11/05

STATEMENT REQUIRED BY SECTION 7.12 OF THE REGULATIONS CONCERNING FACULTY TENURE AND PROMOTIONS FOR THE DEPARTMENT OF MANAGEMENT STUDIES

I. Introductory Statement

This document describes with more specificity the standards which will be used to evaluate whether candidates meet the general criteria in Section 7.11 of the Regulations. For a complete perspective, the reader is advised to review Section 7 in its entirety. See also the School of Business and Economics Faculty Evaluation Policy, approved by the School Senate on May 24, 1979.

II. Departmental Mission Statement

The Department of Management Studies contributes to the broad teaching, research, and service responsibilities to which the School of Business and Economics and the Duluth campus are dedicated as parts of the total University of Minnesota system. The Department recognizes the offering of quality undergraduate instructional programs as its primary mission. This mission is to provide students with the broad professional and cultural education necessary for leadership in either the private or public sector.

To accomplish this, the Department's goal is to achieve excellence in the creation and dissemination of knowledge in management, marketing, human resources, strategy, and related fields. Knowledge may be created and disseminated through several methods, but the quality of teaching and scholarly endeavors are the most important factors in maintaining and improving the climate for learning in the Department, while service activities also contribute. For the foreseeable future, the primary thrust of the Department will remain orientated to undergraduate education.

Evaluation criteria and standards within the Department relate to both the mission of the Department and its initial appointment policy as stated in the Labovitz School of Business and Economics Faculty Evaluation Policy. The relationship to mission is explicated in the previous materials and in the discussion of individual criteria which follows.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR (adopted November 2, 2005)

III. Criteria for Tenure

The basic criteria for tenure decisions are stated in Section 7.11 of the Regulations Concerning Faculty Tenure. The present document provides information that relates specifically to the evidence required to demonstrate that each criterion has been met. It should be noted that the criteria and evidence spelled out here apply to decisions regarding promotion, as well as to tenure. Recommendations regarding granting tenure, like all other evaluation decisions, begin at the department level. The granting of tenure is completed only when confirmed by the Board of Regents. Because of the importance of tenure decisions, it is crucial that all steps be taken deliberately and reflectively, with sufficient time for judgment to mature, and for the candidate's record to be firmly established.

The procedures outlined in the following paragraphs are designed to insure, insofar as possible, that determines be made carefully, thoughtfully, and on the basis of the best evidence available. Each of the three basic areas is discussed within the framework of the University rules and regulations and the mission and needs of the Department.

All regular faculty members are expected to demonstrate excellence in teaching, scholarly productivity, and achievement in service. The question of the relative importance of each of the three areas must be considered. In all circumstances teaching and scholarship are given substantially greater weight than service. Teaching and advisement loads as well as other factors unique to each individual must be considered in justice and fairness to faculty members who are being evaluated.

The total contribution of the individual to the University, with all factors considered, will govern the final evaluation. Time-in-grade, taken in isolation from substantive criteria for promotion, is not considered a valid criterion. Continuous personal development through participation in professional development opportunities in all three domains is expected and encouraged.

Individuals receiving a regular appointment at the rank of assistant professor, upon completion of the earned doctorate who have no prior service toward tenure must establish an acceptable record of performance and achievement during their first six years of service. Assistant professors can expect to receive tenure by meeting the standards for performance for promotion outlined below. Only under the most unusual circumstances will an assistant professor be recommended for tenure without also being recommended for promotion.

A. Teaching Domain

Each candidate will be reviewed by tenured colleagues at the rank of associate or full professor on such items as the candidate's statement of teaching philosophy, course materials, outlines, readings, examinations, and any other items having a bearing upon the quality and effectiveness of the candidate's teaching. Effective teaching is essential in achieving tenure. It is the candidate's responsibility to document and make available these materials.

- Assessment of teaching effectiveness will be based on a variety of factors such as courses taught, curricular developments, pedagogical innovations, evaluations by students, advisees, and alumni, and accessibility to students. A commitment to and passionate interest in teaching is expected as is excellence in one's advising responsibilities and relationships.
- The creative and innovative efforts of the candidate will be specifically assessed. Such efforts might include introducing new teaching methods, bringing

research and case study results into the classroom where appropriate, and discussing relevant journal materials.

B. Service Domain

Candidates will be reviewed by tenured colleagues at the rank of associate or full professor on such items as their performance on committees, service engagements, and their contributions to the academy. In general, a candidate will be evaluated on the basis of:

- Demonstration of being a supportive and contributing colleague within the Department of Management Studies, the Labovitz School of Business and Economics, and the campus such as providing service on an *ad hoc* basis, and being an active and willing participant on formal committees and subcommittees. Each faculty member is expected to attend department meetings, participate in the School Senate, serve on LSBE committees, and otherwise contribute to the ongoing governance and decision-making process of the School.
- Evidence demonstrating good citizenship (i.e., voluntary acts, which are intended to be positive/constructive in nature, and for which there is no evident *quid pro quo)* within the Department and the Labovitz School of Business and Economics.
- Evidence of community oriented service
- Evidence of service to the academy (i.e., giving time and assistance within the realm of one's expertise to one's discipline, professional associations and colleagues both within and outside the University.
- Faculty members are also expected to work toward improving their profession by actively participating in the professional organizations related to their areas of expertise. Indications of such participation are membership in professional organizations or associations and service as a leader (officer, committee chairperson, committee member) in such organizations. Participating as a

presenter, discussion leader, session chairperson, a program planner or the like at meetings or conferences of professional organizations is further evidence of service to the faculty member's profession. In addition, honors, awards and citations are indications that one is recognized as a positive contributor to his or her profession.

- Appraisal of service must be based on more than a mere listing of the committee assignments. It should include indication of effort, leadership and contribution to the purposes of the service unit (e.g., committee, department, etc.).

C. Research (i.e., knowledge creation and dissemination) Domain

Another essential requirement for achieving tenure is demonstrated capability in research. Promotion and tenure requires that the candidate has completed work that extends the frontiers of knowledge or that applies knowledge to practical situations in novel or insightful ways.

- Consistent with LSBE's mission statement, scholarly research can be applied, basic, and/or instructional development in nature.
- The candidate will submit a listing of all published materials (e.g., textbooks, journal articles, working papers), evidence of successful completion of funded research, papers given at professional meetings, citations of work by other authors, and evidence of work in progress. Consideration will be given to the quality, quantity, outlets (e.g., acceptance rates, editorial boards), and impact. In terms of quantity, an average of one refereed journal article per year plus one other intellectual contribution (from categories A or B from the School's list of intellectual contributions) per year for the years preceding application for promotion and tenure is expected.
- The candidate must demonstrate evidence of a continuous stream of scholarly activity as opposed to work that is sporadic or of a flash-in-the-pan nature. There must be evidence to

suggest that scholarly activity will continue after the granting of tenure and promotion to Associate Professor (e.g., evidence of an active research program and a pipeline of scholarly activity.)

- Outside review of a candidate's scholarly output is considered essential and mandatory to add to the objectivity and reliability of the internal evaluation. The external reviewers should be individuals who are academically qualified within the candidate's discipline. The Chairperson of the Departmental Promotion and Tenure Review committee has responsibility for the identification of outside reviewers and the solicitation of evaluative comments from them. It is understood that normally the selection of external reviewers will be done either in consultation with, or with the advice of, the candidate. Several (usually five or six) outside reviewers will be utilized.
- The bulk of one's published scholarly activity should be focused on and appearing in outlets within one's discipline(s) as reflected by the position held within the Department of Management Studies (e.g., Assistant Professor of Human Resource Management).
- Finally, the candidate should show substantial evidence of emerging professional distinction as demonstrated by internal and external review of the candidate's scholarly work.

Several factors can contribute to the subjective assessment of emerging professional distinction, such as:

- □ Whether a candidate's work extends the frontiers of knowledge, applies existing knowledge to generate practical solutions, or combines existing/new ideas to add to the storehouse of existing knowledge.
- □ Whether a candidate's work is important and valuable to some recognized audience.

Criteria for Promotion (revised November 2, 2005)

To be promoted to associate professor and granted tenure, an individual must have an established record of excellence in the domains of teaching, service and research. The expectations for promotion to associate professor are the same as those for tenure. A well-rounded portfolio is required. Exceptional performance in one domain does not compensate for lack of excellence in another domain.

Promotion to Full Professor (revised April 16, 2003)

IV. Criteria for Promotion

Associate Professors wishing to be promoted to the rank of Full Professor will be reviewed in each of the areas: teaching, service, and research. The promotion to Full Professor is regarded as more important than the promotion from Instructor to Assistant Professor, and the promotion (exclusive of the separate tenure decision) from Assistant to Associate Professor. Under normal conditions, six years or more at the rank of Associate Professor will be needed to establish a sufficient record for promotion, yet the possibility exists for an unusual performance-based exception to this six (6) year expectation. It should also be noted that while not all of the years at the rank of Associate Professor need to be served at the University of Minnesota Duluth, a reasonable time in rank within the Department of Management Studies is necessary to thoroughly assess the credentials and performance of the faculty member.

Like the decisions to grant tenure and to promote to Associate Professor, the decision to recommend promotion to Full Professor is a reflection of the aggregated judgment of those who sit on the Promotion Review Committee at the time of the application, and their consideration of the criteria, standards, and performance expectations articulated below.

Teaching Domain

Excellence in teaching. Consideration will be given to courses taught, curricular developments (e.g., new courses designed), pedagogical innovations, evaluations by current students and alumni, and accessibility to students.

A commitment to and passionate interest in teaching, primarily at the undergraduate level, along with support of graduate (MBA) level education.

Excellence in one=s advising responsibilities and relationships.

Support of students and student organizations.

A demonstrated willingness to supervise theses, UROPs, and independent study projects (not inclusive of regularly offered courses).

Service Domain

While an Associate Professor, evidence of having provided assistance and support to one=s more junior colleagues. It is expected that helping relationships directed toward more junior colleagues will evolve into the role of active mentorship (e.g., in the realm of teaching and research) subsequent to the promotion to full professor.

Demonstration of being a supportive and contributing colleague within the Department of Management Studies and the School of Business and Economics Bproviding service on an ad hoc basis, and being a willing and active participant on formal committees and sub-committees.

Evidence demonstrating good citizenship (i.e., voluntary acts, which are intended to be positive/constructive in nature, and for which there is no evident quid pro quo) within the Department and the School of Business and Economics.

Evidence of providing meaningful campus and/or possibly university-wide service.

Evidence of community-oriented service.

Evidence of service to *the academy* (i.e., giving time and assistance within the realm of one=s expertise to one=s discipline, professional association, and colleagues both within and outside of the university).

Research (i.e., knowledge creation and dissemination) Domain

Consistent with the School of Business and Economics= mission statement, scholarly research can be applied, basic, and/or instructional development in nature.

Consideration will be given to the type of work (e.g., cases, empirical, theoretical) and its quality, quantity, outlets, and impact. In terms of quantity and quality of published works, the level should be at least equivalent to and, in general greater than that which was demonstrated to achieve promotion to the rank of Associate Professor within the Department of Management Studies. While both dimensions are critical, the quality of that which has been produced is of greater importance than the quantity.

Some of the candidate=s work must be judged as having advanced the discipline through their empirical contributions, yet it is important that some of their work be theoretical or conceptual (e.g., interpretative, integrative) in nature.

Evidence of a >continuous stream of scholarly activity= (e.g., publication of one=s scholarly works) since achieving the rank of Associate Professor versus work that is >sporadic= or of a >flash-in-the-pan= nature.

The bulk of one=s published scholarly activity should be focused on and appearing in outlets within one=s discipline(s) as reflected by the position held within the Department of Management Studies (e.g., Associate Professor of Human Resource Management). In addition, the candidate should have achieved >professional distinction (i.e., made contributions to the literature that are judged as having >made a difference,= as might be evident by the frequency with which those works are cited in the work of others and/or applied in professional practice).

Evidence to suggest that scholarly activity will continue after the promotion to Full Professor (e.g., evidence of an active research program and a pipeline of scholarly activity).

The following questions are illustrative of these criteria. They provide examples of the metrics used in making judgments about an individual=s scholarly work, their impact, and the promotability of an individual to the rank of Full Professor.

Does the work provide utility to practitioners?
Has the work reshaped the way people think or the questions that they ask?
Is it work that people go (or will go) back to?
Does it help enrich the practice of teaching?
Does the work provide theoretical insight, or open up new areas of inquiry?
Does the work represent a fundamental breakthrough?
Does the work advance the discipline by pushing back the frontiers of understanding and/or practice?

V. Procedures

The Department complies with the procedures for promotion and conferral of indefinite tenure set forth in Section 201.000 of the collective bargaining agreement

between the Regents of the University of Minnesota and the University Education

Association.

Dean's Office
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per Ann Bailley