

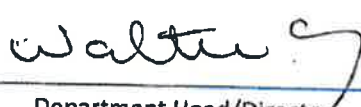
Roles, Scope, Criteria, Standards and Procedures  
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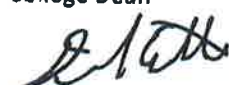
Native American Studies



(Name of Department/School/College)



Effective Date: 01 July 2019

APPROVALS	SIGNATURE	DATE
Committee of the Whole		02 May 2019

Department Faculty	Chair, Primary Review Committee	
Walter C. Fleming, PhD		02 May 2019
Primary Administrative Reviewer	Department Head/Director	

Intermediate Review Committee	Chair, Intermediate Review Committee	
		<del>5/2/19</del>
Intermediate Administrative Reviewer	College Dean	
		5/7/19

College Review Committee	Chair, College Review Committee	
		
University Retention, Tenure and Promotion	Chair, University Retention, Tenure and Promotion	

		
Provost		

# **Role and Scope, Procedures, and Standards for The Department of Native American Studies**

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## Article I. Role and Scope of the Unit.

The Department of Native American Studies (NAS) at Montana State University-Bozeman was established to provide and advance quality education for and about American Indians of Montana, the region, and the nation. In fulfilling this mission, the Department is committed to meet the changing needs of Montana's Indigenous people and all Montana citizens by integrating learning, discovery, and engagement.

The Department of Native American Studies assumes a uniquely broad responsibility to serve a number of constituencies. In doing so, it is committed to a balance in its four major roles; teaching, scholarship, service and integration.

In its academic program, the Department provides concentrated study through a minor in Native American Studies, Masters in NAS, and a graduate certificate in NAS, as well as opportunities for students to gain a multicultural perspective in pursuing a general education through the University's core curriculum. The Department has as its ultimate purpose the instruction of the unique histories, cultures and contemporary settings of Native Americans. The Department assists students to develop critical thinking and inquiry skills as well as exposing students to content areas in Native American Studies. In addition, faculty contributes substantially to the general education of all MSU students through its participation in the University core curriculum.

The Department, through its research and other creative efforts, actively pursues interdisciplinary scholarship in the field of Native American Studies. At the same time, the faculty seeks opportunities to develop programs which address the needs of its campus and off-campus constituencies. In its service function, the Department has a special responsibility to tribal nations, communities, and organizations to assist self-directed educational, socio-economic, cultural, and community development. In addition to fulfilling the traditional role of an academic unit, the Department of Native American Studies also assumes a commitment to the educational advancement of Native people. In doing so, it performs a vital student service function to increase the academic achievement and retention of Native American students at Montana State University.

In pursuing its role and scope and goals, the Department of Native American Studies reflects an Indigenous voice in the University's teaching, research, and service functions. The Department will continue to act as a vital link between the University and Native people.

## Academic Degree of the Department

**Minor in Native American Studies**

**M. A. in Native American Studies**

**Graduate Certificate in Native American Studies**

## Article II. Appointment of Research Faculty

Not Applicable.

## Article III. Annual Review Process

An annual review assesses a faculty member's performance over the preceding calendar year. The annual review process, appeals to the dean, and changes in assigned percentages of effort are described in the University Faculty Handbook.

The review is based upon the faculty member's letter of hire, percent of effort, assignments, annual productivity report, and evaluations of teaching.

### **Section 3.03 Annual Reviews: Department Requirements**

The Department of Native American Studies follows the College of Letters and Science procedures for annual review. In addition, the following procedures are used in conducting annual reviews in Native American Studies:

- The faculty member and Department Head annually review the faculty member's performance relative to the assigned percentages of effort, annual assignments, and annual performance report. Evaluations are expected to recognize the requirements and expectations of the position and the proportionate time and resources officially allocated to particular activities.
- Activity Insight (or any future MSU on-line database) is used for data entry by faculty. In addition, faculty can provide a summary of the research, teaching and service activities, particularly those items not captured well by Activity Insight, directly to the Department Head.
- The Department Head rates the performance of each faculty member and submits an Annual Review form approved by the Provost to the College Dean using the performance rating system prescribed by the University.

- The faculty member must sign the document on which the rating is communicated to the Dean of the College of Letters and Sciences. The signature of a faculty member does not indicate concurrence with the rating; rather it signifies that he or she has seen the rating. If the faculty member disagrees with the review, they have the prerogative to appeal to the dean (see Faculty Handbook Section 3 of Annual Review).
- Copies of all annual reviews and the performance ratings of each faculty member shall be maintained in the faculty member's file in the department. These files shall be kept confidential and maintained in conformity with University requirements.

## Article IV. Primary Review Committee and Administrator

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

The Primary Review Committee is the NAS Departmental Retention, Tenure, and Promotion Committee and is composed and is appointed annually by the NAS Department Head. The Committee can include members external to the Department if such inclusion is deemed appropriate.

The composition of the Primary Review Committee complies with the University Faculty Handbook guidelines regarding potential conflicts of interest. The NAS Committee consists of (a) all members of the department who meet University guidelines regarding faculty rank, however, at least half of whom hold the rank of full professor. In the event that the Committee cannot be thus constituted, members will be added from outside the Department of NAS.

The Department of Native American Studies Promotion and Tenure Review Committee is composed of all tenured faculty in the Department (excluding the Department Head) and others as may be deemed necessary. All tenurable faculty serve on the committee for 3rd year reviews as well as promotion decisions. Only already tenured faculty serve on the Department's tenure committee. Should the need arise, a tenure-track faculty member, selected by the Department Head of the Department, from outside the Department can sit on the Department's promotion and tenure committee.

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

The Primary Review Administrator is the Department Head of Native American Studies. Should the Primary Review Administrator have a conflict of interest with a candidate under review, the CLS Dean will identify an individual to serve as Primary Review Administrator for the case under review.

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

The Department Head will appoint members of the Primary Review Committee.

- The Chair of the Primary Review Committee (appointed by the Department Head) or the Department Head will select external reviewers, solicit review letters, and ensure that they are placed in the candidate's dossier.
- The Chair of the Primary Review Committee will solicit internal reviews and ensure that they are placed in the candidate's dossier.

The Department Head will ensure that the following items are placed in the dossier:

- Applicable Role and Scope Document
- Letter of hire, any Percentages of Effort changes, all annual reviews, and all Evaluation Letters from prior retention, tenure, and promotion reviews at MSU
- Candidate's teaching evaluations from the review period. If the evaluations are not in electronic format, the Department will provide evaluation summaries.
- Upon request by review committees and review administrators, the Department will provide access to the original evaluations to review committees and administrators during the review.
- All copies of review committee evaluation letters and internal and external review letters

The Department Head will maintain copies of all review materials after the review (archiving will also be done in the Provost's Office).

#### **Section 4.04 Next review level.**

The next review level after the reviews by the Primary Review Committee and the Primary Review Administrator is the College of Letters & Science Retention, Tenure, and Promotion Committee (CLSRTPC).

## Article V. Intermediate Review Committee and Administrator.

The intermediate review committee is the College of Letters and Science Retention, Tenure, and Promotion Committee and conducts an independent review of the dossier in accordance with the responsibilities delineated in Sections 2 through 6 of the University Faculty Handbook Retention, Tenure, and Promotion Rights and Responsibilities.

#### **Section 5.01 CLS Retention, Tenure, and Promotion Committee Composition, Election, and Appointment**

The College of Letters and Science Retention, Tenure and Promotion Committee consists of five tenured faculty members, at least three of whom must be elected by tenurable faculty of the college. Elected members serve staggered three-year terms. The remaining members will be appointed by the Dean for renewable terms of one year.

In addition to the requirements described in the University Faculty Handbook, the College of Letters and Sciences recognizes the value of disciplinary diversity when selecting members of review committees at the college and departmental levels. To that end, the Dean should appoint members consistent with this objective, particularly when an individual's academic expertise is needed at the departmental level.

In making these appointments, the Dean should be cognizant of the impact appointments to the college level committee may have on faculty available to serve on primary review committees. Units are encouraged to adopt selection procedures for committee members that will promote membership which is inclusive of the categories protected by the university Non-Discrimination Policy.

An individual may only serve on one review committee, the departmental, college, or university.

### **Section 5.01.2 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 University Faculty Handbook. The committee also conducts a fair, objective, independent, and substantive review of the candidate's dossier based on department, college, and university 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:

- Preparing a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate for review; and
- Reviewing, making suggestions for modification, and approving the Role and Scope, criteria and standards documents of the departments; and
- Reviewing, making suggestions for modification, and approving the Role and Scope, criteria and standards documents of the college.

### **Section. 5.01.3 Actions of the Committee**

The CLSRTPC prepares a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the Dean's office.

For formal review of a candidate, the college committee first reviews the criteria listed in this document and the appropriate Departmental Role and Scope, Procedures, Standards and Criteria documents.

Following detailed discussion of the merits of each case, each member indicates her/his vote.

All recommendations are summarized by the college committee in a letter to the Dean which is placed in the dossier and provided to each candidate under review. Copies of these letters are sent to the appropriate department head and kept in the faculty personnel file in the Dean's office.



#### **Section 5.01.4 Procedures for Electing College Representatives to the University Promotion and Tenure Committee**

A call for nominations is made to all CLS tenured and tenurable faculty. The nominees must be from among the tenured associate professors and full professors within the college. No faculty member up for review may serve on the committee. No URTPC member may simultaneously serve on either the college or departmental committee. Members normally serve for one three-year term. Each college should elect an alternate to serve if the elected member is unable to serve.

A ballot is drawn up from the list of nominees consisting of those who meet the criteria shown above and who agree to serve on the committee should they be elected. A college-wide election is held with the top vote-getter serving on the committee and the second vote-getter serving as an alternate.

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

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 University Faculty Handbook. 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:

- Informing faculty members, committee members, and department heads of the applicable timelines for review.
- Setting dates and times in accordance with those set by the Provost. In general, this means the departmental review will be done by the end of the fall semester.
- Ensuring that the election of faculty representatives to the college and UPT Committees is conducted in a timely matter.
- The election of the members of the CLSRTPC and the college representation to the URTPC is conducted by the Dean's Office.
- Forwarding the candidate's dossier, with her or his recommendations, to the URTPC and sending a copy of the written recommendation to the candidate and department head.
- Maintain a copy of dossier.

## Article VI. Review Materials

#### **Section 6.01 Materials submitted by Candidate**

Review materials submitted by the candidate shall comply with the University Faculty Handbook

document "Annual Review: Retention, Tenure and Promotion," subsection "RTP: Rights and Responsibilities," sections 1 and 7. Additionally, candidates in the College of Letters and Science must follow the requirements below.

The candidate must submit the following materials for review:

- (a) A comprehensive Curriculum Vitae (CV) with teaching, scholarship, and service activities of the candidate. Different types of products and activities must be separated in the CV based on the type of product or activity and whether or not it was peer-reviewed in the case of publications or invited in the case of presentations. For any collaborative work, the candidate will indicate the percentage and/or other data such as number of words or pages to indicate his or her contribution. Sample categories would include the following:
  - Peer-reviewed books
  - Peer-reviewed journal articles
  - Peer-reviewed articles in edited volumes
  - Non-peer reviewed articles
  - Key note and invited lectures
  - Conference presentations
- (b) A brief statement that identifies the candidate's area of Scholarship.
- (c) Articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best represents their Scholarship.

#### **Section 6.01.2 Materials for Dossier must include:**

The candidate must submit the following materials for the dossier:

- The "Cover Sheet," obtained from the Provost's office.
- A comprehensive CV with Teaching, Scholarship, and Service activities of the candidate. See 6.01.1 (a).
- A Personal Statement that includes a description of the candidate's area of Scholarship.
- Separate self-evaluations for teaching, scholarship, service, and integration summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. Each self-evaluation shall include a summary of activities, selected products or accomplishments, and evidence of recognition itemized by year over the relevant Review Period.
- Syllabi for courses taught and other relevant teaching materials (assignments, exams, sample student work, etc.)

Copies of all scholarship/research that was published or accepted for publication during the review period. For work that has been accepted for publication, the faculty member must submit a copy of the contract for books and letters from journal editors for journal publications.

The candidate may choose to include other categories as appropriate to the discipline and the candidate's record. On papers, grants funded, and similar multi-authored documents or materials, the full author lists must match the publication or grant funded.

#### **Section 6.01 Documentation of Collaborative Scholarly Contributions**

In the case of collaborative work, the entry for the publication in the CV will include the percentage and other data such as number of words or pages to indicate the candidate's contribution.

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

In the case of collaborative work, the entry for the publication in the CV will include the percentage and other data such as number of words or pages to indicate the candidate's contribution. Candidates must define their role and contribution as co-author on papers and grants, as applicable.

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

The Chair of the Department Promotion and Tenure Committee will solicit confidential materials, including letters of support, letters from at least five external reviewers, letters from internal reviewers and in-depth evaluations of teaching performance when appropriate. The candidate may submit names of potential external reviewers. The majority of the external reviewers must be persons selected from the list generated by the Department Head/Committee. The evaluators should be specialists in the candidate's field and familiar with the usual expectations for faculty performance. Per the Faculty Handbook, the evaluators "may not have a personal, business, or professional relationship [with the candidate] that could be perceived to preclude objective application of professional judgment. ... Examples of persons who may be excluded by professional relationship include undergraduate and/or graduate mentors, postdoctoral mentors, collaborators who are co-investigators on grants and/or co-authors on a significant portion of scholarly products completed during the review period ...." The reviewers will be provided with a copy of the candidate's materials required by Section 6.01 and a letter describing the type of review and the expectations of the University, the College, and the Department for the review being solicited. Reviewers will be provided with a copy of the Department's Role and Scope documents. The solicitation letter must ask the reviewers to identify any knowledge of, or relationship to, the candidate. The letter does not ask the external reviewers to recommend for or against promotion but rather to assess the quality of the candidate's scholarship and whether it meets the standard established in the Department's Role & Scope document.

The Chair of the Primary Review Committee or the Department Head will include in the dossier a report containing a description of the procedure used to select the external evaluators and a brief statement about their status in the field. The strictest sense of confidentiality will be maintained.

## Article VII. Applicable Role and Scope Documents

### **Section 7.01 Retention Review**

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

### **Section 7.02 Tenure and Promotion to Associate Professor Review**

Candidates for tenure are reviewed under the standards and indicators in the Role and Scope documents in effect on the first date of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope document by notifying the primary review committee. In any case, the candidate needs to include the applicable Role and Scope document in his or her dossier.

### **Section 7.03 Promotion to Professor Review**

A candidate for promotion to Full Professor 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. In any case, the candidate needs to include the applicable Role and Scope document in his or her dossier.

## Article VIII. Retention Reviews

### **Section 8.01 Timing of Retention Review**

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

### **Section 8.02 University Standard**

The standards for the retention of probationary faculty members are:

- Effectiveness in teaching, scholarship, and service during the review period.
- Integration of no fewer than two of the following during the review period: teaching, scholarship, and service.
- Satisfactory progress towards meeting the standards for tenure by the candidate's tenure review year.

### **Section 8.03 Performance Indicators and Weighting**

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

#### **Section 8.04 Quantitative and Qualitative Expectations**

The Department values intellectual discovery and the generation of new knowledge above all other measures of scholarship.

Effectiveness in scholarship is judged primarily by the quality of published scholarly works, with refereed articles being the most commonly used performance indicator, but other, non-refereed works such as applied research products may also be considered if they are relevant to and have been rigorously reviewed by subject matter experts within the communities they serve. Effectiveness includes, but is not limited to, establishing a research specialty that is in the candidate's discipline, evidenced by the creation of scholarly products (see Section 9.03) throughout the review period.

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

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

#### **Effectiveness in Teaching is as described in Section 9.04.**

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

#### **Section 8.05 Evidence of Performance Indicators**

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

#### **Section 8.06 Status of Scholarly Products**

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

## Article IX. Tenure Review

### Section 9.01 Timing of Tenure Review

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

### Section 9.02 University Standard

The University standards for the award of tenure are:

- Sustained effectiveness in teaching and service during the review period.
- Integration of no less than two of the following during the review period: teaching, scholarship, and service.
- Accomplishment in scholarship.

### Section 9.03 Performance Indicators and Weighting

The following performance indicators are considered in the review to determine if the standards in the previous section are satisfied. Additional indicators will be considered if deemed appropriate and consistent with the definition of indicators stated in the Faculty Handbook.

#### Performance indicators in scholarship

The following is a list of performance indicators applicable to scholarship. The indicators listed in Group I are considered the primary activities by which performance in scholarship is evaluated. Those from Group II also contribute to performance but carry less weight. All items from Groups I and II are referred to as "scholarly products."

#### Group I

- Refereed journal articles, monographs, book chapters, and textbooks in Native American Studies
- Refereed journal articles, monographs, book chapters and textbooks in disciplines outside of Native American Studies that result from multidisciplinary research
- Applied research products that have been rigorously reviewed by subject matter experts within the communities they serve
- External grants funded
- Invited major talks (e.g., plenary or keynote)
- Invited high-profile seminars or colloquia (e.g., at prestigious venues)\*
- Refereed proceedings published in connection with professional meetings\*

#### Group II

- Refereed proceedings published in connection with professional meetings\*

- Invited papers or presentations given at professional meetings
- Contributed papers or presentations given at professional meetings
- Grant proposals submitted (external and internal)
- Internal grants funded
- Invited seminars and/or colloquia\*
- Non-refereed publications (e.g., non-refereed proceedings and technical reports)
- Development and publication of scholarly products (e.g., software or curriculum materials)

This list is representative but not exhaustive. As additional evidence of performance in scholarship, the candidate may choose to include other relevant and appropriate indicators not listed here. The Department RTP Committee will determine the weight of such indicators and will describe this determination in their evaluation letter. In addition, the weight of indicators marked (\*) will be determined and described by the RTP Committee, based on varying disciplinary norms for research publications and presentations. For example, an invited talk at a high-profile seminar at a prestigious venue would normally be weighted as a Group I indicator, while an invited talk at a seminar in another department on campus would normally be weighted as a Group II indicator. An invited talk at a conference where most talks are organized by different individuals who issue invitations would normally be weighted as a Group II indicator, while an invited plenary talk at the same conference would normally be weighted as a Group I indicator.

#### **Performance indicators in teaching**

The following is a list of performance indicators applicable to teaching. All indicators listed are considered the primary activities by which performance in teaching is evaluated.

- Delivering quality instruction in support of the Department's teaching mission (as documented by faculty peer review of teaching)
- Development and implementation of new pedagogical methods and/or curriculum materials (note that publications resulting from such activities are performance indicators of scholarship)
- Design and facilitation of instructional programs, e.g., graduate teaching assistant training (note that publications resulting from such activities are performance indicators of scholarship)
- Mentorship of graduate students (e.g., supervising or substantially contributing to graduate student research)
- Mentorship of undergraduate students (e.g., supervising undergraduate research or independent study projects)
- Student evaluations of instruction via University-approved instruments

Student evaluations are vulnerable to various forms of bias (e.g., evaluations may be based on criteria other than quality of instruction). Therefore, evaluation scores and averages should be applied with caution as a measure of teaching effectiveness and supplemented by other evidence. In particular, written student comments may be viewed as formative feedback to be used for instructor improvement, but are not considered a form of evaluation.

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

### **Performance indicators in service**

The following is a list of performance indicators applicable to service. All indicators listed are considered the primary activities by which performance in service is evaluated.

- Membership and offices held on Department, College, and University committees
- Professional service in local, state, tribal, national, or international organizations in Native American Studies or related disciplines
- Outreach to local, state, tribal, national, or international communities
- Active supervision of multi-section courses
- Service as a reviewer or editor for a professional journal, monograph, or book
- Professional consultations that may or may not result in a co-authored publication

This list is representative but not exhaustive. As additional evidence of performance in service, the candidate may choose to include other relevant and appropriate indicators not listed here. The Department RTP committee will determine the weight of such indicators.

### **Performance Indicators in Integration**

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

- Integration of scholarship and teaching: implementing a research activity within a course.
- Integration of scholarship and teaching: offering seminars to introduce students to the process of conducting research.
- Integration of scholarship and teaching: collaborating in research and/or publication with a student.



- Integrating of scholarship and service: lending research expertise through consulting.
- Integration of scholarship and service: implementing research results in a community setting.
- Integration of teaching and service: designing and/or delivering professional development for K-12 teachers or special programs for K-12 students.
- Integration of teaching and service: receiving service-learning designation for a course.

## **Section 9.04 Quantitative and Qualitative Expectations**

### **Scholarship Expectations**

The Department values intellectual discovery and the generation of new knowledge, particularly that which supports Native and Indigenous communities, above all other measures of scholarship.

Accomplishment in scholarship is judged primarily by the quality of published scholarly works, with refereed articles being the most commonly used performance indicator, but, inclusive of non-refereed works such as applied research products may also be considered if they are relevant to and have been rigorously reviewed by subject matter experts within the communities they serve. With respect to publication quality, the Department RTP Committee will assess accomplishment based on the evidence provided by External Reviewers.

Accomplishment includes, but is not limited to, an ongoing record of independent research that has led to a regular record of publication in refereed journals. It is expected that the results of these publications will be presented at conferences and professional meetings. A record of seeking extramural funds to support research activities is also expected.

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

Regardless of quantity of products, the quality of the candidate's scholarly body of work as documented by External Reviewers is of primary importance. In particular, the quality and reputation of journals and other scholarly venues, and subject matter experts, as documented by External Reviewers and disciplinary norms, is considered extremely 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. If the number of products is near the average of 1-2 scholarly products per year, and one or more of the products are documented by the External Reviewers as having little to no

impact in the discipline, then scholarship expectations may not be satisfied. Also, if the candidate's contribution to one or more products is documented as minimal, then it is expected that the number of scholarly products would need to sufficiently exceed the average to offset the candidate's limited contributions.

A record of seeking extramural funds to support research activities is also expected. As recognition of the intellectual work invested in the early phases of a grant, a candidate who is active as a PI or co-PI on an awarded external grant during the review period may not be expected to produce as many peer-reviewed papers. The scope of the grant work and the reputation of the granting agency are qualitative factors that will influence the quantitative expectation for number of peer-reviewed papers and other Group I products.

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

### **Teaching Expectations**

Effectiveness in teaching is achieved through the candidate's positive contributions to the design, delivery, and instruction of courses and labs, both in the Department and in other venues. Effectiveness is judged primarily from multiple peer reviews conducted by Departmental faculty who observe the candidate in the classroom or lab during the review period. Written reports from peer reviewers document the candidate's teaching performance and serve as evidence to evaluate effectiveness.

Graduate advising is integral to the Department, and all faculty are expected to contribute to graduate education in the Department. At the time of the tenure review, a candidate is expected to demonstrate evidence of ability to mentor graduate students. Evidence may include chairing or serving on graduate committees, but can also be exhibited through other types of graduate student interactions.

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

### **Service Expectations**

Effectiveness in service will be achieved if the candidate demonstrates active participation and competent execution of tasks in any of the areas of service described by the performance indicators. Service is expected to include at least one assignment to a Department, College, or University committee at MSU. Participation in other activities that contribute to the candidate's discipline or profession (e.g., task forces or special programs) is also valued, especially when

such participation raises the stature and reputation of the Department or the University in the state, the nation, or internationally.

**Section 9.05 Evidence of Performance Indicators**

Applicable performance indicators, and evidence supporting the candidate’s performance for each indicator, will be assessed using the contents of the candidate’s dossier.

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

**Evidence of performance indicators in scholarship**

The list of evidence presented in Tables 1 and 2 is not exhaustive. Other evidence supplied by the candidate that is related to the performance indicators for scholarship will be considered in the review. The weight category (Group I or Group II) of indicators marked (\*) will be determined based on varying disciplinary norms for research publications and presentations.

Only scholarly products, or products of applied research thoroughly reviewed by subject matter, community experts, that have been accepted for publication, performance, or exhibition within the tenure review period, will be considered. For works published in a journal not readily available through University databases, the candidate must include a digital copy of the accepted work in the dossier. For works accepted for publication but not yet published, the candidate must include a digital copy of the accepted work accompanied by an official letter or email indicating acceptance.

Group I: Performance Indicator	Typical Evidence
Refereed journal articles, monographs, book chapters, and textbooks in Native American Studies:	Full citation for the scholarly work, and either: (1) a URL linking to an online version of the work in published form; (2) a digital copy of the work in published form; or (3) a copy of the accepted but unpublished work with verification of acceptance.
Refereed journal articles, monographs, book chapters and textbooks in disciplines outside of Native American Studies that result from multidisciplinary research;	Full citation for the scholarly work, and either: (1) a URL linking to an online version of the work in published form; (2) a digital copy of the work in published form; or (3) a copy of the accepted but unpublished work with verification of acceptance.
Applied research products that have been rigorously reviewed by subject matter experts within the communities they serve:	Evidence being a URL and/or a digital copy of the work, perhaps with explanation of its significance to the community served:
External grants funded:	Grant number or code with URL or other contact where more information can be found. Brief description (title, funding agency

	and level, primary goals, length, collaborators if any).
Invited major talks (e.g., plenary or keynote):	Letter of invitation, copy of program, or full citation.
Invited high-profile seminars or colloquia (e.g., at prestigious venues):*	Full citation, including the title, venue, date, and level (Department, University, community, etc.).
Refereed proceedings published in connection with professional meetings:*	Full citation for the proceedings, and either: (1) a URL linking to an online version of the work in published form; (2) a digital copy of the work in published form; or (3) a copy of the accepted but unpublished work with verification of acceptance.

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

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

	verification of acceptance.
Development and publication of scholarly products (e.g., software or curriculum materials):	Brief description of the product including an overview of content and format, intended use, potential audience, and location where it is publicly available.

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

***Evidence of performance indicators in teaching***

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

<b>Performance Indicator</b>	<b>Typical Evidence</b>
Delivering quality instruction in support of the Department's teaching mission (as documented by faculty peer review of teaching):	Written report or letter from peer observer, submitted directly by the observer to the Department Head and maintained in Department files. The Department Head may serve as a peer observer.
Development and implementation of new pedagogical methods and/or curriculum materials:	Syllabus or other documentation of new methods or materials with evidence supporting innovation. Brief description of the implementation process, audience, and outcomes.
Design and facilitation of instructional programs (e.g., graduate teaching assistant training):	Agenda or other documentation of instructional program's goals and major components. Brief description of audience and outcomes.
Mentorship of graduate students (e.g., supervising or substantially contributing to graduate student research):	Brief description including graduate student name, research question/focus, funding (if any), and progress to date.
Mentorship of undergraduate students (e.g., supervising undergraduate research or projects):	Brief description including undergraduate student name, research question/focus, funding (if any), and progress to date.
Student evaluations of instruction via University-approved instruments:	Student evaluation scores for all courses taught during the review period. Brief, overarching analysis of student comments (summary, selected quotes, or full list of comments). If appropriate, include a broad description of changes made in response to student feedback.

Table 3. Performance Indicators in Teaching and Typical Evidence

### ***Evidence of performance indicators in teaching***

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

<b>Performance Indicator</b>	<b>Typical Evidence</b>
Delivering quality instruction in support of the Department's teaching mission (as documented by faculty peer review of teaching):	Written report or letter from peer observer, submitted directly by the observer to the Department Head and maintained in Department files. The Department Head may serve as a peer observer.
Development and implementation of new pedagogical methods and/or curriculum materials:	Syllabus or other documentation of new methods or materials with evidence supporting innovation. Brief description of the implementation process, audience, and outcomes.
Design and facilitation of instructional programs (e.g., graduate teaching assistant training):	Agenda or other documentation of instructional program's goals and major components. Brief description of audience and outcomes.
Mentorship of graduate students (e.g., supervising or substantially contributing to graduate student research):	Brief description including graduate student name, research question/focus, funding (if any), and progress to date.
Mentorship of undergraduate students (e.g., supervising undergraduate research or projects):	Brief description including undergraduate student name, research question/focus, funding (if any), and progress to date.
Student evaluations of instruction via University-approved instruments:	Student evaluation scores for all courses taught during the review period. Brief, overarching analysis of student comments (summary, selected quotes, or full list of comments). If appropriate, include a broad description of changes made in response to student feedback.

Table 3. Performance Indicators in Teaching and Typical Evidence

### ***Evidence of performance indicators in service***

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



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

Table 4. Performance Indicators in Service and Typical Evidence

## 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 at the rank of Associate Professor, however, faculty may seek promotion earlier if they can establish that they meet the same standards of effectiveness and accomplishment or excellence used in evaluating candidates after five (5) years in rank.

### Section 11.02 University Standard

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

- Sustained effectiveness in teaching and service during the review period•
- Sustained integration of no less than two of the following areas during the review period: teaching, scholarship, and service
- Excellence in scholarship

### **Section 11.03 Performance Indicators and Weighting**

The performance indicators and weighting used for this review are the same as those defined in Section 9.03 of this document, with the following two exceptions. In teaching expectations, an additional weight is placed on mentorship of graduate students. In service expectations, an additional weight is placed on active contributions to Department committees and programs, Evidence being a URL and/or a digital copy of the work, perhaps with explanation of its significance to the community served.

### **Section 11.04 Quantitative and Qualitative Expectations**

#### **Scholarship expectations**

The Department values intellectual discovery and the generation of new knowledge that is relevant to the communities we serve above all other measures of scholarship.

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

It is expected that scholarship be of high quality, be ongoing throughout the review period, be commensurate with the associated discipline, and result in a substantive record of peer-reviewed scholarly products that impact the field. These products may represent both Group I and Group II indicators, and publications may be accepted, in press, or published at the time of review. At the time of promotion review it is expected that a substantial portion of the candidate's body of work will be comprised of Group I items. Due to the diverse nature of scholarship within the Department, expectations will vary across disciplines. Although the candidate's complete body of work since the tenure review is important, the candidate's scholarship performance will be reviewed primarily on the most recent 5 years of appointment, regardless of the amount of time that has elapsed since the candidate's tenure review.

Regardless of quantity of products, the quality of the candidate's scholarly body of work as documented by External Reviewers is of primary importance. In particular, the quality and reputation of journals and other scholarly venues, as documented by External Reviewers and disciplinary norms, is considered extremely important in the review process. It should be noted



that publication impact factors or h-indices and the like are not typically an important measure of prestige or scholarly productivity in Native American Studies. 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 extramural funds to support research activities is also expected. As recognition of the intellectual work invested in the early phases of a grant, a candidate who is active as a PI or co-PI on an awarded external grant during the review period may not be expected to produce as many peer-reviewed papers. The scope of the grant work and the reputation of the granting agency are qualitative factors that will influence the quantitative expectation for number of peer-reviewed papers and other Group I products.

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

#### **Teaching Expectations**

The expectation for this review is effectiveness in teaching, and the standard is defined in Section 9.04, with the exception that at the time of promotion review an additional weight is placed on mentorship of graduate students.

#### **Service Expectations**

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

#### **Section 11.05 Evidence of Performance Indicators**

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

## Article XII. Procedures for Updating and Revision of the Role and Scope Document

All faculty members in the Native American Studies are entitled to propose changes to this Role and Scope Document. Review Committee members or administrators that identify a need for improvement, clarification, or other revision to an academic unit's Role and Scope documents may submit the request for changes to the Chair of the UPTC. The UPTC Chair will forward the recommendations to the unit. Submission to the UPTC Chair should occur after the review committee or administrator completes all reviews for the year. Units will act on any proposed

changes received from the UPTC Chair and will undertake a full review of their Document no less than every three years.

## Article XIII. Approval Process

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

- Tenurable faculty and administrator of the primary academic unit
- Promotion and tenure review committee and administrator of all associated intermediate units (usually colleges)
- University Retention Tenure and Promotion and Committee (URTPC)
- Provost

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

- Promotion and tenure review committee and administrator of the intermediate unit
- University Retention Tenure and Promotion and Committee (URTPC)
- Provost

### **Section 13.03 University Role and Scope Document**

- University Retention Tenure and Promotion and Committee (URTPC)
- Faculty Senate
- Deans' Council
- Provost

A current version of this Role and Scope is maintained in the Departmental main office and posted on the Departmental web site.

Approved: January 31, 2018

Revised: April 29, 2019