

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 622.0]

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 department 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. The College of Arts and Architecture provides an intellectual and creative environment for the study and production of the visual arts (such as graphic design, painting, sculpture, printmaking, metalsmithing, ceramics, photography, art history, and motion picture/video), performing arts (such as music/music education and theater), and environmental arts (such as architecture). It offers students the opportunity to develop creative expression and a means by which to apply their knowledge and abilities.
- B. The College emphasizes quality instruction as well as creative and cultural activities related to the visual, performing and environmental arts. The College seeks to insure that the academic needs of students and the community at large are met.
- C. The College contributes to the creative and cultural environment of the University, the local community, and the State through each of the academic programs; outreach programs; arts education

projects; and the operation of KUSM, Montana's public television station; and Shakespeare in the Parks.

- D. The College currently offers undergraduate degree programs in Architecture, Art, Film/Video, Photography, Theater Arts and Music, and graduate programs in Art and Architecture.

112.2 Role and Scope of the Department

ROLE AND SCOPE STATEMENT

1. The School of Art provides the intellectual and creative environment necessary to stimulate the development of creativity in individual students, to introduce them to the history of art and the role of the arts in society, and to prepare them for professional careers in the arts.
2. The School participates in and promotes the cultural climate of the university, college, community, state and region. This is achieved through the professional accomplishments of the faculty and students; an ongoing exhibition program; a visiting artist program and grant writing in support of such programs.
3. The School develops core courses in studio arts and art history in order to introduce students from the larger academic community to the visual arts, their history, and its cultural significance.
4. The School develops and maintains undergraduate academic programs in the visual arts with options in studio arts, art history, and art education which lead to a Bachelor of Arts degree.
5. The School provides graduate education in the visual arts through the Master of Fine Arts degree program.
6. The School encourages student participation in the professional and cultural aspects of the visual arts through activities and programs such as student organizations, juried exhibitions, internships, and projects which interact with the larger community.
7. The School attracts faculty and maintains academic facilities commensurate with the professional and academic goals of the department, and encourages and promotes competency and productivity in each faculty member.
8. The School maintains contact with professional organizations for the purposes of accreditation and currency with important issues.
9. The School will continue to emphasize outreach and public service by:
 - a. providing the community with faculty services such as lectures, workshops, grant evaluators, exhibition jurors, and faculty exhibitions;
 - b. working with art teachers, professional artists and the general public throughout the state to assist them with further educational opportunities and information, including the development of special summer classes and workshops;
 - c. providing and coordinating appropriate professional services to the State.

113 ACADEMIC PROGRAMS

113.1 Academic Programs of the College

The College of Arts and Architecture includes the School of Architecture (offering a Bachelor of Architecture), the School of Art (offering a Bachelor of Fine Arts in Graphic Design, a Bachelor of Fine Arts in Studio Art, a Bachelor of Arts in Art, a Bachelor of Arts in Art History, a Bachelor of Arts in Art

Education, and a Master of Fine Arts in Art), the Department of Media and Theatre Arts (offering a Bachelor of Arts in Media and Theatre Arts), the Department of Music (offering a Bachelor of Music Education), and KUSM, Montana's public television station.

114 RESEARCH AND CREATIVE ACTIVITY

114.1 Special Areas of College Research and Creative Activity

The faculty in the College emphasize research and creativity by:

- A. performing, exhibiting, and/or researching personal creative work such as theater, music, architectural design, art and photography;
- B. coordinating exhibits and events of significant cultural merit;
- C. authorizing discipline-specific professional and/or pedagogical publications;
- D. participating in competitions or juried exhibitions;
- E. exploring and integrating computing technology within the College disciplines;
- F. promoting professional practice activities;
- G. encouraging interdisciplinary artistic projects;
- H. critiquing contemporary and historical literature within the College disciplines;
- I. presenting juried or invited papers; and
- J. serving as invited lecturers or moderators.

114.2 Special Areas of Department Research and Creative Activity

In addition to the special areas listed by the College, the School of Art emphasizes research and creative activity by:

- A. engaging in the creation, exhibiting and publishing of creative work and research;
- B. integration and exploration of computer technology as they relate to creativity in the arts;
- C. promoting professional design practice activities;
- D. critiquing contemporary art and historical literature within the School of Art disciplines; and
- E. serving as visiting artist and/or workshop presenters.

115 OUTREACH/PUBLIC SERVICE

115.1 Special Areas of College Outreach/Public Service

The College emphasizes outreach and public service by:

- A. developing the visual, performing, and environmental arts on campus, statewide, nationally, and internationally;
- B. providing opportunities for Montanans of all ages to participate in the arts;
- C. providing and coordinating appropriate volunteer outreach services to the State, as identified by the departments;
- D. providing the opportunity for all University students to gain a basic appreciation of the importance of the arts;
- E. maintaining a strong liaison with professional groups and other organizations; and
- F. working with teachers throughout the State to better educate students in the arts.

115.2 Special Areas of Departmental Outreach/Public Service

In addition to the special areas listed by the College, the School of Art emphasizes outreach/public service by:

- A. providing the opportunity for all University students to gain a basic appreciation of the importance of studio art, art history, and design through exhibitions, lectures, workshops, and publications;
- B. maintaining the visibility and achievements of the faculty and students through public workshops, exhibitions, and publications.

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 applies.

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/creative activity, 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

Each department will identify criteria that will allow the evaluation of:

- A. the relevance, breadth, and quality of course content;
- B. the currency of the course;
- C. curricular development and innovation;
- D. integration of communications technologies;
- E. student assessment of teaching performance;
- F. peer assessment of teaching performance; and

- G. advising quality including communication of accurate information, assistance with student goal setting, appropriate and timely referral of students, and availability to students.

211.3 Department Teaching Criteria

School of Art Teaching Criteria include:

- A. scope/breadth of course content;
- B. relevancy of student assignments;
- C. developing instructional strategies which advance teaching and learning;
- D. currency of course content within the discipline;
- E. student work and/or placement of graduates;
- F. participation with independent study students and graduate committees;
- G. advising - informed assistance, guidance and availability. Within the School of Art, advising is a shared responsibility of all permanent faculty. Advisors are expected to keep regular office hours and be willing to make advising appointments. Effective advising is based on the faculty advisors knowledge of academic policies and the ability to assist students in understanding their options as well as sorting out problems related to curriculum and career choices. It is not the faculty advisor's responsibility to make decisions for advisees, but rather, to give effective advice with accurate facts and information.

Within the School of Art, effective advising is based on the following:

- a. Academic advising - knowledge of the curriculum
- b. Academic counseling - curriculum program planning
- c. Goal advising and career counseling
- d. Mentoring
- e. Availability

212 RESEARCH/CREATIVE 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/Creative Criteria

Each department will identify criteria that will allow the evaluation of the following, in relationship to 114.1:

- A. the relevance, quality and breadth of research/creative activity;
- B. the currency of research/creative activity, and;
- C. peer assessment of the quality of research/creative activity.

212.3 Department Research/Creative Criteria

The concept of the teacher as an active professional is important to the structure and goals of the School of Art. The following areas will be assessed by means of self-assessment, peer evaluations from colleagues and/or off-campus peers, and public and professional awareness of research and creativity.

Research/Creative Criteria for Studio Faculty:

- A. involvement in the creative process (broadly pertinent to the teaching expertise);
- B. creating works of art;
- C. exhibiting works of art;
- D. impact made by creative work;
- E. contribution to the advancement of the area of creative activity; and
- F. professional development.

Research/Creative Criteria for Art History Faculty:

- A. involvement in research broadly pertinent to the area of specialization;
- B. involvement in scholarly activities;
- C. involvement in publication activities;
- D. scope of research;
- E. scope of publications;
- F. contribution to the advancement of the discipline;
- G. professional development.

Research/Creative Criteria for Design Faculty:

- A. involvement in design research or creativity;
- B. professional significance of the activity;
- C. publication and/or exhibition of design;
- D. contribution to advancement of the field;
- E. professional development;
- F. impact made by the design work/research.

213 OUTREACH/PUBLIC SERVICE CRITERIA

213.1 University Outreach/Public Service 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 valuation of service, outreach, and consulting activities submitted for faculty review. [FH 602.03]

213.2 College Outreach/Public Service Criteria

Each department will identify criteria that will allow the evaluation of the following, in relationship to 115.1:

- A. the role played by the faculty member in her or his major professional, public, and/or university-level service activity;
- B. the relationship of professional expertise to service performed; and
- C. the potential and/or actual impact of the service performed.

213.3 Department Outreach/Public Service Criteria

The following areas will be assessed by means of self-assessment, peer evaluations from colleagues and/or off-campus peers, and public and professional awareness of service and outreach activities:

- A. participation through voluntary, appointed, and elected service to School, College and University;
- B. service to the profession;
- C. service to the community;
- D. scope and impact of the service activities;
- E. maintaining visibility through the professional accomplishments of the faculty and students.

“Effectiveness” means meeting or exceeding the standards for the Department and College, discipline or profession as appropriate for the individual's assignment. “Excellence” means achieving substantial recognition from students, clients, colleagues, and/or peers in the profession, appropriate to the activity. [FH 602.00]

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 promise of 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 633.01]

221 EFFECTIVENESS IN TEACHING

221.1 University Standards 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 Standards of Effectiveness in Teaching

A. Standards of Effectiveness in Teaching for Faculty with Instructional Expectations

Departments will develop a series of standards that will allow the determination of the level of performance corresponding to "effectiveness" in each criteria as listed in section 211.1. The departmental standards must be reviewed and approved by the College committee.

B. Standards of Effectiveness in Teaching for Faculty with Professional Practice Expectations

N/A

221.3 Department Standards of Effectiveness in Teaching

A. Standards of Effectiveness in Teaching for Faculty with Instructional Expectations

Effectiveness in teaching will be demonstrated through quality performance in all teaching responsibilities including assigned courses, independent study and graduate-level instruction. Performance effectiveness will be attained by a strong record of course evaluations (Knapp form), positive evaluations from peers and students, and through the high quality of student work. Faculty will also demonstrate active participation in curriculum development, advising and professional development.

B. Standards of Effectiveness in Teaching for Faculty with Professional Practice Expectations

N/A

222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY

222.1 University Standards 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 Standards of Effectiveness in Research/Creative Activity

A. Standards of Effectiveness in Research/Creative Activity for Faculty with Instructional Expectations

Departments will develop a series of standards that will allow the determination of the level of performance corresponding to "effectiveness" in each criteria area as listed in Section 212.2. The College committee will approve all standards.

B. Standards of effectiveness in Research/Creative Activity for Faculty with Professional Practice Expectations

N/A

222.3 Department Standards of Effectiveness in Research/Creative Activity

A. Standards of Effectiveness in Research/Creative Activity for Faculty with Instructional Expectations

Effectiveness in research and creative activity will be demonstrated through a strong record of active participation in one's field at a regional and national level through publications, exhibitions, lectures, papers, workshops, and professional activity.

B. Standards 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 Standards of Effectiveness in Outreach/Public Service

A. Standards of Effectiveness in Outreach/Public Service for Faculty with Instructional Expectations

Departments shall develop a series of standards that will allow the determination of the level of performance corresponding to "effectiveness" in each criteria area as listed in Section 213.2. The College committee will approve all standards.

B. Standards of Effectiveness in Outreach/Public Service for Faculty with Professional Practice Expectations

N/A

223.2 Department Standards of Effectiveness in Outreach/Public Service

A. Standards of Effectiveness in Outreach/Public Service for Faculty with Instructional Expectations

Effectiveness in outreach and public service will be demonstrated through a consistent record of professional and public service activities. Faculty members will show effective participation through voluntary and appointed service to the School, College and University, and to the community or other art organizations in the form of technical workshops or lectures, consultations, exhibition jurying, and organization memberships.

B. Standards 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 Standards 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 Standards of Excellence in Teaching

A. Standards of Excellence in Teaching for Faculty with Instructional Expectations

Departments will develop a series of standards that will allow the determination of the level of performance corresponding to “excellence” in each criteria area as listed in Section 211.1 The College committee will approve all standards.

B. Standards of Excellence in Teaching for Faculty with Professional Practice Expectations

N/A

231.3 Department Standards of Excellence in Teaching

A. Excellence in Teaching for Department Faculty with Instructional Expectations

Teaching, the imparting of knowledge and skills to students, is central to the School of Art’s charge as a vital and distinctive member of the University community. Faculty performance in teaching will be evaluated according to a variety of criteria, including course development and content, classroom effectiveness, student learning and achievement, and student advising. Therefore, the following materials will be gathered to assess faculty excellence in the fullest possible sense:

1. candidates’ statement which will describe his/her approach to teaching, assessment of student learning, progress to date and future goals;
2. course syllabi, assignments, and student work samples that will demonstrate the range of courses taught as well as the relevance, breadth, quality and currency of course content in each case;
3. evidence of curricular development, innovation (e.g., integration of communications technologies, interdisciplinary instruction) or professional growth beyond the classroom (e.g., awards, educational symposia);

4. student course evaluations and letters that will serve as a basis for student assessment of teaching performance;
 5. a peer assessment of classroom teaching performance, an assessment which will be reviewed by the Promotion and Tenure Committee;
 6. evidence of academic advising, including availability for student consultation, communication of accurate information, assistance with goal setting, and referral.
- B. Standards of Effectiveness in Teaching for 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/creative 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 Standards of Excellence in Research/Creative Activity

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

Departments will develop a series of standards that will allow the determination of the level of performance corresponding to "excellence" in each criteria area as listed in Section 212.2. The College committee will approve all standards.

B. Standards of Excellence in Research/Creative Activity for Faculty with Professional Practice Expectations

N/A

232.3 Department Standards of Excellence in Research/Creative Activity

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

Excellence in research and creative activity will be demonstrated through an outstanding and sustained record of active participation in one's field at a regional and national level through publications, professional activity, exhibitions, lectures, papers and workshops.

B. Standards of Effectiveness in Research/Creative Activity for 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. Standards of Excellence in Outreach/Public Service for Faculty with Instructional Expectations

Departments will develop a series of standards that will allow the determination of the level of performance corresponding to “excellence” in each criteria area as listed in Section 213.2. The College committee will approve all standards.

B. Standards of Excellence in Outreach/Public Service for Faculty with Professional Practice Expectations

N/A

233.3 Department Standards of Excellence in Outreach/Public Service

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

Excellence in outreach/public service will be demonstrated through a substantial record of professional and public service activities. Faculty members will show effective and steady participation through voluntary and appointed service to the School, College and University, and to the community or other art organizations in the form of technical workshops or lectures, consultations, publications, exhibition jurying or organization memberships.

B. Standards of 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 622.0]

241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.1 University Policies 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

In addition to the University policy and procedures, the candidate will:

- A. submit documentation of courses taught as appropriate, such as course outlines/syllabi, class schedules, readings, handouts, examinations, and representative examples of student output;
- B. submit material as defined in 421.2, B;
- C. submit a concise statement addressing the criteria in 211.2; and

D. demonstrate quality of advising as established by each department.

241.3 Department Policies and Procedures

An in-depth assessment of teaching is a required component of the dossiers of all candidates seeking promotion and/or tenure in the School of Art. To satisfy this requirement each candidate is required to submit a teaching portfolio (see guidelines below), which the Department, College and University Promotion and Tenure Committees will then base their recommendations on.

Candidates seeking promotion and/or tenure based on the standard or promise of *excellence* in teaching must include in their portfolios all of the materials listed below. The reviews of these portfolios will be conducted by a minimum of four off-campus reviewers with expertise in teaching. At least two of the reviewers must be from outside MSU. Two reviewers will be selected from a list provided by the candidate and two reviewers will be selected by the School of Art Promotion and Tenure Committee. The expert reviews will be conducted by reviewers outside the School of Art (additional reviews may be solicited from within the School of Art).

Candidates seeking promotion and/or tenure based on the standard of *effectiveness* in teaching are required to submit only those items in section D. As stated in section 221.3: effectiveness in teaching will be demonstrated through quality performance in all teaching responsibilities including assigned courses, independent study and graduate-level instruction. Performance effectiveness will be attained by a strong record of course evaluations (Knapp form), positive evaluations from peers and students, and through the high quality of student work. Faculty will also demonstrate active participation in curriculum development, advising and professional development.

The process of compiling a teaching portfolio that demonstrates growth should begin in the candidate's first semester and all faculty are urged to review their teaching portfolios with the Director regularly.

A. Statement

The candidate describes his/her approach to teaching and learning in a brief statement not to exceed 500 words in length. Candidates should specifically address how they gauge the level of student learning.

B. Course Material

1. The candidate will supply a list of courses taught during the period under review, including the number of credit and/or contact hours for each course and the number of students enrolled in each course. The Director should supply comparative information to help reviewers interpret the teaching load within the department.
2. For each of the courses taught by the candidate, he or she will supply the course syllabus listing course goals, a sample student assignment, a sample examination, and other relevant course materials.
3. Where appropriate, the candidate may supply student work samples as evidence of improvements in student understanding or performance. Examples that demonstrate student growth may be more useful than exemplary final products, and the candidate is cautioned against focusing on the work of only their top students. The candidate is encouraged to supply a brief written interpretation of the samples.

C. Evidence of Curricular Development and Innovation

Candidates will provide evidence of any innovations employed in teaching along with an explanation of why the evidence demonstrates innovation.

Some candidates might be involved in educational efforts that extend beyond the individual's classroom. This could include such activities as textbook writing, reader preparation, writing about

teaching innovations, guest lectures, involvement in professional societies, teaching workshops, or K-12 curriculum development. The candidate is encouraged to supply a brief written interpretation of the materials.

D. Student Evaluation

1. The candidate will provide a complete summary of student evaluation forms, including a brief synopsis of written comments. The actual forms will not be included, but will be placed in separate binders and made available to the Promotion and Tenure Committees upon request. The candidate is encouraged to supply a brief narrative offering his/her interpretation included in this section. Because external reviewers will not necessarily be familiar with MSU's particular campus standards or norms, the Director should supply information to assist in establishing the context of the numerical data (e.g., departmental and/or College averages either collectively or disaggregated by course level or course type).
2. Three to five letters from students describing their experiences in the candidate's courses will be collected. The candidate will supply the Promotion and Tenure Committee with a list of ten names of former students from whom the candidate would like letters solicited; the Promotion and Tenure Committee will select three to five names from this list. The candidate is encouraged to represent the complete range of courses he or she has taught (e.g., various subjects, upper and lower level offerings). Effort will be made to obtain letters from both current students and alumni.

E. Classroom Evaluation

1. The Director will select three qualified faculty from within or from outside the department to observe the candidate in the course of teaching. Two of the observers must be from the candidate's discipline or a related discipline (e.g., studio, graphic design and art history). All observers must discuss the candidate's performance and provide a brief written summary of their findings.

F. Academic Advising

The candidate will prepare a brief statement on his/her advising practices, approaches and successes. Assessment will be based on separate statements from the candidate, Director and Promotion and Tenure Committee.

Within the School of Art, advising is a shared responsibility of all permanent faculty. Advisors are expected to keep regular office hours and be willing to make advising appointments. Effective advising is based on the faculty advisors knowledge of academic policies and the ability to assist students in making reasoned decisions. Faculty advisors are expected to assist students in understanding their options as well as sorting out problems related to curriculum and career choices. It is not the faculty advisor's responsibility to make decisions for advisees, but rather, to give effective advice with accurate facts and information. Within the School of Art, effective advising is based on the following: knowledge of the curriculum, curriculum program planning, career counseling, mentoring and availability.

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 is flawless in its implementation. Accordingly, the materials presented as evidence will be most informative if they demonstrate growth in one's teaching. **NOTE: The key to demonstrating this growth and improvement as a teacher resides in the accompanying candidate-written explanations and interpretations. 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 their

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 in-depth assessment of teaching, a focus on student learning often makes the strongest case for effective and excellent teaching.

GUIDANCE TO REVIEWERS

The anonymous external reviewers should be instructed to evaluate the degree to which the materials presented under headings A through F demonstrate effectiveness in teaching, promise of excellence in teaching, or excellence in teaching as selected by the candidate. Each reviewer should be asked to supply a letter that critically reviews the evidence, provides examples of strengths and weaknesses, and provides a recommendation at one of the following levels: support without reservation, support with reservation, or do not support.

242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

242.1 University Policies and Procedures

Effectiveness, excellence and potential for excellence in research/creative activity shall be demonstrated through evaluation by on-campus review committees, administrators and external reviewers. Candidates shall list all publications, presentations, exhibits, and performances in the 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

In addition to the above University policies and procedures, the candidate will submit a concise statement addressing the criteria in 212.2.

242.3 Department Policies and Procedures

Candidates will provide a description of research/creative activities, including lists of publications; sponsored research; grants applied for and received, and the amount of the award; and creative accomplishments, with appropriate documentation. External peer review *must* be included. (See external peer review requirements.)

The concept of the teacher as an active professional is important to the structure of the School of Art. Therefore, studio faculty of the School of Art are expected to be actively involved in the creating and exhibiting of works of art broadly pertinent to their teaching expertise. Likewise, art history faculty are expected to be involved in research and publication activities pertinent to their areas of specialization, and design faculty are expected to maintain professional activity in graphic design. It is expected that regular research/creative activity is demonstrated through a consistent record of professional activity; exhibitions; publications; lectures, papers and workshops delivered outside the department; printed materials which have been designed by the faculty member, etc.

Candidates should provide evidence of research/creative activity as follows:

Studio

1. Slides or other documentation of work created;
2. resume;
3. copies of announcements, correspondence, catalogs, brochures, reviews, etc., of local, regional, national or international exhibitions which can serve to inform the review committees as to the type of exhibition, i.e., solo or group, invitational or juried; it's location, i.e., a major national museum or commercial gallery vs. local or regional; dates and additional locations if traveling; and most

- importantly the artistic significance of the exhibition as indicated by such factors as the reputation of the juror(s) or host institutions(s), critical reviews, catalog published, awards or prizes received, etc.;
4. materials or correspondence regarding awards, prizes, grants, etc. received.

Art History

1. Copies of research papers completed or in progress;
2. resume;
3. copies of grant proposals, grants and awards received, or in progress;
4. copies of publications, journals, reviews, etc., and materials such as citations, letters, acknowledgments, etc. which can serve to inform the review committees as to the scholarly significance of the published research;
5. copies of proposals and invitations to read papers at conferences and other scholarly presentations. (Indicate refereed vs. non-refereed.)

Graphic Design

1. Copies, slides or other documentation of research or creative activity;
2. resume;
3. copies of announcements, correspondence, catalogs, brochures, reviews, publications, commissions, prizes received, etc. which can serve to inform review committees as to the type of design research or creative activity, i.e., client commissioned, freelance, theoretical, competition entry etc., individual or group (candidate's specific involvement in group projects), and most importantly the professional significance of the activity as indicated by such factors as the final application or result of design activity, i.e., publication, adoption by clients, exhibitions, competition awards, prizes, letters of testimony, etc.

A description of professional development activities as it relates to research/creative activities may be included, such as: evidence related to activities which maintain competence, develop new skills, and support development of the faculty member as a professional.

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/PUBLIC SERVICE

243.1 University Policies and Procedures

Effectiveness in outreach/public 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

In addition to the above University policy and procedures, the candidate will submit a concise statement addressing the criteria in 213.2.

243.3 Department Policies and Procedures

Candidates will include a description of University and public service indicating service accomplishments at the School, College and University levels, and of professional contributions at the University, community, regional and national levels. Excellence and potential for excellence in service will be demonstrated through evaluation of professional and public service activities by peers outside the University.

It is expected of the faculty that they serve the School of Art, the College of Arts and Architecture, the University, the community and/or their profession beyond their teaching duties. The evaluation of these activities will be based on the extent of such public service and on evidence of its impact. Evidence to be included where appropriate:

- A. committee work, attesting to active, effective participation through voluntary and appointed service to School, College, University, community, state, region and nation;
- B. service to community or other art organization in the form of technical workshops or lectures presented, consultations, exhibition jurying, offices held, board memberships, etc. Letters of support from individuals knowledgeable of the candidate's contributions will help in the evaluation of service activities.

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.

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

In addition to the above University-wide standards, effectiveness in making a constructive contribution to the spirit of the faculty community will be demonstrated. The crucial factor in the success of any department is the development and maintenance of an atmosphere of professional respect. This atmosphere must allow for professional differences and divergent views, but always in the context of a respectful relationship between faculty members. An effective faculty member exhibits professional, ethical behavior by respecting the confidential nature of such matters as personnel files, departmental meetings, student confidences in advising, and evaluation of other faculty. An effective faculty member also makes an ongoing, positive contribution to the team efforts of the department.

Each department will establish a means for demonstrating effectiveness of this standard.

310.3 Department Standards for Retention

The Department standards for retention are the same as the University and College standards.

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 Provost. Extension may be granted for no more than two years and must be agreed to in writing by all parties. [FH 613.00]

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 the 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. [FH 651.00]*

B. College Standards

In addition to the above University standards, sustained effectiveness in making a constructive contribution to the spirit of the faculty community will be demonstrated. The standards in 310.2 apply to this section as well.

Each department will establish a means for demonstrating sustained effectiveness of this standard.

C. Department Standards

In addition to the University and College standards, the School of Art standards in 332.1 apply to this section.

321.2 Standards for Faculty with Professional Practice Expectations

N/A

330 APPOINTMENT AND PROMOTION

Faculty members may be appointed to the rank of Assistant Professor, Associate Professor, or Professor depending upon their qualification, the University 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 661.00]*

B. College Standards

No additional College standards for appointment or promotion to Assistant Professor apply.

C. Department Standards

In addition to University standards, the School of Art requires that all candidates for Assistant Professor will show:

- 1. evidence of achievement in scholarly and/or creative activities;*
- 2. capacity for growth and productivity; the ability to stay current and to disseminate knowledge in their field;*
- 3. the ability to stimulate students and peers to high scholarly and creative attainment;*
- 4. a capacity to perform and/or incorporate research and/or creative activity into the functions of the appointment;*
- 5. promise of contributions other than in assigned duties to the welfare of the School, University and community; and*
- 6. unusual excellence in fulfilling specific responsibilities may be substituted for promise of future growth in other areas.*

In the area of Art History, the Ph.D. is recognized as the terminal degree. Candidates with ABD (all but dissertation) status may be hired only as adjunct faculty until such time as they receive the Ph.D., at which time the appointment may be converted to a tenure track position (for details, see MSU's Recruitment and Hiring Manual).

In the Studio Arts, the Master of Fine Arts (MFA) is recognized as the terminal academic degree. Only in very unusual cases shall highly recognized professional accomplishments be considered in lieu of the MFA degree.

331.2 Standards for Faculty with Professional Practice Expectations

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.

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 creative activity.*
[FH 662.01]

B. College Standards

No additional College standards for appointment or promotion for Associate Professor apply.

C. Department Standards

In addition to University standards, the School of Art requires that all candidates for Associate Professor will have:

1. demonstrated a high level of performance, initiative, and creativity in their speciality as a teacher, artist, researcher, or provider of service;
2. demonstrated promise of continuing at a like level;
3. made a significant contribution to the development of the School of Art, the University, the profession, and/or the community at large; and
4. competence for independent scholarship, research, and/or creative activity.

A minimum of five years service at the rank of Assistant Professor is normally expected prior to promotion to Associate Professor, but promotion will never be made simply on the basis of time in rank.

332.2 Standards for Faculty with Professional Practice Expectations

N/A

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

No additional College standards for appointment or promotion to Professor apply.

C. Department Standards

The School of Art requires that all candidates for the rank of Professor will demonstrate those qualities listed for Associate Professor and have:

1. a consistent record of productive creative or scholarly achievement;
2. have made significant contributions to their field both in teaching and in research or creative production. More emphasis should be placed on the quality of publication or exhibitions than on the quantity of the work;
3. strong indications that the candidate will continue to produce quality publications and exhibitions in the future;
4. concrete and indisputable evidence of candidates dedication to their profession; and
5. possess irreproachable integrity as an artist/scholar.

A minimum of five years service at the rank of Associate Professor is normally expected prior to promotion to Professor, but promotion will never be made simply on the basis of time in rank.

333.2 Standards for Faculty with Professional Practice Expectations

N/A

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 PERFORMANCE

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 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 section 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 section 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 sections 242 and 243 above.)*
- G. *The dates and times of review. (See section 412 below.)*
- H. *The procedures for obtaining outside peer reviews and soliciting internal letters of support/evaluation. (See section 243 above and section 415.3 below.)*
- I. *The methods for designating and handling confidential materials. (See section 415.2 below.)*

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 document. 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.*

All candidates required to apply for retention or tenure in a given year shall be notified by the Dean of their eligibility, submission requirements, and review schedule by April 30 of the previous academic year. Submission deadlines will be strictly enforced.

- B. *Ensuring that the election of faculty representatives to the College and UPT Committees is conducted in a timely manner.*

The Dean is responsible for assuring each School/Department is represented, and shall establish deadlines for this election.

The Provost and Vice President shall establish the deadlines for the election of the College representative to the University Promotion and Tenure Committee.

- 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 University Promotion and Tenure Committee and sending a copy of the written recommendation for 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. No faculty member shall serve on a committee considering a spouse, significant other, or blood relative.

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]

The College of Arts and Architecture Promotion and Tenure Committee will be made up of five (5) tenured faculty. Three are to be elected by the faculty and two are to be appointed by the Dean.

Additionally, three alternates will be selected from the faculty election.

Nominations for membership will be solicited by the College Dean. The names of all nominated faculty will be placed on the election ballot. College faculty will vote for six candidates. The three candidates receiving the majority of votes will be elected as members to the committee.

The three candidates receiving the next largest number of votes will serve as alternate 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 document of the departments; and*
- B. *preparing a written recommendation, with a vote tally, concerning the retention, tenure, and/or promotion of each candidate for review.* [FH 815.00]

The College committee will review all materials and may solicit and obtain additional materials it deems necessary to make a thorough and substantive review of the candidate's qualifications. No materials may be added to the dossier without notice to the candidate and the opportunity for the candidate to respond.

413.3 Actions of the Committee

A college review committee:

- A. *prepares a written recommendation, with a 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

Nominations for membership shall be solicited by the college dean. The names of all nominated faculty shall be placed on the election ballot. College faculty shall vote for one candidate. The candidate receiving the majority of votes shall be elected as a member to the committee. The candidate receiving the next largest number of votes shall serve as the alternate member.

No faculty member serving on the University Promotion and Tenure Committee can simultaneously serve on either the college or department committees.

414 RESPONSIBILITIES OF THE DEPARTMENT HEAD

The department head shall determine, to the best of her or his ability, whether the candidate's preceding review was conducted in substantial compliance with the procedures set forth by the department, college and the Faculty Handbook. The department head 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 the preceding review, the recommendation shall include a written rationale for non-concurrence.

The department head is also responsible for:

- A. *accurately describing, in the initial letter of hire, the primary duties, responsibilities and conditions of employment, including the instructional or professional practice expectations of the appointment and years of credit toward tenure, of the faculty member;*
- B. *informing the faculty member of the university, college and department role and scope, criteria and standards documents which form the basis of formal review;*
- C. *ensuring that each faculty member has a copy of the university, college, and department documents related to annual review, retention, tenure, and promotion;*

(Faculty members in the School of Art receive a copy of the College and Department Role, Scope, Criteria, Standards and Procedures document at the time of hire. A complete and updated document is kept on file in the School of Art office for faculty use.)

- D. *preparing role statements, after negotiation with the faculty member that accurately describe the faculty member's current responsibilities, including any agreement regarding differential assignments which have been approved by the dean and Provost and Vice President for Academic Affairs.*
- E. *informing faculty members of the applicable timelines for review;*

Deadlines for receipt of materials are:

Annual Review	February 15
Retention	November 1
Tenure	November 1
Promotion	November 1

Faculty members will be informed of annual deadlines for submission of materials and conduct of reviews by memo from the Director according to the Dean's specific schedule.

- F. *providing the department review committee with information and materials essential to their deliberations, according to department, college and university procedures;*

(The Director will provide specific materials relating to the nature of the review, including deadlines and a copy of the Role, Scope, Criteria, Standards and Procedures document.)

- G. *forwarding the candidate's dossier, including recommendations to the college dean and sending a copy of the recommendations to the candidate.*

415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE

Each department shall establish a Departmental Review Committee to consider the dossier submitted by each candidate for review and formulate its recommendation for retention, tenure, and/or promotion. [FH 813.00]

415.1 Membership and Procedures for Selection

Each department shall establish the policies and procedures for appointing and/or electing the review committee. The departmental review committee shall be composed only of tenured or tenurable faculty at least a majority of whom shall be elected by departmental faculty. The committee shall have twenty five percent (25%) female and/or minority representation whenever possible. No faculty member shall serve on the committee during the review of her or his own dossier.

The department head may be present at committee meetings at the discretion of the committee. The department head may present data that is essential to the committee's deliberations, but shall not be present when the committee votes. [FH 813.01]

Composition of the School of Art Promotion and Tenure Committee:

the three members of the School of Art Advisory Committee (elected annually by the faculty) serve as the Promotion and Tenure Committee for the School. Tenured and tenurable faculty are eligible for membership in the School of Art Promotion and Tenure Committee, but the Committee shall have no more than one junior faculty member (Assistant Professor). Wherever possible there shall be at least one third female/minority representation; if the Advisory Committee does not have both male and female membership, the Director shall first attempt to appoint a female member from the alternate membership of the Advisory Committee. If unsuccessful, the Director shall ask the faculty to nominate and elect a female representative from the ranks of the faculty and, if necessary, from outside the department.

Criteria presented in the Faculty Handbook, the College of Arts and Architecture and School of Art's Role, Scope, Criteria, Standards and Procedures documents and directives regarding promotion and tenure from the Dean and the Director shall serve to guide the School of Art Promotion and Tenure Committee.

415.2 Responsibilities of the Committee

The department committee shall review all submitted materials and may solicit and obtain additional materials it deems necessary to make a thorough and substantive review of the candidate's qualifications. The committee shall conduct a fair, objective, independent, and substantive review of the candidates dossiers based on department, college, and University criteria and standards. (Section 600.00)

[FH 813.00]

Each candidate shall submit a list of persons from whom the department committee or department head shall solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support.

[FH 471.01]

If a general solicitation of student and faculty comments is made, each department shall determine the procedure to be used. Such submissions are protected by rules of confidentiality. Respondents must identify their relationship to the candidate, and address only those issues they are qualified to comment on. Comments must be signed by the respondent, and must be received prior to the decision of the department committee. Departmental procedures must be consistent with College and University policy.

Procedures for Obtaining External Peer Reviews [FH 471.01, 633.03 and 813.03]

External peer review appropriate to the specific discipline and which may be derived from a variety of sources is welcome for instructional and service activities, and required for research/creative activities for candidates seeking tenure, or promotion to the ranks of Associate Professor or Professor.

Each candidate shall submit a list of persons, including name and address, from whom the School committee shall solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support.

The reviews for tenure and promotion to Associate Professor and Professor require that candidates nominate a minimum of one person outside MSU to evaluate their professional stature. The School of Art Promotion and Tenure Committee selects a minimum of two additional persons. The outside reviewers must be professionals from the candidate's area of expertise.

In addition to the required external reviewers the candidate may, however, submit a list of names to be used by the School committee for formal solicitation. This list may include non-peer reviewers such as former students.

Candidates for promotion or tenure propose names of outside evaluators, in writing, to the Promotion and Tenure Committee chair on or before October 1st; this list may include non-peer reviewers such as former students. The list must clarify, in writing, the nature of the personal and professional relationship of the candidate to the proposed reviewer. The School of Art Promotion and Tenure Committee identifies outside peer evaluators who have had no close personal or professional contact with the candidate. The chair of the School of Art Promotion and Tenure Committee will provide the outside evaluators with the respective candidate's vitae, personal statement and copy of School of art guidelines. Samples of his/her work, chosen in agreement with the candidate, will also be sent.

Candidates shall be informed of the committee selection of outside reviewers. Candidates may challenge the review committee's selection of an outside reviewer, and the committee will seek an alternative. The external review letters must be solicited by the chair of the School of Art Promotion and Tenure Committee, and must *not* be solicited by the candidate.

Outside letters received shall be acknowledged by the chair of the School of Art Promotion and Tenure Committee, and the candidate will be informed of the receipt of the letters. These letters shall be considered evidence of the candidate's impact as a teacher and arts professional.

Procedures for Obtaining Internal Reviews

Each candidate may submit a list of persons from whom the School of Art Promotion and Tenure Committee or the Director shall solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support. Three weeks prior to the deadline, the School of Art Promotion and Tenure Committee posts, in various locations throughout the building, a list of candidates undergoing reviews and

invites written comments from students and faculty. These submissions are protected by rules of confidentiality.

Procedures of the School of Art Promotion and Tenure Committee [FH 813.02]

The School of Art Promotion and Tenure Committee shall review all submitted materials and may solicit and obtain additional materials it deems necessary to make a thorough and substantive review of the candidate. No materials may be added to the dossier without notice to the candidate and without opportunity for the candidate to respond. The committee shall prepare its written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate. This recommendation will be forwarded to the Director, and a copy of the recommendation will be sent to the candidate. The recommendation becomes a permanent part of the candidate's personnel files maintained in the School and College offices.

Personnel Records and Files [FH 453.00]

Personnel files are the confidential and public records which relate to a candidate's personal and professional characteristics, record of experience, and evaluations of performance or potential.

The University limits access to personnel files on a need-to-know basis; however, public information contained in personnel files may be released upon request of other agencies, or at the discretion of University officials. The individual may release, in writing, the file for other purposes.

In addition to recommendations and statements of rationale developed through the faculty review process, the file may contain the following information:

1. letters of hire, contracts, and faculty goal statements;
2. evaluations by the School of Art Director and College Dean;
3. official letters of correction, concern, or reprimand;
4. any communications which the faculty member originates;
5. letters of recommendation provided on a confidential basis.

No materials may be added to the dossier without notice to the candidate and opportunity for the candidate to respond. [FH 813.02]

Each department committee shall determine the method for handling the unsolicited materials not submitted by the candidate.

Unsolicited letters containing complaints or negative criticisms shall *not* be placed in the personnel file or considered in any personnel decision without prior investigation by and determination of the School Committee and without notification of the individual concerned.

The department committee is also responsible for annually reviewing, making suggestions for modification, and approving the Role, Scope, Criteria and Standards document of the department.

415.3 Establishing Procedures for Obtaining External Peer Reviews

Each department shall establish the specific procedures by which external peer reviews shall be conducted. If they are required, peer reviews shall be obtained from no fewer than three external reviewers, the majority of whom shall be recommended by the department committee, the minority of whom shall be recommended by the candidate. [FH 813.03]

External peer review appropriate to the specific discipline and which may be derived from a variety of sources is welcome for instructional and service activities, and required for research/creative activities for candidates seeking tenure, or promotion to the ranks of Associate Professor or Professor.

The candidate may submit a list of names to be used by the department committee which may include non-peer reviewers such as former students. The candidate may review the committee's final list of names, and may notify the committee of potential professional or personal conflict of interest.

Procedures for Obtaining External Peer Reviews [FH 471.01, 633.03, and 813.03]

Each candidate shall submit a list of persons, including their addresses, from whom the School committee shall solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support.

The reviews for tenure and promotion to Associate Professor and Professor require that candidates nominate one person outside MSU to evaluate their professional stature. The School of Art Promotion and Tenure Committee selects two additional persons. The outside reviewers must be professionals from the candidate's area of expertise. In addition to the required external reviewers the candidate may, however, submit a list of names to be used by the School committee for formal solicitation. This list may include non-peer reviewers such as former students.

Candidates for promotion or tenure propose names of outside evaluators, in writing, to the Promotion and Tenure Committee chair on or before October 1st; this list may include non-peer reviewers such as former students. The list must clarify, in writing, the nature of the personal and professional relationship of the candidate to the proposed reviewer. The School of Art committee identifies outside peer evaluators who have had no close personal or professional contact with the candidate. The chair of the committee will provide the outside evaluators with the respective candidate's vitae, personal statement and copy of School of Art guidelines. Samples of his/her work, chosen in agreement with the candidate, will also be sent.

Candidates shall be informed of the committee selection of outside reviewers. Candidates may challenge the review committee's selection of an outside reviewer, and the committee will seek an alternative. The external review letters must be solicited by the chair of the School of Art Promotion and Tenure Committee, and must *not* be solicited by the candidate.

Outside letters received shall be acknowledged by the chair of the School committee, and the candidate will be informed of the receipt of the letters. These letters shall be considered evidence of the candidate's impact as a teacher and arts professional.

415.4 Establishing Procedures for Obtaining Internal Reviews

Each department shall establish the specific procedures by which letters of support and/or internal reviews by students, staff, and other faculty shall be obtained. Candidates shall not solicit letters of support or internal reviews for themselves. [FH 813.04]

The list of names to be used by the department committee for formal solicitation may include non-peer reviewers such as colleagues in other disciplines. The candidate may review the committee's final list of names, and may notify the committee of potential professional or personal conflict of interest.

Procedures for Obtaining Internal Reviews

Each candidate may submit a list of persons from whom the School committee or director shall solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support.

The School of Art Promotion and Tenure Committee posts a list of candidates undergoing reviews in various locations throughout the building and invites written comments from students and faculty. These submissions must be signed and are protected by rules of confidentiality.

415.5 Actions of the Committee

The departmental 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 department head, sending a copy to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the department office. [FH 813.00]*

420 RIGHTS AND RESPONSIBILITIES OF THE CANDIDATE

421 RESPONSIBILITY TO PREPARE AND SUBMIT A 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.

In the case of external and internal reviews, the personal statement shall be included with the dossier.

The School of Art requirements for the personal statement are the same as the University criteria. The personal statement is sent to the outside evaluators.

421.2 Other Materials to be Submitted with the Dossier

Candidates shall submit to the department committee or department head 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.

A. Promotion, Tenure, and Retention Review

Each candidate shall submit a written report including the following items in this order as applicable:

1. Eligibility for consideration to include the following;
 - a. name and rank,
 - b. date of first appointment at the University and special considerations for hire,
 - c. date of last promotion, and

- d. date of tenure.
2. Letters of appointment;
3. Vitae or resume that includes the following information:
 - a. dated educational and professional background,
 - b. previous experience, and
 - c. awards and recognition;
4. All previously approved goals statements and annual review documents for the individual; and
5. Personal statement of self-evaluation.

B. Materials Supporting Teaching Activities

Each candidate for any review shall include the following data or information regarding instruction or related assignments:

1. a list of all courses, including course numbers, course titles, number of contact hours, number of credit hours and any other contributions to the instructional program;
2. evidence related to the quality of instruction (evaluation of instruction, including input of students, must be done at the departmental level using evaluation instruments previously submitted and approved as part of the departmental review of the faculty member);
3. advising (when academic advising constitutes part of assigned responsibilities, assessment shall be addressed as part of the report).

The following data or information regarding instruction or related assignments may be included:

4. additional information relevant to instruction (e.g., unique course development, experimental course design, innovative course materials and methodology);
5. a description of professional development activities as they relate to teaching such as evidence related to instructional activities which maintain competence, develop new skills, and support development of the faculty member as a professional.

C. Materials Supporting Research/Creative Activities

Each candidate shall include a description of research/creative activities with appropriate documentation. These shall include listings of creative accomplishments; publications; sponsored research; and grants applied for, received and pending, and amount of awards. External peer review *must* be included.

A description of professional development activities as they relate to research/creativity may be included such as evidence related to research/creative activities which maintain competence, develop new skills, and support development of the faculty member as a professional.

D. Materials Supporting Outreach/Public Service Activities

Each candidate shall include documentation of University and public service indicating service accomplishments at appropriate levels such as the School, College and University, and of appropriate

professional contributions at the University, community, regional, national or international levels. External peer review may be included.

Materials supporting administrative responsibilities may be included in this section.

- E. All materials submitted by the candidate will be reviewed by the Department Promotion and Tenure Committee, Director, College Promotion and Tenure Committee, and College Dean. Only the original binder provided to the candidate by the College, with its full contents, will be forwarded to the University Promotion and Tenure Committee for review; all of the candidate's materials will be available to the University Promotion and Tenure Committee upon request.

Slide documentation of artwork created, exhibition catalogs, and design work may be included.

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;
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 a request for further documentation.

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 Submission of Dossiers

Each candidate shall submit their dossier by the dates established by the Provost, Dean and Director. 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]