

College of Business Administration  
Department of Marketing  
Instructor/Lecturer Promotion Criteria

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 (see Appendix). 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 is evidenced by, but not limited to, substantial and sustained consistency among the chair's annual evaluation of teaching performance, student perceptions of learning, and peer reviewed teaching awards.
2. **Leadership in Teaching:** Candidate is an exemplary role model for teaching excellence within the department and 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. **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 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's academic 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/good citizen 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.

## APPENDIX

### CBA Criteria for AACSB Academic Qualification

#### SCHOLARLY ACADEMIC (SA):

The SA classification is divided into three sub-categories:

SA-  
Doctoral  
SA-  
Masters  
SA-Undergraduate

Regardless of subcategory, an SA faculty member will generally have the following preparation:

1. A research doctoral degree or J.D. in the area in which the individual teaches, OR
2. A research doctoral degree in a related field. However, the fact that the degree is not in the primary discipline must be offset by relevant in-discipline academic publications.

Typically, the College of Business Administration will grant SA status to newly hired faculty members who earned their research doctorates (or JDs) within the last five years. To maintain SA status, faculty members must show a sustained record of scholarship by publishing in academic journals as noted below:

SA-Doctoral: three academic publications during a rolling 5-year period. Normally, this requirement is met during the preceding five-year period by **three publications in high quality peer reviewed academic journals** related to their area of teaching responsibility.

SA-Masters: two academic publications during a rolling 5-year period. Normally, this requirement is met during the preceding five-year period by **three publications intellectual contributions** with **at least two contributions in peer reviewed journals** related to their area of teaching responsibility.

SA-Undergraduate: one academic publication during a rolling 5-year period. Normally, this requirement is met during the preceding five-year period by **three publications intellectual contributions** with **at least one contribution in peer reviewed journals** related to their area of teaching responsibility.

(NOTE: Generally, a JD will suffice for SA-Doctoral designation only for faculty teaching in the areas of business law or taxation.)

In addition, SA-Undergraduate status will be granted to doctoral students for up to three years after completion of their comprehensive exam or other significant degree milestone.

Finally, administrators shall be deemed to maintain their existing SA qualification for the duration of their tenure as an administrator, plus three years subsequently in order to have time to retool for active faculty status.

### **PRACTICE ACADEMIC (PA):**

A PA faculty member will generally have the following preparation:

1. A research doctoral degree or J.D. in the area in which the individual teaches, OR
2. A research doctoral degree in a related field. However, the fact that the degree is not in the primary discipline must be offset by a history of relevant in-discipline academic publications and related activities.

Typically the College of Business Administration will grant PA status to faculty members who develop and engage in activities that involve **substantive** links to practice, consulting and other forms of professional engagement (rather than scholarly activities). To maintain PA status, faculty members must show a sustained record of currency and relevance through their scholarship and related activities (examples noted below):

- Publish in practitioner-focused journals and trade publications
- Engage in significant--in excess of 80 hours annually--related work experience (e.g., service as a consultant, an expert witness, a practicing professional, a corporate board member, a faculty fellow or intern).
- Develop and teach executive education programs in the field—minimum 30 contact hours over a 3 year period.
- Create a business or own and operate a business related to the field of teaching

For faculty who hold professional designations (e.g., CPA, CFA, members of the bar):

- Provide evidence of having maintained those designations and completed all continuing education requirements.

Administrators shall be deemed to maintain their PA qualification for the duration of their tenure as an administrator, plus one year subsequently in order to have time to retool for active faculty status.

### **SCHOLARLY PRACTITIONER (SP):**

An SP faculty member will typically hold a Master's degree in an area related to the courses they teach. SPs are required to maintain currency and relevance through continued professional experience and/or engagement related to their professional background.

Typically the College of Business Administration will grant SP status to faculty members who enhance their background by engaging in activities involving substantive scholarly activities in their fields of teaching. To maintain SP status, faculty members must show a sustained record of currency and relevance through their scholarship and related activities (examples noted below):

- Publish an article in a refereed journal
- Publish a scholarly book
- Present scholarly work at a national or major regional academic conference
- Serve as a member of a refereed journal's editorial review board
- Serve as an editor of a refereed journal

### **INSTRUCTIONAL PRACTITIONER (IP):**

An IP faculty member holds at least a Master's degree in an area related to the course taught. IP faculty who have 10 years or more of exceptional experience, demonstrated by professional experience in the corporate world, are qualified to teach in Professional or Executive Master degree programs. IPs are required to sustain currency and relevance through continued professional experience and/or engagement related to their professional background. Typically, IP status is designated for newly hired faculty members with significant professional experience as outlined below. To maintain IP status, faculty members must show a sustained record of currency and relevance through their scholarship and related activities (examples noted below)

- Engage in significant--in excess of 80 hours annually--related work experience (e.g., service as a consultant, an expert witness, a practicing professional, a corporate board member, a faculty fellow or intern).
- Develop and teach executive education programs in the field—minimum 30 contact hours over a 3 year period.
- Create a business or own and operate a business related to the field of teaching.
- Publish a case study or technical report in the discipline.

For faculty who hold professional designations (e.g., CPA, CFA, members of the bar):

- Provide evidence of having maintained those designations and completed all continuing education requirements.

### **SCHOLARLY PRACTITIONER (SP):**

An SP faculty member will typically hold a Master's degree in an area related to the courses they teach. SPs are required to maintain currency and relevance through continued professional experience and/or engagement related to their professional background.

Typically the College of Business Administration will grant SP status to faculty members who enhance

their background by engaging in activities involving substantive scholarly activities in their fields of teaching. To maintain SP status, faculty members must show a sustained record of currency and relevance through their scholarship and related activities (examples noted below):

- Publish an article in a refereed journal
- Publish a scholarly book
- Present scholarly work at a national or major regional academic conference
- Serve as a member of a refereed journal's editorial review board
- Serve as an editor of a refereed journal

### **INSTRUCTIONAL PRACTITIONER (IP):**

An IP faculty member holds at least a Master's degree in an area related to the course taught. IP faculty who have 10 years or more of exceptional experience, demonstrated by professional experience in the corporate world, are qualified to teach in Professional or Executive Master degree programs. IPs are required to sustain currency and relevance through continued professional experience and/or engagement related to their professional background. Typically, IP status is designated for newly hired faculty members with significant professional experience as outlined below. To maintain IP status, faculty members must show a sustained record of currency and relevance through their scholarship and related activities (examples noted below):

- Engage in significant--in excess of 80 hours annually--related work experience (e.g., service as a consultant, an expert witness, a practicing professional, a corporate board member, a faculty fellow or intern).
- Develop and teach executive education programs in the field—minimum 30 contact hours over a 3 year period.
- Create a business or own and operate a business related to the field of teaching.
- Publish a case study or technical report in the discipline.

For faculty who hold professional designations (e.g., CPA, CFA, members of the bar):

- Provide evidence of having maintained those designations and completed all continuing education requirements.