

**EXPECTATIONS OF A RESEARCH FACULTY MEMBER
OF THE
SAUDER SCHOOL OF BUSINESS**

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Introduction

The following guidelines provide an overview of the academic expectations for a research – oriented faculty member in the Sauder School of Business and are intended to reflect and complement those contained in the UBC faculty collective agreement, UBC policies, and the relevant disciplinary norms. Faculty members engage in a range of activities and span diverse disciplines; this creates challenging metrics for evaluation, resulting in the need for case-by-case assessments of activity. This document is intended to provide basic guidelines articulating the responsibilities and expectations in the School, and offers terms of reference which division chairs, Awards, Performance, and Activity Committee members (APAC, a committee of research faculty peers), and the dean’s office can use when helping a member contribute to their unit.

This document serves as a framework that individuals can use to perform self-assessments for promotion through the ranks, a guideline for academic expectations for new hires, and as point of reference that the senior associate dean (faculty) and division chairs can employ to ensure a reasonable and equitable distribution of workload for members within a division. Balance and contribution to the various facets of academic activity (teaching, research and service) vary with stage of career and responsibilities assigned, and often change throughout an individual’s career, but a defined minimum contribution with respect to each facet is expected, and this document outlines these expectations and promotes a fundamental level of equity among colleagues.

Importantly, this document provides transparency to the process of workload assessment. It establishes normal workload expectations for faculty members and enables greater clarity in the evaluation processes historically utilized at the Sauder School of Business. Namely, a careful and collegial assessment of faculty member’s activities by APAC and the relevant division chair underlies the substantive recommendation of workload assignment to the dean’s office (see Article 13, Conditions of Appointment for Faculty).

This document first identifies a set of defining factors that should be followed when assessing faculty activity. Next, frameworks are presented for assessing teaching, research and service that include minimum expectations for productivity. Finally, a number of considerations are identified that APAC, the division chairs, and the dean’s office (i.e., Senior Associate Dean – faculty) should recognize when assessing the minimum annual workload for faculty members.

It is important to note that frameworks presented are guidelines to facilitate a collegial and effective approach in meeting the conditions articulated in Article 13 of the Conditions of Appointment for Faculty. Flexibility and subjective judgment in interpreting each case is expected at each stage of the process. Indeed, this workload policy will recognize the nuances and distinct contributions that faculty members make to the institution. Faculty members that fall outside the stated guidelines found herein will be assessed on factors relevant to their specific cases.

1. Factors Guiding the Assessment of Research Faculty Workload

- Workload expectations should be realistic (in terms of number of working hours per week) and consistent with maintaining a healthy and sustainable work/life balance.
- Allocation of workload should be equitable throughout the School.
- All research faculty members are expected to contribute in each of the following three areas: research, teaching, and service.
- Given that UBC is a research-intensive university, and the Sauder School a research-intensive business school, contributions to teaching and service should not compromise the research productivity within the School. Expectations for teaching and service contributions should be consistent with those in other units and peer institutions.
- Evaluation of teaching workload should take into account the differences in effort associated with different types of courses. For example, the workload evaluation should also take into account class size, number of student-contact hours, and the use of labs and tutorials.
- Service to the Division, School, University, and/or community (e.g., academic community, local business community) is expected of all faculty members annually.
- An annual workload expectation for scholarly activity must be placed in the context of a faculty member's on-going research program. Research productivity in one year may not reflect the longer-term productivity of the member.
- To facilitate their research development, it is expected that Assistant Professors will be largely shielded from the same level of service and teaching obligations shouldered by senior faculty.
- In the case of Joint Appointments, all contributions in both Faculties must be simultaneously considered by the respective Chairs/Heads/Associate Deans to ensure the member has an equitable workload consistent with each appointment.
- Faculty members may be assigned by the administration to a high level service position (or committee) that may consume significant time that might otherwise be spent on research.
- Parental leaves (i.e., maternity and paternity) are recognized to be potentially disruptive to a faculty members' productivity. As such, consideration here should be provided in the assessment of workload. As example, a one-year maternity leave would not be included in a three-year assessment of research activity.
- Medical or family crises may interrupt faculty members' regular duties and productivity.
- Study leaves. The expectation is that there are no regularly scheduled teaching responsibilities and limited service responsibilities during a study leave. However, research productivity and collegiality are expected to continue at the associated institutions (including UBC).

2. Teaching Component of Faculty Workload

The UBC Conditions of Appointment for Faculty defines teaching as:

4.02 Teaching

Teaching includes all presentation whether through lectures, seminars and tutorials, individual and group discussion, supervision of individual students' work, or other means by which students, whether in degree or non-degree programs sponsored by the University, derive educational benefit. (See also SAC Guide section 3.2.1)

Examples of teaching activities:

- Developing teaching materials such as lectures, labs, problem-based learning case studies, on-line teaching resources, exercises and exams.
- Delivering lectures, seminars, labs.
- Grading, assessing student performance and providing feedback.
- Providing individual help to students outside regular class hours.
- Program and curriculum design.
- Advising student teams in academic competitions.
- Coordination of multi-section or multi-instructor courses.
- Advising co-op students and marking co-op reports.
- Coordination of graduate seminars and providing students with feedback on their presentations.
- Supervising undergraduate and graduate directed studies courses.
- Supervising non-thesis Masters student projects/essays.
- Service on graduate student committees.

Expected Teaching Load for Full Time Research Faculty

The standard teaching load for tenure-track research faculty at the Sauder School of Business is 15 credits. However, the annual teaching load assignment has historically been reduced dependent on the research activity level of the faculty member. Thus, teaching workload assignments will vary depending on research activity of a specific faculty member. Faculty members that are pre-tenure or fully-active researchers will receive a reduced teaching load of 9 credits annually. Faculty members that are classified as moderately research active will be assigned a 12 credit load annually. Finally, faculty members that are classified as minimally research active will be assigned a 15 credit load annually. The criteria to assess the level of research activity (i.e., definitions of the classifications noted above) are detailed in section 3 (Expectations for Research) and Appendix A of this workload document.

Article 13 of the Conditions of Appointment for Faculty sets out the principles and process for the assignment of workload in academic units. Article 13.03 requires the Head to assign workload to faculty members. In Sauder, the equivalent post would be the Senior Associate Dean

– Research. Thus, determination of teaching load will be assigned and defined annually by the Senior Associate Dean – Research. This determination will be assessed each year in accordance with the general principles set out in Article 13 of the Conditions of Appointment for Faculty and through an evaluation of research activity. The evaluation of research activity will be provided by the division chair and the APAC to the Senior Associate Dean – Research. Note that prior to the final workload assignment (e.g., teaching load, service assignments, etc.) research faculty members will be afforded the opportunity (if desired) to provide their views and relevant information on workload (see Conditions of Appointment for Faculty section 13.03c).

Further reduction in teaching load can be realized through extraordinary administrative or service duties performed. Teaching load buyouts (or use of banked credits) will be permitted to reduce teaching loads in some instances. Specific details of teaching load policy are found in Appendix B and a listing of credits available for extraordinary administrative or service duties is provided in Appendix C.

Assessment of Teaching Activity

The UBC Conditions of Appointment for Faculty defines the assessment of teaching in the following terms:

4.02 Evaluation of teaching should be based on the effectiveness rather than the popularity of the instructor, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students, and influence on the intellectual and scholarly development of students. The methods of teaching evaluation may vary; they may include student opinion, assessment by colleagues of performance in university lectures, outside references concerning teaching at other institutions, course material and examinations, the caliber of supervised essays and theses, and other relevant considerations.

Consideration shall be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction. (See also SAC Guide section 3.2.2-3.2.4).

Some indicators of teaching effectiveness are:

- Awards for teaching.
- Student teaching evaluation ratings.
- Peer assessments.
- Evidence of scholarship of teaching.
- Evidence of pedagogical innovation, including new program development.

3. Research (Scholarly Activity) Component of Faculty Workload

The UBC Conditions of Appointment for Faculty defines scholarly activity as:

1.01 Scholarly activity means research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity.

4.02 Judgment of scholarly activity is based mainly on the quality and significance of an individual's contribution.

Evidence of scholarly activity varies among the disciplines. Published work is, where appropriate, the primary evidence. Such evidence as distinguished architectural, artistic or engineering design, distinguished performance in the arts or professional fields, shall be considered in appropriate cases.

The criteria for promotion to associate and full professor (see section 3.07/3.08 of the Conditions of Appointment for Faculty) specify that the candidate must demonstrate “sustained and productive scholarly activity.” (See also SAC Guide section 3.1).

Examples of Research Activities and Outputs:

- Publications in refereed journals (the primary output expected at the School).
- Books that make a scholarly contribution.
- Book chapters.
- Conference proceedings.
- Presentations at conferences.
- Other methods of dissemination (e.g., presentations at peer schools) as appropriate to the type of research.
- Supervision of graduate students and postdoctoral fellows.
- Successfully garnering grants and research contracts.

Expected Level of Research Productivity for Full-Time Faculty

An annual workload expectation for scholarly activity must be placed in the context of a faculty member's on-going research program. Research productivity in one year may not reflect the longer-term productivity of the member. The expectations are that the research program is sustainable and there is a mixture of scholarly outputs appropriate for the discipline as judged by his/her peers in that field. There must be evidence of progress on long-term research (e.g. preliminary results, working paper drafts, papers under review).

Minimum Expectations for Research Productivity

Appendix A details the expectations for three different levels of research activity levels (minimal, moderate, and fully active) along with their corresponding institutional benefits.

These benchmarks are contextualized with specific reference to the current strategic plan of both the Faculty and University and meet the criteria of Section 3.07/3.08 of the Conditions of Appointment for Faculty (i.e., sustained and productive scholarly activity). In addition, these

standards meet the norms of each specific discipline within the Faculty and are judged reasonable by peer institutions (i.e., University of Toronto, University of Alberta). Further, these benchmarks are the result of consultation with research faculty members, Divisions Chairs, and members of the Dean's office. The approach of using categories for research activity and associated incentives has been used by general consensus in the Faculty for over a decade. A general consensus with respect to these benchmarks has been achieved.

We summarize the requirements below in terms of output, research grants, and dissemination.

Scholarly output

To achieve “fully active research productivity” the minimum expectation is that a faculty member will publish at least 1 paper (noted by online publication date) over a 3-year period in a top-tier journal appropriate to the member's discipline – i.e., an A or A- journal (see Appendix D). The faculty member must have contributed fully to the research and writing of the work, indicated either clearly in terms of authorship (alphabetical, or as lead author) or through a narrative to be provided by the faculty member. Papers with one to four authors are typical in the business disciplines – papers with higher numbers of co-authors might require an additional narrative to be provided.

A “moderate” level of scholarly activity would include the publication of at least 1 paper (noted by online publication date) over a 3-year period in a mid-tier journal appropriate to the member's discipline – i.e., a B journal (see Appendix D).

Finally, a “minimal” level of research activity would be shown by a faculty member who has achieved some scholarly output but no higher tier publications, that is, no publications in a B-rated journal. In this instance, a faculty member may have published articles in lower-tier journals, conference proceedings, book chapters, etc. over the 3-year period in question.

No research productivity over a 3-year period is not consistent with the terms of a research faculty appointment, and is unsustainable and unacceptable for a tenure-track research faculty member. In this instance, the faculty member would have produced no academic publications (e.g., peer-reviewed journal articles, academic book chapters, etc.) over this time period. Actual recognized research output must be realized to avoid this categorization.

Note that the assessment of scholarly output is subjective and while guided by the rubric noted above, would be assessed on a case-by-case basis. For example, faculty members that fall outside a traditional business research stream might be better judged through other research outlets (e.g., scholarly books).

Research Grant Funding

It is expected that research productive faculty members will apply for and/or hold competitive grant funding in one or more years over a 3-year period, i.e., faculty members should either hold a grant or apply for a grant in this timespan to be considered research productive. Tri-Council grants (i.e., NSERC, SSHRC) are the most common source of funding for faculty members at the Sauder School, but other granting bodies (e.g., NSF) and funding sources (e.g., Hampton grants) also apply here. Where grant applications are unsuccessful, there must be clear evidence that the

member has made a sincere effort to secure grant funding. Further, faculty members must be principle/lead investigators in the grant submission. Note that the small internal Sauder Grant program and Sauder Research Center grants do not qualify for this criterion of research activity.

Research Dissemination

It is expected that research-active faculty members will communicate their research output in appropriate scholarly venues. For example, conference presentations, invited research seminars at other universities, presentations in Sauder divisional seminar series, brown-bag talks etc. represent venues where faculty members should be communicating their research. Productive (minimal to full activity) faculty members should be presenting their research to scholarly audiences at least once over a 2-year period. Additionally, for work that is appropriate, faculty members should also engage broader opportunities to disseminate their research – i.e., news stories, public forums, invited talks to industry, etc.

Benefits Accorded to Research Productive Faculty

Faculty members that meet the criteria for moderate to full research activity are afforded the specific institutional benefits shown in Appendix A.

Note that Professorship and Chair holders will not be renewed (professorships and chairs are reviewed every 5 years at their review date) for faculty members who do not maintain full or moderate research productivity.

The criteria established above for research activity are guidelines. The ultimate recommendation for the above noted benefits lies with the Division Chair, APAC (as applicable), and the dean's office. The Senior Associate Dean – Research (Head) is charged under article 13 with assignment of workload to individuals.

Assessing Research Activity

As noted above, Appendix D provides a general indication of journal outlets that are recognized as being top-tier and high-impact at the Sauder School. Other indicators of research activity are:

- Research that has a significant impact on the way people think, leads to revised practices and procedures, changes government policy, and/or is highly cited in high impact journals.
- Awards and distinctions.
- Invitations to write review articles.
- Keynote speaker at conferences.
- Invitations to give research talks at peer institutions.
- Successful competition at the national level for research grants (e.g. Tri-Council if eligible).

4. Service Component of Faculty Workload

The UBC Conditions for Faculty Appointment defines service in the following terms:

4.04 Service to the University and the community includes service performed for the benefit of Departments, Faculties, Continuing Studies, or other parts of the University (including the Faculty Association), and for professional organizations and the community at large. Such service might include: administrative or supervisory work; service on committees and university bodies; all continuing education activity in the community including professional education; special work with professional, technical, scholarly or other organizations or with scholarly publications not falling within the definition of scholarly activity; membership on or service to governmental or public councils and boards; and other forms of academic, professional, and public service. (see also SAC Guide section 3.3.1-3.3.3)

There are many types of service that are acceptable as meeting the level of service contribution that is expected of faculty members. Service is broadly defined as those acts of contribution to communities, governments, the university, and academia where one's academic expertise is a pre-requisite. The communities we serve expect that we will provide our expertise to outreach activities that enhance economic, social, and cultural well-being.

Examples of Service Activities:

- Administration positions (Dean, Associate Dean, Division Chair, Program Director)
- University committees.
- Non-department, university examiner and chair of graduate examination committee.
- Editorships.
- Membership on editorial boards.
- Grant selection panels.
- Professional committees.
- Advisory boards.
- Review boards.
- Journal reviewer.
- Conference organizer.
- External PhD examiner.
- Outreach activities to schools, communities, professional groups.
- Government advisory boards.

Note, external outreach activities are typically denoted “service activities” if they are performed without financial compensation (i.e., pro bono).

Expected Level of Service for Full Time Faculty

Service is expected of all faculty members annually. However, where a member is invited to serve on a committee or other body that will take considerable time and effort that may interfere with their regular service duties at the university (e.g. Tri-Council Grant Selection Committee,

conduct a public inquiry for government), confirmation with the Division Chair and Senior Associate Dean - Research is required.

Minimum Expectations for Service

It is expected that the faculty member will be formally engaged in their scholarly or professional communities through activities such as reviewing papers for journals, organizing national and international conferences (e.g., as a member of the organizing committee or as a session organizer/moderator), holding an office in a national or international scholarly or professional association such as IUFRO, reviewing grant proposals or serving on the grant selection panel for national and international funding agencies such as NSERC, SSHRC and NSF. Other forms of service to the community include holding an office in an academic organization or serving as an Associate Editor for a journal.

Service to the Sauder School and the University is expected to require at least 40 hours per year for post-tenure faculty. Pre-tenure faculty members are not expected to perform this level of service and should be protected from significant service commitments until achieving tenure. However, there is an expectation that as pre-tenure faculty approach the tenure decision they will be introduced to service requirements and will begin to engage in service activities.

5. Collegiality: Participation and presence in the life of the University

Faculty members are expected to keep regular University hours, including being available to participate in all aspects of the work of their division. This generally means that faculty will keep regular office hours in their home divisions (i.e., be physically present at the school) and, if appropriate, in any units where they may be jointly appointed, and be available to students and for administrative assignments and duties. Research faculty members should regularly attend the divisional research seminar. Faculty members have a responsibility to actively participate in building the Sauder community.

Faculty should notify the Division Chair when they will be absent for more than two weeks whether for work or for pleasure (c.f. UBC Policy 97). Absences of over two weeks during the Winter teaching terms require approval of the Division Chair. The Division Chair may, when necessary, require changes in schedules and travel plans when they interfere with the operations of the division or the faculty member's teaching responsibilities.

Faculty members are responsible for maintaining current contact information and ensuring that Chairs and administrators know how to reach them during reasonable working times and days, and have an emergency contact number for other times. Faculty members are responsible for ensuring appropriate communication with colleagues, staff and students (i.e., timely response, etc.).

6. Appendix A: Research Activity Assessment

Outlined below is a basic categorization of faculty outputs that provides a framework for assessing research activity for full-time research faculty members at the Sauder School of Business (see Section 3 page 6-9 of this document for more details). This framework provides guidelines that may be utilized by Division Chairs, APAC, and the Dean's Office in assessing faculty research productivity with respect to workload assignment. While the framework should provide general guidance, nuances specific to each case should be recognized and considered. Extenuating circumstances or idiosyncrasies to individual cases may require alternate approaches or outcomes (see Conditions for Faculty Appointment 13.03).

Full Research Activity

Achieved by:

- Publication of one or more articles in top-tier journals (A/A- level) over the last three-year period (by online publication date), and
- Competitive grant application submitted (or grant held) over the last three-year period, and
- Research conference presentation, invited talk, seminar, or brown-bag over the last two year period.

Outcomes:

- Nine-credit teaching load, scheduled in one term where possible (i.e., if scheduling permits and such scheduling is desired by the faculty member).
- Summer Research Bureau appointment (and associated additional faculty stipend).
- Retention of named Professorship/Chair (if held).

Moderate Research Activity

Achieved by:

- Publication of one or more articles in mid-tier journals (B) over the last three-year period (by online publication date), and
- Competitive grant application submitted (or grant held) over the last three-year period, and
- Research conference presentation, invited talk, seminar, or brown-bag over the last two year period.

Outcomes:

- Twelve-credit teaching load, scheduled across two terms.
- Summer Research Bureau appointment (and associated additional faculty stipend).
- Retention of named Professorship/Chair (if held).
- Opportunity to buy-down to 9 credits with banked teaching credits (as approved by Dean's office).

Minimal Research Activity

Achieved by:

- Publication(s) in lower-tier journals, conference proceedings, book chapters, etc. over the last three year period (by online publication date as applicable), and
- Competitive grant application submitted (or grant held) over the last three-year period, and
- Research conference presentation, invited talk, seminar, or brown-bag over the last two year period.

Outcomes:

- Fifteen-credit teaching load, scheduled across two terms.
- Non-retention of named Professorship/Chair (if held).
- Opportunity to buy-down to 12 credits with banked teaching credits (as approved by Dean's office).

No research activity over a 3-year period is generally unacceptable with respect to the terms of a research faculty appointment.

7. Appendix B: Sauder Teaching Policy

1. Nominal Teaching Loads

- a. Full-time research faculty have a nominal (non-reduced) teaching load of 15 credits
- b. Full-time instructors and lecturers have a teaching load of 24 credits

2. Sources of Teaching Credits

- a. Full term undergraduate and masters level courses provide 3.0 credits. Classes of 100 (+) provide 4.5 credits. Classes of 200 (+) provide 6.0 credits.
- b. Full-time MBA/MM modules provide 1.5 credits.
- c. Other Full-time MBA/MM teaching or administrative assignments receive pre-arranged credits based on the number of lecture hours and other contributions.
- e. PhD courses provide 1 credit for 1 student enrolled, 2 credits for 2 students, and 3 credits for 3 or more students (registered PhD students only, not auditing)
- f. IMBA, EMBA, MM, part-time MBA and MHA teaching is typically paid a stipend and not counted toward teaching load. However, Faculty teaching in any of these programs (except the MHA) may choose to take the nominal credits (such as, 1.5 credits for a module) in lieu of the stipend.
- g. Teaching credit for supervising PhD students is now defined by division credit allotment – i.e., divisions can choose to provide teaching credits for PhD supervision (typically 1.5 credits for a completed dissertation) from the annual division teaching credit budget provided by the dean's office for division discretionary assignment (see Appendix C). Students completing comprehensive exams by September 1, 2013 are grandfathered in the old credit system (i.e., 1.5 credits for each completing student).
- h. Course coordination credit from the annual division teaching credit budget provided by the dean's office for division discretionary assignment.
- i. Teaching credit is not provided for Directed Studies.

3. Sources of Teaching Credits Release

- a. Active research faculty will receive credit teaching release dependent on the level of their activity – fully research active faculty receive a 6.0 credit release, moderately research active research faculty receive a 3.0 credit release. See Appendix A.
- b. Service appointments receive credit release (e.g., Division Chairs received 6.0 credit release, Chair of APT receives 3.0 credits release). See appendix C.
- c. Teaching credit release is available to Research Center directors (small centers – 1.5 credit release, large centers – 3.0 credit release). See appendix C.
- d. Pre-tenure faculty will generally have a lower teaching load as per their contract.
- e. Other forms of teaching release approved by the Dean's Office (e.g., special service assignment).

4. Banked Teaching Credits

- a. Overload teaching credits can be banked and carried forward to future years. The purpose of banking credits is to provide flexibility in teaching commitments across multiple years (if necessary).
- b. Banked credits may be used to reduce teaching in one year to the minimum levels described below (with approval of the Dean's Office).

- c. Faculty with more than 9.0 banked credits will generally be paid out to reduce their balance to 9.0 credits.
- d. Banked credits are paid out at the rate of \$10,000 for 3.0 credits (or \$3,333 per credit).

5. Buying Out Teaching Credits with Financial Resources.

- a. Teaching credit buyouts are not possible.

6. Minimum Teaching Loads

- a. The typical minimum load for research faculty is 9.0 credits per year. However, this load can be further reduced to a minimum of 3.0 credits per year with banked teaching credits.
- b. Faculty with administrative appointments that provide credit release have a minimum load of 6.0 credits per year. However, this load can be further reduced to a minimum of 3.0 credits per year with banked teaching credits.
- c. Division Chairs have a 3.0 credit minimum load per year. The Dean and Senior Associate Deans are not assigned a teaching load.

7. Payment for Off-load Teaching

- a. Teaching in the IMBA, EMBA, MM, part-time MBA and MHA are considered off-load and generally are not counted toward teaching load, except as noted above.
- b. Teaching stipends for these courses are set at a premium to compensate for weekend teaching, larger classes, travel required, and specialized preparation (such as, the EMBA in Healthcare).
- c. IMBA and EMBA module stipends are \$10,000.
- d. Part-time MBA, MHA and MM module stipends are \$7,500.

8. Appendix C: Administration and Service Research Credit Allotments

Course Release	Amount	\$
<u>School-Wide Credits</u>		
APT Chair	3	
Phd Program Chair	3	
APTL Chair	1.5	
IT Director	1.5	
Case Competition Director	1.5	
Division Chair	6.0	12
<u>Division Discretionary Credits</u>		Range
Seminar Series Coordinator	1.5-3.0	
Course Coordinator/Lab Facilitator	1-1.5	
PHD Student Supervision	1-1.5	
PHD Courses	1-3.0	
Journal Editorship (A-/B)	1-1.5	
<u>Centers/Programs Credits</u>		
PHN/BAM Center Director	3	and 10
COE Center Director	3	and 10
ISIS Director	3	and 10
Corah Director	1.5	and 5
Transport Center Director	1.5	and 5
Phelps Director	1.5	and 5
Maurice Young Director	1.5	and 5
Urban Econ - Real Estate	1.5	and 5
<u>Other</u>		
PMF	3	
Journal Editor (A only)	3	

Notes:

Each year division chairs will assign their assigned discretionary division credits allotment to service activities in the division. Service activities may constitute PhD course credits for the upcoming teaching year, PhD supervision credits, seminar series credits, editorship of worthy A-/B level journals, and/or course coordination/lab facilitation credits.

Appendix D: Journal Identification – Sauder School of Business

This journal identification is a summary measure taken from multiple data sources and perspectives. Namely, rankings of journals by the Financial Times/UT-Dallas, discussion with peer institutions (e.g., UT Rotman, Alberta, UT Austin, Maryland, Columbia, Stanford, Minnesota, NYU, Pitt, etc.), impact factor ratings and AI scores of respective journals, comparable ranking systems from other academic jurisdictions (AACSB, Australian Journal Rankings, ERIM), and extensive consultation with faculty members within the school (i.e., discussion at both Division Chair and independent Division meetings, individual Faculty member consultations). Thus, the rankings below are triangulated on a number of viewpoints to ensure reasonableness and validity within a specific discipline. The identification has been a collegial exercise that attempts to account for a variety of opinions and perspectives in achieving an appropriate and balanced classification.

Importantly, subjective consideration of research activity and output at the division, APAC, APT, and Dean’s office level is expected to inform the defined identification noted here. The school recognizes that we house a wide variety of faculty who potentially may publish in a wide range of outlets in a range of disciplines. As such, this identification is not inclusive of all potentially high rated outlets. Faculty members will be given an opportunity to describe the quality of publications in such high-quality outlets that are not listed in the Appendix on their Faculty Annual Activity Report so they can be properly credited in APAC considerations, and will be given the opportunity to describe the significance of the outlet in APT materials as appropriate.

The school recognizes that different fields have different publication rate and citation norms – particularly in terms of raw counts of both. As such, faculty will be given opportunity in both APAC and APT considerations to describe their individual field norms. Further, top journals in a specific field will be given due consideration at both APAC and APT.

Journals are categorized by division. Other fields are also represented as applicable. Some journals might be publication outlets for more than one Division. This can happen if a member of one Division, such as SBE, does research that overlaps another area, such as Finance and publishes in a Finance

journal. In general such work is encouraged and fully recognized. In addition, some journals include subjects that cover a range of business fields, such as Management Science, which has sections on, for example, Operations Management, Finance, IT, Entrepreneurship, Marketing, etc. We recognize that such a journal might not have the same relative ranking in all areas, possibly being an “A” journal in one area and a “B” journal in another. Our primary objective is to generate quality research in all relevant business areas, regardless of Divisional affiliation, although we do recognize that Division members are expected to make some contribution to the specific research mandate of their home Division.

Journals classified as an A or A- represent the top journals in a field of study. These journals have broad recognition as premier outlets and have a history of excellence and for featuring work that has significant impact in their respective discipline. Journals classified as B represent good journals that also feature excellent work. That stature and impact of these journals however is less than that of the journals classified as A.

Faculty members may add information to these rankings by providing evidence (similar to that utilized in constructing these rankings - noted above) to the Division Chair and Senior Associate Dean – Research. Indeed, these listings are likely to be dynamic. If a journal is not on the listing currently then consideration for inclusion will be reviewed as applicable. Formally, the dean’s office will assess forwarded cases every two years and review the integrity of the current classification.

Accounting

Rank	Journal	FT 45
A	The Accounting Review	Y
A	Journal of Accounting and Economics	Y
A	Journal of Accounting Research	Y
A-	Review of Accounting Studies	Y
A-	Contemporary Accounting Research	Y
B	Accounting Horizons	
B	Financial Analysts Journal	
B	Journal of Accounting and Public Policy	
B	Journal of Business, Finance, and Accounting	
B	Journal of Accounting, Auditing, and Finance	
B	Accounting, Organizations and Society	Y
B	Journal of American Taxation Association	

Finance

Rank	Journal	FT 45
A	Journal of Finance	Y
A	Review of Financial Studies	Y
A	Journal of Financial Economics	Y
A-	Journal of Financial and Quantitative Analysis	Y
A-	Review of Finance	
B	Review of Asset Pricing Studies	
B	Review of Corporate Finance Studies	
B	Journal of Financial Markets	
B	Journal of Banking and Finance	
B	Journal of Corporate Finance	
B	Critical Finance Review	
B	Journal of Empirical Finance	
B	Financial Management	

Management Information Systems

Rank	Journal	FT 45
A	Management Information Systems Quarterly	Y
A	Information Systems Research	Y
A-	Journal of Management Information Systems	
B	Journal of the Association for Management Information Systems	
B	Information Systems Journal	
B	European Journal of Information Systems	
B	INFORMS Journal on Computing	
B	Decision Support Systems	
B	Information and Management	

Marketing

Rank	Journal	FT 45
A	Journal of Marketing Research	Y
A	Journal of Consumer Research	Y
A	Marketing Science	Y
A	Journal of Marketing	Y
A-	Quantitative Marketing and Economics	
A-	Journal of Consumer Psychology	Y
B	Journal of Retailing	
B	International Journal of Research in Marketing	
B	Journal of Product Innovation Management	
B	Journal of the Academy of Marketing Science	

Organizational Behaviour and Human Resources: revised

Rank	Journal	FT 45
A	Administrative Science Quarterly	Y
A	Academy of Management Review	Y
A	Academy of Management Journal	Y
A	Strategic Management Journal	Y
A	Organization Science	Y
A	Organizational Behavior and Human Decision Processes	Y
A	Journal of Management	
A-	Academy of Management Annals	
A-	Research in Organizational Behavior	
A-	Journal of Management Studies	Y
A-	Journal of Organizational Behavior	
A-	Industrial Relations	
B	Industrial and Labor Relations Review	
B	Academy of Management Perspectives	
B	Research Policy	
B	Organization Studies	Y
B	Work and Occupations	
B	Industrial and Corporate Change	
B	Group and Organization Management	
B	Strategic Organization	
B	British Journal of Industrial Relations	
B	Human Relations	

Operations and Logistics

For the field of Management Science (MS)

Rank	Journal	FT 45
A	Management Science	Y
A	Operations Research	Y
A-	Mathematics of Operations Research	
A-	Mathematical Programming	
A-	SIAM Journal of Optimization	
A-	Annals of Applied Probability	
B	Manufacturing and Service Operations Management	
B	Production and Operations Management	Y
B	Naval Research Logistics	
B	IEE Transactions	

For the field of Transportation and Logistics (TLog)

Rank	Journal	FT 45
A-	Transportation Research Part B: Methodological	
B	Transportation Science	
B	Journal of Supply Chain Management	
B	Transportation Research Part A: Policy and Practice	
B	Transportation Research Part C: Emerging Technologies	
B	Transportation Research Part E: Logistics & Transportation Review	

Psychology Journals

Rank	Journal	FT 45
A	Psychological Bulletin	
A	Psychological Review	
A	Advances In Experimental Social Psychology	
A	Journal of Personality and Social Psychology	
A	Annual Review of Psychology	
A	American Psychologist	
A	Psychological Methods	
A	Personality and Social Psychology Review	
A	Psychological Inquiry	
A	Journal of Applied Psychology	Y
A	Psychological Science	
A	Personnel Psychology	
A	Journal of Experimental Psychology: General	
A-	Current Directions in Psychological Science	
A-	Organizational Research Methods	
A-	Personality and Social Psychology Bulletin	
B	Leadership Quarterly	
B	Motivation and Emotion	
B	Journal of Experimental Social Psychology	
B	Social Psychology Quarterly	
B	British Journal of Social Psychology	
B	Journal of Personality	
B	Journal of Experimental Psychology: Applied	
B	British Journal of Psychology	
B	European Journal of Social Psychology	
B	Judgment and Decision Making	
B	Journal of Behavioral Decision Making	
B	Journal of Occupational and Organizational Psychology	

Sociology Journals

Rank	Journal	FT 45
A	American Journal of Sociology	
A	American Sociology Review	
A	Annual Review of Sociology	
A	Sociological Methodology	
A-	Social Networks	
A-	Social Forces	
A-	Sociological Methods and Research	
A-	Sociological Theory	
B	International Migration Review	
B	Gender and Society	
B	Social Science Research	
B	Journal of Mathematical Sociology	
B	Sociological Quarterly	
B	British Journal of Sociology	
B	European Sociological Review	

Strategy and Business Economics

Rank	Journal	FT 45
A	Quarterly Journal of Economics	Y
A	American Economic Review	Y
A	Econometrica	Y
A	Journal of Political Economy	Y
A	Review of Economic Studies	
A	Rand Journal of Economics	Y
A	Journal of International Economics	
A	Journal of Public Economics	
A	Review of Economics and Statistics	
A	Economic Journal	
A	Journal of the European Economic Association	
A	International Economic Review	
A-	Journal of Development Economics	
A-	Journal of Environmental Economics and Management	
A-	Journal of Urban Economics	
A-	European Economic Review	
A-	American Economic Journals (Applied Economics, Economic Policy, Microeconomics)	
B	Games and Economic Behavior	
B	Journal of Economic Geography	
B	Experimental Economics	
B	Journal of Industrial Economics	
B	International Journal of Industrial Organization	
B	Economic Inquiry	
B	Journal of Economics and Management Strategy	
B	Journal of Law and Economics	
B	Journal of Economic Behavior and Organizations	
B	Journal of Risk and Uncertainty	
B	Canadian Journal of Economics	
B	Journal of Law, Economics and Organization	
B	Regional Science and Urban Economics	
B	Real Estate Economics	
B	Economica	
B	Journal of Policy Analysis and Management	
B	Public Choice	

Miscellaneous (science, entrepreneurship, ethics, practitioner): revised

Rank	Journal	FT 45
A	Science	
A	Nature	
A	Proceedings of the National Academy of Sciences (PNAS)	
A	Journal of the American Statistical Association	
A-	Journal of Policy Analysis and Management	
B	Journal of International Business Studies*	Y
B	Entrepreneurship Theory and Practice*	Y
B	Journal of Business Venturing*	Y
B	Business Ethics Quarterly	
B	Journal of Business Ethics*	Y
B	Ethics	
B	Harvard Business Review*	Y
B	California Management Review	Y
B	Sloan Management Review	Y

* Noted as the top journal(s) in the respective field.