Promotion and Tenure Policies

SECTION 100
ROLE AND SCOPE STATEMENTS

100 APPROVALS REQUIRED

Role, scope, criteria, standards and procedures documents shall be approved by the department faculty, department head, the college review committee, the college dean, the UPT Committee, and the Provost and Vice President for Academic Affairs. [FH 622.]

110 UNIVERSITY ROLE AND SCOPE

Montana State University-Bozeman is committed to "undergraduate and graduate education, research of both a basic and applied nature, and professional and public service to the state, region and nation." (MSU Role and Scope Statement, 1990.) (See FH 100.00.) Faculty dedicated to this mission produce substantial benefits for society, including advances in fundamental and applied knowledge, technological innovation, new aesthetic experiences, improved health and well-being, and a broadly educated citizenry. Outreach is a fundamental component of this mission and is affirmed as an appropriate and laudable faculty activity. [FH 603.00]

Each department and college shall develop and annually update a document describing its role and scope, defining its responsibilities and obligations in furtherance of the mission of the University, and setting forth the criteria, standards and procedures for review of faculty members. If the document is not updated annually, the last updated and approved document shall be effective. [FH 620.00]

111 COLLEGE AND DEPARTMENT ROLE AND SCOPE STATEMENTS

The role and scope statement of the department and college defines the responsibilities of the unit and guides the department in developing the criteria, standards and procedures for the review of faculty members. The role and scope statement of each college identifies how each department contributes to meeting the responsibilities of the college and forms the basis for the approval of departmental role and scope statements and for the review and approval of department criteria, standards and procedures. [FH 621.00]

112 ROLE AND SCOPE

112.1 Role and Scope of the College.

A. Vision Statement
The College of Business at Montana State University will provide a locally revered and nationally recognized business education for undergraduate students and in selected areas of graduate study. The programs of study will be distinguished by the personalized attention accorded to students, a diverse and contemporary curriculum, and the dedication of the faculty to creating an extraordinary classroom environment and facilitating career opportunities for students.

B. Mission Statement
The mission of the College of Business is to provide excellence in undergraduate and select graduate business education.
To accomplish this, the College:

- Fosters an integrated, experiential, and personalized learning environment
- Encourages critical thinking, effective communication, life-long learning, ethical decision-making, and social responsibility

The College is committed to the teacher-scholar model in which faculty members are simultaneously engaged in teaching and research as defined in 114.1 below. The College provides service and outreach to its stakeholders in keeping with this aspect of University’s land-grant mission.

C. Core Values: Code of Excellence

1. Recruiting and Retaining Exceptional Students
The recruitment and retention of exceptional students is ensured by sustaining high-quality throughout the College and by strategically communicating with all stakeholders. Emphasis is given to our rigorous curriculum, qualified faculty, student services, job placement, student mentoring, and commitment to students in an energizing living and learning environment.

2. Curriculum Design and Delivery
The COB curriculum is accessible, integrated and experiential, combining the breadth of liberal arts education with the depth of business practice. It is designed to prepare students for productive careers while fostering life-long learning, critical thinking, effective communication, and ethical decision-making.

3. Mentoring
Faculty, staff and administration initiate and cultivate interactive student mentoring relationships in support of the academic and professional development of students, and engender student commitment to learning, personal responsibility, effective problem-solving, and ethical judgment.

4. Research and Creative Activity
Faculty members model life-long learning and critical/creative thinking by engaging in research and creative activity that contributes to the inventory of knowledge, strengthens each student’s classroom experience, and supports the land-grant mission of MSU.

5. Balancing Personal, Professional and Societal Responsibilities
The College sets work-load expectations for faculty, staff and administration that promote a balance of personal, professional and societal responsibilities and fosters faculty involvement with university, city, state, nation, and world communities.

6. Professional Fulfillment
In support of long-term individual growth and college-wide progress, faculty and staff are afforded the opportunity and resources to pursue personal/professional activities linked directly to consistent, identifiable, desired organizational goals.

7. Organizational Resources and Rewards
The College of Business values and cultivates members of the faculty, staff and administration by allocating substantive resources to recognize outstanding performance and to invest in the future and enhancement of our mission and core values.

8. Organizational Culture
As a dynamic learning community of shared vision and goals, the College of Business culture nurtures the personal and professional growth of faculty, staff and students through trust, openness, good-humor, collegiality, accountability, unity, diversity and an enthusiasm for change and individual differences.

112.2 Role and Scope of the Department
113 ACADEMIC PROGRAMS

113.1 Academic Programs of the College

The College offers one undergraduate degree, a Bachelor of Science in Business, with four options: Accounting, Finance, Management and Marketing. The College also offers minors in Business Administration, Accounting, International Business, Management of Information Technology, and Entrepreneurship and Small Business Management. The College offers one graduate degree, a Master of Professional Accountancy.

The Bracken Center for Excellence in Undergraduate Business Education supports the mission and academic programs of the College by providing a large variety of services to students and faculty, including but not limited to: internship and employment resources and training, state-of-the-art technology in support of teaching and learning, personalized coaching for students on oral and written communication skills, and faculty development initiatives to facilitate teaching excellence.

113.2 Academic Programs of the Department

N/A

114 RESEARCH AND CREATIVE ACTIVITY

114.1 Special Areas of College Research and Creative Activity

In keeping with Montana State University’s commitment to both basic and applied research, the College of Business fosters faculty research that contributes to the inventory of knowledge, strengthens each student’s classroom experience, and supports the land-grant mission of the University. Therefore, the College values basic and applied discipline-based scholarship that is theoretical or empirical in nature, pedagogical research, and contributions to practice.

Because the College emphasizes the practical role of research in enhancing faculty members’ ability to improve students’ classroom experience and in advancing the University’s outreach mission, the College defines “discipline-based” research to include not only basic research, but also applied scholarship that extends existing knowledge to practice areas such as, but not limited to, taxation, investments, leadership and advertising. The College measures the value of such research primarily by the rigor of the peer review process to which the research has been subjected.

The College defines pedagogical research as articles, papers, presentations and other activities that contribute to the academic community's understanding and application of teaching and learning theories and techniques.

The College defines “contributions to practice” as articles, papers, presentations and other activities that interpret existing knowledge for a practitioner audience.

114.2 Special Areas of Department Research and Creative Activity

N/A

115 OUTREACH/PUBLIC SERVICE

115.1 Special Areas of College Outreach/Public Service
In keeping with the University’s mission as a land grant institution, the College values outreach and public service activities that serve the needs and interests of the university, city, state, nation, and world communities. College faculty are expected collectively to participate in professional organizations, community groups, and College and University committees.

Specific outreach/public service activities of the College include:
- The Center for Entrepreneurship for the New West, which provides consulting services to start-up companies;
- Volunteer Income Tax Assistance (VITA) program, which offers preparation of tax returns for students and low income members of the community; and
- The Family Business Program, which provides educational programs to the public and recognizes and rewards outstanding family businesses throughout the State of Montana.

115.2 Special Areas of Department Outreach/Public Service

N/A

SECTION 200
CRITERIA AND STANDARDS

"Criteria" are the variables examined in an evaluation. "Standards" are the levels or degrees of performance which measure success in meeting criteria. [FH 602.00]

200 CRITERIA FOR THE FORMAL REVIEW OF FACULTY PERFORMANCE

Montana State University-Bozeman is served by a faculty with a wide range of skills, interests, and responsibilities. Thus, different faculty members may have very different expectations in terms of teaching, research/creative activity and service. The Criteria and Standards portion of this document (FH 630.00 to 636.00) carries forth this principle by distinguishing two general categories of academic faculty, designated as those with "instructional" expectations and those with "professional practice" expectations. Each faculty member's letter of hire will specify which category of expectations apply.

Differences in expectations must be recognized, valued and respected at all levels during the review of faculty performance. Faculty review must take into account the resources available to accomplish the faculty member's assignment including release time for scholarly activities, library support, and the availability of computing facilities and technical support staff. As an integral part of their assignments, faculty may be expected to seek available extramural funds, appropriate to their field of study.

[ FH 603.03]

210 UNIVERSITY CRITERIA

The University criteria on which faculty performance will be reviewed are teaching, research, and service.

211 TEACHING CRITERIA

211.1 University Teaching Criteria
Teaching, the imparting of knowledge, skills, and abilities to learners, is the heart of the University's mission. Faculty performance in teaching must be evaluated in terms of a wide range of criteria including course content and objectives, classroom effectiveness, student learning and achievement and student advising. This document challenges faculty and administrators to adopt rigorous strategies for the assessment of teaching performance, including peer, student and self-evaluations. [FH 602.03]

211.2 College Teaching Criteria

The College criteria for teaching are the same as the University Criteria. Teaching, the imparting of knowledge, skills, and abilities to learners, is the heart of the College’s mission. Faculty performance in teaching will be evaluated in terms of a wide range of criteria including course content and objectives, classroom effectiveness, student learning and achievement and student advising.

211.3 Department Teaching Criteria

N/A

212 RESEARCH CRITERIA

212.1 University Research Criteria

Research and creative activity, the means through which society increases its understanding of the natural world and the human condition, is a fundamental responsibility of the University community. In submitting documentation for tenure and promotion, faculty are expected to submit for review their scholarly works which have advanced their discipline or profession. [FH 602.03]

212.2 College Research Criteria

A. Research activity is essential to the professional vitality of the College faculty and is central to the mission of the College. A continuing record of research activity is required for retention, promotion and tenure in the College.

B. In keeping with its mission, the College of Business values many forms of research activity. Research activities consist of contributions to discipline-based scholarship, pedagogical research, and contributions to practice. Discipline-based scholarship adds to the theory or knowledge base in the faculty member’s area of expertise. It includes not only basic research, but also applied scholarship that extends existing knowledge to practice areas such as, but not limited to, taxation, investments, leadership and advertising. Pedagogical research contributes to the academic community's understanding and application of teaching and learning theories and techniques. Contributions to practice interpret existing knowledge for a practitioner audience.

C. Activities subject to a rigorous review process, typically blind peer reviewed, are essential for retention, tenure, and promotion. Non-peer-reviewed scholarly activities are also viewed as research activities, but a record consisting solely of non-peer-reviewed activity is not sufficient for retention, tenure, or promotion.

D. A record consisting solely of pedagogical activities is not sufficient for retention, tenure or promotion.

E. It is the candidate’s responsibility to provide evidence regarding the quality and impact of the candidate’s research activities. In judging the candidate's research, the Promotion and Tenure Committee will consider the circumstances particular to each candidate and academic discipline. The Committee will assess the quality of the candidate’s research contribution and make suitable
quality/quantity adjustments in light of evidence provided by the candidate, internal and external reviewers, and information collected by the Committee. Ultimately, each research activity will be judged by its quality and impact.

F. Recognizing that considerable variation in quality within categories exists and that there may be considerable overlap between categories, the following non-exhaustive list of research activities and outcomes (in generally decreasing order of significance) constitute the primary activities for which credit is given for retention, promotion, and tenure. We divide this list into two broad groups, Group I and Group II. Research contributions will be publicly available for scrutiny by academic peers or practitioners.

Group I
- Blind peer reviewed journal publications
- Scholarly books and monographs, and chapters in scholarly books
- New textbooks
- Other peer reviewed publications
- Editor-only reviewed journal publications

Group II
- Textbook revisions
- Refereed proceedings
- Cases
- Paper/poster presentations
- Workshop/seminar presentations
- Practice sets, instructor’s manuals

Candidates who wish to have other publicly available research activities considered that do not clearly fit in one of the above categories must provide evidence of quality and guidance on where the items should fit on the above list.

The final decision about whether a research activity falls in Group I or Group II belongs to the College Promotion and Tenure Committee.

212.3 Department Research Criteria

N/A

213 OUTREACH/PUBLIC SERVICE CRITERIA

213.1 University Criteria

Outreach and public service, the strategies through which the practical impacts of scholarship are made available to the state and nation, are essential to the University's Land Grant mission. This document calls upon faculty and their departments to revitalize their commitments to outreach and public service and challenges them to reward effectiveness and excellence in these activities. Departments and colleges shall establish procedures, criteria and standards for the evaluation of service, outreach, and consulting activities submitted for faculty review. [602.03]

213.2 College Criteria

Public service is central to the success of a university and is especially critical to that of a land grant institution such as Montana State University. In addition, the mission of the College emphasizes the importance of public service. Faculty are expected to use their professional training in service to the
University, the community at large, and professional organizations. Types of service which the College uses to evaluate faculty performance include active participation in professional organizations, community groups and College and University committees.

213.3 Department Criteria

N/A

220 GENERAL UNIVERSITY STANDARDS

The University standards on which faculty performance will be reviewed are effectiveness and excellence.

*Sustained effectiveness in all areas of a faculty member's assignment is a University-wide requirement for retention, tenure and promotion.* [FH 603.04]

*In addition, the potential for excellence is required for tenure and promotion to Associate Professor rank; a record of excellence is required for promotion to Professor rank.* [FH 603.04]

*The University criteria and standards defined herein are the minimum acceptable standards for the university; departments and colleges are expected to develop criteria and standards based on, and no less rigorous than, those described herein.* [FH 622.00]

*Each faculty member must meet the following University-wide standards for appointment, retention, tenure, and promotion as well as the standards of her or his department and college.* [FH 633.00]

220.1 Standards for Faculty with Instructional Expectations

*Faculty with instructional expectations will advance the teaching, research/creative activity, and service missions of the University.* [FH 632.00]

220.2 Standards for Faculty with Professional Practice Expectations

*Faculty with professional practice expectations will advance the mission of their departments through activities appropriate to their specific assignments.* [FH 632.00]

221 EFFECTIVENESS IN TEACHING

221.1 University Standard of Effectiveness in Teaching

*Faculty performance in teaching will be judged effective if it meets or exceeds the standards of the candidate's department and college.* [FH 633.01]

221.2 College Standard of Effectiveness in Teaching

A. *Standard(s) of Effectiveness in Teaching for Faculty with Instructional Expectations*

Effectiveness in teaching is characterized by proficiency in achieving:

Positive Student Outcomes

Students are encouraged to learn to think critically and develop effective communication and problem solving skills as well as a desire to behave responsibly and pursue life long learning. Possible evidence of
Positive Student Outcomes may include instruction which is well received by students and creates high levels of student learning, evidenced by mastery of subject matter and strong performance in subsequent coursework.

**Quality Instructional Execution**
Possible evidence of quality instruction may include substantive courses that are rigorous, well designed, organized and delivered, currency in subject matter and pedagogy, use of appropriate instructional methods for course learning objectives, skillful communication, and appropriate assessment of students’ progress.

**Meaningful Interaction with Students**
Possible evidence of meaningful interaction with students may include availability to students outside of class, mentoring, effective advising of students on both academic and professional matters, and modeling and promoting integrity and ethical standards.

**Other significant teaching outcomes, as proposed by the candidate.**

Many factors, including course load, course content, and number of preparations moderate teaching performance. The P&T Committee will consider such factors and other circumstances particular to each candidate in evaluating the candidate’s total teaching record.

**Standard of Effectiveness in Teaching for Retention**

The candidate shall demonstrate a high likelihood that he/she will be able to meet the effectiveness standard by the time of the tenure review.

**Standard of Effectiveness in Teaching for Tenure and/or Promotion**

The candidate shall meet the effectiveness standard detailed above.

**B. Standard(s) of Effectiveness in Teaching for Faculty with Professional Practice Expectations**

N/A

**222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY**

**222.1 University Standard of Effectiveness in Research/Creative Activity**

*Faculty performance in research/creative activity will be judged effective if it meets or exceeds the standards of the candidate's department and college.*

**222.2 College Standard of Effectiveness in Research/Creative Activity**

**A. Standard(s) of Effectiveness in Research/Creative Activity for Faculty with Instructional Expectations**

This Section shall be interpreted in light of the criteria stated in Section 212.2, College Research Criteria. “Group I” as used in the following sections is identified in Section 212.2F.

1. **Standard of Effectiveness in Research/Creative Activity for Candidate Seeking Retention**

   A candidate for retention shall be deemed to have met the “effectiveness” standard if the candidate:
   a. demonstrates one or more emerging research streams with activities at various stages in the research pipeline, and
b. has work nearing publication in a blind peer reviewed journal (typically, the submission of one or more papers for publication review that have a reasonable probability of eventual publication), and
c. demonstrates that at least one research activity is non-pedagogical in nature.

Given the cycle-time of the review process at quality journals, it is not required that a candidate have published a paper in order to meet the effectiveness standard for retention.

2. Standard of Effectiveness in Research/Creative Activity for Candidate Seeking Tenure and/or Promotion to Associate Professor Based on Excellence in Teaching

A candidate for tenure and/or promotion to Associate Professor based on excellence in teaching shall be deemed to have met the “effectiveness” standard if the candidate has:
a. one or more demonstrable, active and ongoing research streams, and
b. at least two Group I publications (as identified in Section 212.2F) of which:
   1) at least one is in a blind peer reviewed journal, and
   2) at least one is non-pedagogical in nature (this could be the same publication as required in Section 222.2.A.2.b.1) immediately above); and
c. several activities at various other stages in the research pipeline.

3. Standard of Effectiveness in Research/Creative Activity for Candidate Seeking Promotion to Professor Based on Excellence in Teaching

A candidate for promotion to Professor based on excellence in teaching shall be deemed to have met the “effectiveness” standard if the candidate:
a. has sustained one or more active and current research stream(s) since receiving tenure, and
b. has regularly published in Group I outlets (as described in Section 212.2.F) in the years since tenure review (normally an average of at least one Group I publication for every two years since tenure review), and
c. has at least two publications in blind peer reviewed journals, and
d. in the preceding 5 years, has at least one Group I publication (as described in Section 212.2.F) that is non-pedagogical in nature, and
e. has several activities at various stages in the research pipeline.

B. Standard(s) of Effectiveness in Research/Creative Activity for Faculty with Professional Practice Expectations

N/A

222.3 Department Standard(s) of Effectiveness in Research/Creative Activity

A. Standard(s) of Effectiveness in Research/Creative Activity for Faculty with Instructional Expectations

N/A

B. Standard(s) of Effectiveness in Research/Creative Activity for Faculty with Professional Practice Expectations

N/A

223 EFFECTIVENESS IN OUTREACH/PUBLIC SERVICE

223.1 University Standard of Effectiveness in Outreach/Public Service
Faculty performance in outreach and public service will be judged effective if it meets or exceeds the standards of the candidate's department and college. [FH 633.01]

223.2 College Standard of Effectiveness in Outreach/Public Service

A. Standard(s) of Effectiveness in Outreach/Public Service for Faculty with Instructional Expectations

Faculty performance in service (public, professional, college, university) activities shall be judged effective if the following two standards are met:

1. Continuing significant contributions are made to the functioning of at least one committee, organization, student club, or public entity appropriate to the faculty member’s rank and role in the college.
2. Active involvement in college activities and affairs.

B. Standard(s) of Effectiveness in Outreach/Public Service for Faculty with Professional Practice Expectations

N/A

223.3 Department Standards of Effectiveness in Outreach/Public Service

N/A

A. Standard(s) of Effectiveness in Outreach/Public Service for Faculty with Instructional Expectations

N/A

B. Standard(s) of Effectiveness in Outreach/Public Service for Faculty with Professional Practice Expectations

N/A

230 STANDARDS OF EXCELLENCE

231 EXCELLENCE IN TEACHING

231.1 University Standard of Excellence in Teaching

Faculty performance in teaching will be judged excellent if it receives substantial recognition from peers and colleagues as well as current and former students. [FH 633.02]

231.2 College Standard of Excellence in Teaching

A. Excellence in Teaching for Faculty with Instructional Expectations

Excellence in teaching requires both
1. Sustained high levels of achievement in the following:

**Positive Student Outcomes**
Students are encouraged to learn to think critically and develop effective communication and problem solving skills as well as a desire to behave responsibly and pursue lifelong learning. Possible evidence of Positive Student Outcomes may include instruction which is well received by students and creates high levels of student learning, evidenced by mastery of subject matter and strong performance in subsequent coursework.

**Quality Instructional Execution**
Possible evidence of quality instruction may include substantive courses that are rigorous, well designed, organized and delivered, currency in subject matter and pedagogy, use of appropriate instructional methods for course learning objectives, skillful communication, and appropriate assessment of students’ progress.

**Meaningful Interaction with Students**
Possible evidence of meaningful interaction with students may include availability to students outside of class, mentoring, effective advising of students on both academic and professional matters, and modeling and promoting integrity and ethical standards.

**Other significant teaching outcomes, as proposed by the candidate.**

Many factors, including course load, course content, and number of preparations moderate teaching performance. The P&T Committee will consider such factors and other circumstances particular to each candidate in evaluating the candidate’s total teaching record.

2. Demonstration of some combination of the following:

**A reputation for teaching excellence;**

**Substantive contributions to pedagogy;**

**Educational leadership activities, which may include:**
An active role in developing and continuously improving the curriculum of the College of Business, mentoring colleagues to help them improve their teaching performance, helping students become involved in research processes, and serving as a role model for teaching excellence in the College, the University, and the discipline.

**Standard of Promise of Excellence in Teaching**

Promise of Excellence in Teaching is demonstrated by meeting Part 1 of the Excellence Standard and by a demonstrated high likelihood of achieving Part 2 of the Excellence Standard detailed above.

**Standard of Excellence in Teaching**

Excellence in Teaching is demonstrated by meeting both Part 1 and Part 2 of the Excellence Standard detailed above.

It is anticipated that to demonstrate Excellence in Teaching, a candidate’s performance will need to be demonstrated over a substantial period of time, typically the five or more years since tenure and promotion to Associate Professor.

B. **Excellence in Teaching for Faculty with Professional Practice Expectations**
231.3 Department Standard(s) of Excellence in Teaching

N/A

A. Excellence in Teaching for Department Faculty with Instructional Expectations

N/A

B. Excellence in Teaching for Department Faculty with Professional Practice Expectations

N/A

232 EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

232.1 University Standard of Excellence in Research/Creative Activity

Faculty performance in research/creativity activity will be judged excellent if it receives substantial, international, or national recognition from peers and clients as having made a substantial contribution to the body of knowledge and creativity germane to the candidate's discipline or profession.

[FH 633.02]

232.2 College Standard of Excellence in Research/Creative Activity

A. Excellence in Research/Creative Activity for Faculty with Instructional Expectations

This Section shall be interpreted in light of the criteria stated in Section 212.2, College Research Criteria. “Group I” as used in the following sections is identified in Section 212.2F.

1. Standard of Promise of Excellence in Research/Creative Activity for Candidate Seeking Tenure and/or Promotion to Associate Professor Based on Promise of Excellence in Research/Creative Activity

A candidate seeking tenure and/or promotion to Associate Professor based on excellence in research/creative activity shall be deemed to have met the “promise of excellence” standard if:

a. the candidate has one or more demonstrable, active and ongoing research stream(s), and

b. the candidate has at least two discipline based Group I publications (as described in Section 212.2.F), and

c. the candidate has at least one publication in one of the top blind peer reviewed journals in the candidate’s area of expertise, and

d. the candidate demonstrates the promise of being able, within the next five to eight years, to make a noticeable contribution to his/her area of expertise as indicated by frequency of publication, the frequency with which the candidate’s work is cited by others, reputation within the field as reported by external reviewers, service as an editor of a journal in the candidate’s field, and/or other relevant and appropriate evidence provided by the candidate; and

e. the candidate has several activities at various stages in the research pipeline.

With respect to the requirement in Section 232.2.A.1.c “area of expertise” means the candidate’s research focus. It does not necessarily mean the candidate’s area of teaching, nor does it necessarily simply mean the candidate’s option area within the College (i.e. accounting, finance, management or marketing). The burden is on the candidate to define his or her “area of expertise” and to provide evidence of the top journals in that area of expertise.
Whether a journal qualifies as a “top” journal in the candidate’s area of expertise will be determined by the College Promotion and Tenure Committee according to the candidate’s evidence and evidence collected by the Committee, including comments solicited from external reviewers.

The “top journal” requirement is intended to ensure that the candidate has at least one publication that is exceptionally good. However, because not every exceptionally good article is published in a “top journal,” in unusual circumstances a candidate may meet the requirement of publishing in a top journal by showing that the candidate has a blind peer reviewed journal publication that is generally recognized by others in the candidate’s area of expertise as being of superior quality and having an impact on scholarship in the candidate’s area of expertise. The candidate has the burden of proving that the candidate’s publication meets these requirements despite not having been published in a “top journal.”

2. Standard of Excellence in Research/Creative Activity for Candidate Seeking Promotion to Professor Based on Excellence in Research/Creative Activity

A candidate seeking promotion to Professor based on excellence in research/creative activity shall be deemed to have met the “excellence” standard if:

a. the candidate has sustained one or more active and current research stream(s) since receiving tenure, and
b. the candidate has regularly published discipline based work in Group I outlets (as described in Section 212.2.F) (normally an average of at least one Group I publication every two years since tenure review), and

c. the candidate has at least two publications in top blind peer reviewed journals in the candidate’s area of expertise, and

d. the candidate has made a noticeable contribution to his/her area of expertise, which may be measured by such evidence as frequency of publication, the frequency with which the candidate’s work is cited by others, reputation within the field as reported by external reviewers, service as an editor of a journal in the candidate’s field, the extent to which the candidate serves as a mentor to others in his/her field, and/or other relevant and appropriate evidence provided by the candidate, and

e. the candidate has several activities at various stages in the research pipeline.

With respect to the requirement in Section 232.2.A.2.c, “area of expertise” means the candidate’s research focus. It does not necessarily mean the candidate’s area of teaching, nor does it necessarily simply mean the candidate’s option area within the College (i.e. accounting, finance, management or marketing). The burden is on the candidate to define his or her “area of expertise” and to provide evidence of the top journals in that area of expertise.

Whether a journal qualifies as a “top” journal in the candidate’s area of expertise will be determined by the College Promotion and Tenure Committee according to the candidate’s evidence and evidence collected by the Committee, including comments solicited from external reviewers.

The “top journal” requirement is intended to ensure that the candidate has at least two publications that are exceptionally good. However, because not every exceptionally good article is published in a “top journal,” in unusual circumstances a candidate may meet the requirement of publishing in a top journal by showing that the candidate has a blind peer reviewed journal publication that is generally recognized by others in the candidate’s area of expertise as being of superior quality and having an impact on scholarship in the candidate’s area of expertise. The candidate has the burden of proving that the candidate’s publication meets these requirements despite not having been published in a “top journal.”
B. Excellence in Research/Creative Activity for Faculty with Professional Practice Expectations
N/A

232.3 Department Standard(s) of Excellence in Research/Creative Activity

A. Excellence in Research/Creative Activity for Department Faculty with Instructional Expectations
N/A

B. Excellence in Research/Creative Activity for Department Faculty with Professional Practice Expectations
N/A

233 EXCELLENCE IN OUTREACH/PUBLIC SERVICE

233.1 University Standards of Excellence in Outreach/Public Service

Faculty performance in service will be judged excellent if it receives substantial recognition by colleagues and peers outside the University. [FH 633.02]

233.2 College Standards of Excellence in Outreach/Public Service

A. Excellence in Outreach/Public Service for Faculty with Instructional Expectations

The College's standards of excellence in outreach/public service are the same as the University standards.

B. Excellence in Outreach/Public Service for Faculty with Professional Practice Expectations
N/A

233.3 Department Standards of Effectiveness in Outreach/Public Service

N/A

A. Excellence in Outreach/Public Service for Department Faculty with Instructional Expectations
N/A

B. Excellence in Outreach/Public Service for Department Faculty with Professional Practice Expectations
N/A

240 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE

Department and college criteria for retention, tenure and promotion may recognize differential staffing and allow for individual uniqueness in faculty assignments. Standards should not make all faculty perform alike, but commensurate quality must be expected for all equivalent reviews. [FH 622.00]
241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.1 University Policy and Procedures

Effectiveness, excellence, and potential for excellence in teaching shall be demonstrated through evaluation by peers and colleagues within the University and through in-depth assessment of teaching performance, that draws upon current and former students, graduates, colleagues and clients. Candidates shall follow the methods for in-depth assessment of teaching performance established by the department. [FH 633.03]

241.2 College Policies and Procedures

Overview
An in-depth assessment of teaching is a required component for all candidates seeking promotion and/or tenure at Montana State University. As a part of that in-depth review of teaching each candidate from the College of Business is required to submit a teaching portfolio (see guidelines below), which will be distributed for review to a minimum of two reviewers. The teaching portfolio will be the primary information source used by these reviewers, the College of Business P&T Committee and all subsequent reviews in making judgments regarding the candidate’s teaching.

Guidelines for in-depth assessment of teaching

1. The candidate will submit the names of 3 potential reviewers external to MSU and the names of 3 potential reviewers internal to MSU. For each potential reviewer, the candidate shall also provide a brief description of why the evaluator is qualified to provide an unbiased in-depth assessment.
2. The College P&T Committee shall select the in-depth assessment of teaching reviewers in accordance with the following:
   a. At least one reviewer shall be external to MSU and in the candidate’s discipline.
   b. At least one reviewer shall be selected from the candidate’s lists.
   c. At least one reviewer shall be in the College of Business.
   d. At least one reviewer will not be on the candidate’s list.
   The College P&T Committee shall select at least two reviewers. The committee may choose to use more than two reviewers.
3. All in-depth assessments of teaching reviewers must meet the following criteria:
   a. They must be able to provide an unbiased assessment of the candidate.
   b. One of the two reviewers must have an academic rank of Associate Professor or Professor and, in the case of more than two reviewers, a majority must have an academic rank of Associate Professor or Professor.
4. The reviewer names will be kept confidential from the candidate.
5. Reviewers will be provided with a copy of the College of Business Teaching Criteria and Standards and a copy of the candidate’s Teaching Portfolio.
6. Reviewers will be asked to make an evaluation of the candidate’s teaching performance and arrive at a judgment as to whether or not the candidate has met the teaching standard (effectiveness, promise of excellence, or excellence) appropriate for the candidate’s review.
7. Reviewers will not be informed of the P&T Committee’s evaluation or final recommendation.
8. The candidate will be provided with blind copies of each review, and may respond. The candidate’s response will be added to the dossier.

Contents of the Teaching Portfolio

1. **Statement** – A brief (up to 500 words) statement in which the candidate describes her/his approach to teaching and learning. A candidate should specifically address his or her philosophy of teaching, how he or she gauges the level of student learning, and the logic which underlies his or her approach to the classroom and student learning. The candidate should include a statement detailing his or her approach to student advising and an assessment of his or her effectiveness in that area.
2. **Course List** – The candidate will supply a list of courses taught during the review period, number of credit and/or contact hours for each course, grade distributions (by course), and number of students per course.

3. **Student Evaluation of Faculty Forms** – A summary of numerical averages, organized by semester in reverse chronological order, for student evaluations and all student comments received in all courses taught at MSU will be included.

   The candidate will supply a brief narrative offering his or her interpretation of the results, bringing any extraordinary or unusual circumstances to the attention of readers.

4. **Course Materials** – For each course taught by the candidate at MSU during the review period, the candidate will provide a description that explains why (s)he designed the course the way it is, what the learning objectives for the course are and how learning activities and evaluation methods support the learning goals. He/she will supply the course syllabus listing course goals, sample student assignments, representative examples of examinations, and other relevant course materials that support the candidate’s description.

5. **Student Work Samples** – The candidate may supply student work samples as evidence of improvements in student understanding or performance. Examples that demonstrate student growth are more useful than exemplary final products and the candidate is cautioned against focusing on the work of only his or her top students. An interpretative narrative describing how the candidate’s teaching influenced the work must accompany these work samples.

6. **Evidence of Innovation** – A candidate may provide evidence of teaching innovations. Assessment of the effectiveness of the innovations is encouraged.

7. **Contributions Beyond the Classroom** – Candidates might be involved in educational efforts that extend beyond the classroom. This could include such activities as service learning, writing textbooks or other teaching materials, involvement in professional societies, or writing about teaching innovations.

**Guidance to Candidates**

The materials presented should represent thoughtful and reflective teaching. There is no expectation that every course design, instructional approach, or student assessment strategy will be flawless in its implementation. Accordingly, the materials presented as evidence will be most informative if they demonstrate growth in one’s teaching. The key to demonstrating this growth and improvement as a teacher resides in the accompanying candidate-written explanations. These explanations should succinctly describe how and why courses were designed and structured the way they were; the specific goals of each course; how the instruction attempted to achieve these goals; how the student assessment approaches supported these goals; and what evidence is available that shows these course goals were met. Evidence of course revisions based on candidate-collected data will be highly valued by most expert reviewers. In short, although this process is known as an in-depth assessment of teaching, a focus on student learning often makes the strongest case for effective and excellent teaching.

241.3 **Department Policies and Procedures**

Methods for conducting an in-depth assessment of teaching performance are:

N/A

242 **DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY**
242.1 University Policy and Procedures

Effectiveness, excellence and potential for excellence in research/creative activity shall be demonstrated through evaluation by on-campus review committees and administrators and external reviewers. Candidates shall list all publications, presentations, exhibits, and performances in their dossiers and, in addition, shall submit for review a set of articles, publications, creative endeavors, or other evidence that, in their judgement, represents their best efforts to advance the discipline or profession.

[ FH 633.03 ]

242.2 College Policies and Procedures

A. College Promotion and Tenure Committee Review

It is the candidate’s responsibility to provide evidence regarding the quality and impact of the candidate’s research activities (see Section 242.2.D below for a list of materials to be included in the dossier by the candidate). In judging the candidate’s research, the Committee will consider the circumstances particular to each candidate and academic discipline. The Committee will assess the quality of the candidate’s research contribution and make suitable quality/quantity adjustments in light of evidence provided by the candidate, internal and external reviewers, and information collected by the Committee. Ultimately, each research activity will be judged on its quality and impact.

B. Procedure for External Review of Research and Creative Activity

In addition to its own review of a candidate's research, the College of Business Promotion and Tenure Committee shall use qualified individuals from outside the College of Business to evaluate this work in all tenure reviews and in reviews for promotion to Associate Professor and Professor.

1. The candidate will submit three names of potential external reviewers, along with a description of their qualifications and their relationship, if any, to the candidate, to the College of Business Promotion and Tenure Committee. These potential external reviewers should normally come from institutions with research expectations similar to those of the College of Business, although candidates may include one or more potential reviewers from institutions with higher research expectations than the College of Business.

2. The College of Business Promotion and Tenure Committee will develop its own list of potential external reviewers. These reviewers will normally come from institutions with research expectations similar to those of the College of Business.

3. The College of Business Promotion and Tenure Committee will select one of the reviewers on the candidate’s list and two other reviewers. All reviewers must meet the following criteria:

a) Not more than one reviewer shall be from the same institution. A maximum of one of the reviewers may be selected from non-university sources when appropriate.

b) No reviewer may have a close personal relationship with the candidate.

c) The reviewers must be at the rank of Associate Professor or Professor, or have equivalent experience if they are not from a university.

d) The reviewers must be knowledgeable about the type of work being reviewed, but not necessarily be the leaders in the area. For a candidate seeking tenure and/or promotion based on
“promise of excellence” or “excellence” in research, at least one reviewer must be nationally recognized in the candidate’s area of expertise.

e) Each reviewer will supply a current vita along with his or her external review.

4. All reviewers will be provided (with a copy to the candidate):
   a) a brief description of Montana State University and the College of Business,
   b) the relevant portions of the College’s role, scope, criteria and standards document,
   c) a description of the candidate’s distribution of responsibilities among teaching, research and service,
   d) the candidate’s description of his or her research program and, if relevant to the review, area of expertise,
   e) the candidate’s vita,
   f) the set of research materials submitted by the candidate for consideration by external reviewers,
   g) a statement of the level/type of review,
   h) a statement regarding the confidentiality of the reviewer’s identity, and
   i) the questions the College of Business Promotion and Tenure Committee requests the reviewer to address (see section 242.2.C below).

5. The identities of all external reviewers will be kept confidential from the candidate and anyone not directly involved in the review process.

6. Reviewers will not be informed of the Promotion and Tenure Committee's evaluation or final recommendation.

7. The College of Business Promotion and Tenure Committee shall in a timely manner provide the candidate with redacted copies or summaries of the external reviews which convey the substance of the reviews but protect the identities of the reviewers. The candidate has the right to respond in writing to the external reviews within five working days of receiving the redacted reviews. The Committee shall add the candidate’s response, if any, to the candidate’s dossier before the Committee completes consideration of the research portion of the candidate’s dossier.

8. In the case of inconclusive results, the College of Business Promotion and Tenure Committee reserves the right to seek additional external reviews. The Committee shall in a timely manner notify the candidate of its decision to seek additional reviews and shall request from the candidate a list of three additional reviewers. If the Committee seeks two or more additional reviews, at least one reviewer shall come from the candidate’s initial list of external reviewers or the candidate’s list of additional reviewers.

C. Questions to be asked of External Reviewers

1. For a candidate seeking tenure and/or promotion to Associate Professor based on excellence in teaching, each external reviewer will be asked to respond to the following questions:
   a) What is your relationship to the candidate?
   b) How do you assess the quality and impact of the candidate’s research?
   c) Does the candidate, in your opinion, have one or more demonstrable, active and ongoing research streams?

2. For a candidate seeking promotion to Professor based on excellence in teaching, each external reviewer will be asked to respond to the following questions:
   a) What is your relationship to the candidate?
   b) How do you assess the quality and impact of the candidate’s research?
   c) Has the candidate, in your opinion, sustained one or more demonstrable, active and ongoing research streams since receiving tenure?
3. For a candidate seeking tenure and/or promotion to Associate Professor based on promise of excellence in research, each external reviewer will be asked to respond to the following questions:
   a) What is your relationship to the candidate?
   b) How do you assess the quality and impact of the candidate’s research?
   c) Does the candidate have a least one publication in one of the top blind peer reviewed journals in the candidate’s area of expertise? The candidate’s statement of his/her “area of expertise” is included with this letter. “Area of expertise” means the candidate’s research focus. It does not necessarily mean the candidate’s area of teaching, nor does it necessarily simply mean the candidate’s option area within the College (i.e. accounting, finance, management or marketing).
   d) If the candidate does not have a publication in a top journal, does the candidate have a blind peer reviewed journal publication that is generally recognized by others in the candidate’s area of expertise as being of superior quality and having an impact on scholarship in the candidate’s area of expertise?
   e) Has the candidate, in your opinion, demonstrated the promise of being able, within the next five to eight years, to make a noticeable contribution to his/her area of expertise as indicated by frequency of publication, the frequency with which the candidate’s work is cited by others, reputation within the candidate’s area of expertise, service as an editor of a journal in the candidate’s area of expertise, and/or other relevant and appropriate evidence?
   f) Does the candidate, in your opinion, have one or more demonstrable, active and ongoing research streams?

4. For a candidate seeking promotion to Professor based on excellence in research, each external reviewer will be asked to respond to the following questions:
   a) What is your relationship to the candidate?
   b) How do you assess the quality and impact of the candidate’s research materials?
   c) Does the candidate have a least two publications in top blind peer reviewed journals in the candidate’s area of expertise? The candidate’s statement of his/her “area of expertise” is included with this letter. “Area of expertise” means the candidate’s research focus. It does not necessarily mean the candidate’s area of teaching, nor does it necessarily simply mean the candidate’s option area within the College (i.e. accounting, finance, management or marketing).
   d) If the candidate does not have at least two publications in a top journal, does the candidate have at least one or two blind peer reviewed journal publications that are generally recognized by others in the candidate’s area of expertise as being of superior quality and having an impact on scholarship in the candidate’s area of expertise?
   e) Has the candidate, in your opinion, made a noticeable contribution to his/her area of expertise as indicated by frequency of publication, the frequency with which the candidate’s work is cited by others, reputation within the candidate’s area of expertise, service as an editor of a journal in the candidate’s area of expertise, the extent to which the candidate serves as a mentor to others in his/her area of expertise, and/or other relevant and appropriate evidence?
   f) Does the candidate, in your opinion, have one or more demonstrable, active and ongoing research streams?

D. Materials to be Provided by Candidate

A candidate will include in the research section of his/her dossier the following materials:

1. an explanation of the candidate’s research program, including work in progress and an explanation of how the candidate meets the relevant criteria and standards in Sections 212.2, and 222.2 or 232.2;
2. a list of the candidate’s research activities organized by Group I and Group II as described in Section 212.2.F;
3. a categorization of each research activity as discipline-based, pedagogical or a contribution to practice (see Section 212.2.B);
4. if the candidate is seeking tenure and/or promotion based on “promise of excellence” or “excellence” in research,
   a) an explanation of the candidate’s area of expertise as described in Section 232.2, and
b) evidence that the candidate has met the relevant “top journal” requirement in Section 232.2.A.1 or 2;
5. a set of research materials, normally not to exceed five, that best represents the candidate’s research activities, which will be sent to the external reviewers; and
6. any other relevant evidence the candidate wishes to include to help demonstrate that the candidate has achieved the applicable criteria and standard.

242.3 Department Policies and Procedures

Methods for conducting an in-depth assessment of performance in research/creative activity are:

N/A

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/PUBLIC SERVICE

243.1 University Policy and Procedures

Effectiveness in service shall be demonstrated through evaluation by peers and colleagues within the University. Excellence and potential for excellence in service shall be demonstrated through evaluation of professional and public service activities by peers outside the University. Candidates shall list all service activities in their dossiers and, in addition, shall submit for review a set of articles, publications, professional endeavors or other evidence that, in their judgement, represents their best efforts to contribute to and advance the University, public, and profession. [FH 633.03]

243.2 College Policies and Procedures

Methods for conducting an in-depth assessment of performance in outreach/public service are:

1. The P&T Committee shall conduct the review of a candidate's performance in outreach and public service.

2. Candidates will provide the P&T Committee evidence of outreach and service activities including, for example, committee work, chairmanships, support of junior faculty, guest lectures, advising student organizations, service on graduate committees, service to professional organizations, service on advisory committees and/or boards of directors, consulting services and any other evidence demonstrating productivity in this area. Evidence of activities should reflect the nature and substance, (i.e. the activities performed, the time and effort required, etc.) as well as the quality of the service performed.

243.3 Department Policies and Procedures

Methods for conducting an in-depth assessment of performance in outreach/public service are:

N/A

SECTION 300
STANDARDS FOR APPOINTMENT, PROMOTION, RETENTION AND TENURE

300 RESPONSIBILITY TO ESTABLISH STANDARDS

Departments and colleges will establish specific criteria for the review of faculty performance. [FH 632.00]
Departments and colleges shall establish standards for retention, tenure and promotion that are no less rigorous than those described below. [FH 633.00]

310 RETENTION AND SPECIAL REVIEW

Faculty members are formally reviewed for retention in their third year of appointment.

Faculty may also be reviewed at times other than those required for third year, tenure, and promotion. [Such a] special review may be recommended to the President by the department review committee, department head, college review committee, college dean, University Promotion and Tenure Committee or the Provost and Vice President for Academic Affairs.

If the recommendation is accepted by the President, he or she shall initiate a special review by sending a written notice to the faculty member. The notice of special review shall set forth the nature of the review and identify appropriate deadlines for its conduct. A special review shall be conducted by the departmental review committee or by a special review committee composed of academic faculty.

[ FH 615.00 ]

310.1 University Standards for Retention

The University-wide standards for retention of faculty members are:

A. effectiveness in the performance of their responsibilities,

B. promise of continuing effectiveness, and

C. if appropriate to the level of review, the promise of attainment of the standards for tenure and promotion, as demonstrated by a clear progression of accomplishment. [FH 640.00]

310.2 College Standards for Retention

The College standards for retention are:

The College's standards for retention are the same as the University standards.

310.3 Department Standards for Retention

The Department standards for retention are:

N/A

320 TENURE

Faculty members will be reviewed for tenure in their sixth year (or equivalent year if credited for prior service) of full-time service in a tenurable position. No more than three (3) years of full-time service at another institution may be credited toward determining the sixth year of service. The amount of creditable prior service is determined at the time of initial appointment and must be confirmed in writing by the Provost and Vice President for Academic Affairs.

A faculty member's tenure review scheduled for the sixth year may be extended for good cause under exigent circumstances upon the approval of the faculty member's department head, college dean, and
321 STANDARDS FOR TENURE

321.1 Standards for Faculty with Instructional Expectations.

A. University Standards

The University-wide standards for the award of tenure to faculty with instructional expectations are:

1. demonstrated and sustained effectiveness in the performance of their responsibilities in the three areas of teaching, research/creative activity, and service, appropriate to the assignment as set forth in the letter of hire and role statements,

2. demonstrated potential for sustained effectiveness in each of these areas in the future, and

3. demonstrated potential for achieving excellence in teaching and/or research/creative activity.

B. College Standards

The College's standards for tenure are the same as the University standards.

C. Department Standards

The Department standards for tenure are:

N/A

321.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

The University-wide standards for tenure for faculty with professional practice expectations are:

1. demonstrated and sustained effectiveness in the performance of the responsibilities of the assignment as set forth in the letter of hire and the role statements,

2. demonstrated potential of sustained effectiveness in the future, and

3. demonstrated potential for achieving excellence in at least one of the areas of teaching, research/creative activity, or service, appropriate to the responsibilities of the assignment.

330 APPOINTMENT AND PROMOTION
Faculty members may be appointed to the rank of Assistant Professor, Associate Professor, or Professor depending upon their qualification, thus University-wide standards for appointment and promotion vary by rank. [FH 660.00]

Normally, promotion is awarded after the completion of no fewer than five (5) years of service, which is generally considered the minimum time needed to meet the standards for promotion described in 660.00 and in the college and department documents.

Faculty who believe they have met the department, college, and University criteria and standards for promotion and wish to be considered for promotion should submit a formal request for consideration to the department head and department review committee. The department head may also request a faculty member to submit materials for promotion. Since promotion, except in cases of automatic review with tenure, is optional, a faculty member may withdraw his or her materials from further consideration at any time during the review process. [FH 614.00]

331 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF ASSISTANT PROFESSOR

331.1 Standards for Faculty with Instructional Expectations

A. University Standards

To be appointed as an Assistant Professor, a faculty member with instructional expectations shall, at a minimum, have:

1. a terminal degree appropriate to the field or department,

2. demonstrated potential to teach at the undergraduate and/or graduate levels, and

3. qualifications to conduct research/creative activity in a specialized field. [FH 661.01]

B. College Standards

The College's standards for appointment or promotion to the rank of Assistant Professor are the same as the University standards.

C. Department Standards

N/A

331.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

To be appointed as an Assistant Professor, a faculty member with professional practice expectations shall, at a minimum, have:

1. a terminal degree appropriate to the field or department, and

2. demonstrated potential to carry out the primary duties of his or her assignments. [FH 661.02]
B. College Standards

N/A

C. Department Standards

N/A

332 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR

A candidate of Associate Professor rank shall be expected to be approved for tenure and promotion to Associate Professor simultaneously, unless Associate Professor rank has been previously awarded.

[FH 662.00]

332.1 Standards for Faculty with Instructional Expectations

A. University Standards

To be appointed as an Associate Professor, a faculty member with instructional expectations shall, at a minimum, have:

1. a terminal degree appropriate to the field or department,

2. a record of demonstrated and sustained effectiveness in each of the three areas of teaching, research/creative activity and service, appropriate to the assignment as set forth in the letter of hire and role statements, and

3. demonstrated potential for achieving excellence in teaching and/or research/creative activity. [FH 662.01]

B. College Standards

The College's standards for appointment or promotion to the rank of Associate Professor are the same as the University standards.

C. Department Standards

N/A

332.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

To be appointed as an Associate Professor, a faculty member with professional practice expectations shall, at a minimum, have:

1. a terminal degree appropriate to the field or department,
2. a record of demonstrated and sustained effectiveness in the primary responsibilities of the assignment as set forth in the letter of hire and role statements,

3. demonstrated potential for the achievement of excellence in at least one of the three areas of teaching, research/creative activity, and service. [FH 662.02]

333 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF PROFESSOR

333.1 Standards for Faculty with Instructional Expectations

A. University Standards

To be appointed as a Professor, a faculty member with instructional expectations shall, at a minimum, have:

1. a terminal degree appropriate to the field or department,

2. a record of demonstrated and sustained effectiveness in each of the three areas of teaching, research/creative activity, and service, appropriate to the assignment, and

3. a record of excellence in teaching and/or research/creative activity. [FH 663.01]

B. College Standards

The College's standards for appointment or promotion to the rank of Professor are the same as the University standards.

C. Department Standards

N/A

333.2 Standards for Faculty with Professional Practice Expectations:

A. University Standards

To be appointed as a Professor, a faculty member with professional practice expectations shall, at a minimum, have:

1. a terminal degree appropriate to the field or department,

2. a record of demonstrated and sustained effectiveness in the primary duties of their assignment,

3. a record of excellence in at least one of the three areas of teaching, research/creative activity, or service as demonstrated by recognition of the outstanding nature of the candidate's contributions to the public, the discipline and/or profession from peers outside the University. [FH 663.02]

B. College Standards

N/A

C. Department Standards
SECTION 400
PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE

"Substantive review" means an assessment of the merit of a candidate's dossier in terms of the department, college, and University-wide criteria and standards appropriate to the type of review. [FH 802.00]

400 GENERAL PROCEDURES

The review of individual faculty [for retention, tenure, and promotion] is initiated at the department level, where the relevant disciplinary expertise is located, and is then carried to the college and University levels, where successively broader perspectives are employed. [FH 603.05]

401 REVIEW BASED ON EVALUATION OF TOTAL PERFORMANECE

Third year, tenure and promotion reviews are based upon cumulative performance in each area (teaching, research/creative activity, and service) over the total period preceding review. In contrast, annual reviews assess the faculty member’s performance averaged over all areas within a year. Thus, a record of having met performance expectations as indicated by Annual Reviews does not necessarily guarantee the candidate has assembled and demonstrated a cumulative record that meets the standards for retention, tenure or promotion. [FH 611.00]

402 MANDATED CONTENTS OF DOCUMENTS

The criteria, standards and procedures documents of the department and college shall, at a minimum, contain the following information:

A. The criteria and standards used to assess faculty members' contributions to the role of the department and evaluate their performance in their assigned responsibilities and in teaching, research/creative activity, and service, according to the type and level of review. (See Section 200 above.)

B. Any quantitative and qualitative expectations in terms of job performance, teaching, research/creative activity, and/or service. (See Section 300 above.)

C. The procedures used in selecting the membership of [college and/or department] review committees. (See Sections 413.1 and 415.1 below.)

D. The department's designation as to courses and presentations which are to be evaluated using student evaluation forms and the evaluation instruments to be used. (See 241 above.)

E. A description of the methods, in addition to student evaluations, to be used to obtain formal, in-depth assessment of a faculty member's teaching performance. (See 241 above.)

F. The type of materials accepted or required in the documentation of research and creative activities and of outreach and public service. (See 242 above.)

G. The dates and times of review. (See 412 below.)

H. The procedures for obtaining outside peer reviews and soliciting internal letters of support/evaluation. (See 243. above and 415.3 below.)
I. The methods for designating and handling confidential materials. [See 415.2 below.]

[FH 623.00]

410 PROCEDURES FOR THE CONDUCT OF FORMAL REVIEWS OF FACULTY

The formal review of academic faculty supports the mission and goals of Montana State University-Bozeman and assists faculty in meeting the expectations of the institution. Formal review for retention, tenure and promotion shall be conducted according to the procedures outlined in this section.

Third year, tenure, promotion, and, unless otherwise specified, special reviews are conducted on the following levels: review by department committee, department head, college committee, college dean, University committee, and Provost and Vice President for Academic Affairs. [FH 810.00]

411 MANDATORY CONSIDERATIONS AT ALL LEVELS OF REVIEW

In conducting the review, [promotion and tenure committees of the college and department] shall at a minimum, consider the following:

A. the University criteria and standards described above,

B. the previously approved role and scope, criteria and standards document of the college,

C. the previously approved role and scope, criteria and standards document of the department,

D. the letter of hire and any subsequent faculty role statements, including any differential staffing/differential assignment, and

E. in cases of review for promotion and tenure, the written evaluations of external peer reviewers.

[FH 811.00]

412 RESPONSIBILITIES OF THE COLLEGE DEAN

The dean shall determine, to the best of her or his ability, whether the candidate's preceding reviews were conducted in substantial compliance with the procedures set forth by the department, college and this Handbook. The dean shall also conduct an independent and substantive review of the candidate's dossier and make recommendations regarding retention, tenure, and/or promotion. In cases of non-concurrence with a preceding review, the recommendation shall include a written rationale for non-concurrence.

The college dean is also responsible for:

A. Informing faculty members, committee members, and department heads of the applicable time lines for review.

Retention, tenure and promotion reviews shall commence during fall semester. Each year, in April or May, the college committee shall notify all faculty members in writing of the deadline for submission of review dossiers, which deadline shall be not earlier than the tenth day nor later than the 20th day of instruction of the fall semester.

B. Ensuring that the election of faculty representatives to the college and UPT Committees is conducted in a timely manner.
The College of Business Promotion and Tenure Committee consists of five tenured faculty members. The committee is constituted according to the procedures and calendar set out in Section 413.1.

The College of Business shall have one elected representative to the University Promotion and Tenure Committee, who shall serve a three-year term. The election is conducted according to the procedures and calendar set out in Section 413.4. Only tenured faculty at the Associate Professor or Professor rank are eligible for election and no faculty member may serve simultaneously as a member of College and University Promotion & Tenure committees.

C. Providing the college review committee with information and materials essential to their deliberations, according to college and University policies and procedures.

D. Forwarding the candidate's dossier, with her or his recommendations, to the UPT Committee and sending a copy of the written recommendation to the candidate. [FH 816.00]

413 REVIEW BY THE COLLEGE PROMOTION AND TENURE COMMITTEE

Each college shall establish a "college review committee" to consider the dossier submitted by each candidate and formulate its recommendation for retention, tenure, and/or promotion. [FH 815.00]

413.1 Membership and Procedures for Selection

Each college shall establish the policies and procedures by which the membership of the committee shall be established. The college review committee shall be composed only of tenured faculty, at least a majority of whom shall be elected by college faculty. A department head may serve on the committee only if elected by the college faculty. Whenever possible, the committee shall have 25% female and/or minority representation. If that representation is not achieved by election, the dean shall appoint such additional members as may be necessary to achieve that representation.

No faculty member shall serve on the committee during the review of her or his own dossier. The college dean may be present at committee meetings, at the discretion of the committee, to present data that is essential to the committee's deliberations but shall not be present when the committee votes.

[FH 815.00]

A. The P&T Committee shall be composed of five tenured faculty members. Two members are appointed by the Dean of the College of Business, and three members are elected by the tenured and tenurable faculty. The Dean shall appoint members within one month following the election of members.

B. Appointed Members
Each appointed member serves for a term of one year. If an appointed member is unable to complete his/her term, the Dean shall appoint a replacement member within thirty days of the position becoming vacant to complete the unexpired portion of the term.

The Dean is encouraged not to appoint a faculty member who has served four consecutive years on the College P&T Committee to a fifth consecutive term unless doing so is necessary in the judgment of the Dean to fill both seats on the Committee reserved for appointed members. The Dean is urged not to appoint a faculty member to more than five consecutive terms.

C. Elected Members
Each elected member serves for a term of three years. Unless Section F below applies, upon completion of such member’s three year term, the member may not be re-elected to the Committee for at least one year.
D. Election Procedures

The existing P&T Committee will conduct elections in March, April or May each year to select the new members needed to fill vacancies in the ensuing year. Elected members of the Committee shall be elected for staggered three-year terms. Elected candidates shall be the candidates receiving the most votes. After an election the ballots will be available for inspection by any tenured or tenurable faculty member.

If an elected member is unable to complete his/her three-year term, the Committee will conduct a special election within thirty days of the position becoming vacant, to elect a replacement faculty member to complete the unexpired portion of the term.

E. Term Limits

Faculty members shall normally not serve for more than four consecutive years on the Committee.

If an appointed member serves for two or more consecutive one-year appointed terms on the Committee, that member shall not be eligible for election to the Committee for one year after the expiration of the last of the member’s two or more consecutive terms.

The Dean may appoint an individual completing his/her three year elected term to serve a subsequent one-year term as an appointed member, but only with the consent of the member. Upon the completion of such member’s one-year appointed term, the member may not be elected to the committee for at least one year.

F. Special Circumstances

In the event the existing P&T Committee determines that there are only as many eligible faculty members to stand for election to the Committee as there are seats up for election, the term limits described above shall temporarily be suspended for the duration of the shortage of eligible faculty members.

413.2 Responsibilities of the Committee

The committee shall determine, to the best of its ability, whether a candidate's preceding reviews have been conducted in substantial compliance with the procedures set forth by the department, college and [the Faculty] Handbook. The committee also conducts a fair, objective, independent, and substantive review of the candidate's dossiers based on department, college, and University criteria and standards. In cases of non-concurrence with a preceding review, the recommendation shall include a written rationale for non-concurrence.

The college review committee is also responsible for:

A. reviewing, making suggestions for modification, and approving the role and scope, criteria and standards documents of the departments and

B. preparing a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate for review.

[FH 815.00]

413.3 Actions of the Committee

The college review committee:
A. prepares a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate and

B. forwards the recommendation to the dean, sending a copy to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the dean's office.

[ FH 815.02 ]

413.4 Procedures for Electing College Representatives to the University Promotion and Tenure Committee

The College representative to the University Promotion and Tenure Committee shall be elected by the tenured and tenurable faculty. To be elected a candidate must receive a majority vote of the faculty voting. The College Promotion and Tenure Committee will conduct the election in March, April or May to select a new representative needed to fill a vacancy in the ensuing year. If an elected representative is unable to complete the three-year term, the College Promotion and Tenure Committee will conduct a special election within thirty days of the position becoming vacant, to elect a replacement representative to complete the unexpired portion of the term.

413.5 Internal Peer Review Procedure

Candidates will be asked to submit the names of three MSU faculty. It is expected that these faculty will be COB faculty but the candidate may select any MSU faculty. The COB P&T Committee will select one MSU faculty from the candidate’s list. A second Peer Review letter will be provided by the candidate’s option coordinator, if possible, or by a tenured MSU COB faculty member selected by the COB P&T Committee. In selecting reviewers other than option coordinators, an effort will be made by the COB P&T Committee to select individuals who would be in a position to have knowledge of the candidate’s teaching, research, and/or service. All selected individuals will be asked to comment on the candidate’s teaching, research, and/or service based primarily on their personal knowledge of the candidate. Internal Peer Reviewers will be provided with copies of the candidate’s Vita and Personal Statement. Copies of the candidate’s research work will be available to Internal Peer Reviewers in the COB Dean’s Office. Issues of confidentiality and the candidate’s rights to respond will be the same as with External Peer Reviews.

In general, members of the COB P&T Committee should not serve as Internal Peer Reviewers. In a situation where a COB P&T Committee member provides an Internal Peer Review for a candidate, that individual shall abstain from voting on the candidate.

414 RESPONSIBILITIES OF THE DEPARTMENT HEAD

N/A

415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE

N/A

415.1 Membership and Procedures for Selection

N/A

415.2 Responsibilities of the Committee

N/A

415.3 Establishing Procedures for Obtaining External Peer Reviews
415.4 Establishing Procedures for Obtaining Internal Reviews

N/A

415.5 Actions of the Committee

N/A

420 RIGHTS AND RESPONSIBILITIES OF THE CANDIDATE

421 RESPONSIBILITY TO PREPARE AND SUBMIT DOSSIER

*It is the responsibility of the faculty member under review to demonstrate to the satisfaction of colleagues and professional peers that high standards of performance have been met.*

The candidate is responsible for preparing the dossier and making her or his case for retention, tenure or promotion.

421.1 Personal Statement or Self-Evaluation

The case for retention, tenure and/or promotion shall be made, in part, through a personal statement or self-evaluation in which the candidate shall discuss his or her accomplishments in teaching, research, creative activity, outreach and service and provide the framework for the review of the dossier. This personal narrative shall be included in the dossier and may be forwarded to external and internal reviewers according to the procedures of the college and/or department.

421.2 Other Materials to be Submitted with the Dossier

Candidates shall submit to the P&T Committee a dossier which lists all research, creative activities and service and includes the set of articles, publications, creative endeavors, or other evidence that, in their judgement, represents their best efforts to advance the discipline or profession.

The "Cover Sheet--Candidate's Dossier," available from the office of the Provost shall be used as the cover page of the dossier.

In addition, the candidate shall include in the dossier those materials described in Sections 241.2 (3), 242.2(3) and 243.2(3).

421.3 Requests for Additional Documentation

Each review committee or reviewing administrator may request further documentation from the candidate.

421.4 Prohibition Against Altering Dossier Once It Has Been Submitted

The candidate may not add to, alter, modify, delete or remove documents from his or her dossier once it has been submitted except by:

1. updating the status of materials in support of tenure unknown at the time the dossier was submitted, or
2. responding to a review committee's notice that materials in addition to those identified in the role, scope, criteria, standards and procedures documents have been added to the dossier (see 471.00 and 813.00), or

3. responding to peer reviews (see Section 242.2), or

4. responding to the College P&T Committee's and the Associate Dean's recommendations. The College P&T Committee and the Associate Dean must provide the candidate with copies of their final, written recommendations, in a timely manner such that the candidate may respond before consideration of the dossier by the Dean. The candidate's written response, if any, is to be added to the dossier in the office of the college, or

5. responding to a request for further documentation.

[FH 812.00]

421.5 Soliciting Letters of Support Prohibited

Each candidate shall submit a list of persons from whom the department committee or department head may solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support. [FH 471.01] [See Section 415.2 above for description of department and/or college policy regarding soliciting and handling letters of support and other confidential materials.]

421.6 Deadline for the Submission of Dossiers

Each candidate shall submit the dossiers by the dates established by the Provost, dean, and department head. Materials submitted after this date shall not be considered.

The candidate who fails to submit the dossier by the established deadline forfeits his or her opportunity for review. In cases of third year review, the faculty member who fails to submit a dossier shall receive notice of termination effective at the end of the academic year. In cases of tenure review or special review for retention, the faculty member shall be issued a terminal contract for the next contract term. [FH 472.02]

422 CANDIDATE’S RIGHT TO GRIEVE/TIME LIMITS

After the Provost and Vice President for Academic Affairs has made and communicated the recommendation(s) regarding retention, tenure, and/or promotion, the faculty member has the right to pursue the formal grievance procedures outlined in FH 1330.00. If the Provost's recommendation is positive, a negative action in a prior review cannot be grieved. If the Provost's recommendation is negative, the candidate may cite a negative action in a prior review in the grievance. Grievances must be filed with the chair of the Grievance or Conciliation Committee no later than thirty (30) days from the date the faculty member is notified of the recommendation. [FH 472.00]

SECTION 500
ANNUAL REVIEW

500 PURPOSE OF ANNUAL REVIEW

Annual review assesses the faculty member's performance over the preceding calendar year and is based upon the faculty member's letter of hire, role statements, annual assignments, self-assessment, and the department head's evaluation of the individual's performance. Reviews must be completed by April 10 or the date specified by the Provost and Vice President for Academic Affairs.
501 LETTER OF HIRE/FACULTY ROLE STATEMENT

The letter of hire identifies the instructional or professional practice expectations of the faculty member's appointment. The faculty member and the department head are responsible for developing, and updating as necessary, the Role Statement which identifies the broad responsibilities each faculty member is expected to perform. Any substantive changes in the expectations and/or the role of the faculty within the department must be approved by the dean, department head, and the Provost and Vice President for Academic Affairs, after negotiation with the faculty member.

Annual reviews evaluate the faculty member's success in meeting expectations identified in the letter of hire and the role statement. [FH 712.00]

Each faculty member in the College shall meet with the Associate Dean to develop a written role statement which must be approved by the Dean. Thereafter, the faculty member and Associate Dean shall review the faculty member's role statement annually as part of the annual review process to determine whether any changes should be made to it.

510 PROCEDURES FOR CONDUCTING ANNUAL REVIEWS

N/A

510.01 College Procedures for Conducting Annual Reviews

The following procedures should be used in conducting annual reviews:

A. The faculty member, Associate Dean and Dean meet annually to review the faculty member's performance relative to the faculty member's role statement and responsibilities. Evaluations are expected to recognize the requirements and expectations of the position and the proportionate time and resources officially allocated to particular activities.

B. The Associate Dean and Dean rate the performance of each faculty member using the rating system prescribed by the Salary Review Committee (SRC).

C. The faculty member must sign the card on which the rating is communicated to the SRC. The signature of a faculty member does not indicate concurrence with the rating; rather it signifies that he or she has seen the rating. If the faculty member refuses to sign the card, the card shall be forwarded with the notation that the faculty member refused to sign it.

D. Copies of all annual reviews and the performance ratings of each faculty member shall be maintained in the faculty member's file in the College. These files shall be kept confidential and maintained in conformity with 453.00.

510.02 Department Procedures for Conducting Annual Reviews

N/A

511 RESPONSIBILITIES OF THE DEPARTMENT HEAD

N/A

511.1 Procedures for Making Salary Recommendations
Salary recommendations are based on the faculty member's performance as assessed in the annual review process. Salary recommendations are not guarantees; the faculty member's actual salary may be changed by the SRC, by the President, or the Board of Regents.

A. The Dean and the Associate Dean confer to determine a proposed salary recommendation for each faculty member.

B. The dean will approve or modify the salary recommendation, and submit it to the Salary Review Committee by the established deadline.

C. A written copy of the salary recommendation will be given to the faculty member. [FH 722.00]

512 RESPONSIBILITIES OF THE SALARY REVIEW COMMITTEE

The Committee shall review all salary recommendations for conformity in the application of the standards of the University's salary administration plan and forward them to the President. [FH 722.01]

513 CANDIDATE'S RIGHTS RELATIVE TO ANNUAL REVIEW

513.1 Right to Timely Review

A faculty member who is not reviewed or does not receive a copy of the written annual review with performance rating by April 11 may bring the matter to the attention of the dean. The faculty member should inform the dean in writing, no later than April 15. [FH 731.00]

The SRC does not hear appeals or grievances from individual faculty regarding their salaries.

[FH 462.00]

513.2 Right to Appeal Annual Performance Evaluation

A faculty member who disagrees with a performance evaluation or rating may append to the annual review document a rationale for his or her disagreement and forward it to the college dean. Rationales must be filed with the dean within ten (10) days of signing the rating card. The dean shall consider the appeal and prepare the salary recommendation to be sent to the Salary Review Committee. The dean shall notify the faculty member, in writing, of the decision regarding the appeal.

A faculty member who disagrees with a salary recommendation may send a letter with a rationale for his or her disagreement to the college dean. Disagreements must be filed with the dean within ten (10) days of learning of the department head's salary recommendation. The dean shall consider the disagreement and prepare the salary recommendation to be sent to the Salary Review Committee. The dean shall notify the faculty member, in writing, of the decision regarding the disagreement.

Faculty members who are not satisfied with the decision of the dean may seek conciliation. (See 1314.00.)

[FH 462.00]