STATEMENT REQUIRED BY SECTION 7.12 OF THE REGULATIONS
CONCERNING FACULTY TENURE
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 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.

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 our 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 effectiveness 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. A candidate may be evaluated on a somewhat different weighing than was used historically or was applied in another case. Thus, individual contribution can be rewarded as appropriate. 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 a valid criterion.

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 to the rank of associate professor. Only under the most unusual circumstances will an assistant professor be recommended for tenure without also being recommended for promotion.

A. Teaching

Effective teaching is essential in achieving tenure. The utmost care and thought must be given to Departmental and School evaluation and documentation of the candidate’s teaching merits. Each candidate will be reviewed by colleagues on such items as course materials, outlines, readings, examinations, and any other items bearing upon the quality and effectiveness of the candidate’s teaching.
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, discussing relevant journal materials and books. Classroom use of first-hand knowledge arising from consulting, special seminars, leaves, summer employment or other direct associations with the practical operation of knowledge in the candidate’s area of specialization could be another indication of innovative effort.

In addition, information gained from student evaluations of teaching activities, as well as other solicited or unsolicited inputs, must be carefully reviewed and considered as appropriate. Student evaluations must be interpreted with great care and with knowledge that such evaluations may provide more useful information regarding behaviors than overall teaching effectiveness. Teaching performance in both traditional and nontraditional settings must be evaluated. While the ability to teach effectively in the noncredit continuing education setting is not as essential as in the traditional setting, it is considered important. Each faculty member must expect to meet high standards of teaching. Faculty members must faithfully perform all the detailed duties of a teacher both inside and outside the classroom. Finally, to insure continued improvement in the overall quality of instruction within the School, faculty members must demonstrate teaching effectiveness that compares favorably with standards set in the individual’s field, Department and/or profession.

B. Scholarly Productivity

A second essential requirement in achieving tenure is demonstrated capability in research or other scholarly and creative professional activities. Promotion and tenure requires that the candidate has completed work that extends the frontiers of knowledge or that applies existing...
knowledge to practical situations in novel or insightful ways. The candidate’s work must
demonstrate construction of new combinations of ideas or analysis of data from primary or
secondary sources to provide meaningful generalizations adding to or improving the state of the
art and increasing the storehouse of existing knowledge.

The candidate will submit a listing of all published materials (textbooks, journal articles,
working papers, teaching material and the like), evidence of successful completion of funded
research, evidence of use of applied research to solve meaningful world problems, papers given
at professional meetings, assignments as chairperson or as discussant at professional meetings,
citations of previous work by other authors, and evidence of work in progress.

The Department is the basic unit in evaluation and is responsible for establishing and
upholding standards of scholarly competence. In the judgment of the Department and others, the
work in question must be important, valuable to some recognized audience because of its validity
and application of scientific principles, and thus represent a contribution to the scholarly or
practical world. Materials found in speeches or addresses, rather than in publications of a
reputable agency, must meet the standard of scholarly competence as defined above.

Some research efforts must be ranked higher than others. For example, a contribution to
one of the status journals in a field may be worth more than contributions to less prestigious
outlets. However, the impact of the research in the profession or in application will be the
ultimate criterion in determining the value and significance of the activity.

Finally, outside review of a candidate’s scholarly output is considered essential and
mandatory to add to the objectivity and reliability of internal evaluation. The Department Head
(or the chairperson of a departmental promotion and tenure committee, if one is employed) has
responsibility for the identification of outside reviewers and the solicitation of evaluative
comments from them. However, it is understood that normally the selection of external reviewers will be done either in consultation with, or with the advice of, the candidate in question. Two or more outside reviewers should be utilized, particularly where the candidate has published in two or more sub-areas of his or her discipline.

C. Service

Faculty members are expected to contribute to the Department, the School, the Campus, and to overall University their specialized knowledge in the field of competence as well as the generalized knowledge which originates from the fullness of experience. Therefore, each faculty member is expected to attend departments meetings, participate in the School Senate, serve on committees, and otherwise contribute to the ongoing governance and decision-making process of the University. However, no member of the faculty is expected to provide services to committees within the University to the extent that this will interfere with teaching and research.

Likewise, each faculty member is expected to devote some professional time and effort to participate in appropriate professional activities within the community. For example, faculty members may serve on state or local government commissions, may be active in working with business and labor groups who are prospective future employers of the School’s students or may share research and other professional areas of competence with the community through addresses and appearances on radio and television news or public service programs.

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, citations, and listing in professional registers are indications that one is recognized as a positive contributor to his or her profession.

Appraisal of service must be based on more than mere listing of the number of committee assignments. It must include indication of effort, leadership and contribution to the purposes of the service unit (e.g., committee, department, etc.). Department colleagues will be responsible for establishing appropriate procedures to obtain relevant information to substantiate the quality of service contribution. As a rough guide, an allocation of as much as 10%-20% of effort to service should be considered a maximum. Further involvement in service will not compensate for less than adequate performance in teaching or scholarly productivity.

IV. Promotion

The criteria and expectations for promotion are the same as those stated above for tenure. This section specifically addresses the standards (e.g., level of performance) to be applied at each rank.

A. To Assistant Professor

The earned doctorate or equivalent evidence of professional growth and development is a prerequisite for initial regular (tenure track) appointment at the rank of assistant professor. Regular appointments generally are not made at the rank of instructor. Exceptions will be made in the case of individuals recruited who are nearing completion of requirements for the doctorate. Such individuals will be initially appointed at the rank of instructor but will be eligible for
automatic promotion to the rank of assistant professor upon receipt of certification of completion of all requirements for the doctorate. Such individuals will receive an initial appointment for two academic years and the provision for automatic promotion will terminate on the notice date for such appointments as determined by the collective bargaining agreement between the Regents of the University of Minnesota and the University Education Association.

Individuals initially appointed as instructors who fail to complete degree requirements by the notice date of their second year of service should expect notice of non-reappointment (terminating their appointment at the end of the second year of service). Only under most unusual and extenuating conditions will an individual so notified be granted reappointment, as it must be recognized by all concerned that such an individual has already exhausted two years of a maximum of six years probationary service to meet the normal preconditions for initial appointment at the rank of assistant professor.

If an individual does not complete the requirements for the doctorate by the notice date of the second year but is reappointed for additional service, the individual will be considered for promotion only in the routine sequence of review. The earliest date for consideration for promotion to assistant professor in such cases will be in the late fall of the individual’s third year of service. Promotion, if granted, will be effective at the beginning of the fourth year of service.

B. To Associate Professor

To be promoted to associate professor and granted tenure, an individual must have an established record of effective teaching performance. Substantial evidence of emerging professional distinction through recognition of scholarly accomplishment and potential among the individual’s professional peers is required. A record of well-rounded professional service
within and outside the University is expected. These attributes and accomplishments should be reflected in a pattern of consistent and emerging behaviors over a period of time.

C. To Professor

(revised April 16, 2003)

DEPARTMENT OF MANAGEMENT STUDIES

Promotion to Full Professor

(7.12 document)

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—providing 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