

College of Business Administration
Instructor/Lecturer Promotion Criteria
Dixon School of Accounting

Successful candidates for promotion to associate instructor/lecturer will demonstrate a sustained record of excellence on the first three dimensions detailed below, and have no significant deficiency on either of the other two dimensions. Successful candidates for promotion to senior instructor/lecturer must sustain a record of excellence on 5 dimensions since promotion including exceeding the college's AACSB standard appropriate for their work load. Promotion to senior instructor/lecturer also carries the expectation of leadership in the university and profession.

1. **Recognized for Teaching Excellence:** Candidate is widely considered to be an outstanding educator within the department and/or the college. Such recognition may be evidenced by, but not limited to, substantial and sustained consistency among the chair's annual evaluation of teaching performance, student perceptions of learning, peer evaluations, and peer reviewed teaching awards.
2. **Leadership in Teaching:** Candidate is an exemplary role model for teaching excellence within the department and/or the college. This dimension can be demonstrated by sustained leadership across a broad portfolio of activities that may include course content development and currency, pedagogy, course assessments (higher level learning), grading rigor, classroom innovations, course structure, and course management.
3. **Scope and Quality of Student Interaction and Engagement:** Candidate engages in substantial discretionary activities and behaviors that enhance the student experience and contribute to the department's education mission. This dimension can be demonstrated through achievement of a broad portfolio of accomplishments that may include course and classroom assignments (experiential/participatory classroom activities, supervision of individual and team projects) and outside activities such as office availability, advising/student mentoring, student research projects (Honors in the Major), scope of duties and performance as student group advisor, and other extracurricular teaching activities.
4. **Collaborative and Cooperative Behavior and Service:** Candidate makes valuable and substantial contributions in a manner that enhances faculty collaboration and the development of departmental and college programs. This dimension can be demonstrated through achievement of a broad portfolio of accomplishments that may include teaching committee service (curriculum and awards), new course development or program revisions, service on assurance of learning review committees, assurance of learning data collection, faculty/peer mentoring, contributions to departmental meetings and presentations and other indications of collaborative and good citizenship behavior (flexibility in course schedule, willing to accept new course preparations and assignments, substitute for other departmental faculty).
5. **Professional Development and Intellectual Contributions:** Candidate remains current in his/her field by continual engagement in intellectual and professional renewal activities commensurate with the candidate's assigned duties. Intellectual contributions include discipline based research, contributions to practice, and pedagogical research. Professional renewal can be demonstrated by regular participation in teaching workshops, successful completion of academic course work directly related to teaching area, training seminars, and acquisition and maintenance of professional certifications. Successful terminally degreed candidates whose assignment includes research and/or graduate teaching must meet the college's AACSB academic research qualification standard for teaching at the masters level. Successful candidates whose assignment does not include research or a significant graduate teaching assignment should meet the college's AACSB professional practitioner qualification standard.