

Great Falls College Montana State University  
Tenure and Promotion Handbook

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**GREAT FALLS  
COLLEGE**

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**MONTANA STATE  
UNIVERSITY**

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## 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
- 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 (CBA) 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 Montana Two-Year College Faculty Association CBA, Great Falls College MSU policy 203.1 and Great Falls College MSU 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 Career and Technical Education Division
- two (2) 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 eligible for 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

Once the Committee reaches a decision, the Chair will notify the candidate of that decision in writing without revealing an exact vote count. The Chair will then provide the CEO/Dean with an executive summary or tenure recommendations. 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 their 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

Once the Committee reaches a decision, the Chair will notify the candidate of that decision in writing without revealing an exact vote count. The Chair will then provide the CEO/Dean with an executive summary of promotion recommendations. 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 their 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, as long as faculty provide evidence of these activities in their promotion application.

### 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 and the Tenure and Promotion Committee.

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. Any changes to professional development previously approved by the Tenure & Promotion Committee would be communicated in the application for promotion.

### 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 questions 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.
  - b. **Evidence supporting completion of professional development activities should not be submitted to the Tenure and Promotion Committee.** Faculty should retain evidence of professional development completion for submission with their promotion portfolios. Proof of completion of degree programs/coursework must be submitted to Human Resources.
2. The committee reviews the PDP, including the total hours recorded on the PDP. If the Committee has concerns regarding activities included in the Professional Development Plan, the Committee Chair will contact the faculty member and Division Director.
  - a. Course credits should be converted to hours with 1 credit hour = 30 hours
  - b. Published work under 1200 words = 10 hours
  - c. Published work over 1200 words = total words \* .008 (see [Appendix A](#))
3. The Committee Chair will sign the approved and reviewed PDPs and the original is returned to the faculty member. A scanned copy is retained on the GFCMSU network.
  - a. Faculty are responsible for retaining their PDPs & evidence supporting completion, as well as tracking their total professional development hours.
4. To facilitate the Committee's review of promotion portfolios, faculty members should use the Professional Development Tracking Sheet. The Tracking Sheet should include a list of all completed professional development, the number of hours for each activity, the dates completed, and the total hours of professional development. The Tracking Sheet is available in the ePortfolio template shell.

### Completing the Professional Development Plan

All relevant sections of the PDP should be completed.

#### Coursework/Individual trainings section

- List one-time training experiences here.
- Coursework that is not part of a degree or certificate program should be listed here.
- Coursework that is part of a degree or certificate program may be listed here **if the program will not be completed prior to promotion.** Do not list coursework that is part of a degree or certificate program if the program will be completed prior to promotion.
- Credits from coursework should be converted to hours (1 credit = 30 hours)
- Published writing under 1,200 words should be granted 10 hours; published work over 1,200 words should be converted to hours (= total words \* .008)
- Complete the column labeled "How does this support your work at the college or professional growth?" in order to facilitate conversations with the Division Director

### Degree program section

If **all** credits from a degree or certificate program will be used for promotion, list the program in the degree/certificate section and **not** in the “Coursework/Individual Trainings” section. If selected classes will be used for promotion, list those classes individually and do not use the degree/program section of the form.

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, as those hours could later be applied to Level IV.
  - 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 the following 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 CBA Article 10.1.1.4 (above)
- Trainings offered through the Teaching and Learning Center related to instruction or student support
- 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 in a leadership capacity (e.g., on a board or advisory committee) of a professional organization related to one’s instructional area
- Participation in webinars related to one’s instructional area
- Publication of a manuscript or article (see [Appendix A](#))
- Leading off-site campus activities with students (e.g., community performances, attending conferences with students) that go beyond the requirements of assigned courseloads

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

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

When the ePortfolio 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 ePortfolio template course shell. The 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 faculty should work with the Teaching and Learning Center for technical issues, including the setup of the ePortfolio course shell.

### Completing the portfolio:

Any 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 both 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 (i.e., Course Evaluation Summary Reports or Instructor Profiles) for all courses taught since date of hire (in chronological order e.g. Fall 2021, Spring 2022, Summer 2022)
- 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 e.g. Fall 2021, Spring 2022, Summer 2022)
- Approved/signed Professional Development Plan(s)
- Evidence to support completion of approved professional development (e.g., transcripts, CEU certificates, proof of completion or attendance). Note: official transcripts of coursework must be submitted to the 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.

## 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

*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



*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

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 (IEFA)	OPI	3	10/18/18	This training will assist me in working with a variety of students and will help me incorporate IEFA resources in my classroom.

**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

## Appendix A: Converting Published Work into Professional Development Hours

Hours will be granted based on word count, not page count. Words counted include only words that appear in the published product.

All writing under 1,200 words (e.g., feature article, essay, poem) will be granted 10 hours of work. All writing over 1,200 words will be granted 1 hour of work per 125 words or ( $= \text{Total words} * .008$ ). In the event that the total hours is not a whole number, the total hours will be rounded up. Co-authoring of materials may lessen the number of professional development hours granted per word.

Published work must be related to the faculty member's instructional area. The writer might have to defend this relationship.

The work must be published by a nationally recognized academic or commercial press; small presses should belong to a professional organization (e.g., PubWest). Work may be published online or digitally. The writer may have to defend the credibility of their publisher and venue. They may also have to defend the existence of any perceived [Conflicts of Interest](#) with their publisher.

## **Appendix B: GFC Faculty Processes**

The diagram presented on the following page illustrates the different processes on campus that relate to employee evaluation and compensation. The Tenure and Promotion Committee oversees the Tenure and Promotion process only. The Evaluation process is completed with the faculty member's Division Director and the Graduate Degree Salary Adjustment is processed through the Human Resources office.



