



Role, Scope, Criteria, Standards and Procedures  
of the  
**School of Art**  
College of Arts and Architecture

Effective Date: July 1, 2026

APPROVALS	SIGNATURE	DATE
Rollin Beamish Faculty	 Chair, Primary Review Committee	6/16/2026   1:35 PM MDT
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**Role and Scope Document**  
**for the School of**  
**Art**

**Article I. Role, Scope, and Mission of Unit**

Mission Statement: The School of Art at Montana State University offers dynamic programs in visual art, art history, and graphic design that prepare our students for numerous professions. Committed to the belief that art is an integral part of human life, the School of Art affirms the University's mission to serve the people and communities of Montana by providing a critically and aesthetically enriching contribution to our local community. We align with the university mission, integrating teaching, scholarship, and service as well as the pursuit of excellence in performance, scholarship, and leadership to transform lives.

The School of Art offers the following academic programs:

1. Art, B.A.
  - Art Education K-12 Broadfield Option
  - Art History Option
    - Scholarly Research (SR) Track
    - Museum Professional Practices (MPP) Track
  - Liberal Arts Studio Option (areas of study in Painting, Sculpture & Extended Media, Ceramics, Printmaking, Metalsmithing, and Drawing)
2. Art, B.F.A.
  - a. Graphic Design Option
  - b. Studio Arts Option (areas of study in Painting, Sculpture & Extended Media, Ceramics, Printmaking, Metalsmithing, and Drawing)
3. Master of Arts in Art History
4. Master of Fine Arts in Studio Art

**Article II. Appointment and Advancement of Research Faculty**

Not applicable

**Article III. Annual Review Process**

The Annual Review process is governed by the Faculty Handbook, available on the MSU Policies and Procedures website, <http://www.montana.edu/policy>.

Tenure-track and tenured faculty will enter teaching, scholarship, and service activities into the approved MSU data collection system. Faculty are responsible for uploading the following information by the published deadline:

- All student evaluations of teaching applicable for the period of review
- A personal narrative highlighting professional achievements in teaching, scholarship, and service
- Projected goals for next annual review for teaching, scholarship, and service

Faculty are evaluated by the Director of the School of Art, who completes the appropriate form with numerical and explanatory feedback. Faculty members are provided with a copy of the review and ratings; faculty have the opportunity to meet with the Director. Faculty must sign acknowledgement that they have received the review, which does not indicate agreement.

#### **Article IV. Primary Review Committee and Administrator**

##### **Section 4.01 Primary Review Committee-Composition and Appointment**

A. Name: School of Art Promotion and Tenure Committee

B. Membership: The School of Art is committed to committee membership that includes representation from protected classes as defined by the State of Montana and Montana State University.

The Primary Review Committee shall consist of three tenured faculty members appointed by the School of Art.

When a candidate applies for the rank of full professor, at least one of the Primary Review Committee's membership will be comprised of faculty at the rank of professor. If this requirement cannot be met, the Primary Review Committee and Primary Review Administrator will consult with the chair of the University Retention Promotion and Tenure Committee to allow substitutions deemed appropriate.

Any current committee member undergoing review must vacate committee membership during that review cycle.

If a committee member has a Conflict of Interest with a faculty member being reviewed, they can be recused from the review of the case in question. The committee member with a potential conflict of interest should request recusal from the Primary Review Administrator who will identify a suitable substitute for conducting the review.

- C. Chair: The Chair of the Primary Review Committee will be determined as the first order of business by the current committee members.

#### **Section 4.02 Primary Review Administrator**

The Director of the School of Art is the Primary Review Administrator.

#### **Section 4.03 Identification of responsible entities**

- A. The Review Administrator establishes the Primary Review Committee by facilitating the appointment of the members.
- B. The Review Administrator, working in consultation with the Review Committee, selects external reviewers and solicits review letters.
- C. The Review Committee solicits two (2) Internal Reviews of Teaching using MSU/School of Art approved Teaching Assessment form (see Faculty Resources on School of Art webpage). When possible, Internal Reviewers will be drawn from CAA tenure-track faculty. Internal Teaching Reviewers cannot be current members of any University RTP process committees.
- D. Assuring the following materials are included in the Dossier:
  - (i) The Review Administrator is responsible for including internal and external reviewer letters of solicitation, letters from the reviewers and, in the case of external reviewers, a 2-3 page CV and website link (if applicable) of the reviewer in the Dossier.
  - (ii) The Review Administrator ensures that the applicable Role and Scope Document is included in the Dossier.
  - (iii) The Review Administrator ensures that the letter of hire, any Percentages of Effort changes, all annual reviews, and all Evaluation Letters from prior retention, tenure, and promotion reviews at MSU are included in the Dossier.
  - (iv) The Business Operations Manager (staff administrator) ensures that the candidate's teaching evaluations from the review period are included. 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.
- E. The Business Operations Manager maintains all copies of all review committee Evaluation Letters and internal (if applicable) and external review letters after the review.

## **Article V. Intermediate Review Committee and Administrator**

### **Section 5.01 Intermediate Review Committee – Composition and Appointment**

The College of Arts and Architecture (CAA) Retention Promotion and Tenure Committee is the Intermediate Review Committee. Its composition and appointment are determined by policies and procedures in the CAA Role and Scope document.

### **Section 5.02 Intermediate Review Administrator**

The Dean of the College of Arts and Architecture

### **Section 5.03 Level of Review following Intermediate Review Administrator**

The University Retention Tenure and Promotion Committee follows the review by the Dean of the CAA.

## **Article VI. Review Materials**

### **Section 6.01 Materials Submitted by the Candidate**

Candidates shall submit a dossier to the School of Art Director that lists all relevant teaching, scholarship, and service activities and includes the articles, publications, creative endeavors, or other evidence that, in their judgment, represents their best efforts to meet the applicable standards for the current review. See Appendix A for a brief summary of standards by level of review.

The dossier is maintained by the university, with materials uploaded by the Business Operations Manager of the School of Art. The faculty member will organize their materials according to the structure provided by the university and notated in the following list. The Business Operations Manager in the School of Art will provide certain materials as indicated.

The candidate will provide:

1. [Cover Sheet] The university-approved Cover Sheet obtained from the provost's office website.
2. [Curriculum Vitae] A comprehensive Curriculum Vitae that provides a detailed listing of teaching, scholarship, and service activities.
3. [Personal Statement] A Personal Statement organized according to School of Art standards for retention, tenure, or promotion as appropriate. The Personal Statement should include a self-evaluation of how those standards are met. It is

also the candidate's responsibility to describe their contractual work percentages, as well as elaborate on how those percentages have shifted during the review period, if applicable.

4. [Teaching] A self-evaluation of teaching in the form of a teaching narrative, and all materials needed to conduct an in-depth assessment of teaching (see section 8.03 and 8.04).
5. [Scholarship] A list and self-evaluation of scholarship in the form of a scholarship narrative, along with documentation in support of achievements in scholarship. The list should include all scholarly activity completed during the review period. The narrative and documentation should be limited to representative examples that reflect the best efforts of the candidate to advance the discipline or profession (see section 8.03 and 8.04). Candidates must also submit a separate document describing and defining their collaborative scholarly contributions (see section 6.02).
6. [Service] A list and self-evaluation of service in the form of a brief service narrative, along with documentation in support of achievements in Service. It is up to the candidate to delineate why activities are sorted into the categories presented (service to the profession, service to the university, and service to the public).
7. [Integration] A list and brief self-evaluation narrative, along with documentation in support of achievements in integration (see section 8.03 and 8.04). Candidates will sort activities into categories that best define the nature of their work.
8. [Professional Development] [Optional] A narrative and/or listing of professional development activities.
9. [Appendix] [Optional] Any additional materials the candidate feels are important to include, but do not fall under specific folders as outlined above. The optional appendix consists of a single document that describes physical materials and where they are located or provides links to documentation in support of teaching, scholarship, service, and integration.

Candidates for either tenure or promotion to full professor are required to submit materials for external peer review. These materials must include:

1. A comprehensive Curriculum Vitae with teaching, scholarship, and service activities of the candidate.
2. A list of all scholarly activities completed during the review period.
3. A personal narrative that describes the candidate's area(s) of scholarship and provides context to the external reviewers, limited to representative examples that reflect the best efforts of the candidate to advance the discipline or profession.

4. Documentation limited to representative articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best exemplifies their Scholarship.

### **Section 6.02 Documentation of Collaborative Scholarly Contributions**

The School of Art recognizes that collaboration occurs regularly in scholarly activities, including collaborative exhibitions, performances, writing of articles, publications, and all manner of interdisciplinary works. Faculty under review should take special care to document and delineate their contributions to collaborative scholarly activities. A candidate's regular participation in a group (such as a member of an artist collective, design team, a collaborative creative entity, co-author, or curator) can be considered independent scholarship.

- faculty must specify their role within a collective (P.I. Co P.1., leader, equal partner, team member, curator, manager, etc.), and the amount of preparation time needed as one indicator of the importance of their work.
- faculty who collaborate or curate should clearly indicate what level of responsibility they had for the overall work or exhibition.
- faculty who contribute to scholarly publications should indicate what proportion or specific aspects of research that they undertook.

### **Section 6.03 Peer Review Solicitation Procedure**

External peer review appropriate to the specific discipline(s) of the candidate is required for candidates seeking tenure and/or promotion. External review letters must include a review of the candidate's scholarship. External reviewers will also provide a 2-3 page CV and website link if applicable that will be provided to all review committees and review administrators, along with their actual review.

A minimum of four (4) external review letters is required. The candidate may supply names of potential external evaluators, but at least half of the review letters must be from persons other than those suggested by the candidate. The candidate submits names of potential external evaluators to the Director of the School of Art, who will, in consultation with the chair of the School of Art Promotion and Tenure Committee, solicit letters from reviewers who are respected authorities in their field, with comparable fields of scholarship activity to the candidate, and who are at comparable institutions. The Director of the School of Art should stipulate to external reviewers the candidate's contractual work percentages during the review period. The candidate shall not personally solicit letters of support from external evaluators. These materials shall become part of the faculty member's personnel file and uploaded to the online dossier by the designated administrator.

For reviews of scholarship, the Director of the School of Art shall furnish external reviewers with information relevant to the review:

1. Background material about the candidate: A comprehensive Curriculum Vitae which includes teaching, scholarship, and service activities of the candidate (see section 6.01), and a list of the candidate's principal duties and responsibilities.
2. Background material about the department: a copy of departmental Role and Scope, Standards and Criteria, and a general overview of the School of Art (majors offered, number of majors, and other information relevant to the review).
3. Evaluation material (see section 6.01):
  - a) A list of all scholarly activities completed during the review period.
  - b) A personal narrative that describes the candidate's area(s) of scholarship, contractual responsibilities, and provides context to the external reviewers, limited to representative examples that reflect the best efforts of the candidate to advance the discipline or profession.
  - c) Documentation limited to representative articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best exemplifies their Scholarship.

## **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 day of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope Document by notifying the primary review committee.

**Section 7.02** 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 day 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. Candidates may select a more recent, approved Role and Scope Document by notifying the primary review committee.

## **Article VIII. Retention Review**

### **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 Extending Tenure Review Period policy.

### **Section 8.02 University Standards for Retention**

The standards for the retention of probationary faculty members are:

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

### **Section 8.03 Performance Indicators for All Levels of Review**

TEACHING: The School of Art upholds the MSU Faculty Handbook definition of teaching and uses the following indicators for teaching:

- A list of all assigned courses for each semester under review;
- Syllabi documenting course content, learning outcomes, and assessment of student performance;
- Documentation of student achievement (representative student work from courses taught; any student awards, student recognition, graduate school acceptances, or other evidence of student achievement);
- Peer assessment of teaching performance; two (2) assessments following the guidelines stipulated in Section 4.03 C.
- Student evaluations of teaching performance, including copies of evaluation summaries and evaluation forms. The university approved electronic course evaluations shall be used unless a different instrument is required by another department for courses taught under that department's rubric;
- [If applicable] Documentation of awards and recognition for teaching, mentoring, and/or advising;
- [If applicable] A statement verifying advising duties and activities and/or a statement verifying supervision of student teaching duties and activities;
- [If applicable] Additional products relevant to instruction (e.g., unique course development, experimental course design, innovative course materials and methodology, media, guest lectures);

- [Optional] A description of professional development related to instructional activities, which gives evidence of maintaining currency in the field, developing new skills, or supporting the development of the faculty member as a professional.

SCHOLARSHIP: The School of Art upholds the MSU Faculty Handbook definitions of scholarship. For scholarship to be classified as peer-reviewed, a candidate's work will generally include an invitation, acceptance, or contract from peers in the academic, artistic, and/or commercial communities. Public exhibitions, lectures, or performances that have an impact on the field demonstrate the original intellectual work of faculty. Therefore, relevant and impactful scholarship that is made available to the public may be included in the candidate's dossier as comparable peer-evaluated works appropriate to the discipline. These scholarly activities will be considered during the review process in addition to peer-reviewed scholarship as defined in the Faculty Handbook. It is the responsibility of the candidate to qualify how their scholarly and creative output addresses impact as related to circulation, audience, review process, etc.

Faculty in the School of Art are involved in areas of scholarship appropriate to their disciplines, which can include creating original works of visual art and design; artistic and design collaboration; exhibition curation; artistic performance or event-staging; art historical research and documentation; the authoring or editing of articles, book chapters, monographs, books, and other similar products; the authoring or editing of textbooks or other educational materials; and other activities that develop and expand the nature of the arts.

The School of Art uses the following indicators to evaluate Scholarship. Indicator weighting is inter-related and not presented in ranked order; less significance in any one indicator can be offset by greater significance in other indicators. Typical evidence for the following indicators includes URL links, digital copies, scores, reviews, letters of invitation, advertisements, citations, and copies of programs.

Scholarship includes but is not limited to the following activities:

- Creation of creative work
- Creation of client-based or freelance work
- Creation of videos, websites, podcasts, and other new media
- Public art and/or performance
- Exhibition of creative work
- Curation of exhibitions
- Placement of work in collections
- Placement of artworks in publications
- Publication of work in mass media, popular press, or web-based media

- Fellowships, residencies, and cultural exchanges
- Creation of archives, databases, or other research collections
- Adjudicated monographs, journal articles, book chapters, long-form book reviews, and exhibition catalogs
- Published translations or transcriptions
- Art criticism published in professional or journalistic contexts
- Creation of public history presentations, media, or displays
- Creation of pedagogical materials
- Demonstrations or workshops
- Presentation of paper or poster session
- Invited seminars or colloquia, conference paper, or poster sessions
- Invitations for guest lectures, panels, roundtables, and keynote addresses
- Organization of a symposium or conference
- Creation of programming for a symposium or conference
- Creation of a new publication for conference program
- Adjudicator, curator, moderator, or consultant
- Grant proposals submitted with an indication of those funded
- Recognition through nominations and receipt of awards

SERVICE/OUTREACH: The School of Art upholds the MSU Faculty Handbook definition of service. Additionally, in the School of Art, service to the profession, service to the university, and service to the community or public are often blended. For example, a faculty member may adjudicate or hold workshops in public schools for prospective students. This activity may be classified as a professional consultation, recruiting for the university, and as a service to the community. The School of Art uses the following indicators to evaluate service to the profession, the university, and the public.

- [Profession] Contributions to the profession through service to professional organizations (membership, leadership, editor, etc.) with links to each organization's website; professional consulting (master classes, adjudication, etc.).
- [University] Committee service (school, college, university); contributions to university organizations; student recruitment; additional activities related to service at MSU.
- [Public] Contributions to the community including activities related to public service or outreach such as public performances, collaborations, partnerships, workshops, presentations, or other activities not included in

the candidate's dossier as scholarship that provide visibility for the School of Art, MSU, and the profession.

INTEGRATION: The School of Art upholds the MSU Faculty Handbook definition of integration and recognizes a wide range of activities that combine two or all the areas of Teaching, Scholarship, and Service. It is up to the candidate to sort their integration activities into categories (Teaching/Scholarship; Scholarship/Service, etc.) that best define the nature of their work. The following list is intended to provide examples, but it is not to be considered exhaustive or exclusive considering the wide range of activities that take place in the School of Art.

- presenting exhibitions, lectures, or workshops anywhere (Teaching/Scholarship), or on campus/locally/regionally (Teaching/Scholarship/Service)
- teaching skills, techniques, technologies or methodologies to students that the candidate has developed/refined in their own creative work or research (Teaching/Scholarship).
- incorporating findings from research into classroom teaching (Teaching/Scholarship).
- teaching research methods and techniques in classes that result in publicly presented research by students (Teaching/Scholarship/Service)
- teaching skills in composition, fabrication, and critical ideation and techniques in classes that result in publicly exhibited or published works by students (Teaching/Scholarship/Service).
- presenting talks about creative work or research to community audiences (Scholarship/Service)

#### **Section 8.04 Quantitative and Qualitative Expectations for Retention Review (Effectiveness)**

##### TEACHING

Standards for Effectiveness in Teaching:

- a. instruction encourages students' development of performance, critical thinking, problem solving, and communication skills as well as a professional knowledge base; and
- b. course content reflects current research, literature, and understanding; is relevant to the School of Art role and scope; and, when applicable, fulfills state accreditation requirements; and

- c. teaching demonstrates innovation and a variety of instructional strategies are used to foster inquiry and positive interaction in the classroom; and
- d. there are consistently supportive peer and student course evaluations; and
- e. there is a consistent record of academic advising and student mentorship of graduate and/or undergraduate students); and
- f. there is a consistent record of course/curriculum development.

Because research shows the existence of bias in student evaluations of teaching (by gender of professor, time of day of class meeting, etc.), no specific quantitative number is appropriate for student evaluations. Student evaluations will be looked at in conjunction with peer evaluations, the candidate's self-reflective narrative, possible signs of prejudice, and will be part of the assessment of teaching success.

### SCHOLARSHIP

#### Standards for Effectiveness in Scholarship:

The usual Departmental expectation for scholarly productivity is that tenure candidates average 1 or more significant scholarly products per year during the review period.

Due to the diverse nature of scholarship within the Department, expectations will vary across disciplines. Regardless of quantity of products, the quality of the candidate's scholarly body of work as documented by External Reviewers is of significant importance. In particular, the quality and reputation of scholarly products, as documented by External Reviewers and disciplinary norms, is considered important in the review process.

In some cases, a relatively small number of products with high impact may be acceptable for satisfying scholarship expectations, while in other cases a large number of products may not be sufficient.

A record of seeking funds to support research activities should be acknowledged and elaborated upon by the candidate. The scope of the grant work and the reputation of the granting agency are qualitative factors that will influence the weighting of assessment.

The activities and products must demonstrate ongoing successful performance and participation, appropriate to years of service. It is the faculty member's responsibility to explain the quality and significance of their scholarly activity. The

following attributes, although not an exclusive list, can help to show quality and significance:

- significance of exhibition, publication, presentation, product/print release, audience, client, award, competition, commission, or grant.
- type of exhibition or publication (solo exhibition, group exhibition, juried or invitational submission, single author, anthology contribution, design or print run, etc.).
- geographic reach or scope of audience (or other indices of impact beyond MSU).
- reputation or significance of exhibition venue or publication press.
- prominence of collaborators or curators.
- acceptance rate and impact (i.e. of juried exhibitions, artist residencies, journals and publications, etc).
- other evidence demonstrating successful peer review.
- other evidence of quality explicitly presented by the faculty member and reviewed by the committee.

### SERVICE/OUTREACH

Standards for Effectiveness in Service:

- The degree to which the service supports the school, university, and/or profession.
- The degree to which the service advances the school, university, profession, and/or community.
- [Profession] The role of the faculty member in the organization or activity (officer, board member, editor, manager, adjudicator, etc.).
- [Profession] The scope of the organization (international, national, regional, local).
- [University] The role of the faculty member in service to the university (committee chair, committee member, student organization mentor, university activity, student recruitment).
- [University] The scope of the service performed (university, college, school).
- [Public] The role of the faculty member in activities designed to serve the community.

### INTEGRATION

Quantitative Standards:

- The university requires the integration of no less than two areas. The School of Art requires documentation of at least one example of such integration each annual review period.

Qualitative Standards:

- The degree to which the integration activity advances any of the individual areas (teaching, scholarship, service) involved, taking into consideration the scope of the activity (audience reached) and the success of the activity as measured by peer review, student success, faculty advancement, and/or other measures as appropriate.

### **Section 8.05 Status of Scholarly Products**

According to the Faculty Handbook, scholarly activities that have been accepted for publication, performance, or presentation must be listed in the faculty candidate's CV. Any activities awaiting completion must be clearly listed as accepted but in progress towards publication/performance/presentation.

Given that there is a short time from arrival on campus to the retention review, the School of Art will consider scholarly activities that are *in progress* if the activities have successfully passed the peer-review process. (see section 8.03).

The candidate must provide documentation showing the activity has successfully passed peer-review (letter of acceptance for performance/publication/etc.) and provide an expected date for the activity to be completed.

Faculty who are hired with the stipulation that they must finish their terminal degree cannot use the completion, or progress towards completion, of the dissertation, thesis, or final creative project as a scholarly achievement for retention, tenure, and promotion purposes.

## **Article IX. Tenure Review**

### **Section 9.01 Timing of Tenure Review**

Faculty are reviewed for tenure no later than the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy.

### **Section 9.02 University Standards for Tenure**

The University standards for the award of tenure are:

- sustained effectiveness in teaching, service, and integration during the review period (see definition in Appendix A), and

- accomplishment in scholarship during the review period (see definition in Appendix A).

### **Section 9.03 Performance Indicators for Tenure Review**

The performance indicators for teaching, scholarship, service, and integration for tenure are identical to those for retention (see section 8.03).

### **Section 9.04 Quantitative and Qualitative Expectations for Tenure Review**

#### **TEACHING**

Standards for Sustained Effectiveness in Teaching:

- Internal teaching reviews should be positive, using the School of Art approved peer review procedure; and
- All criteria for Effectiveness in teaching are met; and
- Faculty demonstrate a continued pattern of success in the criteria for Effectiveness in teaching, which can be expressed as the continual meeting or exceeding of these expressed expectations, or a progression of success that culminates in a repeated meeting or exceeding of these expectations. Sustained Effectiveness in Teaching is evidenced by consistent successful performance over time and across course offerings and different student populations as appropriate to the faculty member's appointment.

#### **SCHOLARSHIP**

Standards for Accomplishment in Scholarship:

- All criteria for Effectiveness in Scholarship (Retention) are met.
- Faculty demonstrate a continued pattern of success in the criteria for scholarship, which can be expressed as the continual meeting or exceeding these expressed expectations, or a progression of success that culminates in a repeated meeting or exceeding of these expectations. Accomplishment in Scholarship is demonstrated by sustained and commendable performance reflected in the quantity, quality, and impact of scholarly activities and products. The activities and products must be properly evidenced in the candidate's dossier.
- Any quantitative number will be judged according to the qualitative standards listed above.

## SERVICE/OUTREACH

### Standards for Sustained Effectiveness in Service:

- All criteria for Effectiveness in Service are met.
- Faculty demonstrate a continued pattern of success in the criteria for service, which can be expressed as the continual meeting or exceeding these expressed expectations, or a progression of success that culminates in a repeated meeting or exceeding of these expectations. Sustained Effectiveness in Service is evidenced by consistent successful performance over time and across a range of duties appropriate to the faculty member's appointment.
- Activities per annual review period should be commensurate with faculty's contractual percentages.

## INTEGRATION

### Standards for Sustained Effectiveness in Integration:

- The university requires the integration of no less than two areas. The School of Art requires documentation of at least one example of such integration each annual review period.
- Faculty demonstrate a continued pattern of success in the criteria for integration, which can be expressed as the continual meeting or exceeding these expressed expectations, or a progression of success that culminates in a repeated meeting or exceeding of these expectations. Sustained Effectiveness in Integration is evidenced by a sustained impact from integrated activities which advance any of the individual areas (teaching, scholarship, service), taking into consideration the scope of the activity (audience reached) and the success of the activity as measured by peer review, student success, faculty advancement, and/or other measures as appropriate.

## **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 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 Excellence used in evaluating candidates after five (5) years in rank.

### **Section 11.02 University Standards for Promotion to the Rank of Professor**

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

- sustained effectiveness in teaching, service, and integration during the review period see definition in Appendix A), and
- impact and significance to the public, peers, or the discipline beyond the university.
- excellence in scholarship during the review period (see definition in Appendix A).

### **Section 11.03 Performance Indicators for Promotion to the Rank of Professor**

The performance indicators for teaching, scholarship, service, and integration for promotion to the rank of professor are identical to those elaborated in section 8.03.

### **Section 11.04 Quantitative and Qualitative Expectations for Promotion to the Rank of Professor**

#### **TEACHING**

Candidates must demonstrate consistent successful performance to meet the university standard of Sustained Effectiveness in Teaching. The quantitative and qualitative standards for Sustained Effectiveness in Teaching required for promotion to full professor can be found in section 9.04.

#### **SCHOLARSHIP**

To meet the university Standard of Excellence in Scholarship, the candidate must exceed the criteria for tenure/promotion to associate professor. Using the qualitative and quantitative standards established for tenure, it is up to the candidate to explain why their scholarship meets the required level of Excellence (see sections 8.04 and 9.04). Excellence is defined by the university as *“sustained, commendable, and distinguished performance reflected in the quantity, quality, and impact of scholarly activities and products. These activities and products include peer reviewed publications, formal peer-reviewed presentations, or comparable*

*peer-evaluated works appropriate to the discipline. The activities and products must have a notable impact and significance to the public, peers, or the discipline beyond the university"* (MSU Faculty Handbook). The primary review committee will evaluate the candidate's narrative, indicators, and the evaluations of external peer reviewers in making the determination if the Standard of Excellence has been met.

#### SERVICE/OUTREACH

The quantitative and qualitative standards for Sustained Effectiveness in Service required for promotion to full professor can be found in section 9.04.

#### INTEGRATION

The quantitative and qualitative standards for Sustained Effectiveness in Integration required for promotion to full professor can be found in section 9.04.

### **Article XII. Procedures for the Update and Revision of the Unit Role and Scope Document**

Any tenured or tenure-track faculty member (including the Director of the School) may propose changes to the School of Art Role and Scope Document. Review committee members and/or administrators outside the School of Art may also identify a need for improvement, clarification, or other revision to the School of Art Role and Scope Document. Faculty within the School of Art may propose changes directly to the chair of the School of Art Promotion and Tenure Committee or to the Director of the School of Art. Review committee members and administrators from the College of Arts and Architecture should make suggestions for changes to the Dean of the College of Arts and Architecture, who will forward such requests to the Director of the School. People outside the CAA can submit requests for changes to the Chair of URTPC, who will forward the recommendations to the unit.

The School of Art Promotion and Tenure Committee should address requests for changes during the spring semester. Any changes will be submitted for approval according to the process outlined in Article XIII.

As required by the university, the School of Art will undertake a full review of their document no less than every three years. An approval page should be included in the index of the document, with a note as to whether the changes are minor or major in order to track this requirement.

## **Article XIII. Approval Process**

### **Section 13.01 Primary Academic and Unit Role and Scope Document**

- a) Faculty and director of the School of Art;
- b) Retention Tenure and Promotion committee and Dean of the College of Arts and Architecture;
- c) University Retention Tenure and Promotion Committee (URTPC);
- d) Provost

### **Section 13.02 Intermediate Academic Unit Role and Scope Document**

- a) Retention Tenure and Promotion committee and dean of the College of Arts and Architecture;
- b) University Retention Tenure and Promotion Committee (URTPC);
- c) Provost

## **Appendix A. Definitions for Candidates' Reference**

*Teaching is the set of activities performed by faculty that fosters student learning, critical and ethical thinking, problem solving, and creativity. It requires the faculty member to have a command of the subject matter, to maintain currency in the discipline, and to create and maintain instructional environments that successfully promote learning. In addition to the instructional responsibilities in the Academic Responsibilities policy, teaching includes incorporation of current pedagogical innovations, incorporation of new technologies and approaches to learning and assessment, course and curriculum design and development; assistance, mentoring, and supervision of student projects, theses, and dissertations; academic and career advising of undergraduate and graduate students; supervision of student teachers, graduate teaching and research assistants, student interns; and any valuable contributions to the university's instructional enterprise (MSU Faculty Handbook).*

*Scholarship is the original intellectual work of faculty that includes:*

- *The discovery, application, and/or assimilation of new knowledge and the dissemination of that knowledge. This work includes conducting research projects; securing and administering grants and contracts; writing/editing books, articles, and other research-based materials representing one's original or collaborative research; developing new clinical practice models; presentations at scholarly conferences.*
- *The generation of new knowledge in pedagogy and the dissemination and putting into practice of that knowledge. This work includes creation, development,*

*implementation, study, and publishing of pedagogical innovations (including textbooks, peer-reviewed articles and publications); documented studies of curricular and pedagogical issues; and pedagogically oriented research; innovation in community engagement.*

- *The generation of new creative products and experiences through composition, design, production, direction, performance, exhibition, synthesis, or discovery and the presentation of that experience. This work includes creating and presenting new works of art, film, theater, music, and architecture; public performance and exhibiting creative works.*
- *The creation of partnerships, programs, and plans through Extension, or other community-based research, that leverage the knowledge and resources of the university and the public/private sector to enhance learning, discovery, and engagement; educate and engage citizens; strengthen communities; address locally identified issues and problems; apply and disseminate knowledge; and contribute to the public good (MSU Faculty Handbook).*

**Service** *is the contribution of faculty knowledge and expertise to assist and engage individuals and/or organizations to meet goals and solve problems. Service activities generally fall into three categories: professional service, which includes contributions to, or holding office in, a professional society, serving on an editorial board, and reviewing manuscripts for professional journals; public service, which entails providing the faculty member's professional expertise to, collaboration and engagement with local, state, national, and global communities; and university service, which includes service to faculty governance, serving on university committees, advising student groups, and participation in other activities that contribute to the institution and its programs (MSU Faculty Handbook).*

**Integration** *is the creation of synergistic relationships among the teaching, scholarship, and service contributions of faculty, such as bringing new discoveries into the classroom, fostering student learning in the lab, field, and studio, engaging the wider community with scholarly products or innovations in teaching, or fostering engagement to address community needs (MSU Faculty Handbook).*

**Effectiveness** *is successful performance, appropriate to years of service.*

- *Sustained effectiveness in teaching is consistent successful performance over time and across course offerings and different student populations as appropriate to the faculty member's appointment.*
- *Sustained effectiveness in service is consistent successful performance over time and across a range of duties appropriate to the faculty member's appointment.*

- *Sustained effectiveness in integration is consistent successful performance over time and across a range of duties appropriate to the faculty member's appointment (MSU Faculty Handbook).*

**Accomplishment** is sustained and commendable performance reflected in the quantity, quality, and impact of scholarly activities and products. These activities and products include peer-reviewed publications, formal peer-reviewed presentations, or comparable peer-evaluated works appropriate to the discipline. The activities and products must have impact and significance to the public, peers, or the discipline beyond the university (MSU Faculty Handbook).

**Excellence** is sustained, commendable, and distinguished performance reflected in the quantity, quality, and impact of scholarly activities and products. These activities and products include peer-reviewed publications, formal peer-reviewed presentations, or comparable peer-evaluated works appropriate to the discipline. The activities and products must have a notable impact and significance to the public, peers, or a discipline beyond the university (MSU Faculty Handbook).

**External Review** is the critical evaluation of a faculty member's scholarly products and activities by respected authorities in their field who are not affiliated with the university (MSU Faculty Handbook).

**Indicators** are the categories of scholarly products and activities used to evaluate performance of the faculty undergoing review. Peer-reviewed articles, juried exhibitions, published monographs, teaching evaluations, peer review of teaching and teaching awards are examples of indicators (MSU Faculty Handbook).

**Terminal degrees** in Studio Art and Graphic Design are typically a Master of Fine Arts (MFA). Terminal degrees in Art History are typically a Ph. D. in Art History. A candidate may be hired with equivalent professional experience. The letter of hire must stipulate that such equivalent experience has been achieved, and in what way, before the time of hire.