

FACULTY SENATE - DRAFT
October 28, 2009
SUB 235
4:10 AM – 5:00 PM
MONTANA STATE UNIVERSITY-BOZEMAN, MONTANA
Minutes

Members Present: Bangert, Eitle, Fernbach for Thompson, Fischer, Fleck, Frick, Gee, Kaiser, Lansverk, Larson for Sobek, Locke, Marshall for D. Weaver, Meade, Merzdorf for Eiger, Mokwa, Mosley, Osborne, Neumeier, Savoie, Schachman, Versaevel, Waller, Wisner, Wojtowicz, Zhu

Members Absent: Bessen, Cherry, Chen, Eiger, Ecology, Fields, Gerlach, Jacobsen, Lawrence, Livingston, Lynch, Maskiell, Political Science, Sowell,

Others Present: Joe Fedock, Shannon Taylor

Chair-elect Lansverk called the meeting to order at 4:10 PM. A quorum was present. The minutes from September 23, 2009 were unanimously approved.

Announcements – Chair-elect Lansverk

- BoR Workgroup Meeting in Helena – The BoR are in the midst of reinventing the MUS and have formed three workgroups to accomplish this mission. Faculty are participating and contributing their expertise. The charges of each of the three workgroups are to be completed in three meetings ending in March and before the next budget cycle. There will be outcomes. Data from a survey that faculty, high school counselors, etc. took is being processed. The BoR Workgroup progress may be viewed on the website: <http://mus.edu/board/meetings/RegentsWorkgroup.asp>
- The BoR's discussions about how to increase the number of graduates was the theme for further discussions about distance learning, performance based budgeting, two-year initiatives, and transferability.
- F&A Distribution Plan – Faculty Senate comments were submitted to President Gamble, and the distribution is ready to be implemented.
- Special Expedited Tenure Review – Faculty Affairs is crafting a memo to present to this year's newly hired faculty/department heads. Concurrently, they will be writing a permanent policy.

P&T Revised – Chair-elect Lansverk

- Overview - Over the last several years, several task forces and committees have been charged to address various aspects of MSU's promotion and tenure policies, procedures, criteria and standards. One of these groups, the University Promotion and Tenure Implementation Committee, presented its report and recommendations to Provost Dooley in January 2008 and which was reviewed by Faculty Senate during spring 2008.

Three distinct areas were identified by the Implementation Committee as being most important for further development and general recommendations were provided by the Implementation Committee in the areas of: 1) Re-defining the terms associated with the evaluative levels of faculty performance as presently stated in Faculty Handbook language. Those present levels of performance are entitled "effectiveness", "promise/potential for excellence" and "excellence". 2) Explication of the external review process, including number and type of external reviewers, solicitation letter to reviewers, and expectations for content of external reviews. 3) Clarity in the nature of documentation associated with the presently-used term "In-Depth Assessment of Teaching", and identification of the respective roles of the candidate and reviewing entities in the assessment of teaching.

In summer 2008, Provost Dooley charged a "working group" of Faculty Senate representatives, department heads and deans to further expand upon the work of the Implementation Committee with the specific charge to propose changes to the text of existing Faculty Handbook language, as well as recommendations for additional new text.

The consensus views of the 'working group' with respect to these three main areas of recommendations include the following:

1) The term "*promise/potential for excellence*" was judged to be too ambiguous and subject to mis-interpretation and is proposed to be eliminated. The term "*accomplishment*" is now a proposed defined level of faculty performance. Additionally, definitions for "*accomplishment*" and "*excellence*" with respect to faculty performance in the categories of research/creative activity and teaching have been carefully worded to provide comparable language, where appropriate, for these two categories.

2) The major proposed changes regarding the external review process include a recommendation for a minimum of 5 external reviewers and that "*In the event that fewer than five letters are obtained, it is the responsibility of the primary review committee to explain, as part of their recommendation, why fewer than five letters were obtained.*" The other proposed major change is that for candidates who are being reviewed for "*accomplishment*" or "*excellence*" in teaching, there MUST be external reviews of the teaching evidence. A sample solicitation letter to external reviewers, along with suggested documentation from the candidate's dossier, has also been developed which is intended to minimize the present variability in external solicitation letters.

3) Key elements of the recommendations on the topic of teaching assessment include the specification of the required elements to be provided by the candidate in the '*Teaching*' portion of the dossier. Those required elements will be more extensive for candidates who choose to be evaluated for "*accomplishment/excellence*" in the category of teaching.

Additionally, it is proposed to eliminate the presently-used term "*In-Depth Assessment of Teaching*". Given that there is no comparable terminology for assessment of research/creative activity, it is the judgment of the group that the proposed changes in the required elements of the '*Teaching*' portion of the dossier, as well as proposed changes in the external review process, obviate the need to use the term *In-Depth Assessment of Teaching*.

Note: Final details are still being worked out on this third item, especially insofar as it affects the Libraries and Extension. Therefore, in what follows only items 1 and 2 are included at this time.

- Chair-elect Lansverk reviewed the first workgroup (Definitions) and the following text represents what the existing text is and what the proposed text might be. Chair-elect Lansverk asked that FS members review the text with their constituents and email any comments or proposed modifications to gough@montana.edu. Text in red indicates changes made at this meeting.

602.00 Definitions

Existing Text

"Teaching" fosters critical thinking, develops creativity, and promotes citizenship and professional competency. It includes all of the following activities: class preparation; scheduled and unscheduled instruction in classes, seminars, and workshops, both on and off campus, informal meetings, help sessions, individual instruction and office hours; laboratory and studio or clinical-based teaching and training; course and curriculum development; thesis and professional project assistance and participation in the presentation and defense of theses and projects; grading and assessment of student work; academic and career advising of undergraduate and graduate students; supervision of student teachers, teaching assistants and professional interns; and, for library faculty, any tasks that contribute to the overall academic enterprise.

Proposed New Text

"Teaching" is a form of scholarship that fosters critical and ethical thinking and problem solving. It develops creativity, improves communication skills and promotes citizenship and professional competency. It requires a command of one's subject matter, continuous growth in the subject field, and an ability to create and maintain instructional environments to promote student learning. It includes, but is not limited to, the

following activities: class preparation; scheduled and unscheduled instruction in classes, seminars, and workshops, both on and off campus, informal meetings, help sessions, individual instruction and office hours; **designing and or teaching distance delivered courses**; laboratory and studio or clinical-based teaching and training; pedagogical innovation – including the incorporation of new technologies and approaches to learning and assessment, course and curriculum design and development; development of teaching materials, documented study of curricular and pedagogical issues – and incorporation of this information into the classrooms, pedagogically-oriented research, contributions to professional societies and organizations that seek to improve teaching, thesis and professional project assistance and participation in the presentation and defense of theses and projects; grading and assessment of student work; academic and career advising of undergraduate and graduate students; supervision of student teachers, teaching and research assistants and professional interns; and, for library faculty, **any** tasks that contribute to the overall academic enterprise.

603.02 Philosophy

Existing Text

A university is more than a collection of autonomous departments or individual faculty striving for personal or professional satisfaction. To achieve and maintain excellence, Montana State University – Bozeman must act as a unified community of scholars linked by shared values that are consistent with the University's fundamental goals of teaching, research/creative activity, and service.

(Note that the subsequent paragraphs on Teaching, Research and creative activity, and Outreach and public service are proposed to be eliminated)

Proposed New Text

A university is more than a collection of autonomous departments or individual faculty striving for personal or professional satisfaction. To achieve and maintain excellence, Montana State University – Bozeman must act as a unified community of scholars linked by shared values that are consistent with the University's fundamental goals of teaching, research/creative activity, and service. Furthermore, though for the sake of convenience we traditionally speak of teaching, research/creative activity, and service as separate activities, it is recognized that there is inevitable and desirable overlap between these scholarly activities. In fact, Montana State University strongly encourages faculty to integrate, as appropriate to their individual assignments, these three fundamental activities throughout their career.

603.04 Standards

Existing Text

*As defined below, sustained **effectiveness** in all areas of a faculty member's assignment is a University-wide requirement for retention, tenure and promotion. In addition the **promise of excellence** is required for tenure and promotion to Associate Professor rank; a **record of excellence** is required for promotion to Professor rank.*

Proposed New Text

As defined below, sustained **effectiveness** in all areas of a faculty member's assignment is a University-wide requirement for retention, tenure and promotion. In addition, **accomplishment** is required for tenure and promotion to Associate Professor rank; a **record of excellence** is required for promotion to Professor rank.

633.01 Effectiveness

Existing Text

*Faculty performance in teaching, research/creative activity, and service will be judged **effective** if it meets or exceeds the standards of the candidate's department and college.*

(Note that existing **Sec. 633.02 Excellence** is proposed to be replaced by new sections designated as **633.02 Accomplishment** and **633.03 Excellence**)

Proposed New Text

Faculty performance in the scholarship of teaching, research/creative activity, and service will be judged **effective** if it demonstrates competent execution of scholarly activities and products, in both quantity and quality.

633.02 Accomplishment

Existing Text: There is no existing definition of Accomplishment under that name, or under the old title: Promise of Excellence. Instead it was to be inferred from the definition of Excellence.

Proposed New Text

A. Accomplishment in Teaching

Faculty performance in the scholarship of teaching will be judged *accomplished* if it : 1) demonstrates meritorious execution of scholarly activities and products, in both quantity and quality; 2) receives recognition from peers and colleagues as having made positive contributions to the candidate's discipline or profession; 3) **receives recognition from former students/clientele as having made positive contributions to their education.**

B. Accomplishment in Research/Creative Activity

Faculty performance in the scholarship of research/creative activity will be judged *accomplished* if it: 1) demonstrates meritorious execution of scholarly activities and products, in both quantity and quality; 2) receives recognition from peers and colleagues as having made positive contributions to the candidate's discipline or profession.

633.03 Excellence

Existing Text

633.02 Excellence

A. *Excellence in Teaching*

*Faculty performance in teaching will be judged **excellent** if it receives substantial recognition from peers and colleagues as well as current and former students.*

B. *Excellence in Research/Creative Activity*

*Faculty performance in research/creativity (sic) activity will be judged **excellent** if it receives substantial, international, or national recognition from peers and clients as having made a significant contribution to the body of knowledge and creativity germane to the candidate's discipline or profession.*

Proposed New Text

A. Excellence in Teaching

Faculty performance in the scholarship of teaching will be judged excellent if it: 1) demonstrates sustained superior execution of scholarly activities and products, in both quantity and quality; 2) receives national recognition from peers and colleagues **as having made significant, positive contributions to the candidate's discipline or profession;** 3) **receives recognition from former students/clientele as having made significant, positive contributions to their education.**

B. Excellence in Research/Creative Activity

Faculty performance in the scholarship of research/creative activity will be judged excellent if it: 1) demonstrates sustained superior execution of scholarly activities and products, in both quantity and quality; 2) receives national recognition from peers and colleagues as having made significant, positive contributions to the candidate's discipline or profession.

Existing Text

C. Excellence in Service

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

Proposed New Text: It is proposed that this definition of Excellence in Service be deleted altogether, since Excellence has no substantive meaning within the current procedures (i.e. you can't go up for tenure and promotion under service).

The meeting was adjourned at 5:00 PM, as there was no other business.

Signature

Marvin Lansverk, Chair-elect

Signature

Gale R. Gough, Secretary