

Promotion of Fixed Term System Faculty

Policy:

This document specifies the criteria and procedures used by the Broad College of Business (Broad) and its affiliated units in reviewing applications for fixed term system faculty promotion from Assistant to Associate Professor, from Associate to Full Professor, and from Instructor to Senior Instructor. It follows the university policy on the *Promotion of Fixed Term Faculty* which can be found at: <https://hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/4Section-HR-Policies.html>. The following guidelines extend and refine the University's policy regarding the promotion of fixed term faculty.

While the procedures detailed below follow a process similar to the review process for the promotion of tenure system faculty, it is to be understood that promotion of fixed term system faculty will be based solely on an evaluation of the duties and responsibilities specified in the candidate's actual appointment and position description.

Candidates for any fixed term promotion should have completed appointments of 50% or greater at their current rank at MSU for at least five years before being considered for promotion.

Candidates for fixed term faculty promotion from Assistant to Associate Professor or from Associate Professor to Professor or from Instructor to Senior Instructor must have an AACSB qualification of Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP) before being considered for promotion.¹

The promotion **criteria** may be in the areas of teaching, research, service, and outreach corresponding to the relevant position workload percentages assigned to the fixed term faculty. As with tenure system faculty, a successful candidate for a fixed term faculty promotion is expected to have demonstrated leadership excellence in the areas of their assignment.

- For promotion to Associate Professor, faculty must meet the criteria listed for "Distinguishing Criteria" in their primary area of assignment and meet "Basic Criteria" in all other areas assigned.
- For promotion to Full Professor, the candidate must meet the criteria listed for "Distinguishing Criteria" in at least two areas including the primary area of assignment, and the criteria for "Basic Criteria" in all other areas assigned.

¹ Refer to AACSB guidelines for each of these categories at www.aacsb.edu. These guidelines relate to the relevant degrees and ways in which faculty sustain currency and relevancy related to their field. The AACSB qualification requirement does not apply to faculty in the School of Hospitality Business although similar professional development activities are expected.



- For promotion to Senior Instructor, faculty must meet the criteria listed for “Distinguishing Criteria” in their primary area of assignment and meet “Basic Criteria” in all other areas assigned.

Appendix A provides examples of Basic and Distinguishing Criteria for Research, Teaching, Service and Outreach.

Procedures:

The procedures that the Broad College of Business and its affiliated units will use for reviewing the promotion of fixed term faculty are as follows.

1. Units should establish and communicate expectations and criteria for promotion to all fixed term faculty. These expectations and criteria communicated should correspond to the assigned duties of the faculty member.
2. Each year, during the required annual performance review, unit administrators should discuss with eligible fixed term faculty the criteria for promotion in rank, the faculty member’s progress toward promotion, and discuss whether they wish to seek promotion in the coming academic year. The administrator shall provide a written copy of this review to the faculty member.
3. If the faculty member elects to seek promotion, the unit administrator will prepare a description of the candidate’s assignment including, for example, the percentage of the appointment devoted to research, teaching, and/or service/outreach. This description will form part of the promotion review portfolio and will be distributed to all individuals of the unit’s review committee who evaluate the candidate’s materials.
4. In preparing materials for the review portfolio, the candidate is required to provide information or documents related to the activities that are part of his or her assignment. MSU guidelines specify that these materials must include:
 - a. Completed Form on Progress and Excellence - Faculty should use the [Academic Profile System](#) to download their Form on Progress and Excellence which will pre-fill many areas of the form. If a particular area is not applicable to the faculty member, indicate “N/A” in that section of the form
 - b. A current curriculum vitae.
 - c. A reflective essay about accomplishments during the reporting period (5 pages maximum), detailing the leadership activities undertaken in the areas where they have duties (teaching, research, and/or service/outreach). If, for instance, teaching is an assigned duty, this would include a reflective teaching statement, showing ongoing development of effective instructional practices.
 - d. A representative sample of the candidate’s best work that corresponds to the candidate’s assignment (e.g., syllabi, course assignments, published articles,

- presentations). The candidate should reference these in their above narrative to provide context.
- e. If teaching is an assigned duty, the candidate must provide the unit with a “Teaching Portfolio” that must include select examples that are representative of the candidate’s best work. At a minimum this should include syllabi and unit-approved Student Instructional Ratings (or equivalent) summary output including student comments for all classes taught (every course, every section, every semester) to the unit review committee for analysis. (The College advises that reviewers should not afford undue weight to these summary scores and similar student evaluations. Thus, student evaluations should not be used as the sole source of data, but rather as one indicator of many in the portfolio.)
 - f. Additionally, the candidate should provide instructional materials consistent with the unit’s pedagogical aims as well as materials related to the type of teaching assignment. This may include:
 - Examples of student papers and projects.
 - Evidence of effective formative and summative commentary on student papers and projects. Reflective statements or learning narratives written by students.
 - Honors or awards.
 - Evidence of course and curriculum development.
 - Evidence of participation in professional development workshops, seminars, and/or activities.
 - Evidence of teacher-research.
 - Evidence of work in the instruction and mentoring of other teachers as well as program and TA coordination.
 - Evidence of instructional materials and activities particular to online or distance education; such materials should be reviewed in the media for which they were intended.
 - If applicable, evidence of undergraduate and/or graduate student mentoring, including service on exam and thesis/dissertation committees, advising, and professional development.
5. The Unit Review Committee for promotion of a fixed term faculty member should consist of three faculty members, including at least one fixed term faculty member at the unit level. The College suggests that the fixed term faculty member of the unit review committee hold the rank of Associate or Full Professor, or rank of Senior Instructor for promotion of an Instructor, if such an individual is available; if not, the College suggests a fixed term faculty member who has attained Designation B status and who also meets the AACSB qualifications for SA, PA, SP, or IP instead. If neither is available, then an academic specialist with continuing status is preferable.
- a. Unit Review Committees should review the promotion materials submitted by fixed term faculty candidates in the same manner in which they review tenure

system promotion candidates, focusing only on their assigned duty categories.

- b. A written and signed report must be submitted to the Unit Head which should be included with the candidate materials when submitted to the Dean's Office.
6. If teaching is a primary activity in the candidate's assignment, the unit should assemble a Teaching Review Committee or create a Teaching Review Subcommittee of the Unit Review Committee. The unit should ensure that the Teaching Review Committee or Teaching Review Subcommittee includes at least one member with teaching experience consistent with that of the candidate in terms of subject matter or modality. Note that the report on the teaching and instruction of the candidate should focus on the substance of the areas identified above and the course and instructional materials made available to them. Committee members should also recognize a diversity of instructional methodologies and strategies that can be used to reach common curricular goals.

The Teaching Review Committee or Subcommittee should use the following general process in assessing the candidate's teaching performance:

- a. The Teaching Review Committee or Subcommittee should be provided the candidate's teaching portfolio prior to beginning their review work.
 - b. Set two agreed-upon dates during one (preferably the fall) semester for classroom visitations when at least two of the Teaching Review Committee or Subcommittee members can be present; the candidate can request additional visitations if they so desire.
 - c. Meet with the candidate after the classroom visitations are completed for discussion, questions, clarifications, and feedback.
 - d. Write a Teaching Review Committee or Subcommittee report focusing on:
 - i. organization and presentation of concepts, skills, and reading and discussion materials;
 - ii. interaction with students; and
 - iii. effective and productive use of class period in relation to instructional objectives.
 - e. Submit a draft of the report to the candidate, who shall have the opportunity to respond to in person or in writing, in order to make relevant comments regarding points of substance, emphasis, or neglect.
 - f. The final report must be submitted to the Unit Head and included with the candidate materials when submitted to the Dean's Office.
7. In all cases, four review letters must be included and can come from within the College or University. Whenever possible these letters should come from outside of the unit. If research/creative activity is an assigned duty, at least one letter (depending on percentage of workload) external to MSU must be obtained evaluating said activity in accord with the Broad tenure-system RPT guidelines. In other cases, if the faculty member has worked with other partners external to

the unit, whether in teaching, service, or outreach, a letter should come from one of those MSU or community or equivalent partners. A letter might also come from an officer or member of a scholarly pedagogical organization where the faculty member has been especially active. All letters must come from individuals who hold a rank above the candidate's current rank. The candidate may provide a list of individuals from which the unit head will select two names to request reviews. While it is desirable that two individuals not on the candidate's list also be asked to review the candidate, this may not be possible, in which case the candidate's list may be the sole source of external reviewers. The candidate is not informed of those individuals who provide letters of evaluation. (See also Confidentiality of Letters of Reference for Reappointment, Promotion, and Tenure Recommendations" in the *Faculty Handbook*.)

8. The unit's voting faculty will review applications for promotion and provide input to the unit administrator consistent with unit bylaws and policies on reappointment, promotion and tenure. It is to be understood that promotion of fixed term system faculty will be based solely on an evaluation of the duties and responsibilities specified in the candidate's actual appointment and position description. Each chairperson or director must make a recommendation taking into consideration faculty evaluations and other supporting information, yet unit administrators are responsible for the recommendations made.
9. The Broad College Reappointment, Promotion and Tenure Committee will review applications for promotion. The Dean will add one fixed term faculty member to the Committee to be a voting member when reviewing promotions of fixed term faculty. The fixed term faculty member must be at the Associate or Full Professor rank or a Senior/or Continuing Academic Specialist may serve if there are no fixed term faculty at the Associate or Full Professor rank available.
10. The Broad College Dean will consult with the Broad College RPT committee and make a final recommendation to Academic Human Resources, according to the timetable for the academic year in question. Promotion recommendations should provide an analysis of the candidate's performance in their assigned duties, as well as the leadership activities in which they have been involved.

Timeline

Appendix B outlines the full packet of materials that must be submitted to the Dean's Office as well as the general timing of the process.

Appendix A: Evaluation Criteria

For promotion to Associate Professor or Senior Instructor, faculty must meet the criteria listed for “Distinguishing Criteria” in their primary area of assignment and meet “Basic Criteria” in all other areas assigned. For promotion to Full Professor, the candidate must meet the criteria listed for “Distinguishing Criteria” in at least two areas including the primary area of assignment, and the criteria for “Basic Criteria” in all other areas assigned.

RESEARCH

Basic Criteria: High-quality and improving performance of the research activities assigned, as demonstrated by publications in scholarly or practitioner outlets, research grants, or written evaluation from the clientele of research services, as appropriate. Successful professional development related to the research activities of the position. Engagement with broader research-related activities, programs, and issues within the university and beyond.

Distinguishing Criteria: Outstanding performance of the research activities assigned, as demonstrated by publications in refereed scholarly or practitioner outlets, research grants, or written evaluation from the clientele of research services, as appropriate. Continuing engagement with professional development related to the research activities of the position. Successful and growing engagement with broader research-related activities, programs, and issues within the university and beyond.

TEACHING

Basic Criteria: High-quality and improving teaching as demonstrated by student evaluations (teaching evaluations must be collected for every class taught), in class peer evaluation, and evaluation of the teaching portfolio, including evidence of student learning. Successful professional development related to teaching and higher education. Engagement with teaching and educational issues within the university and beyond.

Distinguishing Criteria: Outstanding teaching as demonstrated by student evaluations (teaching evaluations must be collected for every class taught), in class peer evaluation, and evaluation of the teaching portfolio, including evidence of student learning. Successful, growing engagement with and leadership related to broader teaching and educational issues within the university and beyond. Evidence of efforts to foster an inclusive learning environment.

SERVICE/OUTREACH

Basic Criteria: High-quality and improving engagement with and contributions to service and outreach activities as demonstrated by evaluation of the written materials related to the service or outreach activities assigned and impact on the clientele for the activities.

Successful professional development related to service/outreach and higher education. Engagement with broader service/outreach and educational issues within the university and beyond.

Distinguishing Criteria: Outstanding engagement with and contributions to service and outreach activities as demonstrated by evaluation of the written materials related to the service or outreach activities assigned and impact on the clientele for the activities. Continuing engagement with professional development activities related to service/outreach and higher education. Successful and growing engagement and leadership related to broader service/outreach and educational issues within the university and beyond. Evidence of service/outreach activities related to diversity, equity and inclusion.

Appendix B: Submission Checklist and Timeline

Submission checklist: Please submit all materials in 1 PDF if possible.

Item	Notes
Form on Progress and Excellence	Download from APS and edit as necessary. 1 st page will be edited to reflect fixed-term recommendations
Reflective Essay	5 pages maximum
CV	
Unit Review Committee Report	
Teaching Review Committee Report	If applicable
Letters of Review	4 letters, must be on institutional/company letterhead and signed
AUH Review Letter	
Annual Reviews	Last 5 years

General Timeline

This timeline is a general overview of the timing for the fixed term faculty promotion process. Units may set their own deadlines which may vary from what is listed below. The Dean's Office may modify due dates based on cases and Provost instruction.

April-May	<ul style="list-style-type: none"> As part of the annual review process, faculty who can elect to go up for promotion should discuss this with their unit head Unit heads should discuss the process and requirements for promotion for all fixed term faculty who will be candidates in the fall
June-July	<ul style="list-style-type: none"> Applicants submit a list of suggested letter writers to the unit head Unit heads select additional letter writers, with input from others in the College if appropriate Unit heads select three-person Unit Review Committee and a Teaching Review Committee or Subcommittee if applicable
August	<ul style="list-style-type: none"> Unit Heads contact letter writers requesting they provide reviews of candidates for promotion. Candidate's Teaching Portfolio, if applicable, due to unit head and provided to review committee Initial draft of applicant's promotion documents due to unit head for review Documents sent to external letter writers

September -November	<ul style="list-style-type: none"> • Teaching Evaluations by Teaching Review Committee or Subcommittee, if applicable (2 in-class visits) • Documents provided to Review Committee • Letters from external letter writers due to unit heads
December- January	<ul style="list-style-type: none"> • Unit head and office manager assemble all relevant materials • All external letters, Unit Review Committee and Teaching Review Committee or Subcommittee reports, and all applicants' promotion materials distributed to voting faculty • Voting faculty meet to discuss and vote on recommendations for all applicants for reappointment or promotion
January	<ul style="list-style-type: none"> • All promotion materials due in Dean's Office (mid-January)
February	<ul style="list-style-type: none"> • Dean meets with Academic Unit Heads about promotion cases • Dean meets with College RPT Committee (with additional fixed term member) • Dean submits all RPT materials to Academic Human Resources
March	<ul style="list-style-type: none"> • Dean notifies applicants of recommendation to Academic Human Resources

Revision History:

Revision #	Revision Date	Revisor	Section(s) Modified	Reason
1	4/6/23	Chris Hogan	All	Revisions based on input from AUH Group
2	1/10/24	Chris Hogan	All	Revisions based on UNTF revisions and input from AUH Group