

Great Falls College Montana State University Tenure and Promotion Handbook



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

2020-2021

Table of Contents

Purpose	3
Scope	3
Authority	3
Tenure and Promotion Committee	3
Tenure and Promotion Committee Charge	3
Tenure and Promotion Committee Membership.....	4
Overview of the Tenure Process	5
Timeline for Tenure.....	5
Overview of the Promotion Process	6
Timeline for Promotion	6
Professional Development Plans	7
What is a Professional Development Plan? Why do I need one?	7
When should I complete and submit a Professional Development Plan?.....	7
What is the PDP submission/review process?	7
Completing the Professional Development Plan	8
Examples of Acceptable Professional Development	9
Examples of Unacceptable Professional Development.....	10
Portfolios	11
Professional Development Plan Examples	14

Purpose

This handbook serves two broad purposes, with the ultimate goal of making the tenure and promotion process more transparent:

- A. To help faculty members navigate the tenure and promotion process more easily by describing the professional development plan process, and specific elements to be included in tenure and promotion portfolios, and
- B. To assist the Tenure and Promotion Committee in the portfolio evaluation process.

Scope

This handbook serves as a guide for the development and evaluation of professional development plans (PDPs) and tenure and promotion portfolios, as described in the Collective Bargaining Agreement, which is the governing document. All tenure appointments and promotion decisions ultimately rest with the CEO/Dean.

Questions regarding a faculty member's eligibility for tenure and/or promotion should be directed to Human Resources. Questions regarding the application process, portfolios, professional development plans, and all other tenure and promotion concerns should be directed to the Tenure and Promotion Committee Chair.

Authority

Articles 9.1 (Tenure) and 10.1I (Level Definition and Threshold Criteria for Promotion) of the collective bargaining agreement between the Montana Board of Regents and Montana Two-Year College Faculty Association and Great Falls College MSU policy 203.1 and procedure 203.1.1 provide the basis for this document and define the contractual obligations, policies, and procedures that apply to the tenure and promotion process.

Tenure and Promotion Committee

*See the complete policy and procedure documents on the GFCMSU Policies and Procedures website, [section 203.1 and 203.1.1](#)

Tenure and Promotion Committee Charge

As outlined in the Faculty Tenure and Promotion Policy 203.1, it is the responsibility of the Tenure and Promotion Committee to:

- a. Review Professional Development plans from faculty seeking promotion
- b. Review Tenure and Promotion portfolios from faculty and make recommendations to the CEO/Dean concerning tenure and promotion applications
- c. Evaluate and update the Committee policy and procedures annually
- d. Maintain confidentiality
- e. Represent all divisions equally

Tenure and Promotion Committee Membership

As outlined in the Tenure and Promotion Committee Procedures (203.1.1), the Committee represents all Divisions equally. Therefore, the Tenure and Promotion Committee shall consist of the following members:

- two (2) faculty members from the Health Science Division;
- one (1) faculty member from the Trades Division;
- three (3) faculty members from the General Studies Division;
- the Director of Human Resources (non-voting executive)

Faculty members must be tenured and shall be elected by the appropriate division for a four-year term. If a division does not have a current tenured faculty member willing to serve on the committee, a tenured representative from a different division can serve as the division representative after a vote by full-time faculty from the unrepresented division.

Overview of the Tenure Process

Article 9.1 of the [Collective Bargaining Agreement](#) details the requirements to achieve tenure. See the current CBA for complete information. See the [Tenure and Promotion Procedure 203.1.1](#) for additional information regarding the tenure process, as the information below is a brief overview.

Timeline for Tenure

No Later than May 1 – Notification of Candidacy for Tenure

Each candidate who qualifies for consideration of tenure will be notified by the Academic Affairs Coordinator. The Committee Chair will receive notification of the candidate's service-time qualifications from the Executive Director of Human Resources.

September 20 – Candidate Portfolio Due

Each candidate for tenure will provide each member of the Tenure and Promotion Committee and the CEO/Dean access to an electronic portfolio. Portfolios may be submitted no earlier than the last contract day of the preceding academic year and no later than September 20.

November 15 – Committee Recommendations to the CEO/Dean

The Committee will reach a decision and the Chair will notify the candidate in writing of its recommendation for tenure. The Chair of the Committee will not report an exact vote count. The Chair will then forward the portfolio with an executive summary of recommendations to the CEO/Dean. The Committee will not provide explanation for a negative tenure recommendation.

January 15 – CEO/Dean's Official Notification

For tenure applications, the CEO/Dean will notify the candidate, with a copy to the Committee Chair, of his/her recommendation. The CEO/Dean will forward tenure recommendations for approval by the Regents through their established processes so that the tenure becomes effective the following academic year.

Overview of the Promotion Process

Article 10.1 H-J of the [Collective Bargaining Agreement](#) details the requirements for promotion increases. See the current CBA for complete information. See the [Tenure and Promotion Procedure 203.1.1](#) for additional information regarding the promotion process, as the information below is a brief overview.

Faculty members are responsible for keeping track of their promotion eligibility. Human Resources will not notify faculty of their eligibility to apply for promotion.

Timeline for Promotion

February 15 – Candidate Promotion Portfolios Due

Each candidate for promotion will provide each member of the Tenure and Promotion Committee and the CEO/Dean access to an electronic portfolio. Faculty may submit an application for promotion during the year in which they meet the eligibility criteria.

March 15 – Committee Recommendations to the CEO/Dean

The Committee will reach a decision and the Chair will notify the candidate in writing of its recommendation for promotion. The Chair of the Committee will not report an exact vote count. The Chair will then forward the portfolio with an executive summary of recommendations to the CEO/Dean. In the event of a negative promotion recommendation, the candidate may request a meeting with the Tenure and Promotion Committee to discuss reasons for the negative promotion recommendation.

April 1 - Candidate Appeal Process

The candidate will have until April 1 to respond to the Chair in the event of a negative promotion recommendation and request a meeting with the entire Committee to discuss the decision.

April 15 – CEO/Dean’s Official Notification

For promotion applications, the CEO/Dean will notify the candidate, with a copy to the Committee Chair, of his/her decision. The candidate will have ten working days to respond in writing to the CEO/Dean in the event of a negative promotion decision.

Professional Development Plans

What is a Professional Development Plan? Why do I need one?

The [Professional Development Plan \(PDP\)](#) is the document used to indicate what professional development activities faculty members have completed, or will complete, in order to meet evaluation and promotion requirements.

The PDP helps faculty gain approval for professional development and serves as a way to track progress toward promotion.

The employer must approve all professional development activity used to meet threshold criteria for promotion. Prior approval is recommended. Professional development not listed on an approved PDP is not guaranteed to apply to promotion applications.

PDPs must be discussed with, and approved by, the faculty member's Division Director.

Once signed, the approved professional development activities on the PDP are permanently accepted.

When should I complete and submit a Professional Development Plan?

When possible, PDPs should be submitted prior to participating in professional development activities. It is, however, acceptable to submit PDPs after participating in professional development, with the understanding that approval is at the discretion of the Division Director.

Plans may be created and submitted as frequently as needed, but the Tenure and Promotion Committee only reviews plans twice per year. Faculty will likely have multiple PDPs as they progress toward each level of promotion.

New plans should include only professional development that has not previously been submitted for approval. There is no need to submit changes/deletions to the Committee, only additions.

What is the PDP submission/review process?

1. Professional Development Plans are discussed with and reviewed/approved by the Division Director. If the Division Director has concerns regarding activities included in the Professional Development Plan, the Division Director should consult with the Tenure and Promotion Committee Chair.
2. Faculty members submit their completed, signed professional development plans to the Chair of the Tenure and Promotion Committee.
 - a. Submission deadlines are Sept. 20 for fall and Feb. 15 for spring

A plan of study should be attached to the PDP to show the courses required for the degree/certificate.

Faculty working toward a degree or certificate should calculate how many credits will apply to their next promotion. If there will be “extra” credits, be strategic when listing coursework on your PDP.

- For example, if you need 570 hours (19 credits) to promote to Level III and your program is 30 credits, consider “saving” the additional 11 credits by taking them after promoting to Level III. Those could then be applied to Level IV later on.
 - If all 30 credits are completed prior to promoting to Level III, none can be applied to Level IV promotion.

Signature section

Faculty should sign their PDP and indicate the number of hours submitted on that PDP. Do not include hours previously submitted.

Faculty should discuss the PDP with their Division Director and secure the Division Director’s signature prior to submitting the PDP to the Tenure and Promotion Committee for review.

Examples of Acceptable Professional Development

Because the Professional Development Plan (PDP) is highly individualized, faculty members should work closely with their Division Director to determine the best path toward promotion.

The [Collective Bargaining Agreement](#) Article 10.1.I.4 provides guidance regarding professional development:

Activities include experiences that advance a faculty member's professional (educational and occupational) skills, knowledge, and abilities, and experiences that maintain a faculty member's currency with technology and practices in education and/or the occupation(s) for which they prepare/educate students for employment or further education. Participation in these experiences usually results in curricular changes or increased teaching effectiveness. These experiences are usually gained through participation in activities such as, but not limited to: college coursework; business and industry-conducted training; professional organization workshops and conferences; seminars; etc.

Should the faculty member and their Division Director disagree on inclusion of professional development activities, the Division Director and faculty member may discuss the activities with the Tenure and Promotion Committee Chair. If further mediation is required, the faculty member may enter an appeals process with the CEO/Dean.

The following is a list of examples of typically acceptable types of professional development. **This is not an exhaustive list and inclusion of these activities on a PDP does not guarantee approval.**

- Degree and certificate programs
- Undergraduate- and graduate-level coursework meeting the guidance provided by the CBA Article 10.1.I.4 (above)
- Any training offered through the Teaching and Learning Center
- Hoonuit asynchronous training modules
- Mandatory training required by the campus that relates to instruction or student support (not including compliance training—see below); e.g., Indian Ed for All, assessment training
- Conference attendance/presentations
- Training required for program accreditation
- Training required for maintaining professional licenses or certifications, e.g., CPR training for healthcare areas
- Serving on the board or advisory committee, or other leadership capacity, of a professional organization related to one's teaching area
- Participation in webinars related to one's teaching area; proof of attendance or participation should be obtained
- Publication of a manuscript or article in a recognized publication or medium

Examples of Unacceptable Professional Development

The following is a list of examples of activities that are typically unacceptable for the purpose of professional development. **This is not an exhaustive or complete list. Faculty should work closely with their Division Director to determine the best path toward promotion.**

- Mandatory compliance training, e.g., equity training, Title IX, sexual harassment
- Committee work (may count as service to the college)
- Appointed positions, e.g., department chair
- Volunteer work, on campus or off (may count as service to the college or community)
- Preparation for graduate degree comprehensive exams and/or time spent writing a thesis or dissertation
- Entrepreneurial ventures and side work/second jobs

Portfolios

Faculty e-portfolios serve multiple purposes. The same e-portfolio is used for faculty evaluation, tenure application, and promotion application.

Portfolios must be built electronically in D2L Brightspace. Faculty members must contact the Teaching and Learning Center to request a D2L course shell in which to create their portfolio.

When the D2L Brightspace portfolio course shell is created, it will follow the Tenure and Promotion Committee's approved template. ***Portfolios created using previous versions of the template should be revised to match the current template.***

All faculty are enrolled as "students" in the current D2L e-portfolio template course shell. Faculty e-portfolios should match the formatting in the template course. The e-portfolio template course is entitled ePortfolio Template for Faculty Evals, Tenure, and Promotion - D2LEP_80_201830

The T&P chair will work with the Teaching and Learning Center to keep the portfolio template updated. Faculty are responsible for seeking support from the appropriate campus resources. The T&P chair will answer questions regarding content, but will not assist with technical issues, including D2L course shell setup.

Completing the portfolio:

Any e-portfolio modules that are not applicable to the faculty member's current or future evaluation, tenure, or promotion status may be deleted from the portfolio. For instance, if a faculty member is hired at a Level II, the Level I module under the "Promotion" section can be deleted.

The opening page of the portfolio must include the following information in an announcement:

- Your name and the Division in which you teach
- Purpose of the application - whether tenure, promotion, or evaluation
- Date of hire/date of last promotion
- Current Level
- Years of service at current level
- Level requested (for promotion)
- Degrees earned

Faculty Evaluation Section (in Content)

Faculty should follow the guidelines set by the [faculty evaluation handbook](#) each year. All required components for annual evaluations should be included in the “Evaluation” section of the electronic portfolio.

Evaluation materials also support applications for tenure and promotion. By including evaluation materials in the portfolio, faculty can easily link to the required materials for the tenure and promotion sections of the portfolio.

Tenure and Promotion Section (in Content)

The portfolio template includes a Content module entitled Tenure and Promotion. Sub modules for tenure and promotion are included in this section.

Applications for both tenure and promotion must include a cover letter and a curriculum vitae or resume.

- A submodule for the cover letter and cv/resume is included in the Tenure and Promotion module

Applications for Tenure must include links to the following items in this order:

- All Faculty Evaluation Forms since date of hire (in chronological order)
 - Supporting materials, e.g. sample syllabus or sample assessments, are not needed.
- Student evaluation summaries (instructor profiles) for all courses taught since date of hire (in chronological order)
- Bulleted list of service to institution, community, and/or discipline, with dates included.

Applications for Promotion must include links to the following items in this order, for each level:

- All Faculty Evaluation Forms since date of hire or last promotion (in chronological order)
 - Supporting materials, e.g. sample syllabus, sample assessments, are not needed.
- Student evaluation summaries (instructor profiles) for all courses taught since date of hire or last promotion (in chronological order)
- Approved/signed Professional Development Plan(s)
- Evidence to support completion of approved professional development (transcripts, CEU certificates, proof of completion or attendance). Note: official transcripts of coursework must be submitted to Human Resources department before promotion is finalized.
- Bulleted list of service to the institution and relevant work outside the institution (see CBA 10.1 I. 1., a-m), with dates included.

Once the portfolio is complete and ready for review, faculty members are responsible for adding all Tenure and Promotion committee members and the CEO/Dean as evaluators to

the portfolio under Classlist> Add Participants. Instructions are available on the [eLearning tutorials page](#) on the GFCMSU website.

Faculty members should inform the Tenure and Promotion Committee chair that the portfolio is ready for review by the established deadline.

Portfolios must be submitted by the deadlines established in the Tenure and Promotion Procedures.

Professional Development Plan Examples

This example shows a plan with individual trainings/classes and no degree or certificate program

Name: Name Name	Date:
Current Level: II	
Level Seeking: III	
Date of Hire: July 1, 2014	

COURSEWORK/PROFESSIONAL DEVELOPMENT FOR CONSIDERATION
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*List professional development below. DO NOT list individual courses if you are participating in a degree/certificate program.**

Course or Training	Institution/Provider	Hours (Convert Credits to Hours; 1 cr.=30 hours)	Date Scheduled or Taken	How does this support your work at the college or professional growth?
Creating Videos	Teaching and Learning Center	1	1/23/19	I want to better support my online students
Indian Education for All	OPI	3	10/18/18	This was a mandatory campus training
EDLD 628 College Students	MSU	90	12/14/18	I learned more about andragogy and how to work best with adult learners

<i>List the name and type of degree or certificate programs below.</i>
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Degree/Certificate Program	Institution	Hours (Convert Credits to Hours; 1 cr.=30 hours)	Date Completed or Expected Completion

This example shows a plan with both individual trainings/classes and a degree or certificate program

Name: Name Name Date: _____

Current Level: II

Level Seeking: III

Date of Hire: July 1, 2014

COURSEWORK/PROFESSIONAL DEVELOPMENT FOR CONSIDERATION

*List professional development below. DO NOT list individual courses if you are participating in a degree/certificate program.**

Course or Training	Institution/Provider	Hours (Convert Credits to Hours; 1 cr.=30 hours)	Date Scheduled or Taken	How does this support your work at the college or professional growth?
Creating Videos	Teaching and Learning Center	1	1/23/19	I want to better support my online students
Indian Education for All	OPI	3	10/18/18	This was a mandatory campus training

DEGREE/CERTIFICATE PROGRAMS

List the name and type of degree or certificate programs below.

Degree/Certificate Program	Institution	Hours (Convert Credits to Hours; 1 cr.=30 hours)	Date Completed or Expected Completion
College Teaching Certificate	Montana State University	360 (12 credits)	July 2020

This example shows a plan with no individual trainings/classes and only a degree or certificate program



Name: Name Name Date:

Current Level: II

Level Seeking: III

Date of Hire: July 1, 2014

COURSEWORK/PROFESSIONAL DEVELOPMENT FOR CONSIDERATION

*List professional development below. DO NOT list individual courses if you are participating in a degree/certificate program.**

Course or Training	Institution/Provider	Hours (Convert Credits to Hours; 1 cr.=30 hours)	Date Scheduled or Taken	How does this support your work at the college or professional growth?

Degree/Certificate Programs

List the name and type of degree or certificate programs below.

Degree/Certificate Program	Institution	Hours (Convert Credits to Hours; 1 cr.=30 hours)	Date Completed or Expected Completion
EdD Adult and Higher Education	Montana State University	1800 (60 credits)	May 2024