



**University of Missouri-Kansas City
Henry W. Bloch School of Management
Promotion and Tenure Guidelines
April 14, 2023**

Philosophy: The Henry W. Bloch School of Management expects candidates for promotion and tenure to show a record of strong research, teaching, and service. We look for evidence that a candidate has a scholarly agenda, is producing work of significance, and is developing a national and international reputation. We also value professional behavior, but it should never be interpreted to impinge on academic freedom, or to discourage free expression of diverse or unpopular positions and beliefs, or to discourage whistleblowing.

Procedures: We will follow the Bloch School's Promotion and Tenure Policies and Procedures, the UMKC campus procedures as contained in the current version of Chancellor's Memorandum #35, and the University of Missouri System Collected Rules and Regulations Chapter 310 and Chapter 320.035. Should there be conflict among procedures at different levels, the rules at the higher level will apply. Departments may develop more specific procedures for their own faculty, which conform to the university guidelines and the Bloch School's criteria. To assure a common philosophy and standards across the school, department statements require approval of the Bloch faculty.

Criteria:

Attainment of tenure and/or promotion to Associate Professor rank requires the following:

- Evidence of sustained high merit in research including articles published in Elite or High-Academic Impact journals and/or other high-quality work of scholarly significance. The scholarly contributions should have the potential to lead to a national reputation for the candidate. There should be evidence of impact associated with the candidate's scholarly contribution, with highly qualified and objective external reviewers playing an important role in assessing impact. Impact may also be documented via citation rates and involvement in editorial or

other roles suggesting scholarly reputation. Although publications based on dissertation research are relevant, the candidate's research program needs to have gone beyond the dissertation. A record of successful grant-seeking would be viewed positively but is not required. The evidence of research merit needs to be ongoing with indications that it will continue. Lengthy review and revision cycles are common within the disciplines represented in the unit, with multiple years typically required for a project to result in publication. Given this, evidence of sustained contribution can include documentation regarding early-stage editorial outcomes that preceded manuscript publication.

- An Elite journal refers to the most respected and impactful outlets within the broad disciplines represented within the Bloch School. In determining whether a journal should be considered elite, consideration should be given to factors such as the impact factor, acceptance rates, the renown of the journal's editorial board, inclusion on widely regarded third party lists of journal quality, and the degree to which it is regarded as rigorous and prestigious across disciplines. Journals of this sort usually require multiple and lengthy revisions, with extensive editorial feedback provided and months typically spent on each revision.
- High-Academic Impact journals include the top journals in more specialized areas. These specialized journals focus on a well-developed sub-field and are widely read by those scholars focused on this sub-field. Such journals are highly valued by the sub-set of scholars focused on that specialized area. High-Academic Impact journals would also include a small set of respected general-interest journals that fall just below premier outlets in terms of the impact factor and reputation. Review processes are rigorous and acceptance rates are low. Consistent publication in High-Academic Impact outlets would help a scholar build a national or international reputation.

- Other high-quality work of scholarly significance includes books and grant-funded research where there is evidence of rigorous expert review and where the potential for impact is significant.
 - While preference is given to conventional forms of academic scholarship, evidence of engaged research that has influenced the public debate, impacted public service, or informed industry practice also warrants credit when supported by expert review of the research.
- Evidence of sustained teaching merit and contribution to the education mission of the School. Sustained teaching merit and contribution can be exhibited in a number of ways. Documentation should include evidence from annual reviews of teaching performance provided by the department chair or other personnel. Evidence of effective performance should also include student evaluations, with a written assessment that includes a comparative analysis and attention to both quantitative ratings and student comments. Documentation of sustained teaching merit and contribution may also include other indicators of teaching effectiveness such as awards for teaching excellence, evidence of teaching innovations, and peer assessments of teaching. Relevant considerations also include the number and variety of courses taught, number of students taught, and supervision of independent studies, student research, internships, and graduate students. Documentation of instructional innovation, the use of high impact teaching practices such as service learning or project-based instruction, and involvement in curriculum development and program design may also be relevant. Evidence of sustained teaching merit can also include assessments of performance in continuing education activities (with assessments provided by participants and/or program leadership). As suggested by the Collected Rules and Regulations, it would be unusual for tenure to be awarded primarily because of teaching contributions.
- Evidence of high-quality and impactful service to the Department, School, University, community, and/or profession.

- Recommendations for promotion and/or tenure before the sixth year should be rare and restricted to truly exceptional cases where the primary justification is unrelated to market conditions for the candidate. Consistent with Collected Rules and Regulations, appointment letters may indicate that service at other institutions may be credited as part of the maximum probationary period.

Promotion to Full Professor requires the following:

- Evidence of a national or international reputation for significant scholarly impact and influence in the candidate's discipline. There should be a sustained track record of articles published in Elite or High-Academic Impact journals and/or other high-quality work of scholarly significance (as defined above). Reputation and impact should be documented through assessments offered by highly qualified and objective external reviewers. Reputation and impact may also be documented via citations rates and involvement in editorial or other roles suggesting scholarly reputation. The candidate has made sustained significant scholarly contributions after appointment as an Associate Professor. A record of successful grant-seeking would be viewed positively but is not required. Lengthy review and revision cycles are common within the disciplines represented in the unit, with multiple years typically required for a project to result in publication. Given this, evidence of sustained contribution can include documentation regarding early-stage editorial outcomes that preceded manuscript publication.
- Evidence of sustained teaching merit and contribution to the education mission of the School, ideally in multiple programs or levels. Documentation should include evidence from annual reviews of teaching performance provided by the department chair or other personnel. Evidence of effective performance should also include student evaluations, with a written assessment that includes a comparative analysis and attention to both quantitative ratings and student comments. Documentation of sustained teaching merit and contribution may also include other indicators of teaching effectiveness such as awards for teaching excellence, evidence of teaching innovations, and peer assessments of teaching. Relevant considerations also include the number and variety of courses taught,

number of students taught, and supervision of independent studies, student research, internships, and graduate students. Documentation of instructional innovation, the use of high impact teaching practices such as service learning or project-based instruction, and involvement in curriculum development and program design may also be relevant. Evidence of sustained teaching merit can also include assessments of performance in continuing education activities (with assessments provided by participants and/or program leadership).

- Evidence of sustained, high-quality, and impactful service to the Department, School, University, community, and/or profession. There should be evidence of leadership in at least one of these types of service. Evidence of leadership could include holding office in a professional organization, program leadership in a professional conference, serving as an editor or associate editor of a journal, chairing a Bloch School or University committee, serving as advisor to a student team or organization, or taking leadership in an initiative that is significant for the school, the campus, or the community. Evidence that the candidate supports the professional development and success of faculty colleagues is valued, but not required.