

FACULTY SENATE
October 22, 2008
REID HALL 101
4:10 PM – 5:00 PM
MONTANA STATE UNIVERSITY-BOZEMAN, MONTANA
Minutes

Members Present: Amin, Catoira, Caton for Wisner, Cherry, Eitle, Fields, Fischer, Gee, Gipp for Sowell, Jacobsen, Lansverk, Lei, Lynch, Mokwa, Neumeier, Prawdzienski, Versaevel, Watson, D. Weaver, Zhu

Members Absent: Bangert, Bennett, Fleck, Gerlach HHD, Igo, Jackson, Jacobs, Larson, Livingston, Maskiell, C. McClure, Political Science, Snider for Becker, Varricchio, T. Weaver, Wojtowicz

Others Present: Joseph Fedock, Dave Dooley, Shannon Taylor

Chair Wes Lynch called the meeting to order at 4:10 PM. A quorum was present.

ANNOUNCEMENTS

and OTHER ISSUES OF CONCERN TO FACULTY MEMBERS - Chair Lynch

- The Transfer Initiative learning outcomes are due October 31, 2008. If FS has questions, please direct communications to Bill Macgregor in the Commissioner of Higher Education's (COHE) office. Please consult the Faculty Senate (FS) web site (<http://www2.montana.edu/facultycouncil/index.html>) for the link to the BOR page with up-to-date information.
- The Association of Shared Governance Leaders (ASGL) document will be discussed and voted on by Faculty Senate next week. If accepted, Faculty Affairs will determine how to incorporate it into the Faculty Senate bylaws. It may be viewed on the Faculty Senate web site.
- The holiday party has been postponed until spring. The exact date has not been set and suggestions are welcomed; email wlynch@montana.edu or gough@montana.edu
- Tom McCoy will be speaking to FS on F&A redistribution November 5, 2008.
- A new form has been crafted for faculty to report sick leave hours, and it is under review by the deans and department heads. When all critiquing is complete, it is not certain whether the approved version will be distributed electronically or via campus mail.
- Chair Lynch and Chair-elect Lansverk will be meeting with the BOR on November 25, 2008. Discussion topics include the Optional Retirement Plan (OPR) parody, salary distribution for 2010, and how FS may assist the BOR.

P&T IMPLEMENTATION DOCUMENT – Chair-elect Lansverk

- Chair-elect Lansverk reminded FS members that the language in the Promotion & Tenure (P&T) document is university level language setting minimum standards and would serve as a framework for the specific P&T standards of colleges and departments.
- **Standards (603.04)**
 - Previously, there were circular feedback loops between colleges and departments with respect to definitions and standards, whereby college standards referred to department standards and vice versa.
 - Previously, “effectiveness” and “promise of excellence” were referred to as “potential for excellence” in a non-systematic way. There was no definition of “promise of excellence” and was only to be inferred from reading the definition of “excellence.” Therefore, writing a definition of “promise of excellence” is a standard for tenure and has transpired with the new language in the P&T document.
 - Previously, there was no clear definition for “effectiveness;” we now have one.
 - Terminology of “promise” and “potential for excellence” was murky.
 - Tenure language has gone from “promise/potential for excellence” to “accomplishment” in the chosen field (of either research or teaching) and “effective” in the non-chosen field (research or teaching).
- **Effectiveness (633.01)**
 - Changing language under this heading involved gathering terms that already had meaning to show relationships between them
 - The words “quantity and quality” are new and named in the new text.
- **Accomplishment (633.02)**

- The only change is the presentation of the definition of “accomplishment” giving it a hierarchy effect with separated, numerical references. Also, “scholarship of teaching” is Boyer language which will be preserved.
- *FS member Wayne Gipp asked if a successfully educated student was considered a significant contribution to the candidate’s discipline/profession.*
- **Excellence (633.03)**
 - A comma existed in the current document which appears to be a typo, and the standard for excellence is not clear: “...substantial, international, or national recognition from peers...” Interpretations of the sentence included, but were not limited to: Is the requirement for full professor national or international recognition with a substantial dose of either or, do we require substantial recognition, international recognition or national recognition as three separate entities?
 - The word “national” is maintained in the new text and will be interpreted in a variety of ways idiosyncratic to one’s discipline.
 - *FS member, John Neumeier stated that in A.I. “superior execution” implies one is doing their job very well, and therefore “quantity” may be moot. What is really more important is the quality of the work; not the quantity.*
 - *Another FS member asked, if quantity is not encouraged, then how can one tell if their work is sustained?*
 - Provost Dooley emphasized that the P&T document is to provide guidance to junior colleagues and to communicate it clearly. The university expectations and norms include consideration of both quantity and quality and is a matter of balance. Departmental standards and interpretation have a lot to do with how specific these criteria are expanded upon. External reviewers consistently, regardless of discipline, comment on both aspects.
 - Some departments will specify what “quantity” means.
 - “Scholarly activities” is not restricted to mean only publications.
 - Faculty are encouraged to declare what they will be coming up under early in their career.
- **Teaching Assessment – Shannon Taylor**
- **Definitions (602.00)**
 - MSU has a strong commitment to teaching. Faculty are encouraged to blend their research and teaching and to value teaching in a similar manner as research. The “Teaching” definition has been expanded to include more activities and interactions with and for students.
- **Responsibility of the Candidate to Submit Dossier (812.00)**
 - Even if teaching is not selected as the area of expertise, one is still required to submit a teaching section which must contain a portfolio of the candidate’s scholarly activities and products that, in the candidate’s judgment, represents his or her best efforts in the scholarship of teaching. Also, if faculty are going up under teaching, classroom observation has been added and course material now includes four courses (previously, it was two). Other teaching activities/products are listed and may be submitted to buttress the candidate’s position.
 - *FS member Barry Jacobson noted that under research the short list), graduate and undergraduate advising (as is appropriate to the department/college) language is missing. Provost Dooley stated that the department may add that verbiage to its list.*
 - *FS member Maryann Prawdzienski (Nursing) noted that nursing courses have specialties and instructors do not teach four “different” courses. She suggested that language articulate what “different” means.*
 - *A FS member noted that Extension courses are taught, but not as *formal* courses.*
 - *FS member Steve Cherry stated that those minimum standards required (and given as guidance to colleges and departments) as University criteria for promotion to full professor for faculty trying to demonstrate they had achieved excellence in teaching, should be specified.*

The Faculty Senate meeting ended at 5:00 PM, as there was no further business.

Signature
Wes Lynch, Chair

Signature
Gale R. Gough, Secretary