

**PROMOTION CRITERIA AND PROCEDURES FOR
PROFESSIONAL-TRACK FACULTY
THE DARLA MOORE SCHOOL OF BUSINESS**

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This document serves as the guideline for promotion policies for all professional-track faculty (sometimes referred to as non-tenure track faculty) in the Darla Moore School of Business, hereafter, the “School.” In the event of a conflict, the University of South Carolina Columbia, hereafter, the “University,” Faculty Manual is to be considered the final authority.

I. PROFESSIONAL-TRACK FACULTY TITLES, RESPONSIBILITIES, & APPOINTMENTS

The School recognizes the importance and contributions of professional-track faculty to the educational, research, and service missions of the School. Within the School, professional-track faculty members hold one of the following positions:

Titles: Lecturer, Senior Lecturer, Principal Lecturer

Responsibilities & Appointments: Initial appointment at the rank of Lecturer normally requires that the candidate holds a master’s degree. The primary responsibilities of faculty holding the Lecturer titles are teaching and student development. Lecturers may also be assigned additional duties such as but not limited to:

- 1) advancing the School’s outreach mission,
- 2) supervising and instructing students in applied projects or field research,
- 3) administering academic programs and other activities,
- 4) facilitating internships and job placements for students in a particular field, and
- 5) advising students.

Additionally, an initial appointment at the rank of Senior Lecturer requires a record of excellent performance (see II.A) and at least five years of relevant experience in an equivalent faculty role. Initial appointment at the rank of Principal Lecturer requires the equivalent of nine years of full-time teaching experience and a record of excellent performance.

Titles: Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor

Responsibilities & Appointments: Clinical Professors hold a terminal degree from an accredited university. In addition to teaching, clinical professors are assigned other duties such as but not limited to:

- 1) conducting research,
- 2) advancing the School’s outreach mission,
- 3) supervising and instructing students in applied projects or field research,

- 4) administering academic programs and other activities,
- 5) facilitating internships and job placements for students in a particular field, and
- 6) advising students.

Initial appointment at the Clinical Associate Professor title also requires a record of excellent clinical performance and at least five years of relevant experience in an equivalent faculty role. Initial appointment at the Clinical Professor title requires sustained excellent clinical performance and at least nine years of relevant experience in an equivalent faculty role. Candidates for faculty appointment as Clinical Professor require a favorable vote of the unit's select committee (see part IV.B below), and recommendation of the unit head, dean, and provost. Written approval from the president is required before an offer can be extended for the position of clinical professor.

Titles: Research Assistant Professor, Research Associate Professor, Research Professor

Responsibilities & Appointments: Research faculty should have a terminal degree from an accredited university, research expertise and experience, and evidence of scholarly accomplishments. Research faculty will be engaged primarily in independent research such as but not limited to serving as principal investigator or co-principal investigator on externally funded research and having significant refereed publications. Initial appointment as a Research Associate Professor additionally requires an established reputation in the field and at least five years of relevant experience. The rank of Research Professor requires that the candidate be recognized internationally or nationally in the field and have at least nine years of relevant experience. Candidates for faculty initial appointment as Research Professor require a favorable vote of the unit's select committee (see part IV.B below), and recommendation of the unit head, dean, and provost. Written approval from the president is required before an offer can be extended for the position of research professor.

Title: Professor of Practice

Responsibilities & Appointments: A Professor of Practice appointment is a full-time or part-time appointment of an individual engaged in instruction, creative work, and leadership in professional practice. The individual must have a proven reputation in professional achievement and expertise, experience, and international/national recognition in their professional field. Professors of Practice usually have a master's degree in the teaching discipline or a master's degree with a minimum of 18 graduate semester hours in the teaching discipline. The title of Professor of Practice is used only on rare occasions and must have prior approval, through academic channels, of the president. Candidates for faculty appointment as Professor of Practice require a favorable vote of the unit's select committee (see part IV.B below), and recommendation of the unit head, dean, and provost. Written approval from the president is required before an offer can be extended for the position of professor of practice.

II. PROMOTION CRITERIA

Awarding of promotion is based on a candidate's performance in the areas of teaching and

student development, service to the University and their profession, and research and scholarship as defined by American Association of Collegiate Schools of Business (AACSB) guidelines for their classification. In addition, promotion is based on the candidate possessing the appropriate academic credentials. The specific criteria for each area are specified in greater detail below.

The weight of the evaluation in each area should be commensurate with the allocation of duties across all categories.

II.A Promotion Performance Definitions

Faculty will be evaluated based on the standard job requirements for their position as well as specific additional duties, if any, outlined in their contract or agreed upon in writing with their Department Chair during the annual review process. Most clinical professors and lecturers' primary job responsibility is teaching, and as such, teaching will be a primary emphasis of evaluation. Most research professors' primary job responsibility is research. The following adjectives and general definitions are used to rate a candidate's performance:

Outstanding: The candidate's performance is far above the minimally effective level.

Excellent: The candidate significantly exceeds the minimally effective level of performance.

Good: The candidate's performance is clearly above the minimally effective level.

Fair: The candidate meets the minimally effective level of performance.

Unacceptable: The candidate has accomplished less than the minimally effective level of performance.

II.B Requirements for Promotion to the Rank of Senior Lecturer or Principal Lecturer

Criteria for promotion from Lecturer to Senior Lecturer includes evidence of at least

"Excellent" performance in teaching and at least "Good" performance in service. A rating of at least "Good" is required in all categories that the candidate is rated. If a person's contract specifies other responsibilities, then the person will be evaluated based on those responsibilities. To be eligible for promotion, the candidate must have served in their role (or an equivalent faculty role at another institution) for a total of at least five years.

Criteria for promotion from Senior Lecturer to Principal Lecturer includes continued evidence of at least "Excellent" performance in teaching and at least "Excellent"

performance in service. If a person's contract specifies other responsibilities, then the person will be evaluated based on those responsibilities. To be eligible for promotion,

the candidate must have served in their role (or an equivalent faculty role at another institution) for a total of at least nine years.

II.C Requirements for Promotion to the Rank of Clinical Associate Professor and Clinical Professor

Criteria for promotion from Clinical Assistant Professor to Clinical Associate Professor includes evidence of at least “Excellent” performance in teaching and at least “Good” performance in service. A rating of at least “Good” is required in all categories that the candidate is rated. Additionally, the candidate must sustain activities necessary for maintaining the candidate’s AACSB classification status. If a person’s contract specifies other responsibilities, then the person will be evaluated based on those responsibilities. To be eligible for promotion, the candidate must have served in their role (or an equivalent faculty role at another institution) for a total of at least five years.

Criteria for promotion from Clinical Associate Professor to Clinical Professor includes continued evidence of at least “Excellent” performance in teaching and at least “Excellent” performance in either service or research. A rating of at least “Good” is required in all categories that the candidate is rated. The candidate must also sustain activities necessary for maintaining the candidate’s AACSB classification status. If a person’s contract specifies other responsibilities, then the person will be evaluated based on those responsibilities. To be eligible for promotion, the candidate must have served in their role (or an equivalent faculty role at another institution) for a total of at least nine years.

II.D Requirements for Promotion to the Rank of Research Associate Professor or Research Professor

Criteria for promotion from Research Assistant Professor to Research Associate Professor includes evidence of at least “Excellent” performance in research and at least “Good” performance in service. A rating of at least “Good” is required in all categories that the candidate is rated. The candidate must also sustain activities necessary for maintaining the candidate’s AACSB classification status. If a person’s contract specifies other responsibilities, then the person will be evaluated based on those responsibilities. To be eligible for promotion, the candidate must have served in their role (or an equivalent faculty role at another institution) for a total of at least five years.

Criteria for promotion from Research Associate Professor to Research Professor includes continued evidence of at least “Excellent” performance in research and at least “Excellent” performance in service. A rating of at least “Good” is required in all categories that the candidate is rated. The candidate must also sustain activities necessary for maintaining the candidate’s AACSB classification status. If a person’s contract specifies other responsibilities, then the person will be evaluated based on those responsibilities. To be eligible for promotion, the candidate must have served in their role (or an equivalent faculty role at another institution) for a total of at least nine years.

III. EVALUATION CRITERIA AND EVIDENCE OF RECORD

III.A Teaching and Student Development

The evaluation of the teaching and student development component of the file must include peer and student teaching evaluations and a summary and evaluation of the candidate's teaching and student development performance by a member of the Promotion Committee (described in Section IV.B). The summary should provide appropriate context regarding teaching performance and student and peer evaluations.

For example, evidence on a candidate's teaching and student development performance may include but is not limited to:

- (1) peer evaluations of the candidate's teaching,
- (2) students' evaluations of the candidate and the courses taught by the candidate,
- (3) participants' evaluations of the candidate's teaching in professional/executive programs,
- (4) teaching honors and awards,
- (5) development of new courses and significant innovations in teaching techniques,
- (6) development of instructional material and methods including but not limited to texts, workbooks, cases and exercises, visual media, and computer software that are related directly to one's courses,
- (7) supervision of Ph.D. students,
- (8) supervision of research or independent study by undergraduate or masters-level students,
- (9) involvement with students pursuing non-dissertation and non-theses research,
- (10) supervision of student Capstone consulting projects, internships, and field studies,
- (11) advisement and mentoring of students, and
- (12) continued professional development or continuing education to stay up to date on the ever-changing business and technological environment relevant to courses taught by the candidate.

Performance in teaching across our portfolio of degree and non-degree programs is relevant.

III.B Service

Professional-track service will be expected within the University and School, as well as service to the profession, and the national, state, and local community (especially with industry engagement). Evidence of service includes, but is not limited to, the following activities:

- (1) *To the University and the School:* Includes activities such as service and leadership roles on committees and task forces at the University, the School, and the candidate's department; engagement with interdisciplinary initiatives involving other colleges at the University; administrative responsibilities and functions; special projects for the University; development of programs for centers of the School as well as other outreach activities; leadership or participation in activities sponsored by the School or centers; and advising student organizations.
- (2) *To the academic and scholarly community:* Includes activities such as leadership roles in administering national and international professional organizations and conferences; editorial review board membership; journal editorship; review work for academic journals; review work for scholarly book publishers; reviews of papers for academic organizations; reviews for grant proposals; and organizing and chairing research sessions and discussing research papers at conferences and other universities and colleges.
- (3) *To industry, companies, and related professional organizations:* Includes activities such as fiduciary board directorships, advisory board memberships, consulting engagements, media engagement on industry/professional issues, speaking engagements, expert panels, and conferences.
- (4) *To the national, state, and local community:* Includes activities such as service, involvement, or leadership roles with governmental organizations, nongovernmental organizations, global public policy networks, community groups, etc.

III.C Research and Scholarship

The quality of a candidate's research must be compared against the candidate's contract and status as determined by AACSB standards. As such, unless otherwise specified in their contract, clinical candidates' scholarship record should be consistent with those needed to keep their academic standing (e.g., scholarly practitioner, instructional practitioners, practice academics) as specified by AACSB. In addition, because clinical professional-track faculty are not tenure-track professors, research requirements are not expected to be equivalent to those of tenured/ tenure-track professors. For research professional track faculty, research is commonly the primary responsibility and basis of evaluation. Outside reviewers are not required for the evaluation of research and scholarship.

IV. EVALUATION PROCESS

IV.A Candidate Submission Requirements

The faculty member will submit their updated CV, student teaching evaluations and grade distributions since their last promotion or hire date, at least 3 peer teaching evaluations, other teaching materials, and a personal statement (no more than 5 pages) describing their teaching approach and accomplishments, service, and evidence of research/ outreach contributions (as appropriate per AACSB classification). The responsibility for scheduling peer observations of teaching varies (department chair, unit committee, or the candidate may bear this responsibility). The candidate is

responsible for compiling the peer observations for the file. The candidate will submit this information within one month after their annual review.

IV.B Promotion Committee and Timing

Each department will have a Select Promotion Committee for Professional-Track Faculty. This committee will include a Promotion Committee Chair, chosen by the department chair, plus two additional committee members selected by the Committee Chair (i.e., three committee members in total). The membership of the committee should include both professional-track and tenure-track faculty, though in general, the determination of membership shall not be based on tenure status but on the expertise relevant to evaluating the assigned duties of the candidate. The committee members must rank higher than the candidate.

The school will provide a calendar specifying internal deadlines for the actions below; dates included below are mandated university-wide.

The candidate must notify their department chair by October 15th of their intention to apply for promotion within that academic year¹.

The committee, working with the Promotion Chair, will evaluate the candidate's record, cast individual ballots, and provide their recommendation to the department chair.

The department chair will independently provide their own recommendation and send both the department chair's and the committee's recommendation to the School's senior associate dean of faculty.

The dean of faculty will provide their recommendation to the University Provost no later than May 1st. Final decisions on promotion are made by the Provost of the University.

¹ The process for a candidate begins with notification of their department chair by October 15th. The following timeline will be executed in the next (Spring) semester. The School will provide a detailed calendar.