MONTANA STATE UNIVERSITY

Roles, Scope, Criteria, Standards and Procedures

of the

Department of Sociology & Anthropology

(Name of Department/School/College)

Effective Date: August 15, 2019

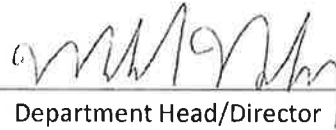| APPROVALS	SIGNATURE	DATE
SCOTT M. MYERS Department Faculty	Chair, Primary Review Committee	3-12-19
Michael Neeley Primary Administrative Reviewer	Department Head/Director	3/12/19
N/A Intermediate Review Committee	Chair, Intermediate Review Committee	
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**Role and Scope Document for
the Department of Sociology and Anthropology
(Revised March 10, 2019)**

Article I. Role and Scope of the Unit

The research-active faculty in the Department of Sociology and Anthropology are committed to providing excellent educational experiences to our undergraduate majors and minors as well as the general population of MSU students. We align our pedagogy within the theoretical, substantive, and methodological traditions of Sociology and Anthropology and focus on past, present, and emerging substantive social scientific issues—all embedded in the tradition of the liberal arts. The faculty, staff, and administrators in the Department of Sociology and Anthropology support the fulfillment of Montana State University's teaching, research, and service missions in the areas of Sociology and Anthropology.

The Department of Sociology and Anthropology offers the Bachelor of Science degrees in:
- Sociology
- Anthropology

Sociology offers a Bachelor of Science degree with options in:
- Sociology
- Criminology

The Department also offers non-teaching minors in:
- Sociology
- Anthropology

The Department of Sociology and Anthropology also contributes substantially to the **general education** of all MSU students by its participation in MSU's CORE 2.0 through numerous course offerings in (a) Diversity (4 courses), Inquiry Social Science (6 courses), Research Social Science (5 courses), and Contemporary Issues in Science (1 course)

Scholarship and **engagement** are integral foci of the Department's mission and serve to complement our instructional role. These efforts contribute to a growing body of scholarly knowledge and enhance instruction by providing research experiences for students. Our research serves local, state, national, and international communities.

The Department equally participates in **service** and **outreach** in the following ways:
- University Service – faculty from the department regularly serve on and Chair department, college, and university committees.
- Professional Service – faculty members serve in regional, national, and international organizations as presenters at conferences, section chairs, and journal editors and reviewers and represents MSU in various professional organizations
- Community Service and Outreach, such as
  - K-12 archeology, anthropology, and sociology presentations
  - Local community presentations
  - Project Archeology

- o Assistance and legal advocacy for underrepresented groups
- o Student Internship and engagement program/opportunities
- o Engineers without Borders

Article II. Appointment of Research Faculty

Not applicable

Article III. Annual Review Process

All tenure-track and non-tenure track faculty who are not subject to the NTT Collective Bargaining Agreement are reviewed annually using the Annual Review Form. The Department of Sociology and Anthropology uses the College of Letters and Science procedures for annual review.

Section 3.01 Criteria for Merit Rankings

The Department of Sociology & Anthropology uses the following criteria to rank faculty for merit increases:
- All tenure-track faculty members in the department with annual review scores that Meet Expectations, 3.0 or higher, are eligible to be ranked for merit increases; faculty members are not required to apply to be considered for merit increases.
- The annual review scores are used in the Department to rank faculty members for merit, with faculty members receiving the highest annual review scores at the top of the merit ranking.
- All faculty members with the same annual review score receives the same merit ranking.
- The annual review assesses a faculty member's performance over the preceding calendar year and is based upon the faculty member's letter of hire, assigned percentages of effort, annual assignments, annual productivity report, and evaluations of teaching.

Section 3.02 Overview of Annual Review Process

Faculty members are reviewed annually by the Department Head and Advisory Committee. These reviews are used to encourage productivity, to determine annual merit raises when available, and to provide faculty clear signals regarding their progress toward retention, tenure, promotion, and professional development. If necessary, the reviews provide suggestions and guidance to faculty as they move forward their research, teaching, and service agendas. Non-Tenure-Track (NTT) faculty on teaching appointments of 0.5 or greater are only evaluated on the teaching criteria (100% of their assignment). Faculty members' teaching, research, and service activities are evaluated using such evidence as listed below.

Teaching:
- Student evaluations
- Peer evaluations of teaching
- Honors and awards for teaching
- Publications in pedagogical journals
- Presentations
- Teaching-related grant activity
- Student work samples

- Evidence of pedagogical innovation
- Pedagogical development and workshops
- Contributions beyond the classroom
- Educational portfolio
- Advising-numbers of advisees
- Class sizes and number of students taught
- Diversity of course offerings
- New course preparations
- Independent studies (non-teaching assistantships)
- Evidence of teaching rigor

Scholarship:
Research products such as reports, conference presentations, refereed journal articles, conference articles, monographs, texts, books, book chapters, juried works, and non-traditional scholarly products. The following criterion are used to evaluate research products:
- Peer-reviewed articles are weighted more than non-peer reviewed articles.
- Peer-reviewed books and book chapters are weighted more than non-peer reviewed or invited books and book chapters.
- Non-edited books are weighted more than edited books.
- Author order and contribution in multiple-authored works are considered.
- Journal prestige is considered.
- Book press prestige is considered.
- Evidence of research impacts are considered, such as but not limited to citation indices, h-index, awards, other recognitions, and extent and placement of dissemination.
- Grants
  - External grants are weighted more than internal grants.
  - Grants with F&As are weighted more than those without F&As.
  - Amount of research expenditures are considered.
  - Funded grants are weighted more heavily but submitted proposals are considered as part of the research efforts and processes.
  - Grant-related letters of intent are considered as part of the research efforts and processes.

Service:
The following criterion are used to evaluate service and outreach efforts:
- Active participation in professional societies.
- Leadership roles in professional societies.
- Service on University, College, and Department committees, where serving as Chair is weighted more than serving as a member.
- Review of grant, book, journal, and conference manuscripts and proposals.
- Outreach and other forms of public service activities such as but not limited to activist activities associated with one's discipline.

Procedures for annual review: Faculty are responsible for providing the Department Head and the Advisory committee with a report, as compiled in Activity Insight, with germane information compiled (see evidence list above). This requirement occurs annually, and a call at the start of the calendar year (by the Department Head) notifies faculty of this responsibility. The Department Head and the Advisory committee use these reports as the basis of the annual review.

Article IV. Primary Review Committee and Administrator

Section 4.01 Primary Review Committee-Composition and Appointment
The Department of Sociology and Anthropology Primary Review Committee (i.e., Retention, Tenure and Promotion (RTP) committee) is composed and appointed consistent with the University Faculty Handbook. The Department Head appoints *tenured* faculty members from the department to the RTP committee, with the majority of members of the committee being from the candidate's discipline, if possible. The RTP Committee evaluates all cases of retention, tenure, and promotion occurring within a given academic year. Only tenured faculty members are eligible to serve on any review committees. Normally, at least one-half of the members will have attained the rank of professor. If committee composition is restricted due to limitations within the Department, the Head will request approval from the University Retention, Tenure and Promotion Committee to make an alternate tenured faculty appointment. Before beginning their work, all RTP members will complete required orientation and training sessions as described in the Faculty Handbook. Emeritus faculty and Faculty on leave are ineligible for service.

Section 4.02 Primary Review Administrator
The Primary Review Administrator is the current Head of the Department of Sociology and Anthropology. Should the Primary Review Administrator have a conflict of interest with a candidate under review, the CLS Dean will identify an individual to serve as Primary Review Administrator for the case under review.

Section 4.03 Identification of Responsible Entities
- Establish the Primary Review Committee by facilitating the appointment of the members as described: **Primary Review Administrator**.
- Select external reviewers and solicit review letters: **Primary Review Committee**.
- If internal Reviews are part of the unit's review process, selecting and soliciting Internal Reviews: **Primary Review Administrator**.
- Assuring the following materials are included in the Dossier:
  - Internal and external reviewer letters of solicitation, letters from the reviewers and, in the case of external reviewers, a short bio-sketch of the reviewer should be included in the Dossier: **Primary Review Committee**.
  - Applicable Role and Scope Document: **Primary Review Administrator**.
  - Letter of hire, any Percentages of Effort changes, all annual reviews, and all Evaluation Letters from prior retention, tenure, and promotion reviews at MSU: **Primary Review Administrator**.
  - Candidate's teaching evaluations from the review period. If the evaluations are not in electronic format, the unit will provide evaluation summaries. Upon request by review committees and review administrators, the unit will provide access to the original evaluations to review committees and administrators during the review: **Primary Review Administrator**.
- Maintaining copies of all review committee Evaluation Letters and internal, (if applicable), and external review letters after the review: **Primary Review Administrator**.

Section 4.04 Next Review Level
The next review level after the reviews by the Primary Review Committee and the Primary Review Administrator is the College of Letters & Science Retention, Tenure, and Promotion Committee.

Article V. Intermediate Review Committee Administrator

Section 5.01 Intermediate Review Committee – Composition and Appointment
The Intermediate Review Committee is the College of Letters and Science Retention, Tenure, and Promotion Committee, with composition and appointment as described in the CLS Role and Scope.

Section 5.02 Intermediate Review Administrator
The Intermediate Review Administrator is the Dean of the College of Letters and Science.

Section 5.03 Level of Review Following Intermediate Review Administrator
The next level of review after the Intermediate Review Administrator is the University Retention, Tenure and Promotion Committee.

Article VI. Review Materials
Review materials submitted by the candidate shall comply with the University Faculty Handbook document entitled "Annual Review, Retention, Tenure and Promotion," subsection "RTP: Rights and Responsibilities," and the CLS Role and Scope document. Additionally, candidates in the Department of Sociology and Anthropology must follow the requirements below.

Section 6.01 Materials Submitted by Candidate
Materials for external review must include:
- A comprehensive Curriculum Vitae (CV) with teaching, scholarship, and service activities of the candidate.
- A personal statement that includes a description of the candidate's area of scholarship.
- Selected articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best represent their scholarship. Separate self-evaluations for teaching, scholarship, service, and integration summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. Each self-evaluation includes a summary of activities, selected products or accomplishments, and evidence of recognition itemized by year over the relevant Review Period.

Materials for Dossier must include:
- Cover sheet obtained from the Provost's office.
- A comprehensive CV with Teaching, Scholarship, and Service activities of the candidate.
- A personal statement that includes a description of the candidate's area of scholarship.
- Selected articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best represent their scholarship. Separate self-evaluations for teaching, scholarship, service, and integration summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. Each self-evaluation includes a summary of activities, selected products or accomplishments, and evidence of recognition itemized by year over the relevant Review Period.

- The candidate's CV should separately indicate:
  o refereed books or book chapters
  o refereed journal articles
  o invited book chapters or articles
  o invited conference presentations
  o contributed conference presentations
  o seminars and/or colloquia
  o grant proposals submitted, and grants funded
  o non-refereed publications

The candidate may choose to include other categories as appropriate to the discipline and the candidate's record. On papers, grants funded, and other scholarly products, full author lists must match the publication or grant funded. This list is a general requirement for all dossiers. For further details including evidence of teaching, scholarship, service, and integration activity, see Articles VIII-XI of this document.

Section 6.02. Documentation of Collaborative Scholarly Contributions
The Department of Sociology and Anthropology recognizes the importance of collaborative scholarly contributions. In complying with the University Faculty Handbook document entitled "Retention, Tenure and Promotion Rights & Responsibilities," Article 1, Paragraph e, on the requirement to detail scholarly collaboration, candidates in the College of Letters and Science will include this information in a single document in a format recommended by the department. In order to document the contribution of the candidate, the Department requires providing either: a) percent effort estimate for each publication; or b) a description of the contributions made to each publication in areas such as but not limited to conception of the problem, data analysis, data coding, and approving of final draft.

Section 6.03 Peer Review Solicitation Procedure
The process and requirements for soliciting peer review materials are described in the University Faculty Handbook document entitled "Annual Review, Retention, Tenure and Promotion," subsection "RTP: Rights and Responsibilities," Section 6.

Evaluators should be specialists in the candidate's field and familiar with the usual expectations for faculty performance. Departments should elaborate how these guidelines apply to their disciplines. The majority of external evaluators must be selected by the department head and/or departmental RTP; the remainder may come from a list of names submitted by the candidate. Candidates shall not be informed of the identity of outside evaluators to protect the confidentiality of the review process.

Guidelines regarding who may and may not serve as referees are elaborated in the Faculty Handbook on "Retention, Tenure, and Promotion Rights and Responsibilities as follows:

> *3.c. No person may participate in the review of any person with whom they have a personal, business, or professional relationship that could be perceived to preclude objective application of professional judgment. A conflict of interest occurs when the evaluating party could realize personal, financial, professional, or other gain or loss as a result of the outcome of the review process, or when the objectivity of the evaluating party could be impaired by virtue of the relationship. Examples of persons who may be excluded by professional relationship include undergraduate and/or graduate mentors,*

postdoctoral mentors, collaborators who are co-investigators on grants and/or co-authors on a significant portion of scholarly products completed during the review period, colleagues who depend on instrumentation controlled or operated by the candidate, and/or co-inventor of a patent.

The five external review letters must be requested by that party specified in Sec. 4.03 and must <u>not</u> be solicited by the candidate. Confidential external letters of evaluation of research (from outside of Montana State University) are required by the department for all candidates, regardless of the area of emphasis. A minimum of five such letters is required. All letters of evaluation received must be included in the candidate's file.

Letters of evaluation should address the candidate's professional potential and accomplishments rather than personal qualities. Specific assessments of scholarship are essential. Evaluators should be specialists in the candidate's field and familiar with the usual expectations for faculty performance. Letters from mentors, former colleagues, close collaborators, or personal friends have less credibility and should not be solicited. A majority of the outside evaluators must be selected by the department head and/or departmental committee; a minority of reviewers may come from a list of names submitted by the candidate. Candidates should not be informed of the identity of outside evaluators in order to protect the confidentiality of the review process. The external review letters must be requested by the department PRC chair, and must not be solicited by the candidate. The department report should state clearly how external referees were chosen and should include a brief statement of their status in the field. A copy of the letter soliciting outside reviewers must be included in the candidate's file; referees should also state either knowledge of or relationship to the candidate, if any.

External reviewers will be sent the Department Role and Scope document, a copy of the candidate's CV, a brief statement that identifies the candidate's area of scholarship, and a selection of relevant publications and/or unpublished manuscripts, along with other materials, as appropriate and selected by the candidate. Reviewers will be asked to comment specifically on the quality of the candidate's written scholarship and productivity, as well as the candidate's recognition in the field.
In accordance with 8.03.1(e), internal letters of teaching observation will form part of the teaching dossier and uploaded into the internal review folder. Other internal review letters are optional and solicited at the discretion of the Department Tenure and Promotion Committee or the Department Head based on the need for an assessment of an aspect of the candidate's performance that may not be assessed fully through other indicators.

Article VII. Applicable Role and Scope Documents

Section 7.01 Retention Review
Candidates for retention are reviewed under the standards and indicators in the Role and Scope documents in effect on the first date of employment in a tenurable position.

Section 7.02 Tenure and Promotion to Associate Professor Review
Candidates for tenure are reviewed under the standards and indicators in the Role and Scope documents in effect on the first date of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope document by notifying the primary review committee.

Section 7.03 Promotion to Professor Review
The faculty member will be reviewed using standards and indicators in the Role and Scope Documents in effect two (2) years prior to the deadline for notification of intent to apply for promotion.

Article VIII.   Retention Reviews

Section 8.01 Timing of Retention Review
Faculty are reviewed for retention in the academic year specified in their Letter of Hire, unless extended under the University's Extending Tenure Review Period policy.

Section 8.02 University Standard
The standards for the retention of probationary faculty members are:
- Effectiveness in teaching, scholarship, and service during the review period.
- Integration of no fewer than two of the following during the review period: teaching, scholarship, and service.
- Satisfactory progress towards meeting the standards for tenure by the candidate's tenure review year.

Section 8.03 Performance Indicators and Weighting
Performance indicators and weighting are defined in Section 9.03. The same indicators and weights that are used in tenure review are used in retention review.

Section 8.04 Quantitative and Qualitative Expectations
The Department values quantitative and qualitative factors, where the assessment of quality takes precedence.

Effectiveness in scholarship is judged primarily by the ability to generate and maintain a research program in which the faculty member is the source of original contributions and to publish peer-reviewed research products such as but not limited to journal articles, books, book chapters, and presentations. *Effectiveness* includes, but is not limited to, establishing a research specialty that is in the candidate's discipline, and developing a record of scholarly contributions that is consistently of high quality and sustained over time (see Section 9.03) throughout the review period.

It is expected that scholarship be of high quality, be ongoing throughout the review period, be commensurate with the associated discipline, and result in a record of scholarly products at the time of retention. These products shall represent both Group I and Group II indicators, and publications may be submitted, accepted, in press, or published at the time of review. The record must be substantive enough that it is reasonable to expect the candidate to achieve the standards for tenure at the time of tenure review.

In Sociology and Anthropology, co-authored and co-edited publications are normative. Candidates will receive differentiated credit for such work, depending upon the extent of their effort. The candidate is expected to identify the level of individual contribution to scholarly works (see Section 6.02).

Effectiveness in Teaching is as described in Section 9.04.

Effectiveness in Service is as described in Section 9.04, except that there is no requirement that service include assignment to a Department, College, or University committee at MSU at the time of retention review.

Section 8.05 Evidence of Performance Indicators
Evidence of performance indicators are listed in Section 9.05. The same performance indicators and evidence that are used in tenure review are used in retention review, with the addition that *submitted* products are to be documented with a copy of the submitted work along with verification of submission.

Section 8.06 Status of Scholarly Products
For retention review, scholarly products that are submitted, accepted, in press, or published at the time of review will be considered if they are included in the dossier and are appropriately documented according to Section 8.05.

Article IX. Tenure Review

Section 9.01 Timing of Tenure Review
Faculty are normally reviewed for tenure in the academic year specified in their Letter of Hire, unless extended under the University's Extending Tenure Review Period policy.

Section 9.02 University Standard
The University standards for the award of tenure are:
- Sustained effectiveness in teaching and service during the review period.
- Integration of no less than two of the following during the review period: teaching, scholarship, and service.
- Accomplishment in scholarship.

Section 9.03 Performance Indicators and Weighting
The following performance indicators are considered in the review to determine if the standards in the previous section are satisfied. The faculty in the Department of Anthropology and Sociology is comprised of three sub-groups: Anthropologists, Archaeologists, and Sociologists, and these performance indicators apply to all Department faculty. The *weighting* of each indicator may vary across and within the groups. Additional indicators will be considered if deemed appropriate and consistent with the definition of indicators stated in the Faculty Handbook.

Performance indicators in scholarship
The following is a list of performance indicators applicable to scholarship. The indicators listed in Group I are considered the primary activities by which performance in scholarship is evaluated. Those from Group II also contribute to performance but carry less weight. Further weighting of each indicator may vary across and within the groups and takes into consideration (a) author order and contribution in multiple-authored works; (b) journal prestige; and (c) book press prestige. Evidence of research impacts are also considered, such as but not limited to citation indices, h-index, awards, other recognitions, and extent and placement of dissemination. All items from Groups I and II are referred to as "scholarly products."

Group I
- Peer-reviewed journal articles, monographs, book chapters, and books
- External grants funded

- Invited major talks (e.g., plenary or keynote)

Group II
- Non-peer reviewed journal articles, monographs, book chapters, and books
- Refereed proceedings published in connection with professional meetings
- Invited papers or presentations given at professional meetings
- Contributed papers or presentations given at professional meetings
- External grant proposals submitted
- Grant-related letters of intent
- Internal grants funded
- Invited seminars and/or colloquia
- Non-refereed proceedings and technical reports

This list is representative but not exhaustive. As additional evidence of performance in scholarship, the candidate may choose to include other relevant and appropriate indicators not listed here. The Department RTP Committee will determine the weight of such indicators and will describe this determination in their evaluation letter. In addition, the weight of indicators will be determined and described by the RTP Committee, based on varying disciplinary norms for scholarship outcomes.

Performance Indicators in Teaching
The following is a list of performance indicators applicable to teaching. All indicators listed are considered the primary activities by which performance in teaching is evaluated.
- Student evaluations of teaching based on University-approved instruments
- Receiving positive assessments on peer teaching evaluations
- Engaging in instructional innovation through such activities as the incorporation of new research findings into course content, the creation of new courses and new preparations for existing courses, and/or interest in and exploration of advanced instructional technologies
- Mentorship of undergraduate students (e.g., supervising undergraduate research and teaching assistantships, honors theses, and independent studies)
- Participation on graduate theses, portfolios, and dissertations
- Participating in curriculum development such as but not limited to establishing study abroad experiences, service-learning opportunities, writing intensive experiences, community engagement opportunities, and other curriculum innovations
- Honors and awards for teaching

This list is representative but not exhaustive. As additional evidence of performance in teaching, the candidate may choose to include other relevant and appropriate indicators not listed here. The Department RTP Committee will determine the weight of such indicators and will describe this determination in their evaluation letter.

Performance Indicators in Service
In addition to the requirements in the University Faculty Handbook, the dossier should include the candidate's professional service activities to the University, College, and Department as well as to the profession, and local, national, and international communities. This includes information about committee assignments, offices held, editing duties, service to professional organizations, outreach, and other professional tasks relevant to the candidate's defined role. The following is a list of performance

indicators applicable to service. All indicators listed are considered the primary activities by which performance in service is evaluated.

- Active participation in professional societies.
- Leadership roles in professional societies.
- Service on University, College, and Department committees, where serving as Chair is weighted more than serving as a member.
- Review of grant, book, journal, and conference manuscripts and proposals.
- Outreach and other forms of public service activities such as but not limited to activist activities associated with one's discipline.

This list is representative but not exhaustive. As additional evidence of performance in teaching, the candidate may choose to include other relevant and appropriate indicators not listed here. The Department RTP Committee will determine the weight of such indicators and will describe this determination in their evaluation letter.

Performance Indicators in Integration
As indicated in Section 9.02, candidates are expected to demonstrate integration across at least two of the categories of scholarship, teaching, and service. The nature and extent of integrated activities will vary depending on the candidate's discipline and areas of specialization. The following list offers examples of potential indicators of integration, with the understanding that integration can take many forms. The candidate must clearly define and describe how integration is achieved in the dossier.

- Integration of scholarship and teaching: implementing a research activity within a course.
- Integration of scholarship and teaching: offering seminars to introduce students to the process of conducting research.
- Integration of scholarship and teaching: collaborating in research and/or publication with a student.
- Integrating of scholarship and service: lending research expertise through consulting.
- Integration of scholarship and service: implementing research results in a community setting.
- Integration of teaching and service: designing and/or delivering professional development for K-12 teachers or special programs for K-12 students.

Section 9.04 Quantitative and Qualitative Expectations
Scholarship Expectations
The Department values intellectual discovery and the generation of new knowledge as key characteristics of scholarship.

Accomplishment in scholarship involves both qualitative and quantitative factors, where assessment of quality takes precedence. Accomplishment is judged primarily by the ability to generate and maintain a research program in which the faculty member is the source of original contributions and where peer-reviewed research products are the most commonly used performance indicator.

The quality of scholarly production in sociology and anthropology is assessed by professional sociologists and anthropologists, and, for faculty members engaged in interdisciplinary research, by qualified scholars in cognate fields. For purposes of tenure and promotion recommendations, the department gives substantial weight to judgments of quality by a candidate's external reviewers.

Other things being equal, the standings of journals and academic presses in which candidates published are considered significant indicators of quality. Assessment of research quality in sociology and anthropology is a rigorous process, but indicators of quality, such as but not limited to citation indices, h-index, impact factors, and publications that assess journal prestige, should be considered in such an assessment of quality. Furthermore, the assessment of quality may also take into account the professional recognition of a candidate's work in the form of prizes, awards, and fellowships.

Having obtained external funding for one's research is not necessary for tenure and promotion. But, having received such funding from external agencies with rigorous peer-review of proposals counts as an indicator of research quality.

The Department of Sociology & Anthropology is a two-discipline department that is comprised of faculty who conduct research in distinct fields and with different methodologies. Therefore, the ultimate evaluation of quantity and impact of research is best judged by experts in each discipline and area of research. Further, the quantity of research produced varies according to the length and depth of the research process and product, and evaluations of productivity consider such elements as but not limited to: patterns of co-authorship, lead authorship, and solo authorship; extent and depth of contributions on multi-authored works; quality of the journals, book publisher, or edited collections; impact of the research; and quality of monographs.

For example, the number of articles/chapters expected of a candidate decreases substantially if they have also published a well-reviewed, refereed, scholarly monograph during the tenure-earning years. For collaborative work, the candidate's contribution must be accounted for, as per Section 6.02. Overall, the body of work should represent a coherent and well-rounded program of independent research, primarily indicated by publications on which the candidate is the sole author or first author. Work published prior to the tenure-earning years can be considered evidence of such a program but does not substitute for the record indicated above.

With the understanding that quality takes precedence over quantity, it is expected that scholarship be of high quality, be ongoing throughout the tenure review period, be commensurate with the associated discipline, and result in a substantive record of peer-reviewed products at the time of tenure. The usual Departmental expectation for scholarly productivity is that tenure candidates average between 1 and 2 scholarly products per year during the review period. These products may represent both Group I and Group II indicators, and publications may be accepted, in press, or published at the time of review. At the time of tenure, it is expected that multiple items from Group I will appear in the candidate's body of work. Due to the diverse nature of scholarship within the Department, expectations will vary across disciplines.

Teaching Expectations
Effectiveness in teaching is achieved through the candidate's positive contributions to the design, delivery, and instruction of courses and mentoring students. *Effectiveness* in teaching is a qualitative judgment made by peers from a review of all materials provided by the candidate as evidence of his/her engagement with and effectiveness of his/her teaching contributions. Written reports from peer reviewers document the candidate's teaching performance and serve as evidence to evaluate effectiveness.

Undergraduate advising is integral to the Department, and all faculty are expected to contribute to undergraduate education in the Department. Faculty are also expected to maintain a full schedule of

advisees where advising includes the provision of academic, professional, and other forms of information and advice.

Course evaluations serve to provide a measure of student satisfaction. The Department expectation is that normally, for each course taught, the overall mean score from the student evaluation instrument is not less than the indicator for "Average." For example, 3.0 is the "average" evaluation score for "Overall Effectiveness" on an instrument with 5 categories (1=Poor, 2=Below Average, 3=Average, 4=Above Average, and 5 = Excellent). It is expected that any overall mean score below "Average" will be addressed by the candidate. Similarly, any issues related to teaching noted in the retention review should be addressed prior to tenure review.

Service Expectations
Effectiveness in service will be achieved if the candidate demonstrates active participation and competent execution of tasks in any of the areas of service described by the performance indicators. Service is expected to include at least one assignment to a Department, College, or University committee at MSU. Participation in other activities that contribute to the candidate's discipline or profession (e.g., task forces or special programs) is also valued, especially when such participation raises the stature and reputation of the Department or the University in the state, the nation, or internationally. Successful candidates are expected to have been active in multiple service capacities to the department, college, university, profession, and community. Candidates need not be equally active in all categories of service; some may choose to focus their efforts in one or two capacities. Quantity of activity must be commensurate with commitment to the institutional and service role of a professional sociologist and anthropologist in a public university and based on department-specific norms.

Section 9.05 Evidence of Performance Indicators
Applicable performance indicators, and evidence supporting the candidate's performance for each indicator, will be assessed using the contents of the candidate's dossier.

In addition to the listed evidence of performance indicators, properly documented nominations for and receptions of competitive awards for scholarship, teaching, or service will be considered as evidence of peer recognition.

Evidence of Performance Indicators in Scholarship
The list of evidence presented in Tables 1 and 2 is not exhaustive. Other evidence supplied by the candidate that is related to the performance indicators for scholarship will be considered in the review. Only scholarly products that have been accepted for publication, performance, or exhibition within the tenure review period will be considered. For works published in a journal not readily available through University databases, the candidate must include a digital copy of the accepted work in the dossier. For works accepted for publication but not yet published, the candidate must include a digital copy of the accepted work accompanied by an official letter or email indicating acceptance.

Table 1. Group I Performance Indicators in Scholarship and Typical Evidence

Group I: Performance Indicator	Typical Evidence
Peer-reviewed journal articles, monographs, book chapters, and books	Full citation for the scholarly work, and either: (1) a URL linking to an online version of the work in published form; (2) a digital copy of the work in published form; or (3) a copy of the accepted but unpublished work with verification of acceptance.
External grants funded	Grant number or code with URL or other contact where more information can be found. Brief description (title, funding agency and level, primary goals, length, collaborators if any).
Invited major talks (e.g., plenary or keynote)	Letter of invitation, copy of program, or full citation.

Table 2. Group II Performance Indicators in Scholarship and Typical Evidence

Group II: Performance Indicator	Typical Evidence
Non-peer reviewed journal articles, monographs, book chapters, and books	Full citation for the scholarly work, and either: (1) a URL linking to an online version of the work in published form; (2) a digital copy of the work in published form; or (3) a copy of the accepted but unpublished work with verification of acceptance.
Refereed proceedings published in connection with professional meetings	Full citation for the proceedings, and either: (1) a URL linking to an online version of the work in published form; (2) a digital copy of the work in published form; or (3) a copy of the accepted but unpublished work with verification of acceptance.
Invited papers or presentations given at professional meetings	Full citation including the title, co-presenters, organization, location, and date.
Contributed papers or presentations given at professional meetings	Full citation including the title, co-presenters, organization, location, and date.
External grant proposals submitted	Grant number or code with URL or other contact where more information can be found. Brief description (title, funding agency and level, primary goals, length, collaborators if any).
Internal grants funded	Brief description (title, source of funding, primary goals, length, collaborators if any).
Invited seminars and/or colloquia	Full citation, including the title, venue, date, and level (Department, University, community, etc.).

Non-refereed proceedings and technical reports	Full citation for the publication or report, and either: (1) a URL linking to an online version of the work in published form; (2) a digital copy of the work in published form; or (3) a copy of the accepted but unpublished work with verification of acceptance.
Development and publication of scholarly products (e.g., software or curriculum materials):	Brief description of the product including an overview of content and format, intended use, potential audience, and location where it is publicly available.

Evidence of Performance Indicators in Teaching
The list of evidence presented in Table 3 is not exhaustive. Other evidence supplied by the candidate that is related to performance indicators for teaching will be considered in the review.

Table 3. Performance Indicators in Teaching and Typical Evidence

Performance Indicator	Typical Evidence
Student evaluations of teaching based on University-approved instruments:	Student evaluation scores for all courses taught during the review period. Analysis of student comments (summary, selected quotes, or full list of comments). If appropriate, include a broad description of changes made in response to student feedback.
Receiving positive assessments on peer teaching evaluations	Written report by peer observer. The Department Head may serve as a peer observer.
Engaging in instructional innovation through such activities as the incorporation of new research findings into course content, the creation of new courses and new preparations for existing courses, and/or interest in and exploration of advanced instructional technologies:	Syllabus or other documentation of new methods or materials with supporting evidence. Description of the implementation process, audience, and outcomes.
Mentorship of undergraduate students (e.g., supervising undergraduate research and teaching assistantships, honors theses, and independent studies):	Description of mentorship/assistantship project, funding (if any), and accomplishments/outcomes.
Participation on graduate theses, portfolios, and dissertations:	Description of project, role in project (e.g., chair v. member), funding (if any), and progress to date.
Participating in curriculum development such as but not limited to establishing study abroad experiences, service-learning opportunities, writing intensive experiences, community engagement opportunities, and other curriculum innovations.	Description of the developed products, implementation process, audience, and outcomes.

Evidence of Performance Indicators in Service
The list of evidence in Table 4 is not exhaustive. Other evidence supplied by the candidate that is related to performance indicators for service will be considered in the review.

Table 4. Performance Indicators in Service and Typical Evidence

Performance Indicator	Typical Evidence
Membership and offices held on Department, College, and University committees:	Name and level of each committee and dates of service.
Professional service in local, state, national, or international organizations in the mathematical sciences:	Name of each organization (with description as needed), offices or roles held, dates of service, and notable accomplishments.
Outreach to local, state, national, or international communities:	Brief description of outreach activities, audience, and outcomes.
Active supervision of multi-section courses:	Course title, number of instructors, dates of supervision, and notable accomplishments.
Service as a reviewer or editor for a professional journal, monograph, or book:	Citations including name of journal, editorial role, dates of service, and workload.
Professional consultations that may or may not result in a co-authored publication:	Brief description of consulting activities, audience, and outcomes.

Article X.   Promotion to Rank of Associate Professor

Section 10.01. University Standards

The University standards for promotion to the rank of Associate Professor are the standards for the award of tenure. Appointment at the rank of Associate Professor or Professor does not demonstrate, in and of itself, that standards for tenure have been met.

Article XI.   Promotion to Rank of Professor

Section 11.01 Timing of Review
Normally, faculty are reviewed for promotion after the completion of at least five (5) years of service in the current rank. However, faculty may seek promotion earlier if they can establish that they "meet the same standards of effectiveness and accomplishment or excellence used in evaluating candidates after five (5) years in rank."

Section 11.02 University Standard
To achieve promotion to rank of professor, faculty members must demonstrate:
- 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
- excellence in scholarship as defined in the Faculty Handbook document entitled "Retention, Tenure and Promotion Review: Definitions."

Section 11.03 Performance Indicators and Weighting
The performance indicators and weighting used for this review are the same as those defined in Section 9.03 of this document.

Section 11.04 Quantitative and Qualitative Expectations
Scholarship Expectations
The Department values intellectual discovery and the generation of new knowledge as key characteristics of scholarship.

Excellence in scholarship is judged primarily by the quality of published scholarly works, with refereed articles being the most commonly used performance indicator. With respect to publication quality, the Department RTP Committee will assess excellence based on the evidence provided by External Reviewers. *Excellence* includes, but is not limited to, receiving national or international recognition from peers and colleagues as having made important scholarly contributions to the candidate's discipline. The Department expects that scholarly results will be disseminated through both publications and presentations.

It is expected that scholarship be of high quality, be ongoing throughout the review period, be commensurate with the associated discipline, and result in a substantive record of peer-reviewed scholarly products that impact the field. These products may represent both Group I and Group II indicators, and publications may be accepted, in press, or published at the time of review. At the time of promotion review it is expected that a substantial portion of the candidate's body of work will be comprised of Group I items. Due to the diverse nature of scholarship within the Department, expectations will vary across disciplines. Although the candidate's complete body of work is important, the candidate's scholarship performance will be reviewed primarily based on products since the tenure review.

Regardless of qantity of products, the quality of the candidate's scholarly body of work as documented by External Reviewers is of primary importance. In particular, the quality and reputation of journals and other scholarly venues, as documented by External Reviewers and disciplinary norms, is considered extremely important in the review process. Having obtained external funding for one's research is not necessary for promotion to professor. But, having received such funding from external agencies with rigorous peer- review of proposals counts as an indicator of research quality.

Collaborative work is highly valued in the mathematical sciences, and there is no expectation that single-authored publications are required to demonstrate accomplishment in scholarship. Standards for determining author order vary within and across groups, so no inferences about level of contribution should be made based on author order. The candidate is expected to identify the level of individual contribution to scholarly works [see Section 6.02].

Teaching Expectations
The expectation for this review is effectiveness in teaching, and the standard is defined in Section 9.04.

Service Expectations
The expectation for this review is effectiveness in service, and the standard is defined in Section 9.04, with the exception that at the time of promotion review an additional weight is placed on active contributions to Department committees and programs.

Section 11.05 Evidence of Performance Indicators
Applicable performance indicators, and evidence supporting the candidate's performance for each indicator, will be assessed using the contents of the candidate's dossier. The description of evidence of performance indicators is found in Section 9.05 of this document.

Article XII.   Procedures for Update and Revision of the Unit Role and Scope Document
Faculty members are entitled to propose changes to Role and Scope Documents of their academic unit. Review committee members or administrators who identify a need for improvement, clarification, or other revision to the Department's Role and Scope may submit the request for changes to the chair of UPTC. The UPTC Chair will forward the recommendations to the unit. Submission to the UPTC chair should occur after the review committee or administrator completes all reviews for the year. Units will act on any proposed changes received from the UPTC Chair on an annual basis and will undertake a full review of their Document no less than every three years.

Article XIII.   Approval Process

Section 13.01 Primary Academic Unit Role and Scope Document
- Tenurable faculty and administrator of the primary academic unit
- Retention, Tenure, and Promotion review committee and administrator of all associated intermediate units (usually colleges)
- University Retention, Tenure, and Promotion Committee (URTPC)
- Provost

Section 13.02 Intermediate Academic Unit Role and Scope Document
- Promotion and tenure review committee and administrator of the intermediate unit
- University Retention, Tenure, and Promotion Committee (URTPC)
- Provost

Section 13.03 University Role and Scope Document
- University Retention, Tenure, and Promotion Committee (URTPC)
- Faculty Senate
- Deans' Council
- Provost