended to during break times or on vacation time, not during active office time.

8. Appropriate Projects

Support for research, teaching, service of Department members and administrative support of the Chair encompasses a range of activities that is too broad to list in full.

Examples of Teaching Related Projects

- Ordering textbooks;
- Typing new and revising existing syllabi and examinations;
- Obtaining copies of and filing course syllabi;
- Ordering audio visual equipment;
- Copying teaching related materials;
- Making arrangements for guest lecturers (e.g., typing confirmation letters and thank you letters, arranging for parking).

Examples of Research Related Projects

- Typing proposal/grant requests, human subject committee forms, questionnaires/surveys, research papers, presentation handouts and overheads;
- Copying of research material (e.g., questionnaire/surveys, mailing lists);
- Assisting with research mailings (e.g., typing mailing lists, envelope stuffing).

Such research support work is appropriate, when assigned, regardless of the Department member's role in the research or the ordering of authorship on the final research paper.

Projects which are not appropriate include work for which the Department member receives outside renumeration (e.g., consulting work, books), purely personal correspondence not related to teaching, research, recruiting or other Departmental business, papers for students' courses, and dissertations. At their own discretion, Department staff may work on such projects after hours. In such cases, the renumeration (if any) will be determined between the staff and the Department member.

9. Administrative Support

Projects related to administrative support of the Chairperson include, but are not limited to:

- those involving budgeting, staffing, recruiting, scheduling, maintaining and searching files,
- copying, inventorying and ordering office supplies,
- composing correspondence under direction of the Chairperson,
- responding to routine correspondence,
- gathering statistics and preparing reports,
- maintaining a check on Departmental budget,
- managing the Chairperson's appointment schedule,
- making travel arrangements,
- setting up meetings,
- assembling agendas,
- notifying involved parties of meetings and appointments, and
- engaging in Office-related self-improvement training.

10. Project Priorities

It is expected that, in the normal course of events, Department members will provide adequate lead time to permit projects to be completed by their due dates. For syllabi, examinations, and correspondence, this should be one to two days. For more extensive projects, such as research papers or major grant proposals the lead time should be no less than three days (or considerably longer, depending on the complexity of the project).

At times there may be requests for "rush" jobs. When possible these requests should be accommodated by the Office Staff. If a Department member consistently requests rush jobs, or if there is a conflict in project priorities which cannot be resolved with the Department member, the Chairperson should be consulted.

Additionally, it is expected that the Office Staff will cooperate by making time to complete small jobs. As an example, requests by Department members for typed envelopes or address labels should be honored such that the item can make the next mail pick up, even though this may interrupt the work flow. At the same time, the Office Staff need not drop all work to immediately honor such requests. Rather this type of task should be performed at a convenient break, which still allows the goal to be accomplished (e.g., in time for the next mail pick up).

11. Marketing Department Office Hours

The Marketing Department is to be open from 8:00 a.m. to 5:00 p.m. with the exception of breaks (15 minutes in the morning and 15 minutes in the afternoon) and lunch (one hour, from 12:00 to 1:00 p.m.). In accordance with the Civil Service Rules, an application for leave (vacation) form must be completed and approved for any vacation time taken. Vacation time of longer than one half day should be scheduled with the Department Chairperson at least one week in advance. Shorter vacation time should be cleared with the Department Chairperson as soon as possible.

In case of illness, contact should be made with both the Dean's Office and the Chairperson (phone messages may be left) as soon as it is known that the absence will occur. Where the illness will require an absence of more than one day, the Department voice mail message should be changed appropriately.

Except in an emergency, the Department Office should not be left unstaffed without the knowledge of the Department Chairperson. In such cases, the application for leave form may be completed and approved retroactively (unapproved time away from the job cannot be paid for and can lead to disciplinary action).

12. <u>Policies and Procedures Revisions and Updates</u>

The Chairperson of the Department is responsible for revising and updating the Marketing Department *Office Mission Statement and Policies and Procedures* manual as required. It is expected that such revisions and updates be done in consultation with the Department Secretary, as this individual must be familiar with and comply with the provisions of the manual.

SECTION II

TEACHING ASSIGNMENTS AND WORKLOAD

INCLUDING

WORKLOAD EQUIVALENCIES

AND RELATED PROCEDURES

A. *Department Philosophy Regarding Instructional Responsibilities*

The Marketing Department Faculty subscribe to the philosophy that effective instruction is influenced by the way in which an instructional program is managed, delivered, and evaluated. They accept responsibility for the relevance of what is taught and for the means by which knowledge is conveyed to students. In this context, they recognize that Faculty should be involved in activities that improve course content and teaching quality.

Members of the Faculty will assist in mentoring new teachers, developing course content, and evaluating results of teaching, to:

(1) assure that the content of the courses is consistent with the Department's mission and is updated to incorporate improvements based on contemporary marketing theory and practice,
(2) assure that there is an adequate degree of coordination of course content, such that materials from different areas of marketing are presented coherently, with appropriate sequencing and cross-references, and
(3) determine the effectiveness of the Department's instructional efforts through teaching evaluations and other sources (e.g. standardized field examinations, senior exit surveys, placement results, and alumni surveys).

B. *Roles and Responsibilities of Tenure-Track Faculty*

1. Scholarship, Teaching, and Service

To achieve the Department's mission, Faculty members must meet acceptable standards in scholarship, teaching, and service. In addition, each must excel in either scholarly activities or teaching. Minimum standards to be achieved are described in the Kent State University policy guidelines. Evaluations of performance occur at the individual level in connection with reappointment, tenure, and promotion decisions (see section VII of this *Handbook*), at the College level in connection with reaccreditation by AACSB, and at the University level as part of the AQIP quality improvement process. Because high caliber teaching and research are essential for the achievement of the Department's mission, members of the Department strive to excel in both of these areas. Faculty members are also expected to perform appropriate service, but a strong service orientation is not considered sufficient to fulfill the Department's mission.

The Faculty recognize that the publication of scholarly contributions on a continuing basis is a core responsibility of those employed full-time in higher education. Scholarly activities may include those areas defined by the Boyer framework as scholarships of discovery, integration, application, and teaching. These types of scholarship are defined on the University's reappointment, tenure, and promotion documents as follows:

a. The *scholarship of discovery:* the pursuit of new knowledge; original research or creative activity;

b. the *scholarship of integration:* interpretation, drawing together, and bringing new insight to original research or creative activity;
c. the *scholarship of application:* using knowledge responsibly to solve consequential problems; knowledge that arises out of the very act of application;
d. the *scholarship of teaching:* the act of teaching as well as the planning and examination of pedagogical procedures;

As the Department has a multifaceted mission, including commitment to the undergraduate, MBA, and Ph.D. programs, and recognizes legitimate diversity in forms of scholarship, there must be a mix in the types of intellectual contributions made by the Department Faculty. The Department's strong commitment to doctoral education requires that a substantial portion of Faculty research be focused on the scholarships of discovery and integration. Departmental commitments to undergraduate and MBA programs also indicate that the scholarships of application and teaching (instructional development that enhances education in the discipline) are important elements in the Faculty's research orientation. This commitment to the intellectual contributions of the Faculty is an important element explicitly considered in matters related to Faculty recruitment, retention, promotion, and merit compensation. Thus, it is taken into account in the Department's *Performance and Merit Guidelines Manual*.

To achieve the portion of the Department's mission dealing with teaching *(i.e.*, the sharing of marketing knowledge and skills), it is necessary that Faculty members develop their communication and teaching skills and utilize these skills effectively in the classroom. Section 5 provides specific information about the syllabus and other matters related to classroom activities at the undergraduate, MBA, and Ph.D. levels. The monitoring and evaluation of the Faculty member's teaching is specified in the Department's *Performance and Merit Guidelines Manual*.

The mission of the Department requires that Faculty provide service support for the Department, the College, and the University. Service responsibilities, including committee work and event attendance, are distributed approximately equally among members of the Faculty. Service can also be performed in professional organizations or community service. It is expected that Faculty members will meet their service obligations as described in the Department's *Performance and Merit Guidelines Manual*.

2. Workload

Consistent with the Collective Bargaining Agreement, Addendum D, and UPR 3342-6-52, all regular full-time Faculty are expected to work full-time for the University. The teaching load is the equivalent of twenty-four hours of undergraduate teaching per academic year. However, within the Department, the Faculty engage in a mixture of undergraduate teaching, graduate teaching, research, and service, and thus, each individual's teaching load is adjusted to account for these diverse contributions to the Department's mission as described in *Calculation of Faculty Workloads*.

According to Article IX, Section C of the CBA, the Chairperson is responsible for providing each member of the Faculty with a written statement of his/her workload in accord with the criteria detailed below. This statement should be provided at least thirty days before the beginning of a term. The workload statement must state the number of credit/workload hours to be devoted to instructional assignments, research, administrative duties, special service, advising and other workload equivalents as specified in the Department's workload specification statement. An explanation must be provided for the number of courses each Faculty member is assigned to teach and the rationale for any reduction below twenty-four hours of undergraduate teaching. Questions regarding the assignment should be addressed to the Department Chairperson. In case of dispute or request for special consideration, the Faculty member may request a review by the FAC which, following such a review, will make a recommendation to the Chairperson.

3. Calculation of Faculty Workload

As noted in Section V.B of this *Handbook*, the teaching load for tenure-track Faculty is the equivalent of twenty-four hours of undergraduate teaching per academic year. However, within the Department, the Faculty engage in a mixture of undergraduate teaching, graduate teaching, research, and service, and teaching loads are adjusted to account for these diverse contributions to the Department's mission.

In accordance with the Collective Bargaining Agreement, Addendum D, "University service, such as committee work, is expected from all regular, full-time Faculty as part of their normal service. In those few cases when such service is very heavy the vice president for academic and student affairs or the collegial dean may allow this service to be an appropriate part of the load of the professor." Thus, as part of their normal workload, all full-time Faculty members are expected to participate in a variety of service-related activities for the Department, such as service on regular Departmental and College committees, attendance at Commencement ceremonies, and participation in the Faculty Advisory Committee and the College Advisory Committee.

Faculty who are involved in such activities as engaging in high levels of scholarship leading to very substantial publications, teaching at the MBA or Ph.D. levels, advising for dissertations or individual investigations, and serving on extraordinary committees shall receive a reduction in the base-line teaching load as described below. Any reductions in teaching load are subject to the explicit approval of the Department Chairperson (in consultation with the Department FAC) taking into account the faculty resources (full- and part-time) available to the Department.

With the issue of resources in mind, each of the following activities shall justify a one course reduction in teaching load for the academic year, when possible, for those Faculty members:

- teaching a large undergraduate section (*i.e.*, 300+ students) for the first time,
- teaching a large undergraduate section in two consecutive academic terms (*i.e.*, Fall-Spring or Spring-Fall),
- teaching three (or more) graduate courses in a three year period,
- preparing three or more new courses in two consecutive academic terms (*i.e.*, Fall-Spring or Spring-Fall terms),
- serving in extraordinary assignments requiring very high levels of time commitment,

- demonstrating satisfactory teaching *and* being vigorously engaged in activities central to publishing,
- demonstrating satisfactory teaching *and* obtaining substantial results of scholarly efforts, defined as at least three third tier, at least two second tier, or at least one top tier publication (or letter of acceptance) during a three-year period.

Consistent with the Department's philosophy that untenured Assistant Professors should be aided in establishing a stream of scholarly publications, such Faculty members whose teaching is satisfactory *and* who are engaged in the activities necessary to build a prominent research record shall be provided an additional teaching load reduction of one course per academic year.

Tenured Faculty members whose research productivity is exceptional (in terms of quantity and/or quality) for the Department and whose teaching is satisfactory shall be provided an additional teaching-load reduction of one course per academic year.

Considering available resources and to the extent possible, Faculty will earn a one course reduction in teaching for every three points accumulated within a rolling three year period, according to the following schedule:

Activity	Points
Teaching an Individual Investigation Course	0.1 per registered student
Chairing Ph.D. dissertation	2.0 at completion
Serving on Ph.D. dissertation committee	0.5 at completion
Ph.D. Mentoring	1.0 upon publication of paper or conference proceedings
Journal Editor	2.0 per year
Editorial Board Member	0.5 per year
Editor, National Conference Proceedings	0.5
National Officer of an Appropriate Professional Organization	0.5 per year

If resources do not allow all Faculty who have earned a course reduction to receive the reduction in the semester it is earned, a "rolling schedule" of reductions shall be instituted. That is, course load reductions shall be carried over and provided as resources allow.

The minimum teaching load that can be achieved, taking into account all activities, is intended to be twelve credit hours per academic year, unless additional load reduction is justified by research grant dollars or other external funding. Consistent with the College's Handbook, Faculty workloads of less than twelve hours need approval of both the Chairperson and the Dean.

4. Course Assignments

Assignments to teach particular courses in the Department of Marketing are the responsibility of the Chairperson in consultation with the FAC. The assignments are based on (a) curricular needs, (b) Faculty qualifications and interests, and (c) Faculty requests. As far as practical, within curricular demands, Faculty will be assigned on an annual teaching schedule with classes scheduled on Mondays, Wednesdays, and Fridays for one semester and Tuesdays and Thursdays for the other semester. Faculty may also be assigned classes in the Evening and Weekend College, as required. Executive MBA assignments are made based on interests, skills, and merit as determined by the Chairperson, the Directory of Executive Program Development, and the Director of the Graduate School of Management. As Faculty members receive additional remuneration for Executive MBA assignments, these are not counted as part of the workload.

C. *Roles and Responsibilities of NTT and PT Faculty*

1. Teaching Appointments

The primary duty of full-time non-tenure-track (NTT) and part-time (PT) faculty is to provide credit instruction. Ideally, this teaching is of a high quality, similar to that of tenure-track Faculty. Full-time NTT faculty may hold the rank of Instructor, if they do not possess a terminal degree, or one of the professorial ranks (typically Assistant Professor), if they do possess an appropriate terminal degree (Ph.D. or D.B.A.). Part-time faculty may be appointed at the rank of Instructor. Appointment at the rank of Instructor requires a minimum of an M.B.A. or closely related Master's degree, in combination with relevant business experience.

2. Workload

Consistent with their Collective Bargaining Agreement, Article VIII.A, full-time NTT faculty are normally assigned fifteen (15) credit hours per semester, thirty (30) credit hours per academic year. If workload equivalencies are utilized to reduce the credit hours assigned, tenure-track Faculty guidelines may be used, or criteria appropriate to the responsibilities and expected contributions of NTT faculty may be utilized. Part-time faculty are hired as needed, on a course-by-course basis, and are paid accordingly.

D. *Teaching and Classroom Activities*

1. Changing Class Location - Faculty are expected to meet their classes at the times and in the rooms listed in the official Schedule of Classes.

2. Class Times - The instructor is expected to begin class on time and lecture for the full

period allotted to this section. Do not lecture beyond the specified end time as it will cause the next section to begin late.

3. Class Rosters - The registrar's office provides class rosters at several times during the semester. The first roster reflects those students who "pre-register" for the course. Updated rosters are provided near the start of the semester and around the 3rd week of the semester after the "add/drop" period. The final roster is provided after the "last day to withdraw from courses" around the 12th week of the semester. 2The timing of these is somewhat different in the Summer sessions. However, faculty may obtain a current list of students registered through either “web for faculty” (wffa.kent.edu) or webct (class.kent.edu) after obtaining account numbers.

4. Course Syllabus - The course syllabus is viewed as a "contract" between the faculty member and the student. By Department and College policy, several topics should be a part of the syllabus. A list will be provided at the beginning of each semester, and will include:

   Course title and number; your name, office number, phone number, email address, and office hours; the required text (if any) and any other required or optional materials; the purpose of the course; any specific requirements of the course; **any prerequisites for the course**; very specific information about the grading procedures; a weekly schedule showing material to be covered, dates of examinations, project and assignment due dates, and any other dates relevant to the class (e.g., known dates when class will not be held due to holidays); a statement regarding the deadline for withdrawal from the course (the date is available from the Department Secretary or the Undergraduate Programs Office); the policy for make-up examinations; a brief description of the assignments, projects, or other requirements of the course, and a statement that cheating and plagiarism will be dealt with severely, in accordance with University Policy (see the University Policy Register, Chapter 3-07).

   Samples of suggested syllabus information follow.

5. Effective Teaching - As stated in the contract letters, effective teaching is part of the agreement signed by the instructor. Any questions in this regard should be directed to the Department Chairperson.

6. Exams - There are different procedures of showing the exam to the student after the exam. A transparency of the exam can be made and the instructor can go over it during class on an overhead. The student may view the exam during office hours. If the instructor intends to keep the examinations rather than return them to the students, appropriate security measures should be undertaken. Examinations do disappear off of desktops. Students have been known to ask to take an exam out of the office "to look at it more carefully," and then copy it.

7. Final Exams - Final exams (defined as "a formal examination or an equivalent appropriate

activity used in evaluating student performance" UP3342-3-21-B-5) **must** be given at the officially scheduled time, day and place as published in the schedule of classes. "In rare and pedagogically justifiable cases, a faculty member may request permission to change the time of a final examination" (UP3342-3-21-D-1). In case a change is necessary, the Department Chairperson must approve the change **and** the examination must also be given at the regularly scheduled time for those students who prefer to take it then. Faculty members must include information regarding the nature and weighting of the final examination on the course syllabus. A period of at least two hours is to be allocated for each final exam.

8. Grade Books - Grade book information (i.e., grades) and student records (any "special case" information) should be turned into the Department Office at the end of the semester. This process is currently being updated as grades are now turned in via web for faculty.

9. Grade Change - Errors in calculation at the end of a semester can result in an error in recording a grade. There are grade change forms in the Department Office that can be used to change a grade submitted on the rosters at the end of the semester, if the period for entering grades electronically has expired.

10. Grade Posting - Consistent with University Policy concerning student confidentiality, student grades **cannot** be posted based on their social security numbers.

11. Incomplete - An incomplete grade may be given to students who can show proof of illness during the semester which inhibited them to finish the course work on time. In this case, (with documentation and with an incomplete grade contract attached) an incomplete grade can be assigned to the student with a time limit in which the student must complete the course work. At that time, the incomplete grade can be changed to a letter grade. Incomplete grade forms are in the Department Office.

12. Missing Teaching Days - In case of absence, it is your responsibility to contact the Department office immediately, and arrange for an appropriate substitute. If your absence is due to planned travel, fill out the *Faculty Absence Authorization Form* in advance.

13. Plagiarism - Students enrolled in the University are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the University. Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.

E. *Summer and Intersession Teaching*

The Department Chairperson will solicit requests for summer and intersession teaching appointment from all full-time Faculty members. Summer teaching cannot be guaranteed, but equity of distribution is sought in making summer appointments. The primary concerns in making summer appointments are the needs of the academic program and the constraints of the summer budget.

F. *Procedures for Approvals to Teach College of Business Administration Courses*

1. Approval for any specific course, regardless of prior approval to teach College of Business Administration courses, will require the following:
   a. a full set of current credentials, particularly evidence of the person's ability to teach a course or courses intended,
   b. recent student evaluations,
   c. current academic and professional qualifications in the field, and
   d. recent letters of reference related to one's ability to teach the course(s).

   Please see attached for a detailed list of qualifications for each department.

   The *Teaching Request/Assignment* form must be attached to all applications.

2. The Department will evaluate the request and have their decision within two weeks of receiving a complete application file.

3. Upon approval for any specific course, the college will enter the instructor name, course, campus, and semester in our database.

4. The instructor's campus will send to the Undergraduate Programs Office of the College of Business Administration, a copy of the syllabus (no later than two weeks prior to the start of classes) and student evaluations (as soon as possible after the completion of the semester.)

5. If, upon evaluation of the materials in 4 above, potential problems are identified, the Department will work with the faculty member to aid in their development.

6. If we do not have a satisfactory assessment of performance from items from 4, we will request Assistant Dean Sinclair-Colando to ensure that this instructor is not teaching this course again at any campus.

SECTION III

REAPPOINTMENT, TENURE, AND PROMOTION CRITERIA AND THE CRITERIA AND PROCESSES RELATING TO OTHER FACULTY PERSONNEL ACTIONS

PROPOSED MARCH 2018

University policy regarding promotion and University policy regarding tenure, including means of initiating promotion and tenure and the procedures for both, are contained in the University Policy Register and in the Collective Bargaining Agreement. These policies are supplemented each academic year by a document sent to the Department from the Provost's office. Procedures and deadlines for promotion, tenure, and reappointment are detailed in these documents. The promotion and tenure timeline follows policy listed in the Policy Register (University Policies 6-13, 6-14, 6-15). Faculty who wish to request the probationary period be extended (also referred to as "tolling" a year or "stopping the tenure clock") should refer to the University Policy Register (University Policy 6-13). Judgments based on sex, race, color, age, national origin, religion, disability, sexual orientation, or political activity or other legally protected categories are expressly forbidden.

A. *Tenure and Promotion to Associate Professor*

Contents of this section (A) and all of its subsections apply to decisions for both Tenure and Promotion to Associate Professor.

The granting of tenure is a decision that plays a crucial role in determining the quality of university faculty and the national and international status of the university. The awarding of tenure must be based on convincing, documented evidence that the faculty member has achieved excellence in scholarship, teaching, and service. The candidate must also be expected to continue and sustain, over the long term, a program of high quality scholarship, teaching, and service relevant to the mission of the candidate's academic unit(s) and to the mission of the university.

Promotion to Associate Professor shall be viewed as recognition of a faculty member having delivered sustained and distinguished contributions to the University, the College and the Department. Recommendation for promotion shall be based upon two major classes of criteria. The first, "academic credentials and university experience," describes the normal minimums of credentials and recommended time-in-rank at Kent State University necessary for tenure and/or promotion consideration. Consistent with the Policy Register, the department itself recognizes there are circumstances in which the recommended time-in-rank prior to consideration for tenure and promotion to Associate Professor can and should be shorter than the recommended five years. The second, "academic performance and service," refers to the record of actual performance and the accomplishments of the faculty member in academic and service areas. The quality as well as quantity of one's scholarship is an important consideration for promotion.

The mutually supportive, complementary, and often overlapping areas that need to be considered include research that advances knowledge in marketing, entrepreneurship, and/or related disciplines; the act of teaching as well as the planning and examination of course delivery; and service activities not necessarily tied to one's special field of knowledge which make significant positive contributions to the advancement of the educational, scholarly and governance goals and missions of the university, college, campus, department, and profession. For purposes of tenure and promotion to Associate Professor at the Kent campus, the Department places more importance on research than it does on teaching. At the regional campuses, teaching receives more weight than research. At all campuses, although service receives substantially less weight than research and teaching, it is expected that all faculty contribute positively in this area as Department, College, and University needs require. All members of the faculty are expected to contribute positively to the functioning of the department.

1. Methods for Assessing a Candidate's File

a. Assessing Research

In evaluating a candidate's research portfolio, the quantity and quality of research is considered.

i. Assessing the Quality of Peer-Reviewed Journal Articles

The department maintains a list of journal rankings based on the Journal Quality Index (JQI), which has been developed, and which is updated every three years, by the Department of Economics. The JQI has been constructed based on the criteria specified in the College of Business Administration handbook for journal rankings: external international rankings of journals, journal influence scores, and peer institutions' rankings. Peer-reviewed journals unranked on this list shall be evaluated by providing equivalent criteria to enable a ranking to be calculated using the Journal Quality Index algorithm. In order to apply a consistent standard in evaluating the quality of journals, when the College of Business Graduate Faculty Journal List is due for revision, the department representative to the Graduate Council will present any new or differently ranked journals that appear on the department's list for consideration for inclusion in the College of Business Graduate Faculty Journal List. Additionally, while grants count toward Graduate Faculty Status within the College of Business, grants do not replace publication requirements for the purpose of tenure.

In evaluating research, the department considers the four broad rankings of research outlined below. These four rankings are meant as guides, with the recognition that journal quality is a continuous measure and there will be variation within rankings. In addition, the external reviewers' evaluations of the quality of the research and other indications of quality (such as a particularly high number of citations for an article, best paper awards, etc.) are important factors in assessing the quality of published articles independently of the specific journal in which the article is published.

All candidates for promotion and tenure are required to submit a table listing each journal article being included in the case for tenure or promotion, the candidate's relative contribution to each article, and each article's ranking according to the College of Business Graduate Faculty Journal list. In the event that the journal ranking has changed due to an update to the JQI between the time of the faculty member's publication and the current department list, the benefit of the doubt shall apply and the faculty member may choose the highest of the rankings in place when: a) the article was accepted for publication, b) the article was published, or c) the candidate's file is submitted for promotion and tenure.

Rankings on the department journal list are determined by the following criteria. In the event that a journal is given a different ranking by another department in the College of Business Administration than appears on the Journal Quality Index, the Journal Quality Index ranking will be used for the purposes of promotion and tenure.

"A+" Ranking: Primary General Interest and Top Broad Field Journals
"A+" level research is indicated by publication in journals that have the highest level of influence on the discipline. These journals are rated at or above the 97th percentile on the Journal Quality Index and denoted as "A+" on the Department Journal List.

"A" Ranking: High Influence Field Journals, Secondary General Interest Journals, and Top Subfield Journals
"A" level research is indicated by publication in journals that have a high level of influence on the discipline. These journals are rated at or above the 80th percentile on the Journal Quality Index and denoted as "A" on the Department Journal List.

"B" Ranking: Externally Validated Journals with Limited Influence
"B" level research is indicated by publication in journals that have an influence on the discipline but are more limited in readership. These journals have a non-zero ranking on the Journal Quality Index and are denoted as "B" on the Department Journal List.

"C" Ranking: Peer Reviewed Journals With Limited External Validation
"C" level research is indicated by publication in peer-reviewed journals that have a limited external validation of their influence on the field. These journals have a zero rating or are not listed on the Journal Quality Index. While these journals are not included on the College of Business Graduate Faculty Journal List, for the purpose of tenure and promotion, they are deemed a rank of "C".

For all candidates, journal publication levels are assigned the following point values:
A+ = 2.5
A = 1.5
B = .5
C= .25

ii. Assessing the Quantity of Peer-Reviewed Journal Articles

The department generally expects a publication record at the Kent campus that averages about one publication per year at the "A" level during the probationary period and an average at the regional campuses of about two publications every two to three years at a "B" level. However, given the length of time required to establish a research agenda and the long lag time in publication, it is not unusual in Marketing and Entrepreneurship to have most of the publications come near the end of the probationary period.

The Department values jointly authored scholarship as well as individually authored scholarship; there is no requirement for sole-authored scholarship. While in some disciplines the order authors are listed is important, in Marketing and Entrepreneurship not being the first author does not necessarily imply a lesser role in the authorship of the paper unless explicitly stated. The candidate's file should include an indication of his/her relative contribution to each co-authored paper.

Documented in-press and forthcoming scholarly or creative works can be considered as part of the record of accomplishments. However, such publication can only be considered once. If an "in-press" or "forthcoming" scholarly work is considered for tenure and/or promotion to Associate Professor, it cannot be considered again as part of a file for promotion to Professor.

iii. Other Factors Assessed in Evaluating the Research Portfolio

External reviewers' evaluations of the importance and quality of the research are used in evaluating the totality of the research portfolio, particularly those elements which are not easily quantified. While the criteria in subsections a.i. and a.ii. above focus on peer-reviewed journal articles, exceptionally strong external letters may cause a research portfolio to be evaluated more highly; similarly, external letters that indicate the record is not as strong may cause a research portfolio to be evaluated less favorably.

b. Assessing Teaching

In evaluating a candidate's teaching portfolio, both course delivery and course design are considered. Given that classroom performance may improve over time, greater emphasis may be placed on teaching near the tenure decision than on earlier teaching.

i. Assessing the Quality of Course Design

Course design focuses on the structure of the course, assessments, and content. The quality of the course design may be assessed based on peer teaching reviews, quantitative and qualitative results in student surveys, course materials such as syllabi, exams, and assignments, teaching awards, and a faculty member's narrative about teaching.

<u>Effective Course Design</u>

A faculty member will have an effective course design if the courses are designed in a manner that provides the student with the knowledge and skills required for basic application of the course content. Examples of this include a course that is organized, covers the appropriate content, maintains currency/relevancy, and has basic assessments. It is expected that all courses will meet the standard of effective course design. If any major design issues are raised in earlier evaluations, they are expected to be addressed and improved upon.

Extraordinary Course Design

Extraordinary course design exceeds the effective standard with courses that have intentional planning designed to help students achieve significant learning. While the nature of an extraordinary course design may vary depending on the class enrollment, subject content, and program, examples of this may include a variety of assessment tools specifically suited for the course, the integration of material from a variety of sources, and design features that facilitate advanced application of the course content. For an online course, Quality Matters Certification, or evaluation of a course by an on-line education expert that indicates a design that would meet Quality Matters Certification standards, may also be used as an indication of an extraordinary course design. The faculty member must articulate in the narrative on teaching the intentional planning that went into the course design.

ii. Assessing the Quality of Course Delivery

Course delivery focuses on the act of teaching, including what happens in front of the classroom and other student interactions. For fully on-line courses, course delivery includes any multimedia materials included in the course and interactions with students throughout the course. The quality of course delivery will be assessed based on teaching awards, peer teaching reviews and quantitative and qualitative results in student surveys.

Effective Course Delivery

A faculty member will have effective course delivery if they are able to convey course content that provides students with knowledge and skills required for basic application of the course content. For example, this includes being understandable, clear, organized, and respectful. Effective course delivery would be demonstrated by peer reviews and student evaluations that indicate effective communication of course material. If any major delivery issues are raised in earlier evaluations, they are expected to be addressed and improved upon.

Extraordinary Course Delivery

Extraordinary course delivery exceeds the effective standard with delivery that helps students achieve significant learning. Extraordinary course delivery may be demonstrated by teaching awards, peer reviews and student evaluations that demonstrate an extraordinary communication of course material.

iii. Other Factors Assessed in Evaluating the Teaching Portfolio

While emphasis is placed on the quality of course design and course delivery, published research on teaching, participation in teaching conferences, and professional development in teaching are also valued as part of the teaching portfolio of a candidate. Similarly, demonstrated willingness and ability to design and develop courses and course materials also is valued. While the criteria explicated in this document focus on quality of course design and delivery, a strong record in these other factors may cause a teaching portfolio to be evaluated more highly. However, it is not necessary to have any of these other factors in order to meet the criteria for effective or extraordinary course design or delivery.

c. Assessing Service

In assessing a faculty member's service record, service to the department, college, campus, university, community, and profession will be considered. As service needs often vary, explicit service at each possible level - the department, college, campus, university, community, and profession - is not a requirement. Both the quantity of service and the quality of service are important. Service quantity requirements for untenured faculty are lower than for tenured faculty. Expected service requirements for untenured faculty are reflected by the faculty taking on only those assignments requested by the department. In assessing the service of a candidate for tenure, assessments by the department chair as well as committee ballots should be used. Service expectations are greater for those who have achieved tenure and promotion to Associate Professor or Professor, and may include assignments specifically requested by the department as well as additional assignments that may be sought out by the tenured faculty member.

2. Criteria for Tenure or Promotion to Associate Professor

To be eligible for tenure or promotion to Associate Professor, the Department requires that a candidate either a) shows a balanced portfolio of excellence across the three areas of research, teaching, and service or b) demonstrate an extraordinary achievement in research (Kent campus) or teaching (regional campus), excellent service, and very good performance in teaching (Kent campus) or research (regional campus). These two routes to tenure are summarized in Section VII A Table A below and are described in the following subsection. In evaluating a candidate for tenure or promotion to Associate Professor, there is an important judgment component; these criteria are meant to guide the reviewer but not replace the judgment of those reviewing the file.

Section VII A. Table A. Summary of Tenure and Promotion Requirements

		Teaching	*Research*	*Service*
Tenure, Promotion to Associate Professor	Route A - Balanced Portfolio	Excellence	Excellence	Excellence
	Route B Compensatory Kent Campus	Very Good	Extraordinary	Excellence
	Route B Compensatory Regional Campus	Extraordinary	Very Good	Excellence
Early Tenure or Promotion to Associate Professor	Kent Campus	Excellence	Extraordinary	Excellence
	Regional Campus	Extraordinary	Excellence	Excellence

a. Balanced Portfolio of Excellence

A candidate will successfully meet the criteria for tenure if he or she has an excellent record in all three categories: research, teaching, and service.

i. All Campus Candidates - Teaching and Service

Section III A. Table B. Summary of Possible Teaching Performance Designations

Designation of Teaching Performance	*Required Performance on Course Design*	*Required Performance on Course Delivery*
Extraordinary	Extraordinary	Extraordinary
Excellence (Effective in one, Extraordinary in the other)	Effective/Extraordinary	Extraordinary/Effective

For candidates at all campuses, excellence in teaching is defined as either i) effective course design and extraordinary course delivery or ii) extraordinary course design and effective course delivery.

An excellent record in service includes a demonstrated record of significant service to the department, college, campus, or university and significant positive value to the functioning of the department. Service to the profession and community can strengthen the service record but is not a substitute for service at the department, college, and university level. In assessing a faculty member's service record, service to the department, college, campus, university, community, and profession will be considered. As service needs often vary, explicit service at each possible level - the department, college, campus, university, community, and profession - is not a requirement. Both the quantity of service and the quality of service are important. Service quantity requirements for untenured faculty are lower than for tenured faculty. Expected service requirements for untenured faculty are reflected by the faculty taking on only those assignments requested by the department. In assessing the service of a candidate for tenure and promotion to Associate Professor, assessments by the department chair as well as committee ballots should be used.

ii. Kent Campus Candidates - Research

For candidates for tenure or promotion to Associate Professor at the Kent campus, an excellent record in research would typically be an average of about one publication per year of peer-reviewed journal articles that are generally in the “A” level range. A portfolio that includes a lower quantity of peer-reviewed journal articles but with a higher quality (e.g., a portfolio of “A+” and “A” publications) may also be consistent with an excellent record. C level publications are not explicitly considered in evaluation of a Kent campus research portfolio, though they may demonstrate participation in important teaching and service activities performed in conjunction with doctoral students. The typical point value threshold for an excellent research portfolio for a Kent campus faculty member is 6.0. Although a candidate’s research record can include a mix of publications, it must include a minimum number of “A” or "A+" publications and may include no more than four “B” publications. Possible portfolios that exceed the threshold and satisfy this requirement are identified in Table C below.

Section III A. Table C. Excellence in Research at the Kent Campus for Tenure and Promotion to Associate Professor

Number of “A+” Articles (2.5)	Number of “A” Articles (1.5)	Number of “B” Articles (0.5)	Number of “C” Articles (0.25)	Total
2	1	0	NC	6.5
2	0	2	NC	6
1	3	0	NC	7
1	2	1	NC	6
1	1	4	NC	6
0	4	0	NC	6
0	3	3	NC	6

NC - Not Considered

iii. Regional Campus Candidates - Research

For candidates at the regional campuses, an excellent record in research would typically be an average of two peer-reviewed journal publications every two to three years generally in the “B” level. A portfolio that includes a lower quantity of peer-reviewed journal articles but with a higher quality (a portfolio of “A” and “B” publications) may also be consistent with an excellent record. The minimum point value threshold for an excellent research portfolio for a regional campus faculty member is 2. While a regional campus candidate's research record can include a mix of publications, it must include at least 2 "B" (or higher-ranked equivalent) publications. Possible portfolios that exceed the threshold and satisfy this requirement are identified in Table D below.

Section III A. Table D. Excellence in Research at the Regional Campus for Tenure and Promotion to Associate Professor

Number of "A+" Articles (2.5)	Number of "A" Articles (1.5)	Number of "B" Articles (0.5)	Number of "C" Articles (0.25)	Total
1	0	0	0	2.5
0	2	0	0	3
0	1	1	0	2
0	1	0	2	2
0	0	4	0	2
0	0	3	2	2
0	0	2	4	2

b. Extraordinary Record in One Area and Very Good Record in One Other

A candidate who does not meet the criteria of a balanced portfolio of excellence may still successfully stand for tenure if they are truly extraordinary in one area. A candidate at the Kent campus will successfully meet the criteria for tenure with an extraordinary record in research, a very good record in teaching, and an excellent rating for service. A candidate at the regional campuses will successfully meet the criteria for tenure with an extraordinary record in teaching, a very good record in research, and an excellent rating for service.

i. All Campus Candidates - Service

In assessing a faculty member's service record, service to the department, college, campus, university, community, and profession will be considered. As service needs often vary, explicit service at each possible level - the department, college, campus, university, community, and profession - is not a requirement. Both the quantity of service and the quality of service are important. Service quantity requirements for untenured faculty are lower than for tenured faculty. Expected service requirements for untenured faculty are reflected by the faculty taking on only those assignments requested by the department. In assessing the service of a candidate for tenure, assessments by the department chair as well as committee ballots should be used. Service expectations are greater for those who have achieved tenure and promotion to Associate Professor or Professor, and may include assignments specifically requested by the department as well as additional assignments that may be sought out by the tenured faculty member.

ii. Kent Campus Candidates – Extraordinary Research and Very Good Teaching

For candidates for Tenure and promotion to Associate Professor at the Kent campus, an extraordinary record in research would typically be an average of about one to one and a half publications per year with a portfolio of peer-reviewed journal articles that are predominantly in the “A+” and “A” categories. The point value threshold for an extraordinary research portfolio for a Kent campus faculty member is 9.0. In order to be judged extraordinary, a greater number of A+ and A journal articles is expected and no more than three “B” publications may be included. Possible portfolios that exceed the threshold and satisfy this requirement for extraordinary research are listed in Table E below.

Section III A. Table E. Criteria for Extraordinary Research at the Kent Campus

Number of “A+” Articles (2.5)	Number of “A” Articles (1.5)	Number of “B” Articles (0.5)	Number of “C” Articles (0.25)	Total
4	0	0	NC	10
3	1	0	NC	9
2	3	0	NC	9.5
2	2	2	NC	9
1	4	1	NC	9
1	5	0	NC	10
0	5	3	NC	9

NC – Not Considered

For faculty at the Kent campus, a very good record in teaching means the faculty member is evaluated as at least “effective” in both course design and course delivery. Only Kent campus faculty can be tenured and promoted with only “effective” evaluations in course design and course delivery. Regional campus faculty must be evaluated as at least extraordinary on either design or delivery and effective on the other dimension. If they are lacking in research, it is possible for them to compensate by being extraordinary in teaching.

iii. Regional Campus Candidates – Very Good Research and Extraordinary Teaching

For candidates at a regional campus, an extraordinary record in teaching would be a teaching portfolio evaluated as extraordinary in both course design and course delivery.

For candidates at the regional campuses, a very good record in research includes a lower quantity or quality level of publications. A point value of 1.25 with no requirement for a B level journal would constitute a very good research record for regional campus faculty seeking tenure and/or promotion to Associate Professor based on an extraordinary record in one area, excellent service, and a very good record in the other.

3. Early Tenure and Promotion

Under extraordinary circumstances, the department may wish to nominate a candidate for tenure and/or promotion before the traditional time-in-rank of 5 years has passed. If the candidate can document extraordinary performance in at least one area and excellence in the other two, he or she is qualified to stand for and receive early tenure and promotion to Associate Professor. For the Kent campus, extraordinary performance must be in the area of research and is defined in Section III A Table E. For the regional campus, extraordinary performance must be in the area of teaching and is defined in Section IIIA Table B.

B. *Promotion to Professor*

Promotion shall be viewed as recognition of a faculty member having delivered distinguished contributions to the University, the College and the Department. Recommendations for promotion to professor shall be based upon two major classes of criteria. The first, "academic credentials and university experience," describes the normal minimums of credentials and recommended time-in-rank at Kent State University necessary for promotion consideration. Consistent with the Policy Register, the department itself recognizes there are circumstances in which the recommended time-in-rank prior to consideration for promotion can and should be shorter than the recommended five years. The second, "academic performance and service," refers to the record of actual performance and the accomplishments of the faculty member in academic and service areas. The mutually supportive, complementary, and often overlapping areas that need to be considered include research that advances knowledge in marketing and entrepreneurship and/or related disciplines; the act of teaching as well as the planning and examination of course delivery; and service activities not necessarily tied to one's special field of knowledge which make significant positive contributions to the advancement of the educational, scholarly and governance goals and missions of the University, College, campus, Department, and profession. For purposes of promotion to Professor at the Kent campus, the Department places more importance on research than it does on teaching. At the regional campuses, the Department places more importance on teaching than it does on research. In addition, the quality as well as quantity of one's scholarship is an important consideration for promotion to Professor. While service receives substantially less weight than research and teaching, it is expected that all faculty contribute positively in this area. The service component includes the general value of the faculty member to the department; all faculty members are expected to positively contribute to the functioning of the department.

1. Methods for Assessing a Candidate's File

a. Assessing Research

In evaluating a candidate's research portfolio, the quantity and quality of research is considered.

i. Assessing the Quality of Peer-Reviewed Journal Articles

The department maintains a list of journal rankings based on the Journal Quality Index (JQI), which has been developed, and which is updated every three years, by the Department of Economics. The JQI has been constructed based on the criteria specified in the College of Business Administration handbook for journal rankings: external international rankings of journals, journal influence scores, and peer institutions' rankings. Peer-reviewed journals unranked on this list shall be evaluated by providing equivalent criteria to enable a ranking to be calculated using the Journal Quality Index algorithm. In order to apply a consistent standard in evaluating the quality of journals, when the College of Business Graduate Faculty Journal List is due for revision, the department representative to the Graduate Council will present any new or differently ranked journals that appear on the department's list for consideration for inclusion in the College of Business Graduate Faculty Journal List. Additionally, while grants count toward Graduate Faculty Status within the College of Business, grants do not replace publication requirements for the purpose of promotion to Professor.

In evaluating research, the department considers the four broad rankings of research outlined below. These four rankings are meant as guides, with the recognition that journal quality is a continuous measure and there will be variation within rankings. In addition, the external reviewers' evaluations of the quality of the research and other indications of quality (such as a particularly high number of citations for an article, best paper awards, etc.) are important factors in assessing the quality of published articles independently of the specific journal the article is published in.

All candidates for promotion to Professor are required to submit a table listing each journal article being included in the case for promotion, the candidate's relative contribution to each article, and each article's ranking according to the relevant list. In the event that the journal ranking has changed due to an update to the JQI between the time of the faculty member's publication and the current department list, the benefit of the doubt shall apply and the faculty member may choose the highest of the rankings in place when: a) the article was accepted for publication, b) the article was published, or c) the candidate's file is submitted for promotion and tenure.

Rankings on the department journal list are determined by the following criteria. In the event that a journal is given a different ranking by another department in the College of Business Administration than appears on the Journal Quality Index, the Journal Quality Index ranking will be used for the purposes of promotion and tenure.

"A+" Ranking: Primary General Interest and Top Broad Field Journals

"A+" level research is indicated by publication in journals that have the highest level of influence on the discipline. These journals are rated at or above the 97th percentile on the Journal Quality Index and denoted as "A+" on the Department Journal List.

"A" Ranking: High Influence Field Journals, Secondary General Interest Journals, and Top Subfield Journals

"A" level research is indicated by publication in journals that have a high level of influence on the discipline. These journals are rated at or above the 80th percentile on the Journal Quality Index and denoted as "A" on the Department Journal List.

"B" Ranking: Externally Validated Journals with Limited Influence
"B" level research is indicated by publication in journals that have an influence on the discipline but are more limited in readership. These journals have a non-zero ranking on the Journal Quality Index and are denoted as "B" on the Department Journal List.

"C" Ranking: Peer Reviewed Journals With Limited External Validation
"C" level research is indicated by publication in peer-reviewed journals that have a limited external validation of their influence on the field. These journals have a zero rating or are not listed on the Journal Quality Index. While these journals are not included on the College of Business Graduate Faculty Journal List, for the purpose of tenure and promotion, they are deemed a rank of "C".

For all candidates, journal publication levels are assigned the following point values:
A+ = 2.5
A = 1.5
B = .5
C= .25

The Department values jointly authored scholarship as well as individually authored scholarship; there is no requirement for sole-authored scholarship. While in some disciplines the order authors are listed is important, in Marketing and Entrepreneurship not being the first author does not necessarily imply a lesser role in the authorship of the paper unless explicitly stated. The candidate's file should include an indication of his/her relative contribution to each co-authored paper.

Documented in-press and forthcoming scholarly or creative works can be considered as part of the record of accomplishments. However, such publication can only be considered once. If an "in-press" or "forthcoming" scholarly work was considered for tenure and/or promotion to Associate Professor, it cannot be considered again in the file for promotion to Professor.

ii. Other Factors Assessed in Evaluating the Research Portfolio

External reviewers' evaluations of the importance and quality of the research are used in evaluating the totality of the research portfolio, particularly those elements which are not easily quantified. While the criteria in subsections a.i. and a.ii. above focus on peer-reviewed journal articles, exceptionally strong external letters may cause a research portfolio to be evaluated more highly; similarly, external letters that indicate the record is not as strong may cause a research portfolio to be evaluated less favorably.

b. Assessing Teaching

In evaluating a candidate's teaching portfolio, both course delivery and course design are considered.

i. Assessing the Quality of Course Design

Course design focuses on the structure of the course, assessments, and content. The quality of the course design may be assessed based on peer teaching reviews, quantitative and qualitative results in student surveys, course materials such as syllabi, exams, and assignments, teaching awards, and a faculty member's narrative about teaching.

<u>Effective Course Design</u>

A faculty member will have an effective course design if the courses are designed in a manner that provides the student with the knowledge and skills required for basic application of the course content. Examples of this include a course that is organized, covers the appropriate content, maintains currency/relevancy, and has basic assessments. It is expected that all courses will meet the standard of effective course design.

<u>Extraordinary Course Design</u>

Extraordinary course design exceeds the effective standard with courses that have intentional planning designed to help students achieve significant learning. While the nature of an extraordinary course design may vary depending on the class enrollment, subject content, and program, examples of this may include a variety of assessment tools specifically suited for the course, the integration of material from a variety of sources, and design features that facilitate advanced application of the course content. For an online course, Quality Matters Certification, or evaluation of a course by an on-line education expert that indicates a design that would meet Quality Matters Certification standards, may also be used as an indication of an extraordinary course design. The faculty member must articulate in the narrative on teaching the intentional planning that went into the course design.

ii. Assessing the Quality of Course Delivery

Course delivery focuses on the act of teaching, including what happens in front of the classroom and other student interactions. For fully on-line courses, course delivery includes any multimedia materials included in the course and interactions with students throughout the course. The quality of course delivery will be assessed based on teaching awards, peer teaching reviews and quantitative and qualitative results in student surveys.

<u>Effective Course Delivery</u>

A faculty member will have effective course delivery if they are able to convey course content that provides students with knowledge and skills required for basic application of the course content. For example, this includes being understandable, clear, organized, and respectful. Effective course delivery would be demonstrated by peer reviews and student evaluations that indicate effective communication of course material.

Extraordinary Course Delivery

Extraordinary course delivery exceeds the effective standard with delivery that helps students achieve significant learning. Extraordinary course delivery may be demonstrated by teaching awards, peer reviews and student evaluations that demonstrate an extraordinary communication of course material.

iii. Other Factors Assessed in Evaluating the Teaching Portfolio

While emphasis is placed on the quality of course design and course delivery, published research on teaching, participation in teaching conferences, and professional development in teaching are also valued as part of the teaching portfolio of a candidate. Similarly, demonstrated willingness and ability to design and develop courses and course materials also is valued. While the criteria explicated in this document focus on quality of course design and delivery, a strong record in these other factors may cause a teaching portfolio to be evaluated more highly. However, it is not necessary to have any of these other factors in order to meet the criteria for effective or extraordinary course design or delivery.

c. Assessing Service

In assessing a faculty member's service record, service to the department, college, campus, university, community, and profession will be considered. As service needs often vary, explicit service at each possible level - the department, college, campus, university, community, and profession - is not a requirement. Both the quantity of service and the quality of service are important. Service expectations are greater for those who have achieved tenure and promotion to Associate Professor, and may include assignments specifically requested by the department as well as additional assignments that may be sought out by a tenured faculty member.

The Department requires that Kent Campus candidates recommended for promotion to Professor have a demonstrated record of active and ongoing positive involvement within our Doctoral Program. Such involvement may take the form of Doctoral teaching, mentoring, or committee membership.

2. Criteria for Promotion to Professor

Any research output originating while employed by Kent State University, or within a contractually agreed upon period of no more than two years prior to beginning employment at Kent State University, can only be counted once; either for tenure and promotion to Associate Professor or for promotion to Professor. Any research produced after a file for tenure and/or promotion to Associate Professor was submitted may be counted as part of the record for a faculty member being considered for promotion to Professor as long as that research activity was not considered as part of the record for tenure and/or promotion to Associate Professor (i.e., no double dipping).

To be recommended for promotion to Professor, the Department requires that a candidate either i) shows a balanced portfolio of excellence across the three areas of research, teaching, and service or ii) is truly extraordinary in research (Kent campus) or teaching (regional campus), at least very good in teaching (Kent campus) or research (regional campus), and excellent in service.

These two routes to promotion to Professor are summarized in Table A below and described in the following subsection. In evaluating a candidate for promotion to Professor, there is an important judgment component; these criteria are meant to guide the reviewer but not replace the judgment of those reviewing the file.

Section III B. Table A. Summary of Promotion to Professor Requirements

		Teaching	*Research*	*Service*
Promotion to Full Professor	Route A - Balanced Portfolio	Excellence	Excellence	Excellence
	Route B Compensatory Kent Campus	Very Good	Extraordinary	Excellence
	Route B Compensatory Regional Campus	Extraordinary	Very Good	Excellence
Early Promotion to Full Professor	Kent Campus	Excellence	Extraordinary	Excellence
	Regional Campus	Extraordinary	Excellence	Excellence

a. Balanced Portfolio of Excellence

A candidate will successfully meet the criteria for promotion to Professor if he or she has an excellent record in all three categories: research, teaching, and service.

i. All Campus Candidates - Teaching and Service

Section III B. Table B. Summary of Possible Teaching Performance Designations

Designation of Teaching Performance	*Required Performance on Course Design*	*Required Performance on Course Delivery*
Extraordinary	Extraordinary	Extraordinary
Excellence (Effective in one, Extraordinary in the other)	Effective/Extraordinary	Extraordinary/Effective

For candidates at all campuses, excellence in teaching is defined as either i) effective course design and extraordinary course delivery or ii) extraordinary course design and effective course delivery.

An excellent record in service includes a demonstrated record of significant service to the department, college, campus, or university and significant positive value to the functioning of the department. Service to the profession and community can strengthen the service record but is not a substitute for service at the department, college, and university level. In assessing a faculty member's service record, service to the department, college, campus, university, community, and profession will be considered. As service needs often vary, explicit service at each possible level - the department, college, campus, university, community, and profession - is not a requirement. Both the quantity of service and the quality of service are important. Service expectations are greater for those who have achieved tenure and promotion to Associate Professor and may include assignments specifically requested by the department as well as additional assignments that may be sought out by the tenured faculty member.

ii. Kent Campus Candidates - Research

For candidates for promotion to Professor at the Kent campus, an excellent record in research would typically consist of five or more peer-reviewed journal articles that are generally in the "A" level range. A portfolio that includes a lower quantity of peer-reviewed journal articles but with a higher quality (e.g., a portfolio of "A+" and "A" publications) may also be consistent with an excellent record. C level publications are not explicitly considered in evaluation of a Kent campus research portfolio, though they may demonstrate participation in important teaching and service activities performed in conjunction with doctoral students. The typical point value threshold for an excellent research portfolio for a Kent campus faculty member seeking promotion to Professor is 7.0. Although a candidate's research record can include a mix of publications, it must include a minimum number of "A" or "A+" publications and may include no more than three "B" publications. Possible portfolios that exceed the threshold and satisfy this requirement are identified in Table C below.

Section III B. Table C. Excellence in Research at the Kent Campus for Promotion to Professor

Number of "A+" Articles (2.5)	Number of "A" Articles (1.5)	Number of "B" Articles (0.5)	Number of "C" Articles (0.25)	Total
3	0	0	NC	7.5
2	2	0	NC	8
1	3	0	NC	7
1	2	3	NC	7
0	5	0	NC	7.5
0	4	2	NC	7

NC - Not Considered

iii. Regional Campus Candidates - Research

For candidates for promotion to Professor at the regional campuses, an excellent record in research would typically consist of six or more peer-reviewed journal publications in the "B" level range. A portfolio that includes a lower quantity of peer-reviewed journal articles but with a higher quality (a portfolio of "A" and "B" publications) may also be consistent with an excellent record. The minimum point value threshold for an excellent research portfolio for a regional campus faculty member seeking promotion to Professor is 3. While a regional campus candidate's research record can include a mix of publications, it must include no more than four "C-level" publications. The possible portfolios that exceed the threshold and satisfy this requirement for an excellent research record are identified in Table D below.

Section III B. Table D. Excellence in Research at the Regional Campus for Promotion to Professor

Number of "A+" Articles (2.5)	Number of "A" Articles (1.5)	Number of "B" Articles (0.5)	Number of "C" Articles (0.25)	Total
1	0	1	0	3
1	0	0	2	3
1	1	0	0	3.5
0	2	0	0	3
0	1	3	0	3
0	1	2	2	3
0	0	6	0	3
0	0	5	2	3
0	0	4	4	3

b. Extraordinary Record in One Area and Very Good Record in One Other

A candidate who does not meet the criteria of a balanced portfolio of excellence may still successfully stand for promotion to Professor if they are truly extraordinary in one area. A candidate at the Kent campus will successfully meet the criteria for promotion to Professor with an extraordinary record in research, a very good record in teaching, and an excellent rating for service. A candidate at the regional campuses will successfully meet the criteria for promotion to Professor with an extraordinary record in teaching, a very good record in research, and an excellent rating for service.

i. Kent Campus Candidates – Extraordinary Research and Very Good Teaching

The point value threshold for an extraordinary research portfolio for a Kent campus faculty member is 9.0. In order to be judged extraordinary, a greater number of A+ and A journal articles is expected and no more than three "B" publications may be included. Possible portfolios that exceed the threshold and satisfy this requirement for extraordinary research are listed in Table E below.

Section III B. Table E. Criteria for Extraordinary Research at the Kent Campus

Number of "A+" Articles (2.5)	Number of "A" Articles (1.5)	Number of "B" Articles (0.5)	Number of "C" Articles (0.25)	Total
4	0	0	NC	10
3	1	0	NC	9
2	3	0	NC	9.5
2	2	2	NC	9
1	4	1	NC	9
1	5	0	NC	10
0	5	3	NC	9

NC – Not Considered

For faculty at the Kent campus, a very good record in teaching means the faculty member is evaluated as at least "effective" in both course design and course delivery. Only Kent campus faculty can be promoted to Professor with only "effective" evaluations in course design and course delivery. Regional campus faculty must be evaluated as at least extraordinary on either design or delivery and effective on the other dimension. If they are lacking in research, it is possible for them to compensate by being extraordinary in teaching.

ii. Regional Campus Candidates – Very Good Research and Extraordinary Teaching

For candidates for promotion to Professor at a regional campus, an extraordinary record in teaching would be a teaching portfolio evaluated as extraordinary in both course design and course delivery. For candidates for promotion to Professor at the regional campuses, a very good record in research includes a lower quantity or quality level of publications. A point value of 2.0 with a maximum of 4 C level publications would constitute a very good research record for regional campus faculty seeking promotion to Professor based on an extraordinary record in teaching, excellent service, and a very good record in research.

3. Early Promotion to Professor

Under extraordinary circumstances, the department may wish to nominate a candidate for promotion to Professor before the traditional time-in-rank of 5 years has passed. If the candidate can document extraordinary performance in at least one area and excellence in the other two, he or she is qualified to stand for and receive early promotion to Professor. For the Kent campus, extraordinary performance must be in the area of research and is defined in Section III B Table E. For the regional campus, extraordinary performance must be in the area of teaching and is defined in IIIB Table B.

C. *Reappointment*

Reappointment of probationary Faculty is contingent upon documented, continued and consistent evidence of professional growth and proficiency in research, teaching, and service. Annual evaluations in these areas are similar to those for Promotion and Tenure, accompanied each year at the appropriate time by a letter of evaluation and assessment from the Departmental Chairperson to the reappointment candidate. To be recommended for reappointment, candidates must demonstrate that they are making progress towards meeting the criteria for Tenure and promotion to Associate Professor.

D. *Review of NTT and PT Faculty*

Full-time NTT faculty may be appointed annually for an academic year. The Collective Bargaining Agreement indicates that renewals of such appointments may occur, subject to programmatic need, satisfactory performance of previous responsibilities, and budgeted resources. According to the CBA, section IX.4, the NTT faculty member is subject to a full performance review following three consecutive academic year appointments (during the third year of appointment and before a fourth year can be anticipated or authorized). This performance review occurs in the Spring semester, and follows the procedures established by the University for reappointment reviews of tenure-track Faculty in the first probationary year, with criteria established by the Department.

Part-time faculty may be appointed at the Kent and regional campuses following a review of materials by the Department Chair. The guidelines for this process are included in *Appendix D*. If duties are performed satisfactorily during the initial semester, continuing appointments may be made. Following three years of continuing appointments, the faculty member should receive a full performance review. The guidelines for this review are included in *Appendix I*.

Full-time NTT faculty will be reviewed in accordance with their CBA, once every three years. The process is specified by the University in the annual *Procedures and Policies Governing Review of Faculty*.

Part-time faculty members teaching College of Business Administration courses will be reviewed at least every three years by each Department whose courses they teach. This review is intended to assess (1) whether teaching performance is acceptable and (2) whether the faculty member has stayed active in his/her field, either professionally or academically. Relevant materials will be collected for this purpose, and the Department FAC may be asked to make a recommendation to the Chairperson. The Chairperson will write a letter of evaluation and assessment to the part-time faculty member.

Materials needed for the review include the following items, which may be collected in a notebook. Sources are indicated in parentheses.

1. <u>Teaching Effectiveness</u>

A. Statement of teaching philosophy (OPTIONAL – FACULTY)
B. Courses taught during the 3-year period, with campuses and dates (FACULTY)
C. Representative course syllabi (FACULTY)
D. Representative course examinations and other materials (FACULTY)
E. Grade distributions (DEPT. OR REGIONAL CAMPUS)
F. Student evaluations, including comments (DEPT. OR REGIONAL CAMPUS)
G. Peer evaluation of teaching (OPTIONAL – DEPT.)

2. <u>Scholarship and/or professional activity</u>

A. Updated c.v. or resume (FACULTY)
B. Copies of any publications during the three-year period (FACULTY)
C. Evidence of recent professional activities, training, and work experience (FACULTY)
    1. Work experience / consulting related to teaching area
    2. Professional development/training related to teaching area
    3. Membership/leadership in related professional organizations

E. Sample List of Scholarly Publications

The department maintains a list of journal rankings based on the Journal Quality Index. Peer-reviewed journals unranked on this list shall be evaluated by providing equivalent criteria to enable a ranking to be calculated using the Journal Quality Index algorithm. This list is a representative sample of scholarly publications as of the date of this handbook.

<u>"A+" Ranking: Primary General Interest and Top Broad Field Journals</u>

	JQI Rating	JQI Percentile
Journal of Marketing	10.0	100
Journal of Consumer Psychology	9.7	99
Journal of Marketing Research	9.7	99
Journal of Consumer Research	9.6	99
Marketing Science	9.6	99
Entrepreneurship: Theory and Practice	9.2	98
Journal of Business Venturing	9.2	98
Journal of the Academy of Marketing Science	9.0	98

“A” Ranking: High Influence Field Journals, Secondary General Interest Journals, and Top Subfield Journals

	JQI Rating	JQI Percentile
Journal of Service Research	8.6	96
Quantitative Marketing and Economics	8.5	95
Family Business Review	8.4	94
Strategic Entrepreneurship Journal	8.4	94
Journal of Product Innovation Management	8.3	93
Journal of Retailing	8.3	93
International Journal of Research in Marketing	8.1	92
Journal of Interactive Marketing	8.0	91
Journal of Economic Psychology	7.7	89
Journal of Public Policy and Marketing	7.3	87
Marketing Letters	7.2	87
Small Business Economics: An Entrepreneurship Journal	7.2	87
Journal of Small Business Management	7.0	85
Marketing Theory	7.0	85
International Small Business Journal	6.8	84
Journal of Service Management	6.8	84
Journal of Advertising	6.6	83
Journal of International Marketing	6.4	82
Industrial Marketing Management	6.3	81
Journal of Consumer Affairs	6.3	81
Business Horizons	6.2	81
Entrepreneurship and Regional Development	6.1	80
Journal of Business Research	6.1	80

“B” Ranking: Externally Validated Journals with Limited Influence

	JQI Rating	JQI Percentile
R & D Management	5.7	78
Recherche et Application en Marketing	5.6	77
Psychology & Marketing	5.5	76
Journal of Advertising Research	5.2	74
International Marketing Review	5.1	73
European Journal of Marketing	4.9	72
Journal of Service Theory and Practice	4.4	70
Journal of Consumer Behaviour	4.3	69
Journal of Macromarketing	4.0	67
Service Industries Journal	4.0	67
Journal of Business and Industrial Marketing	3.9	65
Journal of Services Marketing	3.9	65
Journal of Consumer Policy	3.8	64
Journal of Marketing Education	3.8	64
Journal of Retailing and Consumer Services	3.8	64
Journal of Travel and Tourism Marketing	3.8	64
Academy of Marketing Science Review	3.6	61
Advances in Consumer Research	3.6	61
International Journal of Consumer Studies	3.6	61
Journal of Family Business Strategy	3.6	61
Venture Capital: An International Journal of Entrepreneurial Finance	3.6	61
International Entrepreneurship and Management Journal	3.4	59
Research in Consumer Behavior: A Research Annual	3.1	57
Journal of Personal Selling and Sales Management	3.0	56
International Journal of Innovation Management	2.8	55
Journal of Brand Management	2.8	55
Journal of Business-to-Business Marketing	2.8	55
Journal of Marketing Theory and Practice	2.8	55
Journal of Strategic Marketing	2.8	55
Qualitative Market Research: An International Journal	2.8	55
International Journal of Entrepreneurial Behaviour and Research	2.7	54
International Journal of Entrepreneurship and Innovation	2.7	54
Journal of International Entrepreneurship	2.7	54
Journal of Small Business and Enterprise Development	2.7	54
Entrepreneurship Research Journal	2.6	54
Marketing Health Services	2.3	51
International Journal of Sports Marketing and Sponsorship	2.0	49
Journal of Hospitality Marketing and Management	1.9	48
Journal of Consumer Marketing	1.8	46
Journal of Vacation Marketing	1.8	46
Journal of Product and Brand Management	1.7	43
Sport Marketing Quarterly	1.7	43

	JQI Rating	JQI Percentile
Advances in International Marketing	1.6	36
Australasian Marketing Journal	1.6	36
Health Marketing Quarterly	1.6	36
International Journal of Entrepreneurship and Small Business	1.6	36
International Journal of Internet Marketing and Advertising	1.6	36
International Journal of Nonprofit and Voluntary Sector Marketing	1.6	36
International Review of Public and Non-Profit Marketing	1.6	36
Journal of Advertising Education	1.6	36
Journal of Customer Behavior	1.6	36
Journal of Entrepreneurship	1.6	36
Journal of Fashion Marketing and Management	1.6	36
Journal of Global Marketing	1.6	36
Journal of Historical Research in Marketing	1.6	36
Journal of Marketing Communications	1.6	36
Journal of Marketing for Higher Education	1.6	36
Journal of Nonprofit and Public Sector Marketing	1.6	36
Journal of Relationship Marketing	1.6	36
Journal of Small Business and Entrepreneurship	1.6	36
Journal of Marketing Channels	1.6	36
Marketing Education Review	1.6	36
Marketing Intelligence and Planning	1.6	36
Review of Marketing Science	1.6	36
Services Marketing Quarterly	1.6	36
Social Enterprise Journal	1.6	36
Social Marketing Quarterly	1.6	36
World Review of Entrepreneurship, Management, and Sustainable Development	1.6	36

SECTION IV

GRADUATE FACULTY

PROCEDURES AND CRITERIA

Graduate Faculty Procedures and Criteria

In the Spring of 2024 and every fifth year following thereafter, reviews of the Graduate Faculty designation in the Department of Marketing and Entrepreneurship shall be conducted. Consistent with the University Policy (3342-6-42,C,3--Administrative Policy Regarding Graduate Faculty), all college deans and chairs will be "ex officio" full members of the Graduate Faculty. All credentials submitted for Graduate Faculty Review by a candidate shall be made publicly available.

The administrative policy regarding graduate faculty is in the University Policy Register (6-15.1) at: https://www.kent.edu/policyreg/administrative-policy-regarding-graduate-faculty.

Graduate Faculty Status is at: https://www.kent.edu/graduatestudies/graduate-faculty-roster

A. Scope

All criteria and procedures presented in this document are **only** for the determination of Graduate Faculty Status. The recommendations specified in this document should not be used for other purposes like RTP, merit, etc.

B. Designations of Graduate Faculty and Rights of Designations of Graduate Faculty

Full Graduate Faculty

Faculty members with the Full designation may:

1. Teach graduate courses
2. Direct master's theses and, when approved by the department and the Dean or their designee
3. Serve on master's thesis and doctoral dissertation committees
4. Serve as voting members of the COBA graduate faculty
5. Serve on the Graduate Council of the COBA
6. Serve on sub-committees of the Graduate Council, including the Ph.D. subcommittee, and
7. Serve on departmental and college graduate faculty committees.

Associate Graduate Faculty

Faculty members with the Associate designation may:

1. Teach master's courses and, when approved by the department in which the faculty member holds academic rank and filed in the appropriate graduate school office, doctoral courses,
2. Direct master's theses,
3. Serve on master's thesis and doctoral dissertation committees and, when judged appropriate by the department in which the faculty member holds academic rank, co-chair doctoral dissertation committees with a faculty member who holds the Full designation, and
4. Serve on sub-committees of the Graduate Council except the Ph.D. subcommittee.

Temporary Graduate Faculty

This designation shall be assigned to a faculty member whose participation in the graduate program is desired for a limited period or for a limited objective. Normally, this designation should be assigned to lead to the appropriate instruction of a graduate course for a semester or appropriate service on a graduate examination committee, a thesis committee, or a dissertation committee. The Temporary designation cannot extend beyond one academic year except in cases where the assignment is for service on a dissertation committee. Upon the completion of the temporary assignment, the designation of Temporary Graduate Faculty Member terminates. This designation shall normally not be awarded to full-time tenured or tenure-track faculty.

Faculty members with any designation may term themselves as members of the Graduate Faculty of the COBA.

C. Process for Determining Designations

1. Process for Associate and Full Designations

Using the criteria established in Section VIII for evaluating the previous five year period ending at the beginning of the Spring Semester preceding the review (i.e., the start of the calendar year), the Chair of the Department of Marketing and Entrepreneurship shall in consultation with the department's graduate faculty committee (composed of all Full members of the graduate faculty in the department), make recommendations regarding the graduate faculty designation of each applicant. Initial reviews for new tenured and tenure-track faculty will follow the same process. The Chair's recommendation shall record the recommendation and vote of the department's graduate faculty committee. The Graduate Council will review the recommendation and make a recommendation to the Dean. The Dean will accept or reject these recommendations.

2. Process for Temporary Designation

The Chair recommends a faculty member for the temporary designation. The recommendation will include the specific duties and the specific time period of the temporary designation. The Dean will accept or reject the recommendation.

3. Documentation for Graduate Faculty Designation Consideration

It is the responsibility of the faculty member to provide the documentation for graduate faculty designation. Each faculty member will provide a memorandum stating the requested graduate faculty status, a current vita, and copies of all articles to be considered in establishing the graduate faculty status. This requirement is applicable to graduate faculty designation as temporary, and for all other designations at the time of the initial designation, of continuing review, or other times. Failure to provide the materials may result in lack of consideration of graduate faculty designation, including removal of designation at the time of continuing review.

4. Appeal of Graduate Faculty Designation Decision

A faculty member may appeal the Chair's recommendation to the Dean, who will consult the Graduate Council. A faculty member may also request the Dean reconsider the Dean’s decision. After such reconsideration, the faculty member may appeal the Dean's decision to the Provost. The decision of the Provost is final and may not be appealed.

D. *Revision of Graduate Faculty Procedures and Criteria*

At the conclusion of each review, the department's graduate faculty review committee will make recommendations to the Chair concerning changes, if any, to Section VIII, which contains the set of criteria to be used for determining graduate faculty designation for the subsequent five year period. The recommendation for changes, if any, in Section VIII will be voted upon by the department faculty following the procedures for revising the department handbook.

E. *Assignment of Duties to Members of The Graduate Faculty*

The assignment of Graduate Faculty members to teach graduate courses, serve on master's and doctoral committees, direct master's theses, direct doctoral dissertations, and to otherwise conduct the affairs of the graduate program of a unit, remains the prerogative and responsibility of the Chair according to customary procedures and consultation.

F. *Requests for Designation Consideration Other Than Initial Designation and Continuing Review*

Faculty members may have their graduate faculty designation changed at any time. A request for change in designation initiated by a faculty member will follow the same process as established under Section III.A. and will cover the five-year period preceding the review.

G. *Probationary Periods*

If the result of the periodic review of continuing faculty in Section III.A is to change the graduate faculty designation for any individual faculty member, the individual faculty member may, upon request by the faculty member or Chair, be granted by the Dean a probationary period in order to address his or her professional record. At the end of the probationary period, not to exceed two years, the Dean will receive a recommendation from the Chair with respect to that individual faculty member's designation in accordance with the procedures described in Section III.A.

H. *Criteria for Graduate Faculty Designations*

Factors to be considered in the review of a faculty member's graduate faculty designation include degree held, the potential for or evidence of high-quality teaching at the graduate level and completed scholarly research. The criteria should be both quantitative and qualitative. The intent is not to count the number of courses the professor has taught at the graduate level or the number of articles that have been published, but rather to judge the total profile and pattern of teaching and scholarship.

In an effort to provide a sense of the expectations for each level the following criteria and examples are offered to guide both the applicant and reviewers:

1. Full Designation
   i. Holds a terminal degree appropriate to the discipline,

ii. Provides or has the potential to provide high quality graduate instruction,
iii. Has exhibited the ability to independently perform research,
iv. Has at least 3 journal publication points. One of the publications must be at the A or A+ level. The point designation is in section 3Aai "Assessing the Quality of Peer-Reviewed Journal Articles."

2. Associate Designation
   i. Holds a terminal degree appropriate to the discipline or has significant, appropriate business experience related to the area of Instruction,
   ii. Provides or has the potential to provide high quality graduate instruction,
   iii. Has exhibited a pattern of scholarly activity.

All submitted copies of published materials will be evaluated for quality by the Chair, in consultation with the department's graduate faculty committee (composed of all full members of the graduate faculty in the department). Examples include:

i. refereed scholarly publications, or
ii. presentations of research papers at regional, national, or international conferences, or
iii. recent completion of a doctoral dissertation and demonstrated competence in the research process.

I. Waiver of Publication Requirement for Full Designation

With great caution, and in rare instances, the publication requirements in Full Designation of this section may be waived for senior faculty members who have a distinguished record of doctoral dissertation direction. The focus should be on the overall pattern of such direction and on the quality as well as the quantity of such contributions to the department.

J. Timing

Graduate faculty determinations will be done in Spring 2024, Spring 2029, and Spring 2034.

SECTION V

CRITERIA, PERFORMANCE EXPECTATIONS,

AND ACADEMIC UNIT PROCEDURES

RELATING TO FACULTY EXCELLENCE AWARDS

This document is the approved Performance and Merit Guidelines Manual of the Department of Marketing & Entrepreneurship. It states the criteria and procedures to be used to monitor and evaluate the performance of the Department Faculty. In all matters, the University Register, the Collective Bargaining Agreement, and other University policy documents take precedence over this manual.

A. *Merit Review*

When available, merit salary increments are targeted to those Faculty members who have made truly meritorious contributions to the mission of the Department. In consultation with the FAC, the Department Chairperson recommends merit awards to the Dean of the College of Business. The criteria and procedures to be used for merit evaluations are described in the *Performance and Merit Guidelines Manual*. The FAC, in consultation with the Chairperson, has the responsibility for setting the Proportion of Merit Reward, which is to be allocated to each Evaluation Category in keeping with guidelines provided by the Collective Bargaining Agreement and the administration.

The members of the Marketing & Entrepreneurship Department subscribe to the philosophy that, in order to achieve its mission, Faculty members must achieve acceptable standards in scholarship, teaching, and service, and excel in either scholarship or teaching. This section sets forth the procedures to be used to measure the level of performance of the individual Faculty member and to allocate merit increases as rewards for that performance.

The philosophy of the Department regarding merit is summed up in a memo from James P. Louis, Associate Vice President for Academic and Student Affairs, dated February 7, 1991, concerning CBU Faculty Salary Distribution Guidelines and Procedures. Dr. Louis notes that there are gradations in the levels of achievement among Faculty and these should be reflected in merit recommendations. Within a category, the most meritorious Faculty should be awarded appropriately. Thus, a recommendation whereby either the maximum number of Faculty all receive the minimum amount of merit available, or a very few Faculty all receive undifferentiated maximum awards is inappropriate and destructive of the purposes of a merit system that is supplemental to a standard increment for all continuing Faculty. The merit portion of the pay raise is designed to recognize and reward varying levels of meritorious achievement.

Consistent with University policy, in order to be considered for merit, a Faculty member must meet the minimum threshold, set by the Department Chairperson in consultation with the FAC, in both scholarship and teaching. Special consideration will be given to new Faculty members, who may not have been in the Department during the entire period under review.

1. Scholarly Activity Evaluations

Evaluations of scholarly activity consider both the placement and the quality of the Faculty member's published research. Faculty members should submit an updated CV documenting their scholarly activities during the merit period.

Each publication may be counted only once toward merit, so if a publication is counted during a review period when it has been accepted for publication, it may not be counted again during a future period after it has been published. If a Faculty member wishes to appeal the ranking of a particular journal or request re-evaluation of a particular article, the FAC will be given the task of evaluating it. In the majority of cases, the points assigned to an article based on the ranking system will accurately reflect the article's contribution for the purposes of the Faculty member's evaluation. In rare cases, there may be evidence that the article's quality or the author's contribution is such that the merit should clearly be adjusted upward or downward. However, this adjustment should be the exception rather than the rule. Note that rankings of journals and conference proceedings should be reviewed annually, and updated as necessary, by the FAC. A faculty member who wishes to change the ranking of a journal should prepare materials supporting the change. These should be disseminated to the FAC, prior to the meeting in which the proposed change will be discussed.

a. Scale for Evaluating Scholarly Publications
Scholarly publications will be evaluated using the criteria laid out in Section III: Reappointment, Tenure, and Promotion Criteria. Merit evaluations will use the same journal categories and corresponding point values as are used for RTP. The point values of a faculty member’s publications during the merit review period will be summed to arrive at a total point value for scholarly publications. Faculty members may determine whether to use the acceptance date or the publication date for a scholarly publication, but merit credit can only be given once for a given publication.

b. *Evaluating Grant Activities*
Grants will be evaluated based on the total dollar amount of grants received during the merit review period, including internal grants from Kent State University and external grants from private foundations, companies, government agencies, and nonprofits. Faculty members should sum the total dollar amounts of all grants received and divide by 5000, rounding up to the nearest decimal place, to arrive at their point total. A maximum of two points may be awarded for grant activity. These points will be added to the total point value for scholarly publications. Merit credit can only be given once for a given grant.

2. Teaching Performance

A Faculty member's teaching performance will be measured in part using information from the Kent State University *Student Survey of Instruction* forms. For the old version of the SSI form (DP-011 3/89), two items have been selected to use to evaluate teaching performance. These items are (20) Overall instructor's teaching, and (21) Overall course. For the new online version of the SSI form, the four university-wide items have been selected to use to evaluate teaching performance. Scores on these items will be averaged to create a mean for each course taught during the merit review period, and those means will be averaged to create a grand mean for each faculty member.

The FAC will also consider alternative measures of teaching effectiveness, in addition to the course evaluations. Faculty who wish to have additional information evaluated for merit purposes may summarize in a memo to the FAC such contributions as:

- Developing or designing a course from scratch
- Building and coordinating a course for multiple instructors
- Participating in teaching development programs (ex. CTL workshop, university DEI workshop, Harvard Case Method workshop)
- Receiving a teaching award or other recognition

Each contribution will be worth one point. Faculty members should sum their points to arrive at a point total. A maximum of two points may be awarded for additional teaching contributions. These points will be added to the total point value for teaching performance. Points will not be awarded for additional teaching contributions that have already been compensated either financially or through a workload reduction, for example by agreement on the DDLA form.

3. Evaluation of Service Activities

The mission of the Department is enhanced by Faculty who engage in support activities. Such effort is documented using the Service Activities worksheet (sample follows). The Faculty member lists and describes all relevant activities on the worksheet. If there is disagreement between the Chairperson's and the Faculty member's assessment of the activity, the FAC is asked to evaluate the activity.

a. *Evaluating Other Service Activities*

Contribution	Description	Criteria/Example
High Level	High Level of Identifiable Accomplishments and Personal/Departmental Recognition and Visibility	Chair of a University or College Committee
	High Level of Active Involvement as Evidenced by Regular/Frequent Meetings/Activities and Extensive Time/Work Commitments	Faculty Advisor for a Student Organization
Medium Level	Identifiable Accomplishments	Member of a University or

Contribution	Description	Criteria/Example
	and Personal/Departmental Recognition and Visibility	College Committee
	Moderate Level of Active Involvement as Evidence by Frequent Meetings/Activities and Substantial Time/Work Commitments	Undergraduate Program Coordinator, Member of a Search Committee
Low Level	Service Activities and Other Involvement Requiring a Minimal Amount of Time and Effort	Member of a Department Committee, Major Fair Representative

Points will be awarded for service activities according to the following scale: High Level – 3 points, Medium Level – 2 points, Low Level – 1 point. These points will be multiplied times the number of years that the faculty member served in the role. Points will not be awarded for service activities that have already been compensated either financially or through a workload reduction.

B. *Calculation of Recommended Merit Salary Increase*

The Department Chair uses the information described above to calculate recommended merit salary increases for each Department Faculty member. Each member of the FAC receives a summary report indicating suggested increases for all members of the Faculty, broken down into three categories and distributed as follows: (1) scholarly (50%), (2) teaching (30%), and (3) service (20%) activities. The FAC will then discuss the proposed merit increases and advise the Department Chair accordingly.

SECTION VI

OTHER ACADEMIC UNIT GUIDELINES

A. *Department Philosophy Regarding the Undergraduate Marketing Curriculum*

At the undergraduate level, the objective is to prepare students to successfully compete in the marketplace with the necessary marketing and managerial skills to function as meaningful and productive members of our society.

Philosophically, the members of the Department recognize that, at the undergraduate level, to successfully train students to compete in the marketplace, theoretical marketing knowledge must be supplemented with information concerning the way in which such knowledge is applied in the business world. Such supplementation may take the form of examples, speakers, cases, current news items from business magazines, newspapers, radio, and television, and discussion based on consulting experiences.

Also, the Faculty recognizes that a variety of perspectives and skills are necessary for a student to function as a meaningful and productive member of society. In principle, the Faculty believes that marketing knowledge must be presented in the context of a variety of perspectives and that multiple faculty will needed to achieve objective. In particular, marketing knowledge must be integrated with ethical and global issues, taking into account the influence of political, social, legal, regulatory, environmental and technological perspectives, and recognizing the impact of demographic diversity on organizations and markets. These perspectives are to be woven throughout the marketing curriculum.

As delineated in this *Handbook*, additions, changes, and deletions to the undergraduate curriculum are to be reviewed by the FAC. Additionally, along with the Chairperson, this body has the responsibility for periodic review and evaluation of the undergraduate curriculum. The purpose of the review and evaluation process is to assure that (1) the undergraduate curriculum is consistent with the Department's mission, (2) it is updated to incorporate improvements based on contemporary marketing theory and practice, and (3) it embodies the ideas presented in this philosophy.

In conclusion, a Kent State University student, with a business degree, majoring in marketing should:

- Understand the practice of marketing from the perspective of a service provider or manufacturer, channel members, and customers. Consequently, the student:
  - should have knowledge of consumer and industrial buyer behavior, business-to-business transactions, and the functions of the organization,
  - should understand the principles of effective marketing communication, and
  - should understand the process of marketing management decision making and the interrelationships between marketing controllables.
- Be able to present his/her ideas orally and in written form, and to conduct appropriate analysis of marketing problems in order to make marketing management decisions
- Be able to conduct the data analysis necessary to do marketing-related activities and present such information to others in the organization.

- Be sufficiently competent in learning of technological skills that they will be able to adapt to new technology offerings in the future.

B. *Department Philosophy Regarding the MBA Curriculum*

At the MBA level, the objective is to aid the students in the development of a professional managerial perspective and to bring about an appreciation of the importance and usefulness of marketing to the organization's success in the context of a cross-functional perspective.

To the extent that resources permit, the Department strongly supports the use of separate sections of courses for MBA and Ph.D. students. The members of the Department recognize that, at the MBA level, to aid students in the development of a professional managerial perspective, theoretical marketing knowledge must be supplemented with information concerning the way in which such knowledge is applied in the business world. Such supplementation may take the form of examples, speakers, cases, current news items from business magazines, newspapers, radio, and television, and discussion based on consulting experiences. For most MBA courses, the emphasis on cases, simulations, and other forms of "hands-on" experience is to be emphasized to a greater extent than would be found in a comparable undergraduate course.

As with the undergraduate program, the Faculty recognizes that a variety of perspectives and skills are necessary for a student to function as a meaningful and productive member of society. In principle, the Faculty feel that marketing knowledge must be presented in the context of ethical and global issues, taking into account the influence of political, social, legal, regulatory, environmental and technological perspectives, and recognizing the impact of demographic diversity on organizations and markets. These perspectives are to be woven throughout the marketing curriculum.

C. *Department Philosophy Regarding the Ph.D. Marketing Curriculum*

At the Ph.D. level, our objective is to enable students: (1) to acquire knowledge and expertise in a specialized area of marketing, (2) to develop the conceptual and methodological skills required for conducting original research, and (3) to prepare to teach marketing at the undergraduate and graduate levels. This is accomplished through advanced coursework and apprenticeship with graduate Faculty.

The Faculty believes that Ph.D. students generally require seminar classes dedicated exclusively to study at the doctoral level. In addition to imparting specialized marketing knowledge, these seminars should foster independent, critical thinking on the part of the students.

The emphasis in the doctoral seminars should be on the development of an appreciation for theoretical research, model building, and model testing. This must, however, be done in a manner that also helps students to develop an understanding of the role of such research in managerial and organizational contexts. Thus, the primary focus of the doctoral curriculum is on basic scholarship (i.e., the creation of new marketing knowledge) with applied scholarship (i.e., the application, teaching) playing a secondary role in the student's education.

Additions, changes, and deletions to the Ph.D. curriculum are to be reviewed by the Departmental FAC, and approved by the college Ph.D. subcommittee and the College Graduate Council. Additionally, along with the Chairperson, this body has the responsibility for periodic review and evaluation of the doctoral curriculum. The purpose of the review and evaluation process is to assure that (1) the doctoral curriculum is consistent with the Department's mission, (2) it is updated to incorporate improvements based on contemporary marketing theory and practice, and (3) it embodies the ideas presented in this philosophy.

Two important components of the Ph.D. student experience within the Marketing Department are the performance of original research and classroom teaching. The mentorship program will assist in each of these areas.

1. Department Philosophy Regarding Student Selection

The Marketing Department currently recommends selection of Ph.D. students. The intention is to identify individuals who have a combination of educational training, practical experience, and academic skills that provides them with the potential to learn to conduct high-quality original research in a specialized area of marketing and to learn to teach effectively at the undergraduate and graduate levels. The desire is to select students who have a high probability of completing the Ph.D. program and of being productive members of universities having quality equal to, or better than, that of Kent State. As is true with Faculty selection, it is explicitly recognized that demographic diversity in the student body is a desirable goal because this brings differing perspectives to the program.

To these ends, the Department is committed to selecting students for the Ph.D. program who have:

- completed the MBA and have relevant business experience
- have a high level of academic skills (as evidenced by GPA and GMAT scores)
- have the potential or proven ability to effectively share knowledge (orally and in writing)
- have the initiative and motivation to complete the Ph.D. program.

2. Purpose of the Research Mentorship Program

Consistent with the aforementioned Department *Philosophy Regarding the Ph.D. Marketing Curriculum*, the Mentorship Program has two primary goals. The first is to help the Ph.D. student develop the conceptual and methodological skill required for conducting original research, and the second is to help the student acquire the knowledge necessary to establish expertise in a specialized area of marketing. In addition, the Mentorship Program may help the student to understand the utilization of expertise in problem resolution and, to a lesser extent, help the student prepare for teaching at the graduate and undergraduate level.

3. Process

In the research Mentorship Program, each student is assigned to a Faculty member. Working jointly with the mentor as a research "team," they develop a research idea, which the student presents in a one hour lunch time "brown bag" session at the end of the first semester. After receiving feedback from Faculty and students, the research team completes the study in the second semester and the student does another brown bag presentation in the Spring term. The research team is then, at a minimum, expected to complete a paper suitable to submit to an AMA Educators' Conference.

A new Faculty/student assignment typically will be made during each year until the student reaches candidacy (i.e., passes comprehensive examinations). In most cases by the third year, students are working on research related to their dissertations.

An important idea behind the Mentorship Program is that students should be exposed to a variety of research perspectives. Normally, during the program, students will be involved with three different Faculty mentors. Each mentor will have different perspectives on research, as well as differing individual strengths (and weaknesses). The student can maximally benefit from working with a variety of mentors. Regardless of whether the study is actually accepted for publication, the student learns a great deal about the process of research from these experiences.

The amount and type of work done by the student should be expected to change as the student progresses. Typically, first-year students will need more guidance at all stages of the process than will third year students. In general, the student should be heavily involved in the creation of the research idea, in the execution of the design, in the analysis of the results, and in the writing of the early drafts of the research paper. The Faculty mentor will often be heavily involved in the development of the research design, in guiding the analysis, and in "polishing" the research paper and moving it through the publication process.

4. The Mentorship Research Forums

The Mentorship Research Forum presentations give students the opportunity to develop and refine their research ideas and methodology and their presentation skills. These skills will be necessary when the student presents research at conferences, does job interview presentations, and are similar to those used in some classroom situations. It is intended that the Ph.D. student (not the Mentor) make the presentation and address questions at the Research Forum. The Mentor should play a minor supporting role during the Forum presentation. Students are evaluated both on the content and quality of their research material and on their presentation skills.

In the Forum presentations done in the Fall semester, the emphasis is on receiving input from the "audience." Rather than taking a position and defending it against all comments, the presenter should view this as a learning experience. The intent of this presentation is to both educate the audience about the area under study and to listen to new ideas, questions, and problems which the audience may have. The presenter is encouraged to provide enough of a literature review to be sure that the "audience" understands the basic concepts and what research has been previously done in the area. However, given limited time available in the Forum, this portion of the presentation should be kept as brief as is practical.

The Forum presentations in the Spring term are intended to be more formal, emulating a typical conference/job interviewing situation. In most cases, the study has been completed and the emphasis is on presenting the results. Both content and style issues are important in this forum. As with conference/job interviewing situations, the presenter must not only get the point of the study results across to the audience, but must also be willing to listen to comments and questions about the completed study. For this presentation, the student should be concerned about having the material look "professional."

5. Publications

The goal of the Mentorship Assignment is educational; however, an important (and intended) benefit of the process is to help the Ph.D. student to get published. In today's highly competitive market, having publications prior to going on the job market is a necessity. The research team is expected, at a minimum, to complete a paper suitable for submission to an AMA Educators' Conference prior to the beginning of the Fall term.

6. Teaching Mentorship

To obtain mentorship for teaching, Ph.D. students who are teaching a course for the first time are strongly encouraged to discuss the course with a Faculty member who has previously taught the course or with the Department's Ph.D. Coordinator. This interaction should help the student to think about how to develop course material and to teach the class effectively.

7. Annual Review of Ph.D. Students' Progress

In order to help ensure satisfactory progress toward completion, the Department's FAC will perform an annual review of each Ph.D. student's accomplishments. The review is scheduled and chaired by the Department's Ph.D. coordinator. Prior to the review, each student is expected to complete a *Progress Form* (sample follows). If at all possible, the students are interviewed in-person during this annual review. If an in-person interview is not possible, telephone contact with the student should be made and/or a member of the Department's Faculty who is working with the student should be consulted for additional input on the student's progress/status.

Prior to the in-person interview, the Ph.D. Coordinator should assess the student's progress report and any additional information provided by the Faculty to determine whether there are any concerns, weaknesses, or problems which should be brought up during the interview. During the interview, the student should be invited to discuss his/her progress and plans, and the FAC should comment on the student's strengths and weaknesses, as appropriate. The student should be invited to provide feedback about any concerns s/he has. Finally, the FAC should set forth its expectations for the student's future progress through the program (both verbally in the interview and afterwards in writing in a memo from the Department's Ph.D. coordinator). It is intended that this evaluation and discussion proceed in a professional, non-threatening, and open manner.

D. *Forms and Templates*

1. Report of Progress in Coursework for Ph.D. in Marketing

Name ______________________________ Minor Area _________ Date_______

1. Courses completed prior to this semester and grade received:

2. Courses this semester:

3. Courses remaining to be taken and semester and year expected to take:

4. Incomplete(s) and date(s) expected to complete:

5. Semester and year expect to take major comp. ______ minor comp. _____

6. Planned or possible dissertation topic:

7. List research projects undertaken and Faculty member with whom you worked:

   A. Completed:

   B. In progress:

8. Concerns, problems, or suggestions:

__________________________________ ____________________

Signature Phone

2. Report on Progress in Candidacy in the Doctoral Program for Marketing

Name ________________________________ Minor Area _________ Date_______

Members (or probable members) of the dissertation committee:

Date advanced to candidacy (i.e., passed major and minor comps.):

1. What progress have you made toward completing your dissertation since you became a candidate?

2. Itemize the remaining requirements for your dissertation and provide a timetable for completing them. Indicate which you expect to complete during the next year.

______________________________________ __________________

Signature Phone

3. Sample Position Announcement

KENT STATE UNIVERSITY's Department of Marketing requests applications for a tenure-track position at the Assistant Professor level, starting in August 2002.

The successful candidate will have a Ph.D. or DBA in marketing, or be ABD with expected completion no later than August 2002. Our Faculty members are expected to publish in refereed marketing journals, so evidence of research productivity or promise thereof is required. New Faculty are assigned a 2/2 teaching load for two years; after that, our typical teaching load is 3/2, with the possibility of obtaining a course reduction for scholarly contributions. Candidates with teaching experience are preferred – we are interested in your syllabi and course evaluations. Relevant work experience is also a "plus."

Kent State is located in an attractive suburban area accessible to both Akron and Cleveland. Our residential campus in Kent draws a large undergraduate population (approximately 18,000) – our student body is growing, and the marketing major is now the most popular in the College of Business! Our graduate degree programs include the Ph.D., MBA, P("Professional")MBA for part-time students, and EMBA. All of these programs are fully accredited by AACSB – International. In addition to the Kent campus, the Kent State system includes eight regional campuses, serving undergraduates throughout northeastern Ohio. As a result, distance learning is also becoming very important to our College.

Applications must be received by July 13, 2001 to ensure maximum consideration. We will be interviewing at the AMA Summer Educators' Meeting on August 11-14 in Washington, D.C. To apply, send a letter of intent, vita, and supporting information to: Dr. Eileen Bridges, Department of Marketing, College of Business, Kent State University, Kent, OH 44242. Questions may be directed to ebridges@bsa3.kent.edu. As an Affirmative Action / Equal Opportunity Employer, Kent State University is committed to excellence through diversity; therefore, qualified individuals traditionally underrepresented in university marketing departments are strongly encouraged to apply. Please note that all new KSU employees must have permission to work in the U.S.; therefore, employment eligibility verification is required.

Kent State University is an Equal Opportunity / Affirmative Action Employer.

4. Sample Contact Letter

Professor «FirstName» «LastName»
«Company»
«Address1»
«Address2»
«City», «State» «PostalCode»

Dear Professor «LastName»:

The Department of Marketing at Kent State University is seeking applications for a new tenure-track Assistant Professor position, to start in August 2002. We will be interviewing at the AMA Summer Educators' Meeting on August 11th-14th in Washington, D.C., so we ask that applications be received by July 13, 2001 to ensure consideration.

We are seeking candidates that have a Ph.D. or DBA in Marketing, or who expect to complete requirements no later than August 2001. Our Faculty members are expected to publish in refereed marketing journals, so evidence of research productivity or promise thereof is required. New Faculty are assigned a 2/2 teaching load for two years; after that, our typical teaching load is 3/2, with the possibility of obtaining a course reduction for scholarly contributions. Candidates with teaching experience are preferred – we are interested in your syllabi and course evaluations. Relevant work experience is also a "plus."

Kent State is located in an attractive suburban area accessible to both Akron and Cleveland. Our residential campus in Kent draws a large undergraduate population (approximately 18,000) – our student body is growing, and the marketing major is now the most popular in the College of Business! Our graduate degree programs include the Ph.D., MBA, P("Professional")MBA for part-time students, and EMBA. All of these programs are fully accredited by AACSB – International. In addition to the Kent campus, the Kent State system includes eight regional campuses, serving undergraduates throughout northeastern Ohio. As a result, distance learning is also becoming very important to our College.

We hope that you will encourage your doctoral students and colleagues who may be ready for a new opportunity to apply. To do so, send a letter of intent, vita, and supporting information regarding research and teaching to me at the address listed above (please do not fax these materials). If you prefer to email an application, or if you have questions, these may be directed to me at ebridges@bsa3.kent.edu. As an Equal Opportunity / Affirmative Action employer, Kent State University is committed to excellence through diversity; therefore qualified individuals traditionally underrepresented in university marketing departments are strongly encouraged to apply. Please note that all new KSU employees must have permission to work in the U.S.; therefore, employment eligibility verification is required.

Thank you for your assistance in locating suitable applicants.

5. Sample Letter of Receipt (Applicant)

«Title» «FirstName» «LastName»
«Company»
«Address1»
«Address2»
«City», «State» «PostalCode»
«Country»

Dear «Title» «LastName»:

Thank you for your application for a position as Assistant Professor of Marketing at Kent State University, beginning in August of 2002. We have included your information in our file for consideration, and I will contact you in late July if you are selected for an interview at the AMA meeting in Washington, D.C. (August 11-14, 2001).

In the meantime, would you please complete the enclosed affirmative action survey, and return it directly to our Affirmative Action Office? Your responses will remain confidential and will only be received by the Department of Marketing in aggregate form. Thank you for your assistance.

I wish you the best in your search for a new position.

6. Sample Letter of Receipt (Professor)

«Title» «FirstName» «LastName»
«JobTitle»
«Company»
«Address1»
«Address2»
«City», «State» «PostalCode»

Dear «Title» «LastName»:

Thank you for your letter of introduction to «Applicant». As you may know, Kent State University is accepting applications for a new Assistant Professor position, beginning in August of 2002. We have included «himher» in our file of applicants, and will contact «himher» directly if «shehe» is selected for an interview at the A.M.A. meeting in Washington, D.C.

7. Sample – Preliminary Evaluation Criteria for Faculty Candidates

1. Quality of school granting Ph.D. (A=5, B=3, C=1) _____

2. Fit of teaching experience/interest with current needs _____

3. Fit of research interests with Department _____

4. Publication record (appropriate for level) _____

5. EEOC qualifications _____

6. Quality of letter of recommendation _____

Total Score _____

8. Sample Rejection Letter

I would like to apologize for taking so long to write again. Like many Marketing Departments, we were fortunate enough to receive over one hundred seventy vitae for our single open position. We found ourselves working diligently up to the last moment in our attempts to sort through these applications and did not have the chance to contact you prior to the time our group took off for the A.M.A. meeting.

In any event, I want again to express my appreciation to you for considering Kent State University in your "evoked set" of schools. As things have worked out, at this time there does not appear to be an adequate fit between us. I will keep your vita on file in the event that things should change here at Kent. In the meantime, we wish you the best of luck with your career.

9. Sample Interview Schedule

	Sunday 12th	Monday 13th	Tuesday 14th
8			
9			
10			
11			
12			
1			
2			
3			
4			
5			

10. Sample Confirmation Letter

«Title» «FirstName» «LastName»
«Company»
«Address1»
«Address2»
«City», «State» «PostalCode»

Dear «Title» «LastName»:

We are looking forward to meeting you at the AMA Summer Educators' Conference in Washington, D.C. Your interview is scheduled for «IntTime». Please allow about 45 minutes for the interview, as we would like to have time to discuss your research, teaching interests, and potential match with Kent State. In case it will help you to prepare, I am enclosing some materials about our university.

All interviews will take place in my room at the Washington Hilton, so you will need to get the room number, either by calling the hotel desk, calling my room, or finding me at one of the receptions. If you have any questions prior to the conference, please call or email at the locations given below. Thank you for your interest in Kent State University.

Yours sincerely,

11. Candidate Evaluation Form Instructions

EXPLANATION OF CRITERIA:

1. Potential for Completing Dissertation.

This criterion is, obviously, to be used for candidates who are finished with their course work, but who have not finished their dissertation (i.e., who are ABD). Elements to be considered here include the topic, the methodology, the chairperson (e.g., do people tend to finish or not under this chairperson), and the candidate's motivation and enthusiasm for the project.

2. Research Publication Record.

This criterion is applicable to ABD's and more advanced candidates. However, what is excellent for an ABD would not be excellent for an advanced assistant professor. The quantity of publications, the placement of the publications, and the topics should all be considered.

3. Future Research Publication Potential.

This criterion is intended to evaluate the likelihood that the candidate will be a productive researcher in the future, after being hired at KSU.

4. Research Interest "Fit" with the Department.

The issue to be considered in this item is whether the research interest of the candidate is supported by or in contrast to the research thrusts within the Department. Is there a likelihood of collaborative research?

5. Teaching Skills.

If teaching evaluations are available, they would provide a good indication for this criterion. Otherwise, this is a subjective judgment of how well this person would do in the classroom. Included would be clarity of language, communication skills, and personality.

6. Teaching Experience.

This is scored on the basis of the variety of relevant courses previously taught by this candidate.

7. "Fit" of Teaching Interests with the Department's Needs

Many candidates have the ability to teach almost any undergraduate and most graduate classes. The issue here is how well their preferred areas of teaching match the needs of the Department.

8. Professionalism.

This is a broad, subjective criterion meant to measure how professional the candidate is including, but not limited to, appearance, dress, personality, and communication skills.

9. Relevant Business Experience

In general, given that our Faculty are teaching Marketing to business students, it is useful for a candidate to have relevant business experience. This item recognizes the importance of such experience and is concerned with the degree to which the person possesses it.

10. Quality of Training/Program/School.
This measure is meant to capture the combination of the candidate's training (what courses were taken? from whom?), the program (what major? what minor?), and the general reputation of the school granting the degree. A candidate from a good school might score poorly here because of the particular courses taken or the professors who taught the courses. A candidate from a mediocre school might score well here due to outstanding course selection or excellent mentoring.

11. Personality--Initiative.
Is there evidence that the candidate has the interest, motivation, and initiative to capitalize on his/her training to be a "go getter" in teaching, research, and service.

12. Personality--Adaptability.
Can this person adapt to changes in courses to be taught, schedule changes, and changes in research direction which occasionally are necessary?

13. Personality "Fit" with the Department.
We must view any candidate we hire as though we are going to spend the next twenty years with that person. The question here is whether this person would be a good "family member" of the Department. There is a difference between someone who is aggressive and someone who is abrasive.

14. Likelihood of KSU getting this Candidate.
Does it appear that this candidate has a real interest in KSU? Is there some special reason (family, geography, colleagues) that the candidate has for interviewing with us? Or is KSU a "fall back" position?

15. Overall Evaluation of this Candidate.
The sum of the parts may be greater or less than the whole. This reflects your overall judgment of this candidate for our Department.

SEE SAMPLE FORM ON NEXT PAGE

12. Evaluation Form for AMA Job Candidates

Candidate's Name ________________ **Evaluator ________________**

Candidate's School ______________ **Date _______ Time ______**

	Could Not Judge	Poor						Excellent
1. Potential for Completing Dissertation	?	1	2	3	4	5	6	7
2. Research Publication Record	?	1	2	3	4	5	6	7
3. Future Research Publication Potential	?	1	2	3	4	5	6	7
4. Research Interest "Fit" with Department	?	1	2	3	4	5	6	7
5. Teaching Skills	?	1	2	3	4	5	6	7
6. Teaching Experience	?	1	2	3	4	5	6	7
7. "Fit" of Teaching Interests with Dept.	?	1	2	3	4	5	6	7
8. Professionalism	?	1	2	3	4	5	6	7
9. Relevant Business Experience	?	1	2	3	4	5	6	7
10. Quality of Training/Program/School	?	1	2	3	4	5	6	7
11. Personality--Initiative	?	1	2	3	4	5	6	7
12. Personality--Adaptability	?	1	2	3	4	5	6	7
13. Personality "Fit" with Department	?	1	2	3	4	5	6	7
14. Likelihood of KSU getting this Candidate	?	1	2	3	4	5	6	7
15. Overall Evaluation of this Candidate	?	1	2	3	4	5	6	7

General Comments:

13. Sample Agenda for Campus Visit

Dinner upon arrival – Eileen Bridges and Bill Shanklin

8 am – breakfast with Bob Krampf

9-9:45 am – John Ryans

9:45-10:30 am – Michael Mayo

10:30-noon – Presentation

noon-1:30 pm – Lunch with doctoral students

1:30-2:15 pm – Michael Hu

2:15-3 pm – Paul Albanese

3-3:45 pm – Pam Grimm

4 pm – George Stevens (dean)

4:30 – Rick Kolbe – pickup from Dean's Office, drive around the area, return to the Pufferbelly for get-together prior to airport return

14. Evaluation Form for Faculty Candidate Visit

Candidate's Name ___________________ Faculty Name______________

Candidate's School___________________ Date _______________

Degree: _____________________

Current Employment: ____

An Evaluation Form for AMA Job Candidates has previously been completed for this Candidate.

RESEARCH SKILLS	Could Not Judge	Poor						Excellent
1. Research Orientation	?	1	2	3	4	5	6	7
2. Depth of Knowledge	?	1	2	3	4	5	6	7
3. Technical Training	?	1	2	3	4	5	6	7
4. Overall Evaluation of Research Skills	?	1	2	3	4	5	6	7

PRESENTATION SKILLS								
1. Clarity of Speech (grammar, language, accent, fillers)	?	1	2	3	4	5	6	7
2. Clarity of Ideas	?	1	2	3	4	5	6	7
3. Confidence	?	1	2	3	4	5	6	7
4. Ability to Think on Feet/Respond to Questions	?	1	2	3	4	5	6	7
5. Overall Evaluation of Presentation Skills	?	1	2	3	4	5	6	7

TEACHING

1. Match of Interests with Department Needs	?	1	2	3	4	5	6	7
2. Ability to teach KSU Undergraduates	?	1	2	3	4	5	6	7
3. Ability to teach KSU MBAs	?	1	2	3	4	5	6	7
4. Ability to teach KSU PHDs	?	1	2	3	4	5	6	7
5. Ability to mentor KSU PHDs	?	1	2	3	4	5	6	7
6. Overall Evaluation of Teaching Skills	?	1	2	3	4	5	6	7

SERVICE

1. Willingness to Perform Service as Needed	?	1	2	3	4	5	6	7
2. Willingness to Mentor PHDs	?	1	2	3	4	5	6	7

PERSONALITY

1. Initiative/Motivation	?	1	2	3	4	5	6	7
2. Adaptability	?	1	2	3	4	5	6	7
3. Fit of Personality with Department	?	1	2	3	4	5	6	7
4. Degree of Interest in KSU	?	1	2	3	4	5	6	7

YOUR OVERALL EVALUATION		1	2	3	4	5	6	7

15. Kent State University
College of Business Administration
Teaching Request/Assignment Form for Regional Campuses

This form must be attached to all applications for teaching positions in the College of Business Administration.

PRINTED NAME of Candidate/Instructor:______________________________________
E-mail address that is regularly checked:____
Date:________________________

Candidate must initial to indicate his/her understanding in the space provided by each line below.

CONSIDERATION FOR HIRING

______ Letter from Regional Campus Dean (or his/her designate) with specific courses requested and rationale for this candidate.

______ Applicant's up-to-date resume/vita with pertinent dates regarding degrees received, work experience and professional association activities.

______ Applicant's transcripts (including Kent State University's), if applicable.

______ Applicant's letters of recommendation (recent).

INITIAL HIRING

______ Candidate/Instructor understands that Kent Campus Department must be contacted concerning course content, text, etc. as early as possible (at least 6 weeks prior to teaching the course.)

______ At least two weeks before the start of the semester, the syllabus must be sent to the Undergraduate Programs Office of the College of Business Administration.

ONGOING COURSES

_______ At least two weeks before the start of each semester, the syllabus must be sent to the Undergraduate Programs Office of the College of Business Administration.

______ Student Evaluations must be sent by the Regional Campus Assistant Dean to the Undergraduate Programs Office of the College of Business Administration during the semester after completion of the course.

Regional Campus Dean signature: ____
Date: ________________________

Candidate's/Instructor's signature: ____
Date: ________________________
****
College of Business Department Chair signature:_________________________________

Course(s) approved to teach: ____
____
Date: __________________________

16. Student Evaluations of Teaching Performance
(Using a Two Item Approach)

Faculty Member Name ______________________________ Evaluation Year _____

Directions: Use the numbers on the summary Instructor Report to complete the form.

Section Number	Q20 Overall Evaluation of Teaching		Q21 Overall Evaluation of Instructor		Sum of Items		Mean
_______	_______	+	_______	=	_______	/ 2 =	_______
_______	_______	+	_______	=	_______	/ 2 =	_______
_______	_______	+	_______	=	_______	/ 2 =	_______
_______	_______	+	_______	=	_______	/ 2 =	_______
_______	_______	+	_______	=	_______	/ 2 =	_______
_______	_______	+	_______	=	_______	/ 2 =	_______
_______	_______	+	_______	=	_______	/ 2 =	_______
_______	_______	+	_______	=	_______	/ 2 =	_______

Sum of Grand Means _______

Number of Sections _______

Faculty Member's Overall Mean Score _______

Department's Overall Mean _______

Faculty Member to Department Ratio* _______

* 1.0 = Same as the Average Department Performance

17. FAC/Administrative Evaluation of Faculty Scholarly Activity

Faculty Member Name ______________________________ Evaluation Year _____

1. Title of Article:

2. Journal Placement:

3. Authors of the Publication (in sequence listed in the publication):

   3a. If multiple authored research, statement of Faculty Member's contribution:

4. Is this research primarily?

   _____ Scholarship of Discovery

   _____ Scholarship of Application

   _____ Scholarship of Integration

   _____ Scholarship of Teaching

5. Tier-Ranking of the Journal: ______ Tier

6. Please attach a copy of the published article (include the cover page of the publication).

18. Request for FAC Re-evaluation of Faculty Scholarly Activity

Faculty Member Name ______________________________

Peer Evaluator's Name ____________________________

1. Publication Title:

2. Description and Assessment of the Quality of this Research:

3. Is this research primarily?

   _____ Scholarship of Discovery

   _____ Scholarship of Application

   _____ Scholarship of Integration

   _____ Scholarship of Teaching

4. Tier-Ranking of the Journal: ______ Tier

5. Based on its quality, the article should be adjusted upward or downward by:

   ______ points (up to a maximum of 1/2 the number of points to the next higher or lower category).

   Explain why:

19. Request for FAC/Administrative Evaluation
Faculty Research Support and Service Activities

Evaluation Year _____

Faculty Member Name ______________________________

Use this form to list and describe your Service Activities:

1. Activity Description

2. Activity Level _______ (Total Number of Hours Involved with this Activity)

3. Other Information:

4. **Please attach any supporting documentation.**

5. Activity Evaluation

_____ By Faculty Member _____By Chairperson _____ By Committee (if needed)

20. Syllabus Requirements and Suggestions

Please check to assure your syllabus contains each of the following items:

1. ___ Course Title, Department, and section number.
2. ___ Semester and Year of this course offering.
3. ___ Your name, how to reach you (e.g., phone numbers, e-mail address), and when and where you are available for office hours.
4. ___ A statement of the course objectives and expectations.
5. ___ Required and Optional Textbooks and materials.
6. ___ The course prerequisites, including a statement that students in the course who do not have the proper prerequisite risk being deregistered from the class.
7. ___ A general calendar indicating the topic, substance, and sequence of the course and important dates and deadlines for assignments, tests and/or projects.
8. ___ A clear statement of grading policy and grade distribution/percentages for all class requirements.
9. ___ A statement concern cheating and plagiarism. Suggested College wording:

   Academic honesty: Cheating means to misrepresent the source, nature, or other conditions of your academic work (e.g., tests, papers, projects, assignments) so as to get undeserved credit. In addition, it is considered to cheating when one cooperates with someone else in any such misrepresentation. The use of the intellectual property of others without giving them appropriate credit is a serious academic offense. It is the University's policy that cheating or plagiarism result in receiving a failing grade for the work or course. Repeat offenses result in dismissal from the University.

10. ___ The course withdrawal deadline.

    For Spring 2002 the course withdrawal deadline is Saturday, March 23, 2002.

11. ___ The statement regarding disabled students. **University required** wording:

    Students with disabilities:

    In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the Michael Schwartz Service Center (672-3391).

12. ___ The statement about enrollment/official registration. **College Required** wording:

    Students have responsibility to ensure they are properly enrolled in classes. You are advised to review your official class schedule during the first two weeks of the semester to ensure you are properly enrolled in this class and section. Should you find an error in your class schedule, you have until Friday, January 25, 2002 to correct it with your advising office. If registration errors are not corrected by this date and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you **will not** receive a grade at the conclusion of the semester for any class in which you are not properly registered.