



ARIZONA STATE UNIVERSITY

### Confirmation of Approval

College/Unit	Business
Unit	Marketing
Document	Criteria for Fixed-Term Instructional Faculty

The attached document has been approved by the provost's office.

	7/6/18
Deborah Clarke, Vice Provost for Academic Personnel	Date

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**Guidelines for Appointment, Retention and Promotion  
of Ranked Instructional Faculty**

W. P. Carey School of Business  
Department of Marketing  
Instructional Faculty Criteria  
Approved by the faculty on June 27, 2018  
Reviewed by the Dean on June 28, 2018

**W. P. CAREY SCHOOL OF BUSINESS  
DEPARTMENT OF MARKETING**

**Guidelines for Appointment, Retention and Promotion  
of Ranked Instructional Faculty**

Introduction

The following incorporates the new Arizona State University Provost guidelines (February 24, 2015) that recognizes the contributions made by ASU's instructional faculty members – lecturers, clinical professors, instructors, and faculty associates – to the university community and to the vision and teaching mission of the University. These faculty members help provide continuity to our academic programs, meet critical needs when vacancies arise, and enable our students to succeed. The following guidelines provide a transparent approach to the expectations placed upon ranked instructional faculty and the career opportunities available to ranked instructional faculty (i.e., lecturers, clinical professors). The following conforms to the policies of the University and the W. P. Carey School of Business, including its “Faculty Evaluation Policies, Guidelines, and Procedures.” In no way should this be construed as inconsistent with those guidelines.

Appointment, Retention and Promotion of Ranked Instructional Faculty

Clinical Faculty

Clinical faculty members have an earned doctorate. In contrast, faculty without a doctorate who focus on a teaching career hold lecturer ranks, and people with extensive business experience, either with or without doctorates, who plan to teach for only a few years are appointed as professors of practice. Clinical faculty, lecturers, and professors of practice are not eligible for tenure. Contracts for these faculty members may be either nine-month or twelve-month.

- a. Initial appointment of lecturers or clinical assistant ranks may be filled through either a local or national search.
- b. Initial appointment of advanced rank non-tenure track faculty must be made through a national search.
- c. Application for and promotion to advanced rank for non-tenure track faculty should follow W. P. Carey School promotion procedures and time schedules established by the university.

### Minimum Criteria for Clinical Faculty

All clinical faculty members in the W. P. Carey School must meet the following minimum criteria:

- 1) Earned doctorate in a related field.
- 2) Faculty qualifications, as defined by the W. P. Carey School of Business for AACSB accreditation purposes and as assigned by the department head.

To maintain a clinical faculty designation, the minimum criteria must be maintained.

### Criteria for Clinical Assistant Professor

Must meet the minimum criteria for all clinical faculty, but does not meet the criteria for a higher rank.

### Criteria for Clinical Associate Professor

In addition to meeting the minimum criteria for all clinical faculty, Clinical Associate Professors typically demonstrate all of the following:

- 1) The equivalent of five years of full-time teaching in higher education. A significant amount of this should be at ASU in courses in fields related to the W. P. Carey assignment of the faculty member. The guidelines of five years may be reduced on a case-by-case basis provided the candidate has significant scholarly research accomplishments within the discipline or substantial relevant professional experience in business.
- 2) Significant excellence in teaching, as demonstrated by such indicators as teaching evaluations at or above school/department means, positive peer reviews, preparation of innovative course materials, textbook or case publication, new course preparation, academic or practitioner-oriented publications, and successful teaching in a variety of different types or courses.
- 3) Active participation in service roles related to teaching. This must include a) active participation in academic unit or school committees related to instruction and b) participation in national professional activities related to the faculty member's teaching (such as attending relevant national meetings).

### Criteria for Clinical Professor (Full)

In addition to meeting the minimum criteria for all clinical faculty, clinical full professors typically demonstrate all of the following:

- 1) While there is no minimum period in rank required for promotion, clinical associate professors seeking promotion to clinical full professor are expected to document a substantial and sustained record of excellent performance since the previous promotion/appointment, with a majority of service occurring at Arizona State University.
- 2) Sustained long-term excellence and diversity in teaching, as demonstrated by such indicators as teaching evaluations at or above school/department means, positive peer reviews, preparing of innovative course materials, textbook or case publication, new course preparation, academic or practitioner-oriented publications and successful teaching in a variety of different types of courses.
- 3) Demonstrated leadership in curriculum development.
- 4) Demonstrated leadership in service roles related to teaching. This must include a) successful leadership roles in academic unit or school committees related to instruction and b) active participation in national professional activities related to the faculty member's teaching (such as making presentations at relevant professional meetings or serving on relevant professional committees).

### Lecturer, Senior Lecturer, Principal Lecturer

#### Minimum Criteria for Lecturer Ranks

All lecturers in the W. P. Carey School must meet the following minimum criteria:

Earned master's degree in a related field.

Have teaching experience at the college level in a related field.

Faculty qualifications, as defined by the W. P. Carey School of Business for AACSB accreditation purposes and as assigned by the department head.

To maintain a lecturer rank designation, the minimum criteria must be maintained.

### Criteria for Lecturer

Must meet the minimum criteria for lecturer ranks, but does not meet the criteria for a higher rank.

### Criteria for Promotion of Lecturer to Senior Lecturer

A Lecturer may be considered for promotion to Senior Lecturer after a minimum of five consecutive years of teaching service have been successfully completed and reviewed. The majority of that service should be at ASU, though exceptions may be made on a case-by-case basis. Additional requirements for promotion are outlined in the following sections.

### Criteria for Promotion from Senior Lecturer to Principal Lecturer

While there is no minimum period in rank required for promotion, Senior Lecturers seeking promotion to Principal Lecturer are expected to document a substantial and sustained record of excellent performance since the previous promotion/appointment, with a majority of service occurring at Arizona State University.

Candidates for promotion should present evidence of sustained and continuing excellence in teaching, service, and scholarship, including evidence regarding AACSB Faculty Qualification status. Academic units and the school will sometimes assign roles to Lecturers that vary in their emphasis on teaching, service, and scholarship contributions. The emphasis assigned to these roles by the Lecturer's unit will be considered in the overall evaluation of performance.

- 1) Teaching. Candidates for promotion should present a record of sustained long-term excellence and diversity in teaching. Evidence of sustained excellence and diversity includes, but is not limited to, teaching evaluations at or above school/department means, positive peer reviews, teaching awards, new course development, course innovations, and successful teaching in a variety of different types of courses. Evidence of a record of continuing success in mentoring students, supervising honors theses, independent studies or internships, and advising students will also be considered. Candidates will typically present evidence of leadership in curriculum development. Candidates for promotion should summarize their record in the form of a teaching portfolio that describes their contribution to the teaching mission of their academic unit and the school, presents evidence of excellence in the areas noted above and

any other areas relevant to their teaching role, and includes a statement of teaching philosophy.

- 2) Service – Internal and External Contributions. Candidates for promotion should present evidence of sustained service contributions to the mission of the academic unit, school, and/or university (internal service) and to the profession and community at large (external service). The roles assigned within his/her unit will be considered in evaluating the magnitude of accomplishment expected in service overall, and in internal and external service. Evidence of internal service contributions includes, but is not limited to, records of accomplishment and leadership in administrative roles, committee work, and advisement to student groups and individuals. Evidence of external service includes, but is not limited to, active participation and/or leadership in professional associations, representing the unit to external constituents, and professional service linking the university to the larger community.
- 3) Scholarship of Teaching. Candidates for promotion should present evidence of scholarship competence and accomplishment. Scholarly accomplishments expected of a candidate for promotion will vary by the role assigned by his/her unit. However, all candidates will present evidence of a continuing commitment to the scholarship of teaching. Such evidence includes, but is not limited to, course development, instructional innovation, membership in professional associations, participation and presentation at professional meetings (particularly those relevant to pedagogical development), and continuing education.

Promotion is warranted only if and when the achievements outlined above are tangibly demonstrated. Thus, promotion is based neither on promise nor longevity. It is natural for faculty members to vary in the time required to attain the appropriate level of achievement.

### Requests for Promotion

Requests for promotion should occur at the time of the normal review and are due in the Office of the University Provost by the date set by the University. If the promotion is awarded, it will become effective during the following academic year. Promotion, regardless of length of appointment, also will be contingent upon the offer of a contract in the following academic year. The [Process Guide for Promotion of Fixed-Term Faculty](#) provides the specifics of the candidate, unit, and college responsibilities. Materials to be sent forward for promotion review generally include:

- 1) The appropriate form provided by the Office of the University Provost along with any additional forms used by the academic unit and school.
- 2) Evaluations by personnel committees
- 3) Transmittal letters of the chair/director and dean
- 4) Summary of teaching effectiveness, including both student and peer teaching evaluations
- 5) Personal statement
- 6) Current curriculum vita

The file is reviewed by the Dean's Personnel Advisory Committee, which writes a memo to the Dean with its recommendation. The Dean then writes an independent review of the material. The entire packet is forwarded to the Office of the University Provost for final approval.