

Promotion Standards at the Rady School of Management

This document clarifies the research, teaching, and service standards for promotion expected of tenure track faculty in the Rady School of Management. The School comprises faculty from a wide variety of disciplines spanning experimental, quantitative, and behavioral methods with diverse doctorate training in Economics, Psychology, Sciences, Engineering, and Applied Mathematics disciplines. Quality and overall impact are the most important factors considered in the evaluation of faculty across all three dimensions of research, teaching, and service, but it is particularly challenging to accurately capture research standards across these diverse areas with widely different norms and differences in research expectations. Nevertheless, a set of guidelines were extracted based on inputs received from faculty as discussed below.

Research

Quality and impact of a faculty member's research portfolio ultimately determine their advancement through the review processes. In many cases, the quantity and quality of first-tier journal publications a faculty member has produced during a review period, as well as on a cumulative basis, provides an important input into promotion decisions. We recognize that researchers in many fields face a trade-off between quantity and quality of published articles, as the most important or groundbreaking work may be the most uncertain and require greater effort to publish.

Promotion from Assistant to Associate Professor

We expect successful candidates for promotion to Associate Professor to have:

- (1) a clearly defined research agenda (**focal research themes**) that demonstrates rigor and scholarly impact within the faculty member's field;
- (2) a standing in the faculty member's field as a **leading scholar** as judged by internal and external reviewers and as demonstrated by a comparison of research impact with scholars in the faculty member's area of research, using peers from the candidate's approximate PhD cohort at comparable top-20 business schools. In some areas, the existence of one or more landmark papers can be deemed important towards establishing research impact;
- (3) produced evidence of a **sustained and consistent stream of high-quality scholarship** published in first-rate journals, as evidenced by published and forthcoming papers. A promising pipeline of papers under review and working papers can also be used as evidence in the assessment of the faculty member's research trajectory;
- (4) demonstrated **intellectual independence** through evidence such as sole-authored work or research papers with co-authors that are not senior to the faculty member.

Because the Rady School consists of researchers from a diverse set of disciplines, each with its own set of expectations and norms for target journals and publication rates, it is difficult to summarize in a single number the quantity of publications expected at tenure time. Nevertheless, as a broad guideline

we expect a successful candidate for tenure to publish at a rate that is comparable to the recent productivity of scholars at peer institutions and the top peer UC schools (Berkeley and UCLA). As an example, a typical successful candidate might have 5-6 top-tier journal papers of high quality as assessed by their peer reviewers at the time of a regular tenure clock of 5-6 years.

Quantitative thresholds are guidelines only and should neither be viewed as minimum requirements nor as necessary or sufficient conditions for tenure. Some candidates might exceed the threshold of 5-6 publications in first-rate journals, yet the quality and impact of their work may fall short of the expected standards of quality or impact. Other candidates might have published fewer papers, but their research deemed to be of such high impact and quality that it would be worthy of tenure. Most importantly, any threshold on number of articles published should not be viewed by any faculty as incentive to maximize their count of publications at the expense of quality or impact. In addition, researchers in some theoretical and analytical business fields (such as Accounting) face longer journal lead times and disciplinary norms of lower average number of publications at the time of tenure. Views of expert peers and external referees as well as recent peer productivity data from top peer Schools (Berkeley, UCLA, and/or other top Schools in the respective disciplinary areas identified ex-ante by the area) may be used for evaluating the performance of promotion candidates.

When judging the impact of a faculty member's research through sources such as Google Scholar and Web of Science citation counts, it should be considered that standards for measuring impact of scholarly publications vary widely across academic areas and citation counts will depend on both the nature of the research (empirical, theoretical, experimental, or computational) and on field-specific practices for citation.

Although the quality of research must ultimately be judged by a set of internal and external experts in the candidate's field, in many areas the quality of research is closely correlated with the ability to publish in journals that are broadly accepted as first-rate in business schools. While the ability to publish in an area's top field journals is often an important component in a candidate's tenure case, publications in first-rate general-interest journals outside the candidate's core area can also play an important role for the promotion provided that such publications support the faculty member's focal research theme and overall track record of excellence.

Publications other than journal articles, including book chapters, generally count for less, unless the work is of demonstrably high quality (such as high-impact literature reviews in prestigious handbooks). Book manuscripts can be weighted highly if they demonstrate notable academic accomplishment as judged by the publisher, the nature of the manuscript (textbook, monograph, technical survey, or popular review), and its impact.

Resets

Faculty members who are one or multiple years out of their PhD typically have published work by the time they are hired by UCSD. Such candidates often get a reset of their tenure clock. Due to their prior academic experience, it is commonly an option for such candidates to go up for tenure prior to the expiration of the normal tenure clock. After their arrival at Rady, we expect such faculty members

to publish at the same rate as faculty members hired on a regular tenure clock without any prior academic experience.

Promotion to Full Professor

Evidence of sustained high-quality research productivity, since promotion to Associate Professor with tenure, is expected in the review for Full Professor since this is one of the final career reviews in the UC system. One or more landmark papers, published after promotion to Associate Professor with tenure, are expected from successful candidates in addition to a cumulative output published in first-tier journals twice as large as that expected of a candidate that succeeded in advancing from Assistant to Associate Professor. Evidence of strong cumulative career impact will be evaluated as measured by citations and awarded papers relative to the researcher's specific field. We also expect evidence that the candidate has established a strong national and international professional reputation. Sources of such evidence could come from seminars presented at top schools, invited keynotes and conference talks, membership of editorial boards of first-tier journals, and professional awards and prizes. Finally, evidence of research leadership through mentoring of master-level and PhD students or junior colleagues is expected at this stage.

Normal Merit Review

Faculty members at the Associate and Full professorial level are expected to advance through a set of steps. In these evaluations, we expect an output rate equivalent to 0.75 – 1 first-rate publication per year, less for “landmark” or high-impact papers. Once again, peer productivity from Berkeley and UCLA can be used in cases where the disciplinary norms are different. Journal publications in lower-ranked journals will also count in these merit reviews, although they will be assigned a lower weight that considers both the quality and impact of the papers and the outlet in which they are published. As per CAP guidance, "Works in Progress" (listed in Section C of the Biobib) may be considered for regular merit reviews for recently graduated faculty and for those whose pipeline exhibits “lumpiness” or when the subject area journals have long review lead times. If work in progress formed a significant part of the basis for the previous merit review, the same works cannot again be weighted in future reviews.

Successful progression through the regular merit reviews is not a sufficient condition for promotion through the Career review steps (advancement to Associate Professor, Full Professor, and Steps VI and X) which have separate requirements for cumulative research output published in first-rate journals.

No-change

Reviews with well less than half of the standard research productivity rate and without a significant pipeline of work in progress will be considered for a no-change decision.

Accelerations

Accelerations are usually proposed for candidates who are performing excellent along all three dimensions (research, teaching, and service). They generally require twice the normal research output during any given review period. However, an acceleration may also be recommended with lesser output, provided that there is evidence of unusual research quality or impact of a faculty member's research.

Bonus

Bonuses are proposed for candidates who clearly exceed the standards for normal merit review but fall short of all requirements for an acceleration.

Promotion to Professor, Step VI

A career review is undertaken for a faculty member that is up for promotion to Step VI. Under a normal progression through the step system, the faculty member will be reviewed for promotion to Step VI fifteen years after promotion to Full Professor, Step I. Provided that the candidate has sustained a normal publication rate throughout this period, promotion to Step VI, requires a cumulative research output on the order of 20-27 publications in first-rate journals. Ample evidence of sustained research productivity and research excellence, research leadership, and a high scholarly standing, nationally as well as internationally, are expected at this stage. For example, we would typically expect the candidate to have served on editorial boards of leading journals in the candidate's field. It is also expected that candidates for promotion to Step VI have demonstrated the ability to publish multiple high-impact or landmark papers through their career.

Promotion to Professor, Above Scale (Step X)

Promotion to Professor, Above Scale is expected to occur another 12 years after promotion to Professor, Step VI and so, provided that the candidate has adhered to the expected publication rate, we would expect a cumulative output of the order of 30-40 first-rate publications. Again, consideration will be made for quality and impact of the faculty member's research record. Successful candidates for promotion to Step X are expected to show ample evidence of exceptional research impact, a continued ability to sustain research of the highest quality, and a high international reputation in the candidate's field as verified through external review letters and internal reviewer's assessment.

Teaching

The Rady School will evaluate teaching performance on the teaching load, class size, and student evaluations. The normal teaching load for research active, tenure-track faculty at the Rady School is three courses. The majority of the classes must be deemed important to sustaining the School's

mission along criteria such as the centrality of the course in one of the Master's programs (e.g., core classes or important electives) as well as student enrollment. The Rady School expects overall instructor evaluations to average a minimum of 4.0 on a 5-point scale.

New course development, curricular innovations, and student teaching awards will be weighted positively in assessing the teaching performance.

The School expects faculty to mentor Undergraduate, Masters and PhD students, including serving on PhD committees (both inside and outside of the School) and providing independent study opportunities.

Promotion from Assistant to Associate Professor

A successful candidate for promotion from Assistant to Associate Professor with tenure must demonstrate excellence and dedication to pedagogy. For junior faculty with little prior teaching experience, more weight may be placed on courses in the latter years of the faculty's time as junior professor, by which time excellence in the classroom can be more accurately evaluated.

Promotion to Full Professor, Step VI, or Above Scale

A successful candidate for promotion to Full Professor, Professor Step VI, or Professor A/S must demonstrate continued excellence and dedication to pedagogy. We also expect senior faculty members to produce innovative instructional materials and to play a role in developing and designing new courses.

Senior faculty members are also expected to play a key role in advising and helping to place PhD students in attractive job positions.

Service

The Rady School values Service contributions from faculty to their disciplinary areas, the School, the broader campus, and their professions. As faculty rise in seniority and advance into the ranks of a Full Professor, cross-campus contributions are expected and valued.

Prior to receiving tenure, faculty are expected to provide impactful service to the School, and where feasible to the university, and to the profession. Faculty, at this stage, are expected to actively participate and organize area seminars and as ad hoc referees for the top journals in their field. Service on PhD committees, independent study projects, the editorial board of top journals and on School-wide and Campus-wide committees would be considered a plus.

After receiving tenure but prior to being promoted to be a Full Professor, faculty are expected to take a more active role in organizing seminars and recruiting visits, and, where possible, serve on School-wide and Campus-wide committees. Faculty, at this stage, are also expected to contribute to the

doctoral program, actively mentor doctoral students, and serve on the editorial board of top journals and/or on professional conference organization positions.

After being promoted to be a Full Professor, faculty are expected to provide impactful service to the School, the University, and the Scholarly Profession. They may take a leadership/chairperson role in recruiting visits, and, in School-wide and Campus-wide committees. Faculty, at this stage, are also expected to serve in editorial positions of top journals and/or on professional conference organization positions. Service contributions to the community are strongly encouraged as well.

Promotion to Professor, Step VI and Professor A/S also requires additional, significant cross-campus service contributions in the form of service in campus/interdepartmental committees, centers, and Institutes.