



<b>College</b>	<b>W. P. Carey School of Business</b>	
<b>Unit</b>	<b>Department of Management</b>	
<b>Document</b>	<b>Promotion and Tenure Guidelines</b>	
<b>Approved by the faculty</b>		<b>Date:</b>
<b>Reviewed by the dean</b>		<b>Date:</b>

**Provost office approval**

<b>Vice Provost for Academic Personnel</b>	<b>Date</b>

**Office of the University Provost**

300 East University Drive  
P.O. Box 877805 Tempe, AZ 85287-7805  
(480) 965-4995 Fax: (480) 965-0785  
<https://provost.asu.edu/>

Adopted, May 3, 2001  
Revised December 13, 2001  
Revised January 2003  
Revised April 2004

## DEPARTMENT OF MANAGEMENT

### PROMOTION AND TENURE GUIDELINES

These guidelines describe the promotion and tenure (P&T) policy of the Department of Management. These guidelines are meant to apply whenever the P&T process is engaged, namely, for the review of a probationary faculty, for tenure and/or promotion of an assistant professor to associate level, and for promotion of an associate professor to full professor. All actions should also conform to W. P. Carey School of Business (WPC) P&T policy, and ASU Policy as spelled out in ACD and ABOR policy documents. WPC, ACD, and ABOR policy is not repeated here unless necessary for clarification.

#### Evidence of Achievement

All P&T processes require the candidate to present evidence of the “quality of teaching and instruction, quality of research and publication or other creative endeavors, quality of service to the profession, to the university, and to the community (local, state, and national or international), and the interests of higher education in Arizona” (ACD 506-05). The candidate shall submit a current vita, and a portfolio that exhibits and summarizes evidence of their achievements in these areas.

The following list is not meant to be exclusive. The Personnel Committee and Department Chair should take a broad view of faculty contribution during their assessment of individual cases, recognizing the value of work that is both disciplinary and interdisciplinary in nature. Further clarification of types of evidence is found in ACD 506-06.

*Contributions in research* are associated with, but not limited to, such things as: quality and quantity of refereed journal articles, book chapters, scholarly books, and conference proceedings; conference presentations and invited talks; evidence of research impact (e.g. letters of external review, citation counts); funded research contracts; and service on dissertation committees.

With respect to publications, besides review of the vita and evaluations by external reviewers, the Personnel Committee (or some subset thereof) and the Department Chair shall personally read and review some subset of the publications by the candidate. The quality of the publication can be determined in a number of ways, including: the quality of the publication outlet, as specified in the Department’s “Annual Performance Evaluation Guidelines and Post-Tenure Review Process”(Excerpted and attached); the Personnel Committee’s and/or Chair’s review of the publications; citation counts and other forms of evidence of use by others; and/or external reviews. For publication outlets

that are “outside” the management discipline such quality may be established by a published study of journal quality, another department’s similar list, and/or the expertise of people in that discipline.

*Contributions in teaching* are associated with, but not limited to, the development, teaching, evaluation, and dissemination of valid, relevant and current knowledge, skills and managerial practices required in organizations of the 21<sup>st</sup> century. As faculty members in a leading professional school, management faculty are expected to provide education that promotes effective managerial practices consistent with the challenges to be faced by our graduates. MBA and B.S. graduates will need to be team-skilled, collaborative managers with the capability to solve people & process problems, and communicate in a project-oriented, digital environment. They are likely to seek careers in a broad variety for-profit and not-for-profit organizations in positions of increasing managerial responsibility. Ph.D. graduates need to develop research competence, teaching skills, and academic professionalism for successful careers in competitive business schools. As a social science discipline, research informs and drives the content of what we teach. Contributions to teaching our students are represented by a portfolio of activities including: the development of teaching materials (e.g., textbooks, cases, experiential exercises); mentoring students (e.g. advising undergraduate and masters student research, service on doctoral committees; publishing with doctoral students); active engagement in the methodology of pedagogy (e.g., professional development activities, classroom innovation, course and curriculum development, novel implementation of technology in programs/courses; learning outcomes assessment, distance learning; publications on teaching); and the incorporation of current practical and scholarly content and the application of such into courses/programs (e.g., experiential exercises, guest lectures, applied skills projects, team/ collaborative learning, site visits, discussion/case based learning). Teaching effectiveness in the Department of Management recognizes that our key stakeholders include the Arizona community, students, employers and the broader global community and our goal to be internationally recognized as a top 20 leader in education that develops and promotes effective managerial practices.

Due to the comprehensive set of activities associated with effective management education, evidence of teaching effectiveness is evaluated using a portfolio approach. The Department of Management requires that the teaching component of all P&T reviews consist minimally of teaching outcomes from student teaching evaluations (scores and comments, awards) and samples of course materials (syllabi, etc.) of courses taught and/or developed. However, additional information regarding teaching activities, personal development, participation in teacher development programs, course and material development, mentoring activities, published teaching materials and other activities associated with effective managerial education described above is strongly encouraged. .Some form of peer review of teaching is also recommended but not required. These reviews could take the form of classroom visits, interviews of students, or review of course materials.

*Contributions in service* are associated with, but not limited to, such things as: departmental, college, and/or university committee work, and leadership of such committees; advising of undergraduate and/or graduate students; participation in internal and/or external community and business development activities; coordinator roles within the department and/or college; professional association participation and leadership roles; mentoring of junior faculty; serving as a referee, editorial board member, or editor of a scholarly journal; support of departmental, college, and/or university affirmative action goals and minority student recruitment and retention goals; and “the preservation of a collegial atmosphere at all levels of interaction within the university” (ACD 506-06).

Evidence that becomes available *during* the evaluation process by the Personnel Committee or Department Chair, whether of a positive or negative nature, should be taken into account in the decision-making process.

#### Review of Probationary Faculty

Review of probationary faculty takes place according to ACD 506-03. The process should be similar to that used for promotion to associate, except that external letters are not requested. The Personnel Committee and Department Chair should take special effort to ensure that candidates are given constructive and candid feedback concerning their performance.

#### Promotion from Assistant to Associate Professor

The timing of promotion takes place according to ACD 506-05. The criteria for all such decisions is stated by ACD 506-06: “a person is promoted, granted tenure, or retained on the basis of excellent performance and the promise of continued excellence”.

The candidate shall submit evidence as suggested above. The Department Chair is responsible for ensuring that external reviews, and any peer evaluations (if desired) are performed in a timely manner so that such evidence can be included in the evaluation. The Department Chair shall determine an appropriate process for performing the peer teaching evaluation(s). With regards to external letters, the process shall follow guidelines set by the W. P. Carey School of Business; additional guidelines are detailed in ACD 506-06.

Promotion to associate professor and awarding of tenure requires the candidate “must have achieved excellence (taking into account rank) in both teaching/instructional activities as well as in research/creative activities. Service must be at least satisfactory or effective” (ACD 506-06).

In teaching, demonstration of excellence minimally requires student teaching evaluations that on average are no lower than the 33rd percentile for the college, or evidence of some level of success by the candidate to continuously improve their quality of instruction. An appropriate comparison group must be chosen for the percentile, and this group should be

similar in terms of (i.e.) undergraduate v. graduate, required v. elective, large v. small, etc.

In research, the quality and quantity of refereed journal articles is the primary standard for demonstration of excellence. It is generally expected that the candidate will have a continuous record of publication with sufficient impact as represented by publication in premier scholarly journals or their equivalent (as defined by the Department's "Annual Performance Evaluation Guidelines and Post-Tenure Review Process"). If the publication is in a journal that is not listed, a candidate may ask the Personnel Committee for an assessment of a journal's quality at any time prior to formal evaluation. The candidate should provide evidence of that journal's quality, if available. The assessment by the Personnel Committee shall be documented and used by the committee actually making the assessment.

In service, lack of evidence of satisfactory or effective contribution (as defined above) would be considered unsatisfactory overall.

#### Granting of Tenure to Associate Professors

Probationary associate professors are evaluated for tenure in the same manner as described above, with the exception that their record of achievement should reflect the greater length of time they have been in the profession at ASU and other universities.

#### Promotion from Associate to Full Professor

ACD 506-06 states "Promotion to full professor must be based on an overall record of excellence in performance of professional responsibilities, (taking into account the distribution of effort as part of any flexible performance agreements), and the promise of continued effectiveness in professional development... exceptional quality of service should be assessed primarily in relation to service to the public" (as opposed to service internal to the university).

The Department recognizes there are multiple pathways to promotion to full professor. While promotion to associate professor specifically requires achievement in "research," promotion to full professor requires achievement in "scholarship." National and/or international recognition for research may be observed in the form of publication. Such scholarship should be nationally or internationally recognized, and should be based on a broad definition of scholarship, including scholarship of instruction, discovery, application, and integration. National and/or international recognition for service or teaching may be observed in the form of awards, prestigious leadership positions in national or international professional organizations, and letters recognizing such excellence from external reviewers.

Non-meritorious performance in teaching or service does not constitute an overall record of excellence, regardless of contributions in research. Non-meritorious performance in

research does not constitute an overall record of excellence, regardless of contributions in service and/or teaching.

### Hiring of Senior Faculty

In general, if a person has achieved tenure and/or a specific rank at a “peer university” (or better), this can be considered as sufficient evidence of achievement for similar tenure and/or rank in the Department. If a person who is not tenured at their current institution is being offered a tenured position, and/or a person who is an associate professor at their current institution is being offered rank of full professor, then the Personnel Committee may request the candidate provide evidence as required by the normal evaluation process, as outlined above.

## **DEPARTMENT OF MANAGEMENT**

### ***(ANNUAL PERFORMANCE EVALUATION GUIDELINES AND POST-TENURE REVIEW PROCESS EXCERPT PERTAINING TO SCHOLARSHIP)***

The following policy is designed to evaluate the faculty of the Department of Management. The policy is intended to extend the policies of the Department of Management, the W. P. Carey School of Business, Arizona State University, and the Arizona Board of Regents. In no way does this policy statement supplant the policies of the Department, the College, the University, or the Arizona Board of Regents.

#### Scholarship

To achieve our departmental vision of excellence in scholarship, the evaluation of meritorious scholarship will be based on the quality and quantity activities and outcomes such as:

- articles published or accepted for publication in journals included in the official Department of Management journal list;
- completed papers published or accepted for publication in books and monographs;
- completed papers published or accepted for publication in other outlets;
- refereed papers at professional meetings (e.g. AOM, SIOP or SMS);
- documented research in progress;
- research funding & proposals;
- development of interdisciplinary activities (e.g., symposia, workshops, conferences) and publications.

Joint research by faculty oriented toward areas of importance to the Department are particularly encouraged, and such activities will receive additional credit when the result is “greater than the sum of the parts” (that is, when the faculty working together can obtain tangible output which would be difficult if they worked separately).

To maintain academically qualified status, faculty members must demonstrate that they are engaged in the research culture of the department, school, or discipline at a level appropriate given their career path and the mission of the school. Academically qualified faculty must continue to undertake appropriate intellectual development activities that maintain the faculty member’s intellectual currency in teaching, and demonstrate such currency through case development or other teaching content (see AACSB “Deploying Academically Qualified Faculty”, p. 17). Additional evidence may include:

1. Creating new knowledge and publishing results in respected, peer reviewed journals within the past five years.
2. Development, dissemination, or support of research through department forums, mentoring junior faculty, or integrating current research into the classroom.
3. Providing leadership to the unit, school, or university in strategic areas that must be advanced by the relevant unit, including professional development programs (i.e., executive education) or other forms of contract teaching and consulting.
4. Serving on doctoral dissertation committees.

## **JOURNALS FOR THE MANAGEMENT DEPARTMENT (ADOPTED 9/24/2008)**

### **“A” Journals: Macro**

---

Academy of Management Review  
Academy of Management Journal  
Administrative Science Quarterly  
Organization Science  
Strategic Management Journal

### **Micro**

---

Academy of Management Review  
Academy of Management Journal  
Administrative Science Quarterly  
Journal of Applied Psychology  
Personnel Psychology

### **“A-” Journals**

---

Journal of Vocational Behavior  
Journal of International Business Studies  
Journal of Management  
Entrepreneurship Theory and Practice  
Journal of Business Venturing  
Journal of Organizational Behavior  
Journal of Management Studies  
Leadership Quarterly  
Organizational Research Methods  
Organization Studies  
Journal of Occupational and Organizational Psychology  
Organizational Behavior and Human Decision Processes

### **“B” Journals**

---

Organization  
International Journal of Management Review  
British Journal of Management  
Gender Work and Organization  
Work and Occupations  
Human Relations  
Journal of Management Inquiry  
Group & Organizational Management  
Business Ethics Quarterly  
Journal of Business Ethics

### **Exceptional Practitioner and Educator Journals**

---

Academy of Management Perspectives  
Harvard Business Review  
California Management Review  
Sloan Management Review  
Human Resource Management  
Organizational Dynamics  
Journal of World Business