



MEMORANDUM

To: Julio Frenk, President

From: Tomás A. Salerno
Chair, Faculty Senate

Date: November 1, 2018

Subject: Faculty Senate Legislation #2018-19(B) –Increase the number of EDUCATOR FACULTY, Business School

The Faculty Senate, at its October 31, 2018 meeting, voted unanimously to approve the request to increase the number of EDUCATOR FACULTY (also known as Professional Practice Faculty) from 12 to 20 in the Business School. Student enrollment has grown over the past five years, particularly in the graduate business programs which has seen a 64% increase; even higher increases are anticipated in both the undergraduate and graduate programs. Faculty positions will be filled incrementally and only highly qualified candidates with terminal degrees in their respective fields, with high-quality teaching skills, will be appointed.

The Faculty Senate does not approve budget concepts, therefore no budget information is included here.


This legislation is now forwarded to you for your action.

TAS/rh

Enclosure

cc: Jeffrey Duerk, Provost and Executive Vice President for Academic Affairs
David Birnbach, Vice Provost, Faculty Affairs
John Quelch, Dean, Business School

CAPSULE: Faculty Senate Legislation #2018-19(B) –Increase the number of EDUCATOR
FACULTY Lines, School of Business

APPROVED:  DATE: 12/18/18
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Dean John Quelch

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____



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MEMORANDUM

September 28, 2018

From: W. Brian Barrett, Chair of the MBS School Council *WBB*
To: Dr. Tomas Salenro, Chair, Faculty Senate
RE: Proposal to Increase Educator (Professional Practice) Faculty Lines

The School Council of the Miami Business School voted in favor of the proposal to increase Educator Faculty lines. The vote was completed online on September 4 with a vote of 6 in favor and 1 against. Therefore two departments did not vote. Given the majority support, the measure was sent out to the Regular Faculty of the MBS. This vote was completed September 11th with the result of 51 in favor and 9 against. This was clearly a quorum as per MBS bylaws. So we are forwarding the proposal to the Faculty Senate.



MEMORANDUM

TO: School Council

FROM: Dean John A. Quelch and Vice Dean for Faculty and Research Henrik Cronqvist

RE: Proposal to increase Educator (Professional Practice) Faculty lines

Attached is a proposal to increase the number of Educator Faculty (also known as Professional Practice Faculty) at the University of Miami Business School (MBS) from 12 to 20.

In 2012, the Regular Faculty, supported by the Dean, of the Miami Business School voted to request approval from the Faculty Senate to establish up to 12 Educator Faculty positions (also known as Professional Practice Faculty). Please see the attached documentation. At that time, the school consisted of 80 Tenured or Tenure-Earning Faculty, with 52 non-tenure track colleagues, so the additional 12 Educator Faculty lines comprised 9% of the total. We are now, more than five years later, requesting an additional 8 Educator Faculty positions. During this five year period, the Regular Faculty has increased from 80 in 2013 to 94 currently with the expectation that the number of Regular Faculty positions will increase modestly over the next few years. The total MBS faculty currently is 161, with Educator Faculty comprising 7%. An increase of 8 more Educator Faculty positions will increase this percentage to 12% of the total MBS faculty (if all 20 positions are filled).

MBS is a professional school that relies heavily on clinical teaching to provide the exposure to professional practice our students require. Over the past five years, student enrollment has grown significantly, particularly in graduate business programs. For example, graduate enrollments were 601 in 2013 compared with 987 in 2017, a 64% increase, and a higher percentage increase than any other school at UM. Despite the significant enrollment increases – and we anticipate even higher increases in both undergraduate and graduate enrollment this fall – the number of Educator Faculty lines has remained the constant.

Since 2016, two UM colleges and schools have proposed and received approval for additional Educator Faculty lines: The School of Communication (from 12 to 20 lines) and the School of Education and Human Development (also from 12 to 20 lines). We respectfully request similar authorization to address the diverse program needs at MBS.

Proposal to Increase Educator Faculty Lines

Executive Summary

- Proposal is to increase the number of Educator Faculty (also known as Professional Practice Faculty) at the University of Miami Business School (MBS) from 12 to 20.
- MBS is a professional school that relies heavily on clinical teaching to provide the professional services our students require. Over the last five years, our student enrollment has grown significantly, while the number of Educator Faculty lines has remained the same.
- During the past five years, the Regular Faculty has increased from 80 in 2013 to 94 currently with the expectation that the number of Regular Faculty positions will increase modestly over the next few years. The total MBS faculty currently is 161, with Educator Faculty comprising 7%. An increase of 8 more Educator Faculty positions will increase this percentage to 12% of the total MBS faculty (if all 20 positions are filled).
- If the proposed increase in Educator Faculty lines is approved, the positions will be filled incrementally to ensure the appointment of only highly qualified candidates. The appointed faculty will hold terminal degrees in their respective fields and will possess high-quality teaching skills. They will be required to maintain professional qualifications in their field for licensing and accreditation.

1) Background and Rationale

In 2012, the Regular Faculty, supported by the Dean, of the Miami Business School voted to request approval from the Faculty Senate to establish up to 12 Educator Faculty positions (also known as Professional Practice Faculty). The faculty request was approved by the Faculty Senate in January, 2013. At that time, the school consisted of 80 Tenured or Tenure-Earning Faculty, with 52 non-tenure track colleagues so the additional 12 Educator Faculty lines comprised 9% of the group. We are now, more than five years later, requesting an additional 8 Educator Faculty positions. During this five year period, the Regular Faculty has increased from 80 in 2013 to 94 currently with the expectation that the number of Regular Faculty positions will increase modestly over the next few years. The total MBS faculty currently is 161, with Educator Faculty comprising 7%. An increase of 8 more Educator Faculty positions will increase this percentage to 12% of the total MBS faculty (if all 20 positions are filled).

Over the past five years (since 2013 when the 12 Educator Faculty positions were first approved), student enrollment has grown significantly. Specifically, undergraduate enrollment was 2,166 students in 2013 compared with 2,338 students in the fall of 2017 (an 8% increase over the five year period). Graduate enrollments were 601 in 2013 compared with 987 in 2017, a 64% increase, and a higher percentage increase than any other school at UM. The MBS total enrollment for the fall of 2017 was 3,325 (representing 20% of the students enrolled at UM) and second only behind the College of Arts and Sciences with an enrollment of 4,518 (27% of the total student body). The next highest enrollment percentages in 2017 were 8% each for the School of Engineering and the Miller School of Medicine. Despite the significant enrollment increases – and we anticipate even higher increases in both undergraduate and graduate enrollment this fall – the number of Educator Faculty lines has remained the constant.

MBS's mission is to "develop innovative ideas and principled leaders that transform global business and society." Implied in this statement is both a research mission ("develop innovative ideas") and a teaching mission ("develop principled leaders"). Having Educator Faculty as a part of MBS's portfolio of faculty members is critically important for the fulfillment of our mission:

- **Support of Research Mission.** MBS's Tenured and Tenure-Earning Faculty help to fulfil the school's research mission, but many are currently overburdened with teaching extra sections or teaching large classes due to our significant growth in enrollment. To improve MBS's research productivity and execute on our vision of becoming a Top 25 Business School by 2025, it is critically important that faculty loads be consistent with that of our benchmark comparison schools. Particularly given the increase enrollments in graduate classes, staffing must be done by terminally qualified faculty with the requisite experience and background required by our accrediting body, AACSB. Although our Full-Time Lecturers and Adjuncts help alleviate staffing burdens at the undergraduate level, they are not typically qualified to do so for our graduate courses. As a result, a number of tenured faculty have taken on overloads to ensure that departments meet their obligations to our students. This leads to burn-out, and also, less time devoted to scholarship, ultimately impeding our research mission.

- **Support of Teaching Mission.** Because we are a professional school, MBS relies on high-quality and innovative teaching, and again, given our significant growth in enrollment, strategically adding more Educator Faculty will help departments innovate curriculum to satisfy the challenges of a global marketplace. Educator Faculty also extend our reach and create long-lasting connections with our professional practice community and external stakeholders. These relationships help provide our students with networking opportunities and in a number of cases, exposure to experiential learning that would not otherwise take place.

The market for high-quality business school faculty to execute the school's teaching mission is competitive and Educator Faculty are critical for:

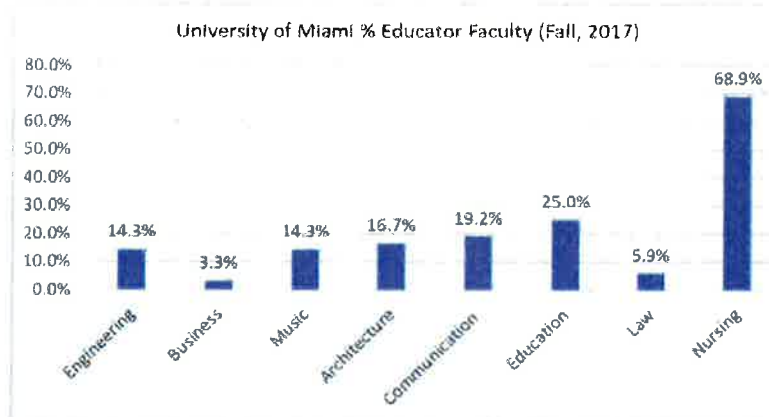
- **Recruitment.** To compete with Top 25 Business Schools, we need to recruit experienced instructors who can engage in curriculum innovation in strategically important areas (e.g., Sustainability, FinTech, Entrepreneurship, Data Analytics, etc.). Clearly, we will only be able to recruit a faculty member who is already Professional Practice Faculty at another school, by offering a comparable contract. They will not accept employment for a "Lecturer" title.

- **Retention.** We will continue to use a Professional Practice Faculty position as a potential retention device for our most talented Full-Time Lecturers who are beginning to receive competitive offers from other schools due to the limited number of qualified business faculty in the marketplace.

Thus, Tenured/ Tenure-Earning and Educator Faculty are complements, and not substitutes, both being critically important for MBS to fulfill our mission.

2) Benchmarking

To provide a University of Miami benchmark, data on percentages of full-time faculty, employed in the Fall of 2017 (the most recently available data), were compiled. The figure below shows that the percentage was the lowest for MBS (3.3%) and the highest for the School of Nursing and Health Studies (68.9%). In the Fall of 2018, because of recent hires and departures, the MBS percentage is estimated to be 7.1%, i.e., still one of the lowest across the University.



To provide an external benchmark, data on professional titles have been compiled for approximately 5,000 faculty members at Top 25 Business Schools. The following faculty were excluded: Faculty with "Visiting," "Part-Time," or "Emeritus" in the title. Lower and upper bounds on the percentages of Educator Faculty have been estimated as follows:

- **Lower Bound.** "Clinical" or "Practice" in the title: 8.5%. This percentage is likely significantly underestimating the actual percentage of Educator Faculty as some schools appear to use other titles.

- **Upper Bound.** "Clinical," "Practice," or "Adjunct" in the title (given that those with "Part-Time" in the title have already been excluded): 21.3%. This percentage is overestimating the actual percentage of Educator Faculty if some Adjuncts are part-time but this is not explicitly stated in their titles. If assuming that half of the Adjuncts are equivalent to Professional Practice Faculty and the other half are actually part-time faculty (which should be excluded from this estimation), the estimated percentage is 16.0%. Discussions with Vice Deans for Faculty at some Top 25 Business Schools confirm that this is a plausible average estimate for such schools.

We estimate that MBS currently has a significantly lower percentage Educator Faculty compared to Top 25 Business Schools (6.9% vs. 16.0%). If the increase in Educator Faculty lines is approved, we still estimate a lower than average percentage of Educator Faculty (11.0% vs. 16.0%).

3) Standards and Procedures for Appointment and Promotion

If the proposed increase in Educator Faculty lines is approved, the positions will be filled incrementally to ensure the selection of highly qualified candidates. The appointed Educator Faculty will hold terminal degrees in their respective fields and will possess high-quality teaching skills. They will be required to maintain professional qualifications in their field for licensing and accreditation.

Consistent with the MBS By-Laws, Educator Faculty will be eligible to hold one of three ranks, "Educator Assistant Professor," "Educator Associate Professor," or "Educator Professor." In each case, the rank at initial appointment will be commensurate with the candidate's background, experience, and stature in the associated field of practice.

Procedures for appointment, selection, promotion, evaluation, and reappointment of Educator Faculty will be in accordance with the Faculty Manual and the MBS By-Laws.

4) Educator Faculty Status and Voting Rights

The voting rights of all faculty are described in the Faculty Manual. In addition, the MBS By-Laws state that the voting members of the faculty consist only of the Regular Faculty within the school.

5) Annual Performance Reviews

Annual evaluation of our Educator Faculty will conform to the procedures for General Faculty, as required for Special Reviews and described in the Faculty Manual.

UNIVERSITY
OF MIAMI
FACULTY SENATE



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MEMORANDUM

To: Donna E. Shalala, President

From: Richard L. Williamson
Chair, Faculty Senate

A handwritten signature in blue ink, appearing to read 'Richard L. Williamson'.

Date: January 31, 2013

Subject: Faculty Senate Legislation #2012-22(B) – Establishment of EDUCATOR FACULTY at the School of Business Administration

At its January 30, 2013 meeting, the Faculty Senate unanimously approved the proposal to establish EDUCATOR FACULTY in all Departments within the School of Business Administration. This Clinical Faculty track will permit the appointment of no more than 12 full and part time clinical instructional staff. Appointments to Clinical Assistant Professor are for up to three years and are renewable by mutual agreement. Appointments to Clinical Associate Professor and Clinical Professor will be for up to five years and renewable upon mutual agreement. The legislation specifies the procedures the school will follow when appointing Clinical Faculty members and when promoting them to full professor.

Faculty with these titles shall not hold tenured or tenure-earning appointments.

The supporting materials are enclosed for your reference.

This legislation is now forwarded to you for your action.


RW/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost
David Birnbach, Vice Provost for Academic Affairs
Eugene Anderson, Dean, School of Business Administration

CAPSULE: Faculty Senate Legislation #2012-22(B) – Establishment of EDUCATOR FACULTY at
the School of Business Administration

PRESIDENT'S RESPONSE

APPROVED:  DATE: 2/7/13
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: DEAN GENE ANDERSON

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

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Vice Dean, Faculty Affairs
and Graduate Business Programs,
Leslie O. Barnes Scholar and Professor
of Management Science

MEMORANDUM

TO: Faculty Senate

FROM: Anuj Mehrotra, Vice Dean, 
School of Business Administration

DATE: December 20, 2012

SUBJECT: Establishment of Educator Faculty at the School of Business Administration

This is a follow up to Dean Anderson's memo dated June 6, 2012 seeking approval of the establishment of Educator Faculty track at the School of Business Administration. The proposal was considered by the General Welfare Committee on August 15, 2012. As per their recommendation, the proposal was revised (the highlighted portions capture the suggestions). The amended documents were approved unanimously by Department Chairs on September 20, 2012, and approved unanimously by the School Council on October 1, 2012. Furthermore the proposal was approved by the voting faculty of the School of Business Administration on November 21, 2012.

Here is some more information on current faculty composition that was requested to be included in this proposal.

1. Number of Educator Faculty slots requested: 12
2. Number of SBA Regular Faculty: 83
3. University Faculty:
 - Research Faculty: 2

Please let me know if any further information is required. Thank you for your consideration.

AM:bir

Enclosures: Original Memo from the Dean
Revised Proposal

cc: Eugene Anderson, Dean

Endorsed by the Dept. Chairs 9/20/2012
Approved by the School Council 10/1/2012
Approved by the Voting Faculty 11/21/2012

School of Business Administration Clinical Faculty Track Policy

The School of Business Administration proposes the creation of a clinical faculty track that will permit the appointment of full and part time clinical instructional staff for terms of up to five years. Clinical appointments will be without tenure and are not tenure track appointments.

Statement of Principle

The changing landscape of business education calls for a more diverse faculty than in the past. Our mission is to develop innovative ideas and principled leaders that transform global business and society. Our vision is to become a premier learning community engaged in discovery and dissemination of transformative knowledge that enables its members to make innovative and responsible contributions that advance sustainable prosperity worldwide. We desire to distinguish ourselves by building a truly global learning community and offering extraordinary learning and career opportunities for our students. We plan to accomplish this by pursuing a strategic portfolio of areas of excellence that engage business and community organizations while creating and disseminating high impact intellectual capital through our research initiatives.

We believe that adding a small number of excellent clinical track colleagues to the faculty will strengthen our ability to fulfill our mission. Clinical track faculty are particularly important to the School in supporting executive education and enriching the curriculum through their teaching excellence, program leadership, and strong connections to the world of business practice.

We note that because of the very wide range of educational tasks in a top business school and the consequent knowledge and skill requirements of the faculty, there is a growing trend among the leading business schools to establish clinical or practice tracks similar to what we propose here. Establishment of a clinical track will help ensure our ability to continue to compete successfully with the world's top business schools.

The number of individuals with clinical appointments will be limited to no more than twelve (12) unless this limit is changed by appropriate approvals of the School Council and the Faculty Senate.

The Need for Clinical Faculty

The mission of our School requires the faculty to teach and engage in research. In addition, because we are a professional school, our faculty understand and contribute to both the academic disciplines (the business disciplines and underlying fields) and the world of business practice.

Clinical track faculty will enhance our ability to achieve our mission in the following ways:

Endorsed by the Dept. Chairs 9/20/2012
Approved by the School Council 10/1/2012
Approved by the Voting Faculty 11/21/2012

(1) By bringing to our School's faculty specialized knowledge and skill that are required for excellence in our teaching programs, but which are not currently adequately represented in our tenure track faculty.

(2) By increasing our visibility and stature in the world of business practice and, in the process, generating financial resources essential to supporting the School's entire operation, including research, at a level required to compete with other top business schools.

(3) By enabling the School to have a larger, richer and more successful set of educational offerings, especially in executive education and elective courses, than would be possible through the tenure track and current associated faculty (lecturers, adjuncts and visitors).

Creation of a clinical track will enable the School to maintain and improve areas of strength that we have developed in executive education. It will also ensure that we have the faculty required to support features of the programs, particularly our MBA program, that combine education with professional development. Additionally it will enable us to provide a richer and more diverse set of elective offerings that are much in demand by our students.

We propose three levels of clinical track appointments. These will be named Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor. However, we will retain the options in the choice of titles we use within the School (e.g. "Clinical Professor of Business" or "Professor of Business Practice"). Adoption of the clinical titles will also bring greater consistency in the future and align the School's practice with the rest of the University.

Clinical titles will be "of Business" or "of Business Practice" unless qualified by an area title (e.g., Clinical Professor of Marketing or Professor of Business Practice in Marketing). Such a qualification will require the agreement of the faculty group or department, the candidate and the dean.

Searches and Standards for Appointment and Promotion

The availability of clinical positions will be advertised and affirmative action procedures will be followed.

The initiation of clinical appointments and promotions may come from the appropriate department chair upon consultation with the departmental faculty.

All clinical track appointments and promotions will require a similar process to that already in place for the appointment and promotion of tenure track faculty as outlined in the Faculty Manual, including a vote of the departmental faculty, supporting recommendation from the department chair, review by the School's Promotion and Tenure Committee, and the approval of the Dean. The Department Chair shall consult the qualified members of department faculty and his/her recommendation will ordinarily be made in conformity with the results of this consultation.

All clinical track appointments will require a visit by the candidate, a professional presentation, and meetings with appropriate department faculty members and deans.

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Approved by the School Council 10/1/2012
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Candidates for appointment to Clinical Associate Professor and Clinical Professor will meet with the appropriate department faculty and Department Chair(s) who, after a vote of the departmental faculty, will make a recommendation to the School's Promotion and Tenure Committee and to the Dean regarding the appointment.

Appointments to Clinical Assistant Professor will require submission by the candidate of a current vita, a statement of professional achievement, and other materials pertinent to the clinical track appointment.

Candidates for appointment or promotion to Clinical Associate Professor or Clinical Professor will submit the materials specified above and, in addition, reference letters will be sought from persons who can comment knowledgeably about the candidate's professional stature and suitability for the clinical track appointment or promotion. The candidate and associated department faculty may submit names for possible inclusion as reviewers.

Candidates for clinical appointments must have the ability to make high quality contributions in teaching and in some cases, leadership of educational programs. They should also have the demonstrated ability and willingness to provide valuable professional service to the School. Candidates will be expected to have substantial, valuable, first-hand knowledge of the practice of business in their areas of specialization.

Clinical faculty are expected to be intellectually active and committed to career-long professional development. Writing and publishing are valued activities for our entire faculty as a means of disseminating knowledge. Clinical faculty will be expected to maintain qualifications in accordance with the School's guidelines for purposes of accreditations, and they will be encouraged to communicate to people engaged in the practice of business by writing for professional journals and/or by writing books directed primarily to a professional audience. Clinical faculty will hold terminal degrees and/or have evidence of exceptional professional experience and achievement.

Appointment and promotion considerations will include excellent teaching, educational program leadership, professional service, relevant professional experience, research, publications, and other evidence of stature in the candidate's area of specialization.

Appointments to Clinical Assistant Professor, and appointment or promotion to Clinical Associate Professor or Clinical Professor, will require appropriate evidence of merit at each rank. Increasing standards for Clinical Associate and Clinical Professor will be reflected in the quality, quantity, and impact of the individual's body of professional work and his/her professional stature in the field.

Terms of Appointment; Notice of Non-Reappointment

Appointments to Clinical Assistant Professor will be for up to three years and are renewable by mutual agreement. Appointments to Clinical Associate Professor and Clinical Professor will be for up to five years and renewable by mutual agreement. A review to determine reappointment will be conducted in the year before the appointment ends. This review will be conducted by the voting

Endorsed by the Dept. Chairs 9/20/2012
Approved by the School Council 10/1/2012
Approved by the Voting Faculty 11/21/2012

faculty of the department who may invite other clinical faculty members of the department to participate. A summary of deliberations of this review as well a recommendation from the department chair will be submitted to the Dean. A one-year notice of non-renewal of appointment to the faculty member is required. All clinical track appointments will be made for a specified term and are not tenure track appointments. The Instructional and program needs of the School, as well as the performance of the faculty member, will be of primary importance in renewing clinical track appointments.

Faculty Status and Voting Rights

Clinical faculty will be members of the Faculty and members of the teaching staff of the School of Business Administration. The voting rights of Clinical Faculty shall be as described in the Faculty Manual for Educator Faculty and as permitted by the Bylaws of the School of Business Administration. Clinical faculty will not participate in the promotion and tenure process, but they may be invited to participate in the evaluation and review of other clinical faculty members.

Performance Appraisal

Clinical track faculty will submit an annual report on their professional activities, as do the tenure track faculty. The Department Chair, the Dean's Advisory committee and the Dean's office will review this report. Feedback and follow-up discussion with the dean or his/her designee are available upon request. As stated above, a review to determine reappointment will be conducted in the year before the appointment ends.

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Approved by the School Council 10/1/2012
Approved by the Voting Faculty 11/21/2012

School of Business Administration Guidelines for Reappointment and Promotion of Clinical Faculty

As stated in the Clinical Policy of the School of Business Administration, the mission of our School requires the faculty to teach and engage in research. But because we are a professional school, our faculty also understands and contributes to both the academic disciplines and the world of business practice. Clinical track faculty members enhance our ability to achieve our mission by (1) bringing to our faculty specialized knowledge and skill that are desirable for excellence in our teaching programs, but which are not adequately represented in our tenure track faculty; (2) increasing our visibility and stature in the world of business practice; and (3) enabling a larger, richer, and more successful set of educational offerings, especially in executive education and elective courses, than would be possible through the tenure track and current associated faculty (lecturers, adjuncts and visitors).

Appointments to the clinical track will be for up to five years and are renewable. A review to determine reappointment will be conducted in the year before the appointment ends, by the department chair(s) of the candidate's home department(s) in consultation with appropriate faculty members. The department faculty and the Department Chair(s) will make the recommendation for reappointment/promotion to the Dean. A one-year notice of non-renewal of appointment to the faculty member is required. All clinical track appointments will be made for a specified term and are not tenure track appointments.

Areas of Evaluation and Performance Expectations

In making recommendations for reappointment with or without promotion, the whole record of each candidate will be reviewed. The categories to be considered from all candidates seeking reappointment or promotion are teaching, scholarship, and service. Candidates are expected to provide evidence of excellence in teaching, recognized accomplishments in scholarship, and service. For some candidates, whose assignments involve major administrative responsibilities, a fourth category – program administration – may also be considered.

Reappointment without Promotion

For reappointment as a Clinical Professor, excellent teaching, accomplishments in applied research and scholarship, and service are all required. For the reappointment without promotion of a Clinical Assistant Professor or Clinical Associate Professor, excellence in teaching is required, and the categories of scholarship and service also apply with the expectation both that the service and scholarship are appropriate for the level of reappointment and that the candidate is on a clear trajectory toward being meritorious in service and recognized for accomplishment in the area of applied scholarship. Administrative responsibilities should be considered whenever it is appropriate to do so.

Reappointment with Promotion

All clinical track reappointments with promotion will require a similar process to that already in place for the reappointment and promotion of tenure track faculty as outlined in the Faculty Manual, including a vote of the departmental faculty, supporting recommendation from the department chair, review by the School's Promotion and Tenure Committee, and the approval of the Dean. For

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promotion from Clinical Associate to Clinical Professor, a sustained record of excellent teaching, service, and recognized scholarship that collectively brings distinction or recognition to the School must be demonstrated. To warrant a recommendation for reappointment with promotion from Clinical Assistant Professor to Clinical Associate Professor, a candidate must demonstrate excellence in teaching; recognized accomplishment in applied scholarship and meritorious service, to the extent deemed appropriate for the level of reappointment, are also necessary. Administrative responsibilities should be considered whenever it is appropriate to do so.

Evidence

Below are descriptions and examples of types of evidence a candidate might use in each area of evaluation to support a recommendation for reappointment and/or promotion. These descriptions and examples are intended to be illustrative rather than exhaustive. Given the nature and variety of responsibilities among clinical faculty within the School, candidates should be given considerable latitude in assembling evidence that accurately reflects their responsibilities and contributions.

Excellent Teaching

For reappointment and/or promotion, a candidate must demonstrate excellence in teaching. The evaluation of teaching excellence should consider a candidate's contributions to the design and enactment of superior courses and demonstrated commitment to the development of the School of Business Administration students as leaders in the field of business practice. Candidates should demonstrate excellence and innovation in teaching in elective courses and also in our executive education offerings.

Evidence demonstrating excellence in teaching should document the nature and impact of the full range of the candidate's teaching, advising, and mentoring. Of special importance are ways in which clinical faculty members lend attention to and forge connections between management scholarship and management practice in their course development and teaching activity. Clinical faculty members should also document ways in which their course development, teaching, and advising/mentoring incorporate exceptionally promising innovative practices (e.g., simulations, project formats, etc.).

Recognized Accomplishment In Applied Scholarship

For reappointment and/or promotion, a candidate must demonstrate accomplishment in scholarly activities that are closely tied to business practice. Given the nature of the appointments and responsibilities of clinical faculty, their scholarly focus and scholarly productivity are expected to be somewhat different from that of tenure track faculty. Nevertheless, clinical faculty members of the School are expected to make substantive contributions in this area. The evaluation of accomplishment in applied scholarship should consider a candidate's contributions across a broad range of types of practice-oriented scholarship.

We fully expect that clinical faculty will have contact with the world of business practice and the problems of business more than other faculty and will have both an expertise and an understanding of business contexts. Moreover, we fully expect that clinical faculty will show both an ability to communicate with, as well as a capability to influence, a broader business audience. In effect, clinical faculty should show evidence of commitment to work with and engage this distinctive audience.

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Evidence of accomplishment in applied scholarship can reasonably include publications, presentations, work with business leaders, policy makers, and organizations, speaking (speeches), advising, or obtaining grants to support or enhance integration and interaction between scholarship and business practice or activities related to the School's programs and projects. The evidence should demonstrate an intimacy with the world of practice and an influence upon it. Evidence of accomplishment in applied scholarship might include published materials of various kinds, including articles in academic journals, but is more likely to be demonstrated by journals for academic business leaders such as the *California Management Review*, *Harvard Business Review*, *Sloan Management Review*, or other practice-oriented journals; books, chapters in books, or manuals that focus on business practice; or materials that would be useful to leaders and managers. Evidence of scholarly presentations might include those made at state, regional, national, or international conferences of professional organizations or to policy bodies.

Evaluation in this area should be based on the quality rather than the quantity of a candidate's applied scholarship. The School will judge quality by considering the reputation of the publications in which scholarly work appears and the conferences in which presentations are made; and assessments of the impact of the candidate's scholarship on practice.

Meritorious Service

For reappointment and/or promotion, a candidate must demonstrate meritorious service that supports the mission of the School. The evaluation of service should consider a candidate's contributions within the school as well as contributions to other institutions and the larger professional community.

Evidence demonstrating service should document the nature and impact of the candidate's local, regional and national service activities. Evidence of service to the life of the School might include documented contributions as a member of committees or task forces, work on special projects of the school, or the occasional performance of special tasks. Evidence of service as a member of a university committee or task force could also be provided. Evidence of service to other institutions might include work with business leaders or business consulting, providing expert assistance to state, national, or international agencies, or service on committees or task forces convened by these agencies. Evidence of service to the profession might include contributing to the operation of state, national, or international professional organizations; serving as a member of a committee in a professional organization; or service as an officer or member of a board of directors in an organization or other professional organization.

Program Administration

Some clinical faculty members may have positions that require substantial administrative duties and responsibilities. In such cases, administrative effort and responsibilities will be explicitly considered in evaluating a candidate for reappointment and/or promotion. In particular, candidates should document their accomplishments in program administration, so that they can be evaluated as part of the process.