THE UNIVERSITY OF SOUTHERN MISSISSIPPI®

SCHOOL OF MARKETING

ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

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                                  Date

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I. Introduction

The School of Marketing (SoMKT) Policies and Procedures document supplements the College of Business and Economic Development (CBED) Policies and Procedures document and the University of Southern Mississippi (USM) Faculty Handbook.

II. Vision & Mission (Developed 8/19)

We are an applied based school with nationally recognized faculty that is diverse, research active, connected to the business community, and dedicated to contributing to the school, college, and university. We have a supportive collegial environment that allows faculty to (a) develop their own areas of expertise and (b) contribute in effective and rewarding ways.

We are student-focused and prioritize building connections with students. We aim for all students to gain tangible experience in their field through in-class projects, study abroad, internships, practicum or service-learning hours, undergraduate research, and student organization leadership. Our faculty work to keep program curricula current, relevant, and challenging so students build character and are prepared to be successful in their future careers.

Although we represent six distinct disciplines, we are a single collaborative academic team. This means that our faculty are expected to be active and engaged in supporting our school mission and vision, and contribute to our supportive and collegial school culture.

Core Principles and Values

In line with the College of Business & Economic Development values established in 2020, our guiding principles and values include:

Authenticity: We stay true to who we are and always act with integrity.
We aim to develop genuine connections with our colleagues, students, and external partners, where everyone is held accountable and feels supported.

Unity: We respect others' perspectives and work together to strengthen our community.
We aim to leverage our diverse faculty and business connections to provide guidance for all students interested in a variety of areas. We value our colleague's contributions, and work as a team to accomplish our school and program goals.

Resiliency: We persevere by being relevant, tenacious, and adaptable.
We aim to connect students with the local community and challenge them to be forward-thinking so they can better understand and be prepared for the ever-changing marketplace.

Passion: We nurture passion and inspire boldness.
We aim to inspire faculty, staff, and students to pursue their passions and work toward approaching their aspirational goals.

Resourcefulness: We meet challenges head-on by fostering curiosity, creative problem-solving, and forward thinking.
We aim to create an environment that supports innovation by challenging thinking and encouraging creative thinking.

Vision

The School of Marketing aims to be a positive transformative force in the lives of our students, faculty, and staff by helping them find and navigate a life path that will bring them joy. We want faculty, staff, and students to feel cared about as individuals – beyond their roles within the school. We provide ample support and opportunities for faculty, staff, and students to grow and develop their expertise and gain valuable experiences.

Target Future Statements: Visualizing our perfect future

- All faculty feel fulfilled in their role and find joy in teaching, research, and service. They are active and contribute in ways that align with their expertise and interests.
- All classes, including online courses, are rigorous and engaging, and connect students with industry leaders. Faculty have ample support to help with course management, so they can focus time and effort on creating impactful learning experiences for students.
- All students leave the program with at least one applied experience – study abroad, internship, conference presentation/competition, student organization leadership position, etc. These experiences are challenging learning opportunities and are fully funded. Faculty time and effort in these areas are recognized and valued.
- All graduates are matched with potential jobs before graduation, leading to 100% student placement. Professionalism opportunities are offered all year, with full participation from students.

Mission

We work as a team every day to accomplish our shared goals and help each other accomplish individual goals. We prioritize student's long-term career and life plan and create tangible experiences for students that help them grow as emerging professionals and good community citizens. We maintain an environment that allows faculty and staff to grow and succeed in a variety of ways.

Long-term Strategic Goals

1. Encourage teamwork, collaboration, and diversity in teaching, research, and service.
2. Support one another as colleagues and people.
3. Foster learning and growth in faculty, staff, and students.
4. Encourage innovation and creative problem solving.
5. Cultivate knowledge creation and sharing.

Goal Driven Priorities

Priorities are assessed yearly and help us accomplish our strategic goals and move us closer to our target future. The priorities guide resource allocation, such as faculty service time, scholarships allocation, and GA support. Current School Priorities (2020-21) focus on:

1. *Faculty Development:* We are working to increase (a) research productivity and (2) teaching quality by creating opportunities for resource sharing and community engagement.
2. *Applied Experiences:* We are working to increase the number of students completing study abroad, internships, academic research projects, and taking on leadership roles in student organizations. The Tri-Star program was developed to highlight and incentivize these types of activities.
3. *Recruitment & Retention:* The recruitment and retention team lead the unit in coordinating recruitment efforts and implementing retention programs/events. They are working on streamlining our efforts by creating a yearly planning calendar. These activities focus on SoMKT programs, but also support R&R efforts at the college and university level.
4. *Faculty Mentorship:* The school works to create/maintain an informal mentoring environment where junior faculty feel comfortable seeking support from any senior faculty. The mentorship program matches new/junior faculty with senior faculty and supports the relationship development with two

gatherings a year. They are working to develop stronger connections between new faculty, so the entire unit is more successful.

5. *Communications:* We are working to improve communications between faculty & staff through regular school newsletters, which include reports from discipline leads, team leaders, committee representatives, etc. In addition, improved communications with students (social media) and the business community (business liaison) is a focus.

Learning Goals and Outcomes

Learning goals and outcomes are available in the Assurance of Learning (AoL) and Southern Association of Colleges and Schools (SACS) manuals.

III. Organizational Structure

The SoMKT houses six disciplines (*Marketing, Sport Management, Hospitality & Tourism Management, Merchandising, Healthcare Marketing, and Supply Chain Management*), with 11 undergraduate (five BSBA, one interdisciplinary minor, and five certificate) and two graduate programs (MSM and certificate).

| Marketing BSBA	Healthcare Marketing
Supply Chain MGT Certificate	Professional Selling Certificate
Social Media Content & Strategy	Retailing Certificate
Merchandising BSBA	Apparel Design & Construction
Hospitality & Tourism MGT	Casino MKT & MGT
Sport Management BSBA	
Sport Management Masters	Sport Security Grad Certificate

School Personnel

The role of faculty and director is outlined in the CBED policies and procedures document and USM faculty handbook. School specific roles and responsibilities are explained here:

- *Undergraduate Programs Coordinator:* Supports the Director, Discipline Leads, and Program Representatives in developing and implementing (i) program mission/vision and yearly goals, (ii) curriculum/program revisions and program review, (iii) enrollment growth plans, (iv) assessment plans and reports (WEAVE), and (v) program review. Serves as the lead for the Leadership and Curriculum Committee.
- *Graduate Program Coordinator:* Leads the Sport Management graduate degree programs (MSM, Sport Security Certificate), including recruiting, admitting, advising students, scheduling courses, and coordinating GA assignments. They are also responsible for assessment plans and reports for the program.
- *Discipline Leads:* Serve as the lead for their discipline group and are members of the Leadership and Curriculum Committee. They are responsible for leading their discipline group in (i) developing/updating mission/vision documents and yearly goals, (ii) course scheduling, (iii) monitoring academic quality and curriculum updates/issues, and (iii) developing/implementing growth and assessment plans with program representatives. They support the program representatives with curriculum and assessment tasks and will verify assessment (WEAVE) reports are completed on time. In addition, they support the Director in

securing and communicating with adjunct instructors.

- *Internship Coordinator:* Serves as the professor of record for students earning internship credit in the area. They are responsible for making sure each formal internship meets SoMKT standards and the student completes required tasks, as well as getting evaluations from internship supervisors. In addition, they will take the lead in helping match students with internship opportunities in the area.
- *Program Representatives:* Serve as the school expert on an individual program and are the primary contact for recruitment and retention issues relevant to that program, including meeting with students interested in learning more about that program. They work with the discipline lead to deal with curriculum issues/updates and to develop/implement growth and assessment plans for their program(s). They will be responsible for completing the assessment (WEAVE) report for their program.
- *Business Liaison:* Maintains a roster of partner and business/organizations that can be used to connect with faculty for client-based projects and guest speakers and connect with students for internships and jobs.

School Organization & Committees
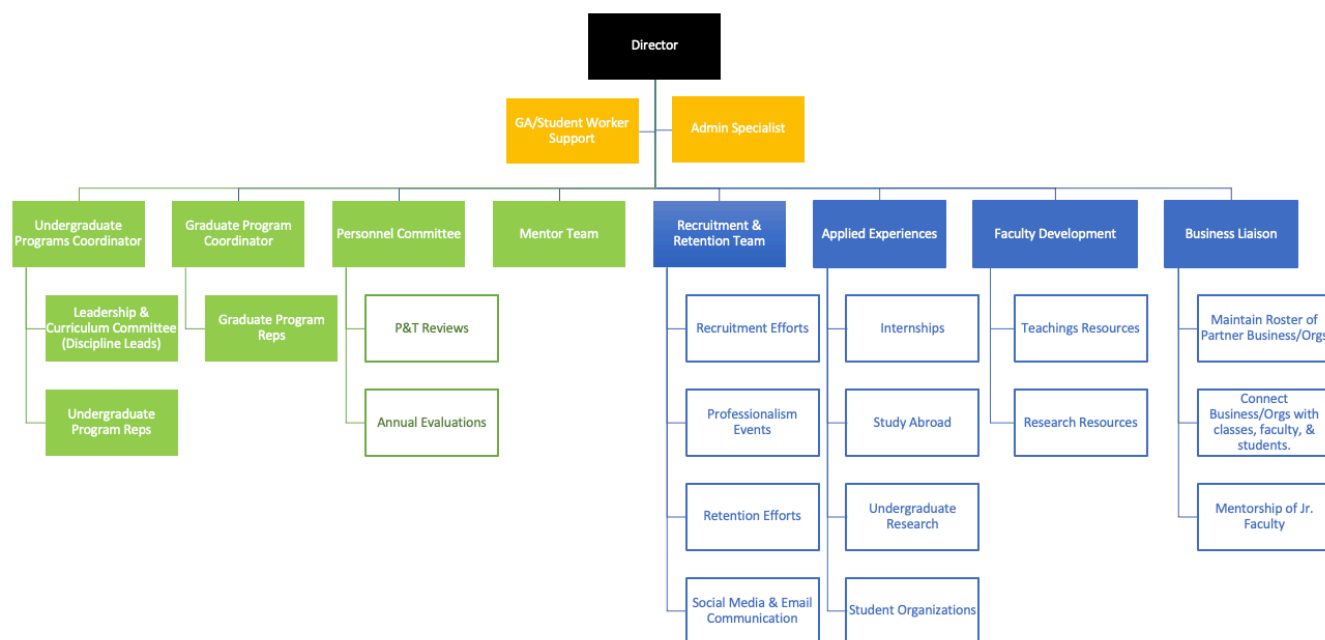
Standing Committees & Teams

- <u>Leadership & Curriculum Committee:</u> Comprised of the coordinators and discipline leads
- <u>Promotion & Tenure Review Committee:</u> Comprised of all tenured faculty (for pre-tenure and P&T reviews). For review of teaching track or instructor promotion, associate and full teaching professors, as well as lecturers should be included.
- <u>Mentor Team:</u> Appointed by Director
- <u>Recruitment & Retention Team:</u> Lead appointed by Director
- <u>Applied Experiences Team:</u> Appointed by Director
- <u>Faculty Development Team:</u> Appointed by Director

Ad Hoc Committees (2020-2021)

- <u>Internship Task Force:</u> Comprised of all internship coordinators
- <u>Student Research Task Force:</u> Lead appointed by Director
- <u>Student Organizations Team:</u> Lead appointed by Director
- <u>Faculty Search Committee</u> (as needed): Appointed by Director
- <u>Tri-Star Program Team:</u> Lead appointed by Director

Required representation on College and University level committees:
- Undergraduate Program Assessment Committee (UPAC)
- Graduate Program Assessment Committee (GPAC)
- Academic Council (AC)
- Graduate Council (GC)
- College Promotion and Tenure Committee (CPT)
- University Promotion and Tenure Committee (UPT)

IV. Workload Guidelines

In line with expectations outlined in the CBED Policies & Procedures Document and the USM Faculty Handbook, workload guidelines are based on faculty productivity assessment breakdowns:

Tenured & Tenure Track Faculty

Evaluated on 40% research, 40% teaching, and 20% service.
- Teaching load for those who are SA qualified and meeting expectations in teaching, research, and service is typically 3/3 (18 credit hours per year), with reduced loads for new/junior research faculty and those with administrative duties or additional research assignments.
- Teaching load for those who are *not* SA qualified and/or not meeting expectations in teaching, research, and service is typically 4/4 (24 credit hours per year), with reduced loads for those with administrative duties.
- Service load for tenured faculty will be heavier than for untenured faculty. Full professors are expected to also provide substantial leadership and mentorship.

Teaching Track Faculty

Typically evaluated on 60% teaching, 20% research, and 20% service.
- Teaching load is typically 4/4 (24 credit hours per year), with possible reduced loads for new faculty and those with administrative duties.
- Faculty are typically expected to remain SA qualified.
- Service expectations depend on role, but load is similar to tenure track faculty of same rank.

Professors of Practice

Typically evaluated on 65% teaching and 35% service.
- Teaching load is typically 4/4 (24 credit hours per year), with possible reduced loads for new faculty and those with administrative duties.
- Service responsibilities are typically focused on the program and school level, and often include considerable external relations activities.

Instructors

Typically evaluated on 60% teaching, 10% research, and 30% service.
- Teaching load is typically 4/4 (24 credit hours per year), with possible reduced loads for new faculty and those with administrative duties.
- Service responsibilities are typically focused on the program, school, and college levels.

V. Annual Evaluation Guidelines

Guidelines are outlined in the CBED Policies & Procedures Document and the USM Faculty Handbook. A detailed rubric is provided for each area – Teaching, Research, and Service. Collegiality and engagement are highly valued in the SoMKT and are considered in all three areas of evaluation. The top row (blue) reflects the USM category of 'Exceeds Expectations' and should be limited to faculty who clearly lead the unit in that area. The green rows reflect USM category of 'Meets Expectations', and the yellow rows reflect USM category of 'Does not Meet Expectations'.

As specified in the CBED policy and procedures document, faculty who meet or exceed expectations in all evaluated categories will be eligible for CBED teaching, research (including BAC), and service awards. In addition, they will be eligible to apply for SoMKT teaching and research support (data/software purchases, training/workshops, travel, course revision stipend, technology, etc.) and summer teaching opportunities (including study abroad).

	Teaching	Research	Service
4.6-5.0	A leading teacher in the School who is dedicated to continuous improvement and innovation. Often provides advice and guidance to colleagues.	Highly productive, effective, and collaborative researcher who shows leadership in building the research reputation of the school. Often provides research guidance and mentorship to colleagues/students.	Highly valued for their institutional knowledge. Takes on service leadership roles, and often supports colleagues with institutional processes and procedures. Carry a much higher service burden than their peers.
4.0-4.5	Known by faculty and students as being a good teacher. Is consistent and active in updating content and improving methods.	Known for being a highly productive, effective, and collaborative researcher.	Actively seek out ways to contribute and help raise the profile of the School internally (within the USM community) and externally. Takes on some leadership roles and carry a higher service burden than their peers.
3.5-3.9	A very competent and highly proficient teacher who makes consistent efforts to improve.	Has a very active pipeline of collaborative research that results in consistent and quality research outputs.	Consistently takes initiative and effectively contributes to the service needs of the program, school, college, and university.
3.0-3.4	Competent and proficient and makes some efforts to improve.	Active in research and produces quality research outputs.	Takes some initiative and fulfills service obligations effectively but carries a lighter service load than their peers.
2.5-2.9	Teaching weaknesses need to be addressed and/or no evidence of improvement efforts provided. Improvement plan is recommended.	Active in research, but only minimum research outputs are evident. Improvement plan is recommended.	Has minimal presence and engagement within the School community and may not be fulfilling service obligations. Colleagues likely take on more service to compensate. An improvement plan is recommended.
2.0-2.4	Teaching weaknesses are hindering teaching effectiveness. *An improvement plan is <u>required</u>.*	Active in research but has not yielded minimum research outputs. *An improvement plan is <u>required</u>.*	Minimal engagement. They are mostly absent within the School community, and others have to take on more service to compensate. *An improvement plan is <u>required</u>.*
1.5-1.9	Teaching is ineffective. *Intervention and improvement plan <u>required</u>.*	Research outputs have consistently fallen below minimum requirements. *Intervention and improvement plan <u>required</u>.*	Service levels consistently fall below expectations, requiring others to have to complete most of their service load. *Intervention and improvement plan <u>required</u>.*
1.0-1.4	Teaching is unacceptable. *Observation and immediate formal intervention <u>required</u>.*	Not active in research. Outputs have consistently fallen below minimum requirements. *Research reassignment will be revoked.*	Not active in service. Colleagues have had to take on all of their service load. *Research reassignment will be revoked.*

Teaching

Evidence of teaching performance includes teaching evaluations and feedback, grade distributions, training attendance and application, awards, assessment examples, etc. Evidence of leadership includes activities like leading teaching workshops, serving on teaching panels, coordinating teaching trainings/support, etc. The faculty narrative should address continuous improvement and discuss how the faculty member updates content and/or applies new or improved methods. Collegiality and engagement are reflected in activities like sharing knowledge and resources on innovative teaching techniques, methods, or approaches learned from attending professional development; providing teaching feedback or recommendations to other faculty members; and collaborating with colleagues on course/curriculum design and assessment measures. If a faculty member does not meet expectations in this area, they are expected to work on an improvement plan (and therefore ineligible for summer research support). Falling below 3.0 for 2 evaluation periods in a row, or falling below 1.5 in any single evaluation period, will result in intervention (review of teaching materials and practices), required training and mentorship, and administrative reassignments being revoked.

Research

Evidence of research performance includes citations of research outputs, including quality metrics (verifiable acceptance rate at minimum). Evidence of leadership includes activities like serving on research panels, leading workshops, coordinating research trainings, mentoring junior faculty or graduate students in research, etc. The narrative should discuss the overarching research agenda, collaborations (with colleagues, students, and/or across disciplines), and leadership activities. Collegiality and engagement are reflected in activities like partnering with colleagues within program, school, college, and university to conduct discipline-based, and/or interdisciplinary research; sharing essential information pertaining to research method, calls for papers, etc.; and providing feedback to colleagues' working papers or research projects. If a faculty member does not meet expectations in this area, they are expected to work on an improvement plan (and therefore ineligible for summer teaching). Falling below 3.0 for 2 evaluation periods in a row, or falling below 1.5 in any single evaluation period, will result in research and/or administrative reassignments being revoked.

Service

A service overview table should be included (example below). Only verifiable service obligations that are ACTIVE during the review period should be included. While it is important to stay active in professional service, SoMKT requires faculty to engage in program, school, college, and university services. Service expectations are different based on rank. It is expected that senior faculty will carry more of a service burden and help shield Junior faculty from heavy service obligations. A full professor rank is expected to display a breadth of service in discipline, program, school, college, and university level and provide substantial leadership and mentorship. The table should address institutional (program, school, college, university levels), professional (journal advising/reviewing, conference leadership, etc.), and community service, and the narrative should highlight leadership and mentoring activities. Collegiality and engagement are reflected in activities like effectively communicating essential information from their committees with colleagues (report outs), actively participating in assessment processes, sharing knowledge and resources with colleagues, willingness

to serve in various service roles in different levels, seeking out opportunities to support colleagues, etc. If a faculty member does not meet expectations in this area, they will be expected to work on an improvement plan (and therefore ineligible for summer research support or teaching). Falling below 3.0 for 2 evaluation periods in a row, or falling below 1.5 in any single evaluation period, will result in research reassignments being revoked.

Category	Task	Role	Start Date	Time required
Institutional – University level	AAA Committee	Member	June 2019	One 2-hour meeting per month. 1-4 hours of prep per month.
Institutional – School level	MMM task force	Lead	Fall 2020	1-2 meetings (1-2 hours) per semester. 5-10 hours of work per month.
Professional	Editorial board – Journal of XYZ	Member	Jan 2021	One 1-hour meeting per month. 10-20 hours of work every semester.
Community	Fun run fundraiser committee – ABC charity	Member	2012	25 hours every April-May

VI. Promotion & Tenure Guidelines

General expectations and guidelines are outlined in the CBED Policies & Procedures Document. Assessment for teaching, research, and service are outlined above (in evaluation section). In addition, the SoMKT has identified a set of criteria used to assess elite journal status. Publishing in an elite journal (while at USM), will count for (2) publications when going up for promotion and/or tenure.

Elite Publications

A wide variety of criteria may be considered when defining journal quality. For the School of Marketing, an elite journal should meet stringent metric goals, and be ranked highly by multiple sources. To more fairly consider journals across all disciplines, any journal qualifying as a top elite journal will be counted. These are defined as meeting these exceptionally high standards:

- Cabell's (or another reliable source) acceptance rate of 15% or less.
- Impact factor of 3.0 or higher.
- Ranked in the **top** journal category by at least *3 reputable lists*.

In addition, the faculty have created a list of leading journals that represent elite status within their field. To be nominated, they had to meet the following criteria:

- Cabell's (or another reliable source) acceptance rate of 20% or less.
- Impact factor of at least 2.0.
- Be ranked in the **leading** (or better) journal category by at least *3 reputable lists*.

Criteria	Top Journals	Leading Journals
Cabell's Acceptance Rates	15% or less	20% or less
Journal Impact Factor	3.0 or higher	At least 2.0
ABDC (*Australian Business Deans Council Journal Rankings*)	A*	A or better
VHB (*by Association of Professors of Business in German speaking countries*)	A or better	B or better
ABS (*Association of Business Schools Academic Journal Quality Guide*)	4	3 or higher
HCERES (*High Council for Evaluation of Research and Higher Education*)	A	A

Leading journals to be included in the SoMKT Elite Journal List were (1) nominated by faculty, (2) verified as eligible by the Leadership committee, and (3) voted on by the research faculty. Ideally the list reflects the diversity of our faculty and maps to our mission. With that in mind, it should include journals from all six disciplines as well as at least one pedagogical journal. The list will be reviewed, and possibly revised, every 2-3 years. The current list (***approved Fall 2019***) is included here:

Journal	Acceptance Rate	Impact Factor	ABDC	VHB	ABS	HCERES	Additional support
Journal of Business Research	6-10%	4.874	A	B	3	A	
Psychology & Marketing	10%	2.023	A	B	3	A	
Journal of Interactive Marketing	12%	5.097	A	B	3	A	
Journal of Sport Management	10-18%	2.691	A+	N/A	2	N/A	Barton College Top 8 Sport MGMT SJR Rank – 2nd in Sport Management
Journal of Service Management	9%	3.23/ 4.953	A	B	2	B	2nd in service marketing A in WIE
Journal of Public Policy and Marketing	11%	2.457	A	B	3	B	
Journal of Hospitality and Tourism Research	6%	2.849	A	N/A	2	N/A	H index=55; SJR=1.896(Q1); #5 on SCJ list for Tourism, leisure, and hospitality management
Sport Management Review	15-17%	2.972	A	N/A	2	N/A	Barton College Top 8 Sport MGMT SJR Rank – 1st in Sport Management
International Journal of Production Economics	20%	4.998	A+	B	3	A	
Studies in Higher Education	11-20%	2.854	A	N/A	3	N/A	DEN Rank = 2 (Highest), SJR Rank – 4th in Higher Ed, SJR = 1.89

VI. Shared Governance

Transparency and accountability are vital components of a positive school culture. This document was a result of a collaboration between the Director and the Leadership team, with feedback from all faculty considered. The aim is to make clear what the School values, and how that dictates faculty expectations. This document should be reviewed the Director and Leadership team once a year. Major decisions should be made openly, and with input from relevant and/or affected faculty and staff. In addition, each year faculty vote on shared governance regarding annual evaluations. Options include: (a) Director only, (b) Director and two senior faculty members, or (c) a committee of three senior faculty members.