

Please Note: Effective July 1, 2017, the university has replaced the 2013 Interim Faculty Personnel Policies [Interim Policies] with the [2017 Faculty Handbook](#). For purposes of Retention, Tenure and Promotion (RTP) reviews conducted in the 2017-2018 academic year, and for the transition period, certain provisions of the Interim Policies will be applicable in certain cases. See, [Transition, Implementation and Applicability Guidelines](#) (insert link). The relevant provisions of the Interim Policies are provided below. All other provisions of the Interim Faculty Personnel Policies are no longer in effect and are replaced by the 2017 Faculty Handbook.

MONTANA STATE UNIVERSITY TRANSITIONAL PROVISIONS OF THE 2013 INTERIM FACULTY PERSONNEL POLICIES RELATED TO RETENTION, TENURE AND PROMOTION

300.00 REVIEWS: RETENTION, TENURE & PROMOTION

300.10 DEFINITIONS

"Teaching" is a form of scholarship that fosters critical and ethical thinking and problem solving. It develops creativity, improves communication skills and promotes citizenship and professional competency. It requires a command of one's subject matter, continuous growth in the subject field, and an ability to create and maintain instructional environments to promote student learning. It includes, but is not limited to, the following activities: class preparation; curriculum preparation; scheduled and unscheduled instruction in classes, seminars, and workshops, both on and off campus, informal meetings, help sessions, individual instruction and office hours; designing and or teaching distance delivered courses; laboratory and studio or clinical-based teaching and training; pedagogical innovation – including the incorporation of new technologies and approaches to learning and assessment, course and curriculum design and development; development of teaching materials, documented study of curricular and pedagogical issues – and incorporation of this information into the classrooms, pedagogically-oriented research, contributions to professional societies and organizations that seek to improve teaching, thesis and professional project assistance and participation in the presentation and defense of theses and projects; grading and assessment of student work; academic and career advising of undergraduate and graduate students; supervision of student teachers, teaching and research assistants, professional interns, and volunteer instructors; and, for library and Extension faculty, any tasks that contribute to the overall academic enterprise.

"Creative Activity" is a form of scholarship that generates new aesthetic experiences through composition, design, production, direction, performance, exhibition, synthesis, or discovery and involves the presentation of that experience. This work includes creating new works of art, film, theater, music, and architecture; public performance and exhibiting creative works.

"Research" is a form of scholarship that involves discovery, application and/or integration of new knowledge and the dissemination of that knowledge. This work includes conducting specific research projects; supervising research staff and postdoctoral associates; securing and administering grants and contracts; writing/editing books, articles, and other research-based

materials representing one's original or collaborative research; developing new clinical practice models, presentations at scholarly conferences.

"Service" assists individuals or organizations in solving problems through consultation and information transfer. Service activities fall into three categories: professional service such as holding office in a professional society, serving as an editor on an editorial board, and reviewing manuscripts for professional journals; public service which means providing service within one's professional discipline to the general public rather than students, the institution or the profession; and University service which facilitates the effective operation of the institution.

[Other definitions no longer in effect]

320.20-300.31 – NO LONGER IN EFFECT

300.40 RETENTION

The University-wide criteria for retention of probationary faculty members are:

- (A) demonstrated and sustained effectiveness in the performance of their responsibilities,
- (B) demonstrated potential for continuing effectiveness, and
- (C) demonstrated ability to attain the standards for tenure and promotion by the time of the tenure review, as demonstrated by a clear progression of accomplishment.

A candidate for retention is subject to the RSCSP document in effect at the date of hire.

300.50 TENURE

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

- (A) a terminal degree appropriate to the field or department,
- (B) 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
- (C) demonstrated accomplishment in teaching and/or research/creative activity or, for faculty with professional practice expectations, demonstrated accomplishment in at least one of the areas of teaching, research/creative activity or service, appropriate to responsibilities of the assignment.

A candidate for tenure will be subject to the RSCSP document in effect when retention was conferred or the document in effect at the time of tenure review. The candidate shall indicate in writing the document by which he or she will be reviewed when the dossier is submitted.

300.51-300.61 - NO LONGER IN EFFECT

300.70 UNIVERSITY STANDARDS

As defined below, demonstrated and sustained effectiveness in all areas of a faculty member's assignment is a University-wide requirement for retention, tenure and promotion. In addition, a record of accomplishment is required for tenure and promotion to Associate Professor rank; a

record of excellence is required for promotion to Professor rank.

Effectiveness

Faculty performance in teaching, research/creative activity, and service will be judged effective if it demonstrates competent execution of scholarly activities and products, in both quantity and quality.

Accomplishment:

(D) Accomplishment in Teaching: Faculty performance in the scholarship of teaching will be judged accomplished if it:

1. demonstrates meritorious execution of scholarly activities and products related to teaching, in both quantity and quality,
2. receives recognition from peers and colleagues as having made positive contributions to the candidate's discipline or profession, and
3. receives recognition from former students/clientele as having made positive contributions to their education.

(E) Accomplishment in Research/Creative Activity: Faculty performance in research/creative activity will be judged accomplished if it:

1. demonstrates meritorious execution of scholarly activities and products, in both quantity and quality, and
2. receives recognition from peers and colleagues as having made positive contributions to the candidate's discipline or profession.

Excellence:

(A) Excellence in Teaching: Faculty performance in the scholarship of teaching will be judged excellent if it:

1. demonstrates sustained superior execution of scholarly activities and products related to teaching, in both quantity and quality,
2. receives national recognition from peers and colleagues as having made significant, positive contributions to the candidate's discipline or profession, and
3. receives recognition from former students/clientele as having made significant, positive contributions to their education.

(B) Excellence in Research/Creative Activity: Faculty performance in research/creative activity will be judged excellent if it:

1. demonstrates sustained superior execution of scholarly activities and products, in both quantity and quality, and
2. receives national recognition from peers and colleagues as having made significant, positive contributions to the candidate's discipline or profession.

400.00-400.20- NO LONGER IN EFFECT

500.00: RETENTION, PROMOTION, AND TENURE REVIEW PROCEDURES

500.10 RESPONSIBILITY OF THE CANDIDATE TO SUBMIT DOSSIER

Candidates shall submit to the primary review committee or primary administrative reviewer, a dossier, which shall include:

- (A) A curriculum vitae listing all teaching, research/creative activities and outreach/public service activities.
- (B) A narrative self-evaluation or personal statement,
- (C) Documentation of role, assignments, and performance including the letter of hire, any subsequent role statements or reassignments, and annual reviews and ratings, and all the letters conveying administrators' and committees' recommendations from the most recent formal review (if such a review has occurred within the past 7 years).
- (D) Information as to performance and accomplishments in teaching, research/creative activity, outreach/public service, and professional development, appropriate to the assignment.
- (E) 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.

If appropriate to the assignment, the dossier shall also include a set of articles, publications, creative endeavors, or other evidence that, in the candidate's judgment, represents his or her best efforts to advance the discipline or profession. This set of materials shall be sent to external peer reviewers.

The candidate may provide supporting documentation including but not limited to publications, video and audio tapes, student-teacher evaluations, and other material separate from the dossier. During the review period, this supporting documentation shall be retained by the college dean and transmitted to the URPTC upon request.

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

[All other provisions no longer in effect]

500.20 MANDATORY PROCEDURES AT ALL LEVELS OF REVIEW

In conducting the review, each review committee and reviewing administrator shall consider the following:

- (A) The dossier submitted by the candidate and the recommendations of each preceding level of review,
- (B) The University Standards in Section 300.70,
- (C) The previously approved role and scope, criteria and standards document of the department and college,
- (D) The letter of hire and all subsequent faculty role statements,
- (E) The candidate's annual reviews,

(F) In cases of review for promotion and tenure, the in-depth assessment of teaching, and

(G) In cases of review for promotion and tenure, the written evaluations of external and internal peer reviewers.

University guidelines do not require in depth teaching assessment or external peer reviews for retention reviews. However, college or department guidelines may require such an assessment and/or reviews.

[All other provisions no longer in effect]

500.30-500.67- NO LONGER IN EFFECT