

Milgard School of Business
Guidelines for Interpreting Promotion & Tenure Criteria

Promotion and the granting of tenure in the Business Administration Program at UWT are based on a candidate's record in teaching, scholarship, and service. With respect to these areas, both scholarship and teaching receive greater weight than service activities in the tenure and promotion review process. As noted in the UW Tacoma Faculty Handbook, appointment to the rank of associate professor requires a record of substantial success in both teaching and scholarship, while appointment to the rank of professor requires outstanding scholarship and accomplished teaching.

Performance expectations for teaching, scholarship and service are discussed below. These guidelines are meant to supplement the general criteria for appointment and promotion contained in the University of Washington, Tacoma Faculty Handbook and University of Washington Faculty Code.

Teaching:

The fundamental components of teaching effectiveness include mastery of the subject matter, the ability to convey it effectively to students, and diligence to ongoing improvement in both subject area expertise and pedagogy. Candidates for the rank of associate professor should demonstrate substantial success in teaching. Candidates for the rank of professor should demonstrate accomplished teaching.

1. The candidate should demonstrate mastery of the knowledge and skills relevant to the areas of teaching responsibility as well as ongoing efforts to remain abreast of new research and emerging knowledge. This includes the ability to formulate, synthesize, and critique theory clearly, as well as capability in integrating theory and practice.
2. The candidate should demonstrate an ability to use the capabilities discussed in (1) above to aid student learning. This includes organizing and conducting courses appropriate to the level of instruction and the nature of the subject matter, selecting appropriate pedagogical tools, communicating effectively in person and/or via technology, and maintaining a classroom environment conducive to learning.
3. The candidate should demonstrate continuous efforts and ongoing development as a teacher in both content expertise and pedagogical technique. This includes regularly examining and being reflective regarding the content, design and structure of courses and making changes when appropriate. It also includes considering new approaches to effective teaching to assess their effectiveness in improving student learning.
4. The candidate should show concern for the progress and learning of students.

Candidates should select those materials they believe will best demonstrate teaching effectiveness as outlined above. Course materials, peer reviews, student evaluations, self-evaluations, scholarly efforts related to teaching, pedagogical development, and other items can be used to demonstrate the appropriate level of accomplishment.

Scholarship:

We embrace a broad definition of scholarship that includes the discovery, synthesis, and application of knowledge in the field of business administration. Discovery is commitment to the development of new knowledge, synthesis involves making connections within and across disciplines, and application is examining how theoretical principles are related to practice. This broad definition of scholarship recognizes and values a wide variety of scholarly activities and outcomes. Candidates for the rank of associate professor should demonstrate substantial success in scholarship. Candidates for the rank of professor should demonstrate outstanding scholarship that shows depth as well as independence and garners recognition in the national and international academic communities.

The scholarly efforts of an individual should lead to a body of work that is cohesive so as to form the basis for expertise in the domain of business administration. Interdisciplinary scholarship is valued as a means

of extending one's expertise into new areas of discourse and integrating knowledge from other disciplines into the body of business knowledge.

1. The quality and soundness of the candidate's scholarly efforts in terms of their theoretical, logical and/or methodological rigor are more important than quantity.
2. The body of scholarly work should demonstrate the candidate's ability to conceptualize, execute and disseminate knowledge as a scholar in his or her own right. Numerous activities can support such a conclusion, including sole-authored work and leadership in co-authored work. Sole authorship is not treated as the only indicator that an individual is a scholar in her or her own right since many scholarly activities in business administration are enhanced by collaboration.
3. Published work is given greater weight than unpublished work. In each of these categories, scholarship that is peer reviewed as a prior condition to acceptance is given greater weight than work not subject to such review.
4. Written reports received from external reviewers enlarge the pool of expertise from which the review committee can draw in making its judgments regarding the quality and significance of a candidate's scholarship. These reports are weighted no more heavily than other evidence regarding the quality of the candidate's scholarship. In the case of promotion to professor when significant external recognition is an important consideration, the opinions of external reviewers will provide an indication of how the candidate's scholarly work is recognized in the larger academic community.

Candidates should select those materials they believe will best demonstrate scholarly success as outlined above. Journal articles, books, book chapters, educational materials, software, grants, book reviews, conference papers, professional presentations, and other items can be used to demonstrate the appropriate level of accomplishment.

Service:

While the candidate's contributions in teaching and research are of primary importance in arriving at promotion and tenure decisions, service to the program, the university, the community and the profession is highly valued and will be considered. As scholars and teachers engaged in a process of inquiry that links theory and practice, we are in a unique position to make service contributions to the various communities we serve. Candidates for the rank of associate professor should demonstrate participation in and commitment to service activities that benefit the program, university, community and/or profession. Candidates for the rank of professor should demonstrate participation and leadership in service activities that benefit the program, university, community and/or profession.

1. Candidate's should demonstrate active participation in Business Administration's growth and development. It is expected that all members of the faculty participate in the governance of Business Administration, contribute to policy formulation and curriculum development, and handle all administrative duties in a timely and competent manner.
2. Service to a profession or academic organization involves aiding the efforts of a community of scholars and enhancing the visibility and reputation of Business Administration and UWT. Participation in such organizations is expected of candidates for the rank of associate professor. Leadership in this type of service is expected of candidates for the rank of professor.
3. Service to the University involves activities that advance the mission and goals of the University.
4. Service to the community involves building relationships, creating programs, sharing professional expertise, developing resources, and enhancing the visibility and reputation of Business Administration and UWT.

Candidates should utilize their personal statements and appropriate supporting materials to articulate their service contributions according to the guidelines above.