IDENTIFYING ADMINISTRATORS’ IDEAL ATTRIBUTES OF MARKETING EDUCATORS

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ABSTRACT

Following administrative pressure, most universities and colleges have made a requirement to independently develop their own teaching evaluation process and a great amount of research has focused on how to better develop effective peer and student evaluations. Little is known about what are the important attributes for an administrator when evaluating a teacher. With new requirements coming from accreditation associations such as AACSB to increase assessment in the curriculum (Borin et al., 2008), one may expect that the current perspectives of administrators on measuring teaching effectiveness be examined. This research identifies the attributes of an ideal marketing educator according to faculty and non-faculty administrators.

BACKGROUND

Quality improvements, measure of teaching effectiveness pressured by the consumer/student role or necessary accreditation to collegiate schools such as the Association to Advance Collegiate Schools of Business (AACSB), have influenced the use of SET. The responsibility of administrators has been increasingly directed towards meeting these types of accreditation requirements. There is a large body of research on both faculty participation, and the selection, evaluation, and retention of administrators but little published research on how administrators view effective teaching (e.g., Crumbley & Fliedner, 2002). Furthermore, how can faculty be sure that the results of these evaluations are unbiased and used for what is arguably the primary purpose for such evaluations namely, faculty improvements. The situation gets complicated when there are business-like expectations that put the faculty under pressure – between supervisor (administrator) and an employee (faculty), and between a service provider (faculty) and a consumer (student). The administration’s influence over curriculum review and program decisions is continuously increasing, and consequently, it is important and interesting to identify the administration’s point of view. This research focused on the administrator’s perceptions of faculty evaluation and contrasted it between faculty and non-faculty administrators. The two research questions underlining this study are:

• What do administrators perceive to be the attributes of an ideal marketing educator?
• Are these perceptions different depending on the administrators having been a faculty or not?

METHODOLOGY

From secondary data we formulated assumptions on characteristics expected to be representative. Then, in two phases we collected qualitative data. In sum, 28 interviews were conducted and 109 attributes were evaluated with questions such as:

• Can you explain, what are the important attributes of a marketing instructor?
• If you were to hire a new instructor, what would be the most important characteristics?
• Can you rank the attributes from most preferred to least preferred?

RESULTS OVERVIEW

The attributes were determined by: (1) their degree of importance, (2) how much did they contribute to learning, and (3) their relevance to marketing practice. This study showed that faculty administrators have a more practical and realistic opinion of teaching whereas non-faculty administrators have a more conceptual definition of teaching. However, non-faculty administrators seemed more influenced by the external university culture, and for this reason felt more secure using an empirically based method of evaluation such as SET.

REFERENCES
