Policies on Appointment and Promotion Specialized Faculty

The campus guidelines for specialized faculty are presented in Provost Communication #25, and the campus criteria for appointment to, and promotion within, specialized faculty tracks are described in Provost Communication #26. The purpose of the current document is to provide general criteria for the College of Business.

Given the potential broad needs of the College, these guidelines pertain to new appointments of specialized faculty. Titles for extant appointments of specialized faculty will be grandfathered in. The college anticipates use of the following titles: instructors and lecturers, senior instructors and lecturers, clinical professors, and teaching professors. The College currently does not anticipate hiring research professors.

Individual departments within the College, i.e., Accountancy, Business Administration, and Finance, may develop more specific or more stringent criteria and may choose to appoint or not to appoint specialized faculty of a given title.

**Instructors and Lecturers Appointments**

Consistent with campus guidelines, the title of Lecturer is reserved for individuals holding a PhD or equivalent whereas Instructor is used for those whose highest degree is a Master’s. The usual teaching load for instructors or lecturers in the College is 6 courses per academic year. This teaching load may be reduced by agreement with departmental executive officer (e.g., chair or head) Head and approval of the Dean if the individual takes on other substantive duties that are comparable in workload to the course reductions; for example, heavy involvement in course administration can count toward a reduced teaching load.

In all instances, the majority of instructors’ and lecturers’ appointment must be composed of teaching duties rather than other activities.

**Senior Instructors and Senior Lecturers Appointments**

According to Provost Communication 25, the designation of senior is appropriate when instructors or lecturers “have made significant contributions to the department’s teaching mission, including contributions to the curriculum.” It is these contributions that constitute the overarching criteria for potential promotion to a senior modifier.
One potential indicator of these contributions is the length of service. The College ordinarily will require a minimum of 5 years in the current position as an Instructor or Lecturer before a candidate can be considered for promotion. However, the senior modifier is not to be granted simply because a candidate has been in service for more than 5 years or any other certain amount of time. In addition, exceptions to the 5-year ordinary minimum can be made with appropriate evidence of the sufficiency and significance of the candidate’s contributions to the department’s teaching mission.

The initial and primary substantive reviewing body in assessing the sufficiency of a candidate’s contributions shall be individual Department executive officers in consultation with applicable departmental advisory committees. Following this review, any candidate whom a Department Executive officer recommends for promotion will be subject to another layer of review by the College. College review of such cases is conducted by the Dean with the advice of the Associate Deans of the College, and is typically procedural in nature. That is, while the College reserves the right to reassess the sufficiency of a candidate’s contributions, its main objective is to ensure that departmental and campus level guidelines have been appropriately applied and observed.

While each Department can add its own criteria to assess the sufficiency of a candidate’s contributions for promotion to a senior Instructor or Lecturer, the College requires, at a minimum, the following:

a. An outstanding teaching record over an extended period.
b. Evidence of having made substantial additions, improvements, or other contributions to the department’s curriculum.

to be considered for promotion to senior instructor or senior lecturer, candidates must provide:

a. A complete longitudinal record of ICES scores.
b. Their curriculum vitae.
c. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one’s own classroom (no more than 3 pages, single-spaced).
d. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.
e. Opportunities for at least two tenure-track or specialized faculty members appointed by the Departmental executive officer to directly observe and evaluate their teaching.

Executive officers of departments shall provide individuals seeking promotion to senior instructor or senior lecturer with faculty members, either tenure track or specialized faculty, to provide the Executive officer with an evaluation that assesses the candidate’s contributions to the teaching mission of the department.

Provided resources are available, there will be a salary increase associated with this promotion; the amount will be based on the norms to be established in the College.

So long as it is feasible, Instructors and Lecturers who are successfully promoted to Senior Instructor or Senior Lecturer may be considered for up to three year contracts. Multi-year contracts will only be offered to individuals who maintain their teaching excellence, as evaluated in the customary annual reviews.
In the event of an unsuccessful request for promotion, the candidate must wait at least three years before requesting evaluation for promotion again. This provision is intended to encourage candidates to ensure that their case for promotion is a strong one before being asked to be promoted. If they are unsure about their prospects, individuals are encouraged to discuss their record and the expectations for promotion with Departmental executive officer.

**Teaching Professorial Appointments**

Provost Communication 25 notes that teaching professors must hold a PhD or equivalent and must make “an instructional and curricular impact both within the department and beyond, either through scholarly publications, invited talks, or other related activities involving their discipline, pedagogy and student interactions.” For appointment to teaching assistant professor, there must be evidence that the person has the potential to make such contributions. For promotion to associate teaching professor or full teaching professor, an individual must have demonstrated such contributions.

In the College of Business, typically, appointments in the teaching professor tracks will be 70 to 80% teaching, education-related research, or both as well as 20-30% service. Typically, teaching professor track appointments will carry a teaching load of 6 courses per academic, but this can be reduced if the department concludes a reduction is appropriate based on the individual’s total duties, including developing new courses or being a course coordinator.

There is no set minimum time in rank, but to be evaluated for appointment as teaching associate professor (or promotion to teaching associate professor from teaching assistant professor), a candidate must have at least five years of full-time experience on a university-level faculty after having completed the terminal degree. To be considered for appointment as teaching full professor (or promotion to teaching full professor from teaching associate professor), a minimum of ten years of experience on a university-level faculty after the terminal degree is required. Normally the full-time experience on a university-level faculty will occur at the University of Illinois, but exceptions can be made with appropriate justification. There is no maximum time in rank.

So long as it is feasible, individuals in the teaching professor ranks may be eligible for up to three year contracts. Multi-year contracts will only be offered to individuals who maintain excellence in their teaching, research, and service obligations, as evaluated in the customary annual reviews.

**Professorial Expectations (For All Ranks)**

The title of “professor” comes with expectations that one engages with and contributes to a scholarly community in ways that go beyond teaching alone. Thus, teaching professors of any rank are expected to engage in teaching, education-related research, and service. The expectations for teaching involve being more than a good classroom teacher. Teaching professors are also expected to contribute to the pedagogical goals of the department and campus beyond their own classroom. Activities that can help fulfill this expectation include (but are not limited to): (a) supervising multi-section courses; (b) training and supervising teaching assistants, instructors, or other lecturers; (c) developing new courses or making improvements to the curriculum; (d) demonstrably improving the way an existing course is structured or taught, and (e) directing internship programs.
The education-related research expectations can entail topical or pedagogical research, case writing and instructor guides, development of experiential learning materials, or other types of education-related publications.

There are also service expectations for individuals in the teaching professor ranks. The service expectations may be fulfilled through service to the department, the college, the campus, or the discipline. Ideally, individuals will contribute in multiple ways at multiple levels in a manner befitting the title of “professor.” Some activities that may meet the service expectation include (but are not limited to) serving on departmental or college committees, acting as the faculty supervisor for department or campus student groups, providing peer reviews for conferences or journals, and holding office in professional associations.

**Teaching Assistant Professors**

Potential appointments to the rank of teaching assistant professor will be evaluated by the Executive officer of individual Departments, in consultation with the appropriate advisory committee. Following this review, any candidate whom a Department Executive officer recommends for promotion will be subject to other layer of review by the College. College review of such cases is conducted by the Dean with the advice of the Associate Deans of the College and is both substantive and procedural in nature. That is the College reserves the right to further assess the sufficiency of a teaching professor’s contributions, in addition to ensuring that departmental and campus level guidelines have been appropriately applied and observed.

To earn the title of teaching assistant professor, prospective candidates must provide evidence that they are excellent teachers and that they have a high potential for making “an instructional impact both within the department and beyond.”

To be considered for appointment as teaching assistant professor, candidates provide:

a. A complete longitudinal record of ICES scores (or equivalent teaching evaluations, if coming from another institution).

b. Their curriculum vitae.

c. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one’s own classroom (no more than 3 pages, single-spaced).

d. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.

e. An education case and/or research narrative that describes their current research agenda and plan for contributing scholarship that enhances the department and university and makes an impact beyond the campus.

f. Copies of any scholarly works (e.g., articles, conference papers) completed.

g. Three letters of reference that address the qualifications related to the position of teaching assistant professor. The strong preference is for at least two of the letters to come from individuals who have directly observed the candidate’s teaching.

**Promotions within the Teaching Professor Ranks**

All promotion cases within the teaching professor ranks will be evaluated at the department level by the Executive Officer in consultation with appropriate advisory committees. Following this review, any candidate whom a Department Executive officer recommends for promotion will be subject to another layer of review by the College. College review of such cases is conducted by
the Dean with the advice of select Associate Deans of the College. At the Dean’s discretion, the review of such cases also can include advice of the College Executive Committee. College review of such cases is both substantive and procedural in nature. That is the College reserves the right to further assess the sufficiency of a teaching professor’s contributions, in addition to ensuring that departmental and campus level guidelines have been appropriately applied and observed.

Provided resources are available, there will be a salary increase associated with promotions in the teaching professor ranks; the amount will be based on the norms to be established in the College.

Additional Information for evaluation beyond the department level can be found in Provost Communication 26. To be eligible for a promotion, the College of Business normally requires a minimum of 5 years in the current position. Exceptions can be made with appropriate justification.

Candidates for teaching associate professor must demonstrate that they are excellent teachers and that they have made a substantial “instructional impact both within the department and beyond.” According to Provost Communication 26, teaching associate professors must “be able to demonstrate instructional contributions to the college, campus, and broader discipline, or, if this is to be the person’s first appointment on campus, have a proven record of making such contributions.” Evidence of instructional contributions should document activities such as (a) supervising multi-section courses; (b) training and supervising teaching assistants, instructors, or other lecturers; (c) developing new courses or making improvements to the curriculum; (d) demonstrably improving the way an existing course is structured or taught, and (e) directing internship programs.

Candidates for teaching full professor must meet the same criteria as teaching associate professors and must demonstrate that they have made a significant impact beyond what would be expected for the associate level. As stated in Provost Communication 26, “Promotion to the rank of full teaching professor should be based on a fulfilled promise of quality teaching and pedagogy, including making advancements in teaching and learning in the discipline that led to innovative strategies and marked course improvement. At this level, a teaching professor should be making broader contributions to pedagogy, often by sharing creative and scholarly work at conferences and in publications.” Promotion to teaching full professor will come with a salary increase.

To be considered for appointment as, or promotion to, teaching associate professor or teaching full professor, candidates must submit:

a. A complete longitudinal record of ICES scores (or equivalent teaching evaluations, if coming from another institution).

b. Their curriculum vitae.

c. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one’s own classroom (no more than 3 pages single spaced).

d. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.
e. A research narrative that describes their current research agenda and plan for contributing scholarship that enhances the department and university and makes an impact beyond the campus.

f. Copies of any scholarly works (e.g., articles, conference papers) completed since their last promotion.

Additionally, as part of the review process, two senior faculty members will observe and evaluate faculty currently at Illinois who are seeking promotion within the teaching professor ranks. The faculty evaluators will prepare an assessment of the candidate’s teaching based on both direct observation of teaching and a review of the candidate’s teaching materials (e.g., syllabi, assignments).

Individuals not currently teaching at Illinois cannot be observed, but instead must ask that at least three letters of reference be provided to the Personnel Committee for Specialized Faculty. If recent letters of references are otherwise available to the committee (e.g., the prospective appointment is part of a current search for which letters of reference were required), those letters will suffice so long as they address the qualifications related to the respective rank. The strong preference is for at least two of the letters to come from individuals who have directly observed the candidate’s teaching.

Finally, according to Provost Communication 26, promotion within the ranks of teaching professors (or appointment above the rank of assistant teaching professor) requires external review by a minimum of “three scholars or professional specialists outside the University.” The external reviewers must come from comparable institutions and must not have any conflict of interest in doing an evaluation. If viewed as helpful in a particular case, the Head may also ask for letters of evaluation from individuals outside the department but on campus. See Communication 26 for more information.

Clinical Professorial Appointments

Provost Communication 25 states that Professorial titles with a “clinical” modifier involve specialized faculty appointments for individuals who provide instruction that draws on and provides specialized knowledge gained from practical experiences in a discipline or profession. Although Departments can require a PhD or equivalent before appointing an individual to a clinical title, there is no College requirement for a PhD or equivalent. However, holding a PhD or equivalent is a favorable indicator for warranting a clinical appointment. The College does require any individual appointed to a clinical appointment to have significant relevant experience in their field and area of clinical expertise, and must have specialized knowledge necessary to fill curricular needs. For appointment to clinical assistant professor, there must be evidence that the person has the potential to make such contributions. For promotion to associate clinical professor or full clinical professor, an individual must have demonstrated such contributions.

In keeping with these aims, a clinical professor in the College of Business can include four primary components:

1. Instruction of graduate or undergraduate students in the College, with a normal teaching load of 6 courses per year.
2. Engagement in applied work employing empirically supported practices in fields of relevance to the College.
3. Public engagement with partners within the university and in the broader community who are working with similar clinical populations.
4. Performing or supervising research as it relates to practice. Although research is not a central mandate in this position, given the value placed on integrating science and practice, the clinical professor should be engaged in visible research as it relates to his/her specific clinical work.

Effort should be allocated as follows: 50-70% instruction (this includes teaching via coursework and other supervisory contexts); 30-50% research (as it relates to clinical efforts) and/or service (including direct service to clients and public engagement).

The clinical professor would be expected to attend department faculty meetings as needed. In addition, the clinical professor is encouraged to attend workshops (e.g., brown bag, seminars, workshops). Although there would no requirement to do so, the clinical professor may choose to serve on a student’s doctoral dissertation committee if approved by the Graduate College.

An annual review will be submitted each academic year (at the same time that other faculty reviews are due) using the format offered in Provost Communication No. 26, which outlines the promotion process for specialized faculty.

There is no set minimum time in rank, but to be evaluated for appointment as clinical associate professor a candidate must have at least five years of full-time experience on a university-level faculty after having completed the terminal degree. To be considered for appointment as clinical full professor a minimum of ten years of experience on a university-level faculty after the terminal degree is required. Normally the full-time experience on a university-level faculty will occur at the University of Illinois, but exceptions can be made with appropriate justification. There is no maximum time in rank.

Provided resources are available, there will be a salary increase associated with promotions in the clinical professor ranks; the amount will be based on the norms to be established in the College.

So long as it is feasible, individuals in the clinical professor ranks will be eligible for up to three year contracts. Multi-year contracts will only be offered to individuals who maintain excellence in their teaching, research, and service obligations, as evaluated in the customary annual reviews.

**Clinical Assistant Professors**

To earn the title of clinical assistant professor, prospective candidates must provide evidence that they have specialized knowledge gained from practical experience in their discipline that will advance the curricular and service needs of the department.

To be considered for appointment as clinical assistant professor, candidates provide:

- **h.** Their curriculum vitae.
- **i.** A statement that summarizes their specialized knowledge and how it would advance the curricular and service needs of the department.
- **j.** Copies of any scholarly works (e.g., articles, conference papers) completed.
k. Three letters of reference that address the qualifications related to the position of clinical assistant professor.

**Promotions within the Clinical Professor Ranks**

All promotion cases within the clinical professor ranks will be evaluated at the department level by the Executive Officer in consultation with appropriate advisory committees. Following this review, any candidate whom a Department Executive officer recommends for promotion will be subject to other layer of review by the College. College review of such cases is conducted by the Dean with the advice of the Associate Deans of the College. At the Dean’s discretion, the review of such cases also can include advice of the College Executive Committee. College review of such cases is both substantive and procedural in nature. That is the College reserves the right to further assess the sufficiency of a clinical professor’s contributions, in addition to ensuring that departmental and campus level guidelines have been appropriately applied and observed.

Candidates for *clinical associate professor* must demonstrate that they are performing at a high level as it relates to instruction of graduate or undergraduate students; in advancing applied work of their discipline; engaging in applied work employing empirically supported practices in the field; engaging with partners within the university and in the broader community who are working with similar clinical populations.

Provided resources are available, promotion to clinical associate professor will come with a salary increase that is consistent with College of Business norms.

Candidates for *clinical full professor* must meet the same criteria as clinical associate professors and must demonstrate that they have made a significant impact beyond what would be expected for the associate level. As stated in Provost Communication 26, “Promotion to the rank of clinical professor should be based upon promise fulfilled… including evidence of appropriate accomplishments in the relevant field.” Promotion to clinical full professor will come with a salary increase that is consistent with College of Business norms.

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