

# The Retention, Tenure and Promotion Process

---

DURWARD K. SOBEK II

OFFICE OF ACADEMIC AFFAIRS

15 APRIL 2022



# Welcome and Introductions

---

**Get to know the people at your table with the following madlib:**

Hi. My name is \_\_\_\_\_ and I'm in the  
(department/school/college) of \_\_\_\_\_.

I'm here because \_\_\_\_\_.

Officially, my scholarship centers on \_\_\_\_\_ ,  
which is a fancy way of saying \_\_\_\_\_.



# Learning Objectives

---

**In completing this workshop, participants will be able to:**

1. Outline MSU's Retention, Tenure and Promotion (RTP) process
2. Fulfill their responsibilities in the RTP process
3. Assemble a well-organized dossier that maximizes their likelihood of a successful outcome


# Agenda

---

- ➔ **Resources and Guiding Documents**
- Review Process Overview**
- Standards and Definitions**
- Candidate Rights and Responsibilities**
- The Dossier**
- Final Notes**

# Resources

<https://www.montana.edu/provost/>



Search pages & people

Messages From Our Office

Academic Affairs

LEARN ANYWHERE

Academic Calendar

Academic Council

Academic Policies & Procedures

Accreditation

Assessment

Board of Regents

Campus Administrators

Colleges and Departments

Commencement

Contacts

Fall Convocation

Core

Faculty & Staff Resources

Joint Academic Governance Steering Committee




MSU's Strategic Plan

Organizational Chart

Student Resources

Office of the Provost


MSU Office of Academic Affairs and Provost



Welcome from Provost Robert Mokwa

Greetings Students, Faculty and Friends of MSU;

As Executive Vice President for Academic Affairs and Provost, it is my pleasure to welcome you to Montana State University — a premier land grant research university! I serve as the chief academic officer and work closely with the university president, the deans of our academic colleges and other campus leaders to ensure that we



Executive Vice President for Academic Affairs and Provost

Robert L. Mokwa

Executive Assistant

Julie Heard

Program Manager

Keely Holmes

[Vice Provost, Allen Yarnell Center for Student Success](#)

Carina Beck

[Vice Provost for Curriculum, Assessment and Accreditation](#)

Steve Swinford

# Faculty & Staff Resources

**Info:** Please contact us if you have questions that are not addressed on this website.

## Resources

- [Academic Assessment](#)
- [Academic Program Review](#)
- [Activity Insight](#)
- [Advisor Resources](#)
- [Awards](#)
- [Curriculum Development](#)
- [Department Head Sessions](#)
- [Diversity & Inclusion at MSU](#)
- [Faculty Annual Reviews](#)
- [Faculty Handbook](#)
- [Family Advocates](#)
- [Hiring Faculty](#)
- [Incentive Program for Researchers \(IRP\)](#)
- [Modified Duties Request Form](#)
- [Non-Tenure Track Collective Bargaining Agreement](#)
- [Retention, Tenure and Promotion](#)
- [Sabbaticals and Professional Development](#)
- [Student Academic Misconduct](#)

<https://www.montana.edu/provost/faculty/>

# Retention, Tenure & Promotion

## Related Documents

- [Reviewer Information Sessions](#)
- [Covid 19 Tenure Extension](#)
- [Faculty Handbook](#)
- [AY22-23 RTP Candidate Workflow](#)
- [AY21-22 RTP Candidate Workflow](#)
- [Sample Dossier Structure](#)
- [Tenure Credit Dates AY12-AY20](#)
- [Tenure Credit Dates AY21-AY29](#)

## Deadlines AY21-22

- **Retention review dossiers** due to URTPC **December 6**
- **Tenure and/or Tenure and Promotion dossiers** due to URTPC **February 7**
- **Promotion only material** due to URTPC **February 22**

## Additional Resources

- [Model Guidelines for In-depth Assessment of Teaching](#)
- [College and Department Role and Scope Documents](#)
- [University Retention, Tenure and Promotion Committee](#)
- [Coversheet- Updated](#)
- [Vote Tally Sheet](#)
- [RTP Workshop-September, 2021](#)

<https://www.montana.edu/provost/faculty/promotion.html>



# Faculty Handbook

---

## [Annual Review, Retention, Tenure & Promotion](#)

[Annual Review](#)

[Statement on Tenure](#)

[RTP - Definitions](#)

[RTP - Role and Scope Documents](#)

[RTP - Standards and Timelines](#)

[RTP - Rights and Responsibilities](#)

[Performance Review Post Tenure](#)

[https://www.montana.edu/policy/faculty\\_handbook/](https://www.montana.edu/policy/faculty_handbook/)



# Role & Scope Documents

## College of Agriculture

College of Agriculture(2019)

- AGRICULTURAL ECONOMICS/ECONOMICS (2019)
- AGRICULTURAL AND TECHNOLOGY EDUCATION (2010), (2019)
- ANIMAL & RANGE SCIENCES (2019)
- MICROBIOLOGY AND IMMUNOLOGY (2019)
- LAND RESOURCES & ENVIRONMENTAL SCIENCES (2010 | 2011 | 2014) (2019)
- PLANT SCIENCES & PLANT PATHOLOGY (2004) (2019)
- RESEARCH CENTERS (2010) (2019)

This is where performance indicators and expectations are defined.

Can be quantitative and qualitative.

## College of Arts & Architecture

College of Arts and Architecture (2019)

<https://www.montana.edu/provost/faculty/role-scope.html>

# Table Discussion

**Of what importance are the Role and Scope documents to the RTP process at Montana State?**

# Agenda

---

**Resources and Guiding Documents**

 **Review Process Overview**

**Standards and Definitions**

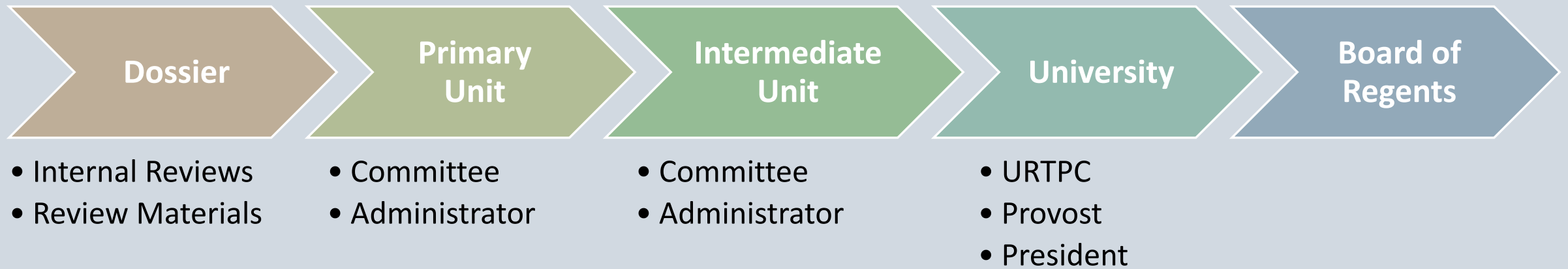
**Candidate Rights and Responsibilities**

**The Dossier**

**Final Notes**

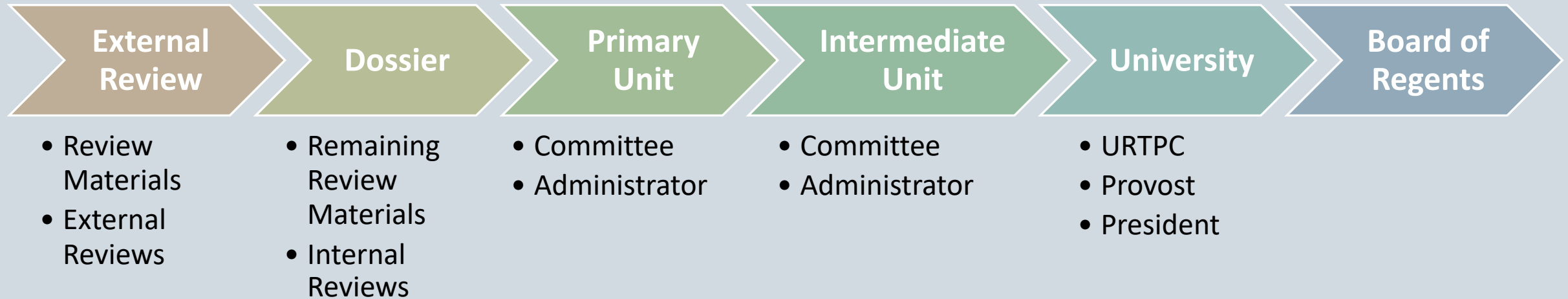
# Retention Review Process

---



# Tenure & Promotion Review Processes

---



# Timeline

---

## See published RTP Workflow:

- May 2 External review materials (Tenure/Promotion only)
- Sept 12 Retention dossier deadline
- Oct 3 Tenure dossier deadline
- Oct 17 Promotion dossier deadline

# Agenda

---

**Resources and Guiding Documents**

**Review Process Overview**

 **Standards and Definitions**

**Candidate Rights and Responsibilities**

**The Dossier**

**Final Notes**



# University Standards for Retention

---

## The University standards for the retention of probationary faculty members are:

- **effectiveness** in teaching, scholarship, and service during the review period, and
- **integration** of no less than two of the following during the review period: teaching, scholarship, and service, and
- satisfactory **progress** towards meeting the standards for tenure by the candidate's tenure review year.

**Reviewed under the Role and Scope documents in effect on the first day of employment (or more recent)**

See Faculty Handbook

# University Standards for Tenure

---

## The University standards for the award of tenure are:

- **sustained effectiveness** in teaching and service during the review period, and
- **integration** of no less than two of the following during the review period: teaching, scholarship, and service, and
- **accomplishment** in scholarship.

**Reviewed under the Role and Scope documents in effect on the first day of employment (or more recent)**

See Faculty Handbook

# University Standards for Promotion to Rank of Associate Professor

---

**Same as the standards for the award of tenure.**

See Faculty Handbook

# University Standards for Promotion to Rank of Professor

---

## The University standards for promotion to the rank of Professor are:

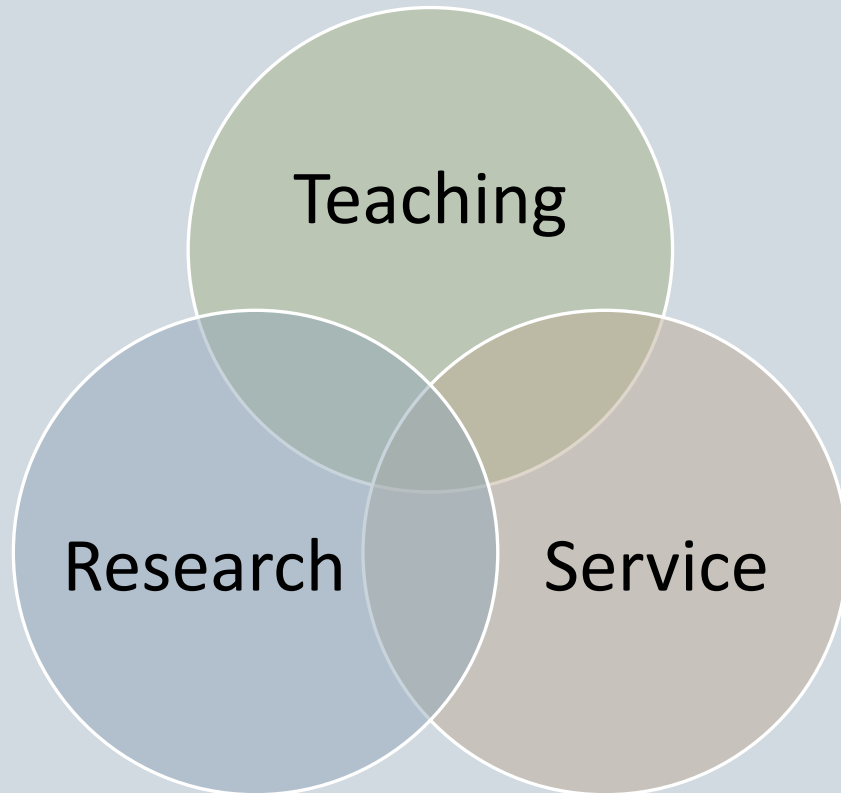
- **sustained effectiveness** in teaching and service during the review period, and
- **sustained integration** of no less than two of the following areas during the review period: teaching, scholarship, and service, and
- **excellence** in scholarship.

**Reviewed under the Role and Scope documents in effect two years prior to deadline of notification of intent to apply for promotion (or more recent)**

See Faculty Handbook

# Table Discussion

**What are some examples of integration?**



# Definitions

---

## Areas of Responsibility

- Teaching, scholarship, service

## Teaching

- Course design, development and delivery
- Improvements to courses
- Incorporating best practices, new technology
- Curriculum design and development
- Graduate student mentoring
- Academic advising
- Graduate student committees
- “Contributions to the...instructional enterprise”

# Definitions, cont.

---

## Scholarship

- Discovery, application or assimilation of new knowledge + dissemination
  - Grant writing; writing research-based articles, book and other works; conference presentations, etc.
- Generation of new knowledge in pedagogy + dissemination
  - Developing, studying pedagogical innovations; curricular/pedagogical studies; innovation in community engagement
- Generation of new creative products and experiences
  - Composition, production, direction, performance, exhibition of creative works of art, film, theater, music, architecture
- Creation of partnerships, programs and plans through Extension
  - Leverage knowledge and resources of the university and the public/private sector to enhance learning, discovery, and engagement
  - Educate and engage citizens, and strengthen communities
  - Address locally identified issues and problems
  - Apply and disseminate knowledge, and contribute to the public good.



# Definitions, cont.

---

## Service

- Contribution of faculty knowledge and expertise to assist and engage individuals and/or organizations to meet goals and solve problems.
- Professional service (e.g., involvement in professional society)
- Public service (e.g., engagement with local community)
- University service (e.g., serving on committees, advising student groups)

# More definitions...

---

## **Effectiveness**

- Successful performance, appropriate to years of service

## **Accomplishment**

- Sustained and commendable performance reflected in the quantity, quality, and impact of scholarly activities and products

## **Excellence**

- Sustained, commendable, and distinguished performance reflected in the quantity, quality, and impact of scholarly activities and products

# And more definitions!

---

## Indicators

- The categories of scholarly products and activities used to evaluate performance of the faculty
  - E.g., peer-reviewed articles, juried exhibitions, published monographs, teaching evaluations, etc.

## Review Period

- The period of performance to be considered for review
- Retention and tenure: first day of employment → dossier deadline
- Promotion: end of previous review period → dossier deadline

# Table Discussion

**What questions do you have about standards and definitions?**



# Agenda

---

**Resources and Guiding Documents**

**Review Process Overview**

**Standards and Definitions**

 **Candidate Rights and Responsibilities**

**The Dossier**

**Final Notes**

# Candidates' Responsibilities

---

- a) Be familiar with RTP requirements**
- b) Attend training**
- c) If early review, notify primary review administration by deadline**
- d) If tenure or promotion, submit external review materials by deadline:**
  - Your full CV
  - Scholarship statement
  - Selected works and other evidence that best represents your scholarship during the review period
  - Other items as required by Role and Scope documents

# Candidates' Responsibilities, cont.

---

## **e) Prepare and submit dossier by deadline. To include (min.):**

- Cover sheet (download from Provost website)
- Full CV
- ★ ◦ Personal statement
- ★ ◦ Separate self-evaluations of teaching, scholarship, service and integration
  - Summary of activities, work products, accomplishments, recognition by year over review period
  - Demonstrate that you meet the standards
  - Scholarly products published or accepted for publication during review period (tenure and promotion)
- Other materials as required by Role and Scope documents

## **f) Accept negative result caused by incomplete submission**

## **g) Meet deadlines**

- Not submitting by deadline = no review and denial of retention/tenure



# Candidates' Responsibilities, cont.

---

- h) May not solicit external or internal letters**
- i) Promptly report potential conflicts of interest of review committees**
- j) Respond to requests for more materials or information within 5 days**
- k) Notify department head of any unavailability while dossier is under review**
  - Extensions for extenuating circumstances only; submit to chair of URTPC

# Candidates' Rights

---

## **l) You may submit a written request to correct factual errors in evaluation letters**

- Submit to chair of URTPC; cannot add, alter or remove materials after deadline unless requested

## **m) If you receive a negative recommendation (or tie vote) at any level of review, you may submit a response addressing it**

- Submit to the entity that issued the letter within 5 days of receipt
- Address only issues raised in the letter
- Letter will be added to dossier

## **n) If you receive a negative recommendation from Provost, you can pursue a formal grievance**

# Agenda

---

**Resources and Guiding Documents**

**Review Process Overview**

**Standards and Definitions**

**Candidate Rights and Responsibilities**

 **The Dossier**

**Final Notes**

# The Dossier

Primary  
Review  
Unit

My files > RTP > !Dossier Template

	Name	
	06 Personal Statement	
{	01 Review Documents	07 Integration Narrative
	02 External Review	08 Teaching Narrative and M
	03 Internal Reviews	09 Scholarship Narrative and
	04 Assignment Performa	10 Service Narrative and Ma
	05 Curriculum Vitae	11 Professional Developer
	12 Appendix	
		Candidate Cover Sheet AY21-22 (2).docx
		COA_RoleAndScope_2019.pdf
		ConfidentialityNotice.pdf
		DAEE_RoleAndScope_07012019.pdf
		votetallysheet (6).docx

Primary  
Review  
Unit

# Table Discussion

---

## Tips on writing your personal statement

### What to include in your:

- Teaching section
- Scholarship section
- Service section
- Integration section



# Dossier Tips

---

## **Full CV:**

- When in doubt, include it!
- Use reverse chronological order – makes finding what applies to review period easier

## **Personal Statement: paint a holistic picture**

## **Self-evaluation Narratives:**

- Demonstrate how you have met the standards outlined in the Role and Scope

## **Provide supporting evidence**

## **Make it easy for reviewer to say, “Yes!”**

# Final Thoughts

---

**The RTP review provides an opportunity to reflect on your journey:**

- what you have been doing
- why you have been doing it
- what you have achieved

*Make the  
most of it!*

**MSU's multi-layer process ensures fair and substantive assessment**

**Bear in mind that reviewers will base their assessments on the materials that you provide to make your case**

**Note also that many of the reviewers will not be familiar with your discipline**

- Make a compelling case!