

Role, Scope, Criteria, Standards, and Procedures for the Formal Review of Tenurable Faculty

Montana State University – Bozeman
College of Letters and Science
Department of History and Philosophy
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SECTION 100

ROLE AND SCOPE STATEMENTS

111 COLLEGE AND DEPARTMENT ROLE AND SCOPE STATEMENTS

112 ROLE AND SCOPE

112.2 Role and Scope of the Department

The principal mission of the Department of History and Philosophy is to provide quality undergraduate instruction in history, philosophy and religious studies and quality graduate instruction in history.

Instructional responsibilities include teaching core courses to the university's undergraduate community as part of their preparation to become broadly educated, informed citizens, as well as more specialized courses for students seeking the Department's degrees. These include undergraduate degrees in history and philosophy, as well as minors in history, philosophy, religious studies, museum studies, Japan studies, and Latin American and Latino studies. The Department also offers graduate degrees in history.

To ensure sustained quality instruction, each faculty member in history, philosophy, and religious studies is expected to actively engage in research, and to make the results of their investigations known to a wide audience through teaching, publication of research findings, and public and professional presentations. Historians generally investigate the meaning of past human activities; philosophers investigate and foster a critical reflection on knowledge and conduct; religious studies faculty members investigate cultural variance as expressed through religious practice and thought.

113 ACADEMIC PROGRAMS

113.2 Academic Programs of the Department

The Department offers undergraduate degrees in history and philosophy, as well as minors in history, religious studies, museum studies, Japan studies, and Latin American and Latino studies. History majors have five major options; philosophy majors have two options. The history options include History-History; History-Teaching; History-Japan Studies; History-SETS (Science, Environment, Technology, and Society), and History-Religious Studies. Philosophy major options include Philosophy-Philosophy and Philosophy-Religious Studies.

The Department grants the Master of Arts degree in history with emphases in recent United States History, the History of Science and Technology, Environmental History, the History of the American West, and Public History. The degree program offers both a thesis and non-thesis option.

The Department grants the Doctor of Philosophy degree in History, with emphases in the History of Science and Technology, Environmental History, and the History of the American West.

The Department also offers courses in support of the Liberal Studies major, the American Studies major, and the Women's Studies minor.

114 RESEARCH AND CREATIVE ACTIVITY

114.2 Special Areas of Department Research and Creative Activity

Research activity in the Department reflects the interest and education of current faculty members. The Department does not maintain a department-wide research goal.

115 OUTREACH/PUBLIC SERVICE

115.2 Special Areas of Department Outreach/Public Service

The Department does not maintain a specific outreach or public service program. The Department expects that faculty members will be actively engaged in their profession through professional service as book and manuscript reviewers, service on professional committees, and editorial boards. The Department further expects that faculty members will lend their expertise for public presentations and programs when requested and their schedules permit.

SECTION 200

CRITERIA AND STANDARDS

211 TEACHING CRITERIA

211.3 Department Teaching Criteria

The Department expects faculty members to teach a variety of courses dependent upon their professional preparation and the needs of the Department's curricula. Specific courses and teaching loads are normally included as part of faculty letters of hire, but faculty are not limited to teaching courses so specified. The Department expects faculty members to keep regular office hours for advising purposes and arrange visitations with advisees at least once each semester. Grant writing in support of the instructional programs is expected when specified in faculty letters of hire.

212 RESEARCH CRITERIA

212.3 Department Research Criteria

Department faculty members are expected to engage in appropriate research activity, such as the delivery of papers at professional meetings. They are also expected to have refereed books, book chapters, and/or articles accepted for publication. Grant writing for research support both from internal MSU programs and external regional/national programs is desirable.

213 OUTREACH/PUBLIC SERVICE CRITERIA

213.3 Department Outreach/Public Service Criteria

Department faculty members are expected to perform outreach/public service work. Service is defined as work done to benefit the Department, College and University and/or the faculty member's profession and/or to benefit the wider community. Service to the Department, College and University includes, but is not limited to, committee memberships and/or participation in University governance.

Professional service includes, but is not limited to, membership on professional committees and/or service as an officer of a professional organization, book reviewing and manuscript refereeing.

Public service (outreach) includes, but is not limited to, public presentations, participation in public programs and/or service on committees and boards devoted to public issues.

220 GENERAL UNIVERSITY STANDARDS

220.1 Standards for Faculty with Instructional Expectations

For retention, tenure, or promotion, a faculty member must demonstrate effectiveness in all areas of the candidate's assignment: teaching, research/creative activity, and service. Within the Department, teaching and research/creative activity are considered to be of primary and equal importance. Service, however, is also an important feature of every faculty member's role.

Candidates for tenure and promotion to Associate Professor must demonstrate the potential for excellence in either teaching or research/creative activity. Candidates for promotion to Full Professor must demonstrate a record of excellence in teaching and/or

research/creative activity.

221 EFFECTIVENESS IN TEACHING

221.3 Department Standard(s) of Effectiveness in Teaching

Teaching effectiveness must be demonstrated through a narrative that reports student and peer evaluations of the candidate, and by an assessment of advising quality. Detailed information on both the quality and quantity of teaching shall be provided. Faculty will use the Knapp Evaluation form or its equivalent for purposes of measuring student satisfaction. Evaluation of scores from student evaluation instruments will take into account such factors as class size, level of instruction (lower division, upper division, graduate), and whether or not it is a new or a well-established course. Grants to support the development of new courses, including on-line courses, or research aimed at improving overall teaching performance will be considered meritorious.

Teaching portfolios are recommended to organize and present cumulative evidence of teaching effectiveness. Such portfolios should include a brief statement from the candidate about teaching responsibilities and teaching philosophy, objectives, and strategies; representative course syllabi, with readings, handouts, and assignments; and summaries of student evaluation data. The portfolio might also include descriptions of curricular enhancement and innovation, with supporting materials; descriptions of steps taken to evaluate and improve teaching; statements from colleagues who have observed classes and reviewed materials; sample student essays or creative projects; statements from former students and graduates; teaching honors or recognition; and invitations from outside agencies or other campuses to demonstrate teaching methods or participate in activities related to teaching.

The Promotion and Tenure Committee may solicit reviews in reference to the candidate's teaching from members of the Department who have specific knowledge of the candidate's classroom activity through visitations or observation of invited lectures. The Committee may also solicit teaching reviews from faculty outside of the Department

222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY

222.3 Department Standard(s) of Effectiveness in Research/Creative Activity

Writing (not necessarily publishing) one scholarly paper a year meets research expectations in any one annual review period. Works in progress, however, must be demonstrably part of a research program. Faculty reviews regarding research, other than annual reviews, are based on completed work either published or accepted for publication.

223 EFFECTIVENESS IN OUTREACH/PUBLIC SERVICE

223.3 Department Standard(s) of Effectiveness in Outreach/Public Service

Service is defined as work done to benefit the Department, College and University; the faculty member's profession; or, to benefit the wider community.

Service to the Department, College and University includes, but is not limited to, membership on committees and/or participation in University governance. Professional service includes, but is not limited to, membership on professional committees and/or service as an officer of a professional organization, book reviewing and manuscript refereeing. Public service includes, but is not limited to, public presentations, participation in public programs and/or service on committees and boards devoted to public issues.

230 STANDARDS OF EXCELLENCE

231 EXCELLENCE IN TEACHING

231.3 Department Standard(s) of Excellence in Teaching

In addition to the College Standards, faculty performance in teaching will be judged excellent if student evaluations are consistently good and confirmed by peer evaluation. Receipt of University and/or College awards for teaching will constitute evidence of excellence in teaching.

232 EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

232.3 Department Standard(s) of Excellence in Research/Creative Activity

Faculty performance in research will be judged excellent if it receives substantial national or international recognition from peers and colleagues as having made a substantial contribution to the candidate's discipline. Evidence of peer recognition may be found in reviews in professional journals and the receipt of competitive awards.

233 EXCELLENCE IN OUTREACH/PUBLIC SERVICE

233.3 Department Standards of Excellence in Outreach/Public Service

Faculty performance in public service will be judged excellent if it receives substantial recognition by colleagues and peers outside of the University.

241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.3 Department Policies and Procedures

Methods for conducting an in-depth assessment of teaching performance are:

Faculty will use the Knapp Evaluation form or its equivalent for purposes of measuring student satisfaction for all courses taught during the review period. Evaluation of scores from student evaluation instruments will take into account such factors as class size, level of instruction, and whether it is a new or well-established course.

The Peer Review is the primary instrument to evaluate teaching in the Department of History and Philosophy at the third-year level. Such reviews are designed to measure

substantive teaching quality as well as student satisfaction. Reviews of this character are reflective instruments rather than quantitative ones. A review of quality of advising will be included.

The Department requires that faculty members prepare a teaching portfolio to be reviewed by the Department. Such portfolios are considered an effective means of organizing and presenting cumulative evidence of teaching effectiveness and excellence. They should include a brief statement from the candidate about teaching responsibilities and teaching philosophy, objectives, and strategies; representative course syllabi, with readings, handouts, and assignments; and summaries of student evaluation data. The portfolio might also include description of curricular enhancement and innovation, with supporting materials; description of steps taken to evaluate and improve; teaching statements from colleagues who have observed classes and review materials; sample student essays or creative projects; statements from former students and graduates; teaching honors or recognition; and, if available, invitations from outside agencies or other campuses to demonstrate teaching methods or participate in activities related to teaching.

Teaching excellence must be demonstrated as above: however, excellence in teaching differs from effectiveness in teaching in that for excellence 1) there is an innovative component and 2) the work receives substantial recognition from peers, students, and former students. An innovative component might include such accomplishments as making novel connections among bodies of knowledge, linking theory and practice, or developing inventive approaches to one of the following: critical thinking, problem-solving, oral and written communication.

Documentation of both innovation and substantial recognition is necessary. Such documentation must include student evaluation, materials from former students, and elements of peer review, including internal assessment of course materials to ascertain the degree to which course content is solid and current. Documentation of excellence also may include teaching awards, materials demonstrating curriculum development, evidence of successful collaboration with the public schools or with other institutions of higher education, or the production of teaching materials such as textbooks.

242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

242.3 Department Policies and Procedures

Methods for conducting an in-depth assessment of performance in research/creative activity are:

The Department Promotion and Tenure Committee will distinguish between third-year reviews on the one hand, and promotion and tenure reviews on the other. External peer review letters may be requested for third-year reviews but must be requested for promotion and tenure reviews. In addition to the material gathered for Annual Reviews, the Department Promotion and Tenure Committee will solicit from each candidate a list of five names of scholars working in the same field who are likely to be well-acquainted with the candidate's work or who are in a position to make an informed evaluation of the

candidate's work. From this list, the Committee will select two names and add three names of its own choosing. A minimum of five confidential external letters of evaluation are required.

The Committee or Department Head will contact each potential referee by letter explaining the purpose of the request, and asking for an evaluation of the significance of the candidate's work to the field, and a statement from the referee indicating whatever relationship may exist between the referee and the candidate. External evaluators should be sent a copy of the Department's expectations for tenure and promotion along with the candidate's vitae and selections of relevant publications and/or unpublished manuscripts. Peer reviewers will be assured of the confidentiality of their comments. External evaluators will be asked to supply a copy of their own vitae, along with their letters to the Department. Evaluations from outside referees should be available to the Department Promotion and Tenure Committee no later than November 1 of the academic year in which the tenure/promotion decision is to be made.

Candidates should create a file of all refereed published articles, book chapters, edited books, and/or monographs. The file should also include manuscript articles that have been accepted for publication and representative chapters of book manuscripts that have been accepted for publication.

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/ PUBLIC SERVICE

243.3 Department Policies and Procedures

Methods for conducting an assessment of performance in outreach/public service are:

For purposes of promotion and tenure reviews, assessment of performance in outreach/public service is limited to professional service activities to the Department, College, University and the candidate's profession. Those public activities that specifically draw upon the candidate's expertise will also be considered.

The candidate will create a file that lists service activities including Department, College and University committees, membership on professional committees and boards, participation in university outreach programs, manuscript refereeing and book reviews.

SECTION 300

STANDARDS FOR APPOINTMENT, PROMOTION, RETENTION AND TENURE

300 RESPONSIBILITY TO ESTABLISH STANDARDS

310 RETENTION AND SPECIAL REVIEW

Faculty members are formally reviewed for retention in their third year of appointment.

310.3 Department Standards for Retention

The Department standards for retention are:

The Department Promotion and Tenure Committee will conduct a third-year retention review no later than the fall semester of a faculty member's third year of appointment in a tenure-track position, based on no fewer than three (3) preceding semester's activities.

Evidence of effective teaching in the form of student evaluations, testimonies from students, and results of Peer Reviews will be considered in evaluating teaching. Class size, level of difficulty, structure, and content will be considered carefully. Student advising and/or counseling will be considered as part of instructional responsibilities.

Evidence of research productivity and the establishment of a coherent research program include books, book chapters, and articles published, and papers read or critiqued at professional meetings. In weighing the merit of various publications, factors such as prestige of different presses and journals, the distinction between regular and pre-publication reviews, and varying publication opportunities in different fields will be considered. Local and nationally competitive grants and fellowships in support of research are considered evidence of research productivity.

To the extent appropriate for the third year, evidence of service activity including membership on Departmental, College and University committees; public presentations that draw upon the faculty member's professional expertise; consultation and/or service to various branches of government, and service on professional committees and boards, as well as evidence of professional engagement such as book and manuscript reviewing will be considered.

320 TENURE

321 STANDARDS FOR TENURE

321.1 Standards for Faculty with Instructional Expectations

C. Department Standards

Faculty members will decide whether to be considered for tenure with an emphasis on research/creativity or to be considered for tenure with an emphasis on teaching. The overall standards for tenure are 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 role and scope statements. Faculty members must also have demonstrated potential for sustained effectiveness in each of these areas in the future and have demonstrated the potential for excellence in teaching and/or research/creative activity.

The Department standards for tenure are:

A clear demonstration of effectiveness in teaching lower and upper division courses as well as graduate courses where appropriate; evidence of willingness to advise and work with students on an individual basis; creativity in the development of new courses and participation in the Department's curriculum policy. Evidence of a well-focused research program and the potential for sustained scholarly productivity that has already resulted in a book with an academic press and/or four (4) significant publications in the form of refereed academic journal articles, refereed book chapters, and/or the like. The professional recognition of published work can be demonstrated by invitations to deliver papers at regional and national conferences, and/or other colleges and universities. Successful grant writing will be expected where appropriate.

Evidence of membership on no less than an average number of Department, College and University committees; organization and/or participation on panels at conferences or other events designed to inform the general public; evidence of continuous engagement with others in the profession such as book reviewing, manuscript refereeing, membership on editorial boards, or regional and national grant review panels.

332 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR

332.1 Standards for Faculty with Instructional Expectations

C. Department Standards

Standards for Rank of Associate Professor are the same as for Tenure.

333 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF PROFESSOR

333.1 Standards for Faculty with Instructional Expectations

C. Department Standards

In general, promotion to Full Professor requires evidence that the candidate possesses no demonstrable deficiency in teaching, research or service.

In addition to requirements for promotion to Associate Professor, promotion to Full Professor requires evidence of continued teaching effectiveness including the preparation of students who have distinguished themselves in graduate and professional schools and/or in their careers; and evidence that the results of current research inform classroom teaching.

Evidence of research excellence includes the publication of major work(s), and recognition by leading members of the field of the importance of the research. Publications may include monographs or edited books with academic presses, and/or refereed academic journal articles and/or book chapters. There will be a substantial body of published work completed after tenure.

Evidence of a visible role within the profession includes membership on editorial boards, substantial book reviewing, manuscript refereeing, participation on regional and national grant review panels, and service on professional organization committees and/or as an elected officer.

SECTION 400

PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE

400 GENERAL PROCEDURES

415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE

415.1 Membership and Procedures for Selection

The Department Promotion and Tenure Committee is composed of three tenurable Department faculty members appointed by the faculty at the first Department meeting each autumn. The committee will include two tenured faculty members, with one of the tenured members acting as Committee Chair, and will also include one untenured faculty member. One member, either tenured or untenured, must represent the Department's women faculty. A faculty member may not serve on the Committee in a year in which his or her candidacy is under review. In the event a Committee member is ineligible to serve or a member is absent, the remaining members of the Committee will appoint a one-year replacement.

Faculty members serve on the Committee for a three-year term and are eligible for reappointment.

415.2 Responsibilities of the Committee

The Department's Administrative Assistant will maintain all files, including the candidate's publications. The peer-review file will be kept in a secure location to assure the confidentiality of the reviewers. The Department's Administrative Assistant will inform the candidate of receipt of any unsolicited materials concerning the candidate's outreach/public service activities, which will be added to the file (see 414.4).

The candidate's file, including the Committee's recommendation, will be made available to the candidate before forwarding to the Department Head and in sufficient time for the candidate to provide any additional material he/she wishes to have added to the file and/or to discuss any part of the file with the committee.

414.3 Establishing Procedures for Obtaining External Peer Reviews

The Department Promotion and Tenure Committee will solicit from each candidate a list of five (5) names of scholars working in the same field who are likely to be well-

acquainted with the candidate's work or who are in a position to make an informed evaluation of the candidate's work. From this list, the Committee will select two names and then add three names of its own choosing. The Committee will contact each potential referee by letter explaining the purpose of the request, and asking for an evaluation of the significance of the candidate's work to the field. The Committee will request a vitae from each referee as well as a statement indicating whatever relationship may exist between the referee and the candidate. Peer reviewers will be assured of the confidentiality of their comments. Evaluations from external referees should be available to the Department Promotion and Tenure Committee no later than November 1 of the academic year in which the tenure/promotion decision is to be made.

College policies and procedures are described in section 410.

415.3 Establishing Procedures for Obtaining Internal Peer Reviews

The Promotion and Tenure Committee may solicit reviews in reference to a candidate's outreach/public service activities from members of the Department who have specific knowledge of such activities. Unsolicited reviews will be added to the candidate's file.

415.5 Actions of the Committee

The final completed file will be available for review by all tenurable and tenured faculty members in the Department. Each faculty member will vote on a written ballot to concur or not to concur with the Committee's recommendation. Faculty members are encouraged to write a rationale for their vote. In no case will balloting occur later than December 1 of the academic year in which a promotion and/or tenure decision is made.

420 RIGHTS AND RESPONSIBILITIES OF THE CANDIDATE

421.1 Personal Statement or Self-Evaluation

Candidates for retention, tenure and/or promotion are encouraged to provide the Department Promotion and Tenure Committee with a short personal statement or self-evaluation indicating the candidate's own assessment of their teaching, research and outreach/public service activities.

SECTION 500

ANNUAL REVIEW

510 PROCEDURES FOR CONDUCTING ANNUAL REVIEWS

510.02 Department Procedures

A Department Annual Review and Assessment Committee will be composed of two elected members from the Department's tenurable and tenured faculty members and the Department Head. Elected members of the Committee will serve three-year terms.

In the absence of committee member(s), the Department Head may appoint a one-year replacement. The Annual Review and Assessment Committee conduct annual reviews and determine raises granted to each member of the Department. No later than March 15 each year, the Annual Review and Assessment Committee will conduct a review/interview with each member of the Department. The annual review is based on the faculty member's annual goals statement (if different from the general faculty goals statement), and an assessment of the faculty member's performance in regard to teaching, research, and service during the prior calendar year (January 1 - December 31).

Each faculty member will submit material regarding student evaluations, publications, works in progress, and service activities at least one week before a scheduled interview with the Annual Review and Assessment Committee. Each faculty member is responsible for establishing an interview time with the Committee through the Department Secretary.

Following an Annual Review, each faculty member will receive one of the following ratings:

- Unacceptable Performance. An individual fails to meet listed expectations in two of the three categories of teaching, research, and service.
- Below Expectations. An individual fails to meet listed expectations in one of the three categories of teaching, research, and service.
- Met Expectations. An individual meets listed expectations in all three categories of teaching, research, and service.
- Exceeds Expectations. Individual's record demonstrably and significantly exceeds minimum requirements for "meets expectations" in two of the three categories of teaching, research, and service while meeting expectations in the third.
- Extraordinary Performance. Individual's record demonstrably reflects an extraordinary performance in two categories of teaching, research, and service while meeting expectations in the third or exceeds expectations in two categories with an extraordinary performance in one, so long as the extraordinary performance is in teaching or research.
- An individual who exceeds expectations in either teaching or research will be considered to have counter-balanced a "below expectations" in the other and may receive a "met expectations" evaluation. An evaluation of "exceeds expectations" in service will not be considered to counter-balance a "below expectations" in either teaching or research.
- Faculty who have not completed a full academic year at the time of their first annual review will be expected to meet the Department's standards in teaching only to achieve an overall rating of "meets expectations" for purposes of salary

recommendation.

- The Department Head will prepare a written report indicating the Annual Review and Assessment Committee's rating and rationale for each faculty member. Faculty members will receive the written report no later than April 1 of the year in which the review occurs and may request additional meetings with the Annual Review and Assessment Committee if in disagreement with the committee's rating.