

Animal & Range Sciences

College of Agriculture

Role & Scope

Revised April 2003

SECTION 100

ROLE AND SCOPE STATEMENTS

100 APPROVALS REQUIRED

Role, scope, criteria, standards and procedures documents shall be approved by the department faculty, department head, the college review committee, the college dean, the UPT Committee, and the Provost and Vice President for Academic Affairs.

110 UNIVERSITY ROLE AND SCOPE

NATURE OF THE INSTITUTION

Montana State University-Bozeman is a comprehensive state university and is the land-grant university for the state of Montana. With a student body of approximately 10,000 and a resident faculty of more than 500, it offers a broad range of baccalaureate and graduate degrees and also administers the Montana Agricultural Experiment Station and the Montana Extension Service. Emphasis is placed upon undergraduate and graduate education, upon research of both a basic and an applied nature, and upon professional and public service to the state, region and nation. Undergraduate admission is open to all high school graduates who have met the core curriculum and aptitude standards mandated by the Montana Board of Regents. Montana State University-Bozeman, as part of its land grant mission, takes an active interest in enhancing the educational and professional opportunities for all protected classes and has a special dedication to developing progressive options for Montana's native American population.

AREAS OF EMPHASIS

Consistent with its character as a land-grant university, Montana State University-Bozeman is the state's exclusive institution in the areas of agriculture, architecture, and home economics. It is, furthermore, the exclusive institution in the area of film, sharing responsibility in television; and is the exclusive institution in medicine, sharing responsibility for the biological sciences. It is the state's lead institution in the fields of nursing, non-mining engineering, adult/community and higher education, and technology education; and it is committed to maintaining its traditional excellence in the physical sciences and in science-math education. Montana State University-Bozeman has been designated by the Montana science and technology alliance as the site for the "center of excellence in synthesis and characterization of advanced materials" in cooperation with the University of Montana-Missoula and Montana Tech of the University of Montana. Montana State University-Bozeman is also a partner in the center of excellence in biotechnology with the University of Montana-Missoula and the Montana Entrepreneurship center with Montana State University-Billings and the University of Montana-Missoula.

The recent creation of PBS-affiliate television station KUSM, the acquisition of a ku-band satellite uplink, the creation of a statewide telephone-modem access system to the cat-link computerized card catalog in Renne library, and the campus's role in the Kellogg foundation-funded, multi-state ICLIS (intermountain community learning & information services) project - all of these serve to make MSU-Bozeman a focal point of electronic delivery of educational programs within the state.

Among many specialized programs, MSU-Bozeman houses the area health education center and the WAMI medical program; the bureau of educational research and community education center, and the Kellogg center for adult learning

research; the center for international education, and various other globally oriented programs; the engineering experiment station, the water resource center, the science-math resource center, the center for the synthesis and characterization of advanced materials, the institute for process analysis, and the rural technical assistance program; the center for Native American studies; the local government center; the Museum of the Rockies; and a developing program in molecular biology.

AREAS OF CONTINUING DEVELOPMENT

Montana State University-Bozeman has developed, and will continue to develop a number of other professional and core academic programs. The professional degree programs in architecture, business, education, engineering and nursing are fully accredited nationally; and it is a top priority of the university to maintain full national accreditation in each of these professions. In order to maintain the program in accounting, and to comply with state law, it will be necessary to implement soon a five-year accountancy program. Similarly, MSU has developed strong baccalaureate programs in the arts, humanities, social sciences, and human development; these are important both as core disciplines in support of the above mentioned professional programs and as degree programs in their own right.

DEGREE LEVELS

Montana State University-Bozeman offers 46 degrees at the baccalaureate level, 39 at the masters level and 14 doctoral degrees.

CONSTITUENCIES SERVED

Montana State University-Bozeman serves both resident students and statewide constituencies, the latter especially through the extension service and a multifaceted program of continuing education. As a part of its land-grant mission, the university offers a variety of programs in professional and advanced technical education both on and off campus. In addition, the institution serves government agencies, businesses, industries and professions, schools, and many other groups as well, in various ways--especially through a program of funded research and grants and contracts activity that in fiscal year 1989 totaled \$29,000,00

Montana State University-Bozeman is committed to "undergraduate and graduate education, research of both a basic and applied nature, and professional and public service to the state, region and nation." MSU Role and Scope Statement, 1990. (See 100.00.) Faculty dedicated to this mission produce substantial benefits for society, including advances in fundamental and applied knowledge, technological innovation, new aesthetic experiences, improved health and well-being, and a broadly educated citizenry. Outreach is a fundamental component of this mission and is affirmed as an appropriate and laudable faculty activity.

Each department and college shall develop and annually update a document describing its role and scope, defining its responsibilities and obligations in furtherance of the mission of the University, and setting forth the criteria, standards and procedures for review of faculty members. If the document is not updated annually, the last updated and approved document shall be effective.

111 COLLEGE AND DEPARTMENT ROLE AND SCOPE STATEMENTS

The role and scope statement of the department and college defines the responsibilities of the unit and guides the department in developing the criteria, standards and procedures for the review of faculty members. The role and scope

statement of each college identifies how each department contributes to meeting the responsibilities of the college and forms the basis for the approval of departmental role and scope statements and for the review and approval of department criteria, standards and procedures.

112 ROLE AND SCOPE

112.2.1 Role and Scope of the College.

As the flagship college for Montana's land grant university, the College of Agriculture provides unique educational and research programs in the biological, chemical, physical, and social sciences. The College of Agriculture originated in 1893 with the establishment of the "Agricultural College of the State of Montana" when the Montana Legislature accepted the terms of the Morrill Act of 1862. This Act provided land grants to each state to support the establishment of such colleges. The Legislature also accepted the Hatch Act of 1887 that provided financial support for the establishment of an agricultural experiment station in each state. The mission of the Agricultural Experiment Station established by state statute is "to conduct and promote studies, scientific investigations and experiments relating to agriculture, natural resources and rural life and to diffuse information thereby acquired among the people of Montana." The Smith-Leaver Act of 1914 established the Extension Service whose mission is to provide instruction and practical demonstrations in agriculture related subjects.

The College and the Agricultural Experiment Station are administered by the Dean of the College of Agriculture, who also carries the title of Director of the Agricultural Experiment Station. The College has seven departments:

- Agricultural Economics and Economics Department
- Animal and Range Sciences Department
- Entomology Department
- Plant Sciences Department
- Land Resources and Environmental Sciences Department
- Veterinary Molecular Biology Laboratory
- Research Centers

There is a common goal for all educational programs in the College. Undergraduates focus on departmental curricula and develop an awareness and appreciation of the environment, citizenship skills and curiosity, and skills to become lifelong learners. Graduate students, the professionals and scientists of tomorrow, challenge current boundaries to the body of knowledge and demand an environment that promotes the pursuit of curiosity. Off-campus students, not enrolled in degree programs, want further development of their problem solving and lifelong learning skills through extension and outreach programs.

The mission of the Agricultural Experiment Station is to conduct and promote studies and scientific investigations relating to agriculture, natural resources, and rural life and to transfer this information to the people of Montana. The Agricultural Experiment Station participates in regional and national research programs in concert with the United States Department of Agriculture.

Research is conducted at laboratory facilities, the Plant Growth Center, field facilities on the MSU-Bozeman campus, and at agricultural research centers throughout the state. Faculty may also conduct research on private and government lands.

Through faculty research and scholarly activity, the College provides educational programs to develop and enhance the ability to apply rules of logic, the principles, methods and results of science to problem solving and decision-making. Funding for programs in the College comes from three traditional sources: the resident instruction budget of Montana State University, the budget of the Montana Agricultural Experiment Station and the budget of the Montana Extension Service. Faculty secure additional funding through grants, contacts and cooperative agreements.

112.2.2 Role and Scope of the Department of Animal and Range Sciences

The Department of Animal and Range Sciences consists of faculty and programs in two major disciplines: Animal Science, and Range Science. Faculty appointments are funded primarily from three university sources: Montana Agricultural Experiment Station, MSU College of Agriculture, and MSU Extension Service. Some positions are partially funded from extramural sources. Regardless of appointment or source of funding, each faculty member is expected to contribute to the teaching (academic and/or outreach), research/creative activity, and service responsibilities of the Department. The magnitude of contribution to each area is dependent upon the specific appointment of each faculty member. This document sets forth the role and scope of the Department of Animal and Range Sciences as well as the performance criteria, standards and procedures for the evaluation of each faculty member's contribution to this mission.

Terms used in the Department of Animal and Range Sciences portion of this document have the same meanings, as defined in the MSU-Bozeman Faculty Handbook (FH 602.00, July, 1995). The term "outreach teaching" refers to primarily instruction of off-campus clientele, and is used synonymously with "extension." The Faculty Handbook also provides the philosophy on the University's three fundamental functions, i.e., teaching (academic and/or outreach), research and creative activity, and public service (FH 603.02, July, 1995).

The mission of the Department of Animal and Range Sciences is the scholarly pursuit of science and technology supporting livestock, rangeland, and other renewable natural resources in economically profitable, ecologically sustainable, and socially acceptable systems.

The academic teaching program of the department includes Bachelor of Science, Master of Science, and Doctor of Philosophy degree programs. Goals of the academic program are defined by the characteristics desired of our graduates. In addition to a mastery of subject matter relevant to their major, successful graduates should possess a solid foundation in the basic sciences (physical, biological, and social), demonstrate proficient written and oral communication skills, be adept at synthesis and problem solving, and have an awareness of regional and global issues (technical, ethical, and societal) involving animal agriculture, rangeland and other renewable natural resources.

The goal of research/creative activity programs within the department is to address meaningful scientific questions and develop technology relevant to animal agriculture, rangeland and renewable natural resources. Problems pertinent to Montana, the Northern Great Plains, and the Rocky Mountain West are emphasized. Each faculty member has a responsibility to contribute to the research/creative activity effort. Successful research/creative activity should include peer review and communication of results to the scientific community, and stakeholders within the general public. Cooperative and interdisciplinary research is encouraged.

The role of outreach teaching programs within the department is the communication of research-based information and technology to managers of livestock, natural resources and agribusinesses, state and federal agencies, commodity organizations and the general public. Each faculty member has a responsibility to contribute in this area. State

extension specialists play the key roles in leading and coordinating outreach programs for the department.

The department works closely with the livestock industry, natural resource groups, and state advisory committees in evaluating and revising academic, research, and outreach programs.

113 ACADEMIC PROGRAMS

113.1 Academic Programs of the College

Academic Programs Offered by the College of Agriculture are listed in the Montana State University Bulletin.

113.2 Academic Programs of the Department of Animal and Range Sciences

The academic program of the department includes Bachelor of Science degrees in Animal Science and Range Science, a Master of Science degree in Animal and Range Sciences, and a Doctor of Philosophy degree in Animal and Range Sciences. The department also offers minors in Animal Science and Range Science. A strong undergraduate advising system, including individual faculty advisors, is an important component of the department's academic teaching program. The Animal Science baccalaureate degree program offers options in Livestock Management and Industry, Equine Science, and Science.

Associated programs

MSU Horseshoeing School

114 RESEARCH AND CREATIVE ACTIVITY

114.1 Special Areas of College Research and Creative Activity

1. Develop research-based solutions for the myriad agricultural challenges facing Montana.
2. Conduct research programs that develop improved understanding of the physical, biological and economic principles of production and consumption of goods and services.
3. Enhance knowledge of social and economic impacts of alternative production activities and policies related to use and management of the human and natural resource base.
4. Disseminate scientific results to other researchers and the community at large.

114.2 Special Areas of Department Research and Creative Activity

The objective of research programs within the department is to address meaningful scientific questions and develop technology relevant to animal agriculture, rangeland, and renewable natural resources. Each faculty member has a responsibility to contribute to the research/creative activity effort. The research/creative activity program is structured around:

- A. The applied and basic science necessary to sustain and enhance Montana's livestock industry.
- B. The applied and basic science to sustain and enhance Montana's private and public range resources.
- C. Programs to enhance the utilization and competitiveness of Montana's resources for livestock on a global basis.
- D. The advancement of knowledge to promote the wise use of renewable resources while maintaining their integrity.

Specific areas of research within the department include:

Nutrition, breeding, genetics, physiology, behavior, meat and meat products, and production systems for beef cattle, sheep, horses and swine

Physical and biochemical properties of feedstuffs and agricultural products

Range ecology, habitat management, wildlife management, watershed management, grazing management, range measurement and monitoring, riparian ecosystems, and plant-herbivore interactions

Research facilities available for use in departmental research projects include:

MSU Livestock Teaching and Research Center (Bozeman)

The Ft. Ellis Farm (Bozeman)

The Red Bluff Research Ranch (Norris)

The Northern Ag Research Center (Havre)

The Bandy Experimental Ranch (Ovando)

The Bair Ranch Foundation (Martinsdale)

USDA-ARS research stations at Miles City, MT and Dubois, ID

The Post Agronomy Farm (Bozeman)

115 OUTREACH/PUBLIC SERVICE

115.1 Special Areas of College Outreach/Public Service

Provide an educational resource to improve the quality of people's lives by disseminating research-based knowledge to strengthen the social, economic and environmental well-being of Montana's people, communities and agricultural enterprises and sustain their economic status and quality of life.

115.2 Special Areas of Department Outreach/Public Service

The role of outreach and public service programs within the department of Animal and Range Sciences is the dissemination of research-based information and technology to managers of livestock, natural resources and agribusinesses, commodity organizations, and the general public. Programs include off-campus seminars and workshops, publications, one-on-one assistance to individuals, businesses, agencies, and organizations, electronic media distributions, and service on boards and committees for private and public sector businesses and organizations. Although all faculty in the department have a responsibility for outreach/public service activities, subject matter extension specialists play the key roles in leading and coordinating outreach programs for the department. Within the department, there are extension specialists for the following subject matter areas: Range, Wildlife, Natural Resources, Forages, Beef Cattle, Sheep, Horses, and Swine.

SECTION 200

CRITERIA AND STANDARDS

"Criteria" are the variables examined in an evaluation. "Standards" are the levels or degrees of performance which measure success in meeting criteria.

200 CRITERIA FOR THE FORMAL REVIEW OF FACULTY PERFORMANCE

University Criteria and Standards for Retention, Promotion, Tenure, and Special Review.

Faculty members are formally reviewed for retention (third year and special reviews), tenure, and promotion according to the policies and procedures outlined below.

Categories of Expectations

The University Criteria and Standards discussed in this section refer to two categories of academic faculty, designated as those with "instructional" expectations and those with "professional practice" expectations. The category pertaining to a specific position is normally stated in the faculty member's letter of hire.

University Criteria

The criteria on which a faculty member with instructional expectations will be evaluated shall be the three areas of responsibility: teaching, research/creative activity, and service. The criteria on which a faculty member with professional practice expectations will be evaluated shall be the area or areas of responsibility in teaching, research/creative activity, or outreach service appropriate to his or her specific assignment.

Departments and colleges will establish specific criteria for the review of faculty performance.

Revised, July 1, 1998.

University Standards

Departments and colleges shall establish standards for retention, tenure and promotion that are no less rigorous than those described below. Each faculty member must meet the following University-wide standards for appointment, retention, tenure, and promotion as well as the standards of her or his department and college.

Effectiveness

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.

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 activity will be judged excellent if it receives substantial, international, or national recognition from peers and clients as having made a substantial contribution to the body of knowledge and creativity germane to the candidate's discipline or profession.

C. Excellence in Service.

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

Demonstration of Effectiveness and Excellence

A. Effectiveness, excellence, and potential for excellence in teaching shall be demonstrated through evaluation by peers and colleagues within the University and through in-depth assessment of teaching performance, that draws upon current and former students, graduates, colleagues and clients. Candidates shall follow the methods for in-depth assessment of teaching performance established by the department.

B. Effectiveness, excellence and potential for excellence in research/creative activity shall be demonstrated through evaluation by on-campus review committees and administrators and external reviewers. Candidates shall list all publications, presentations, exhibits, and performances in their dossiers and, in addition, shall submit for review a set of articles, publications, creative endeavors, or other evidence that, in their judgement, represents their best efforts to advance the discipline or profession.

C. Effectiveness in service shall be demonstrated through evaluation by peers and colleagues within the University. Excellence and potential for excellence in service shall be demonstrated through evaluation of professional and public service activities by peers outside the University. Candidates shall list all service activities in their dossiers and, in addition, shall submit for review a set of articles, publications, professional endeavors or other evidence that, in their judgement, represents their best efforts to contribute to and advance the University, public, and profession.

Expectations

Montana State University-Bozeman is served by a faculty with a wide range of skills, interests, and responsibilities. Thus, different faculty members may have very different assignments in terms of teaching, research/creative activity and service. The Criteria and Standards portion of this document (630.00 to 633.03) carries forth this principle by distinguishing two general categories of academic faculty as defined in 602.00, those with "instructional expectations" and those with "professional practice expectations" who have responsibilities in any sub-set of these three areas. Faculty with professional practice expectations are not expected to meet the criteria and standards in any area in which they are not assigned responsibilities. Each faculty member's letter of hire or subsequently negotiated role statement shall specify which category of expectations apply.

Faculty may be appointed to positions with professional practice expectations only by agreement of the department head, dean, and Provost and Vice President for Academic Affairs. Appointments may not be converted to or from positions with professional practice expectations without the express written consent of the Provost. Once appointed to a position, faculty will be reviewed according to the standards appropriate to instructional or professional expectations.

This section requires that differences in expectations be recognized, valued and respected at all levels during the

review of faculty performance. Faculty review must take into account the resources available to accomplish the faculty member's assignment including release time for scholarly activities, library support, and the availability of computing facilities and technical support staff. As an integral part of their assignments, faculty may be expected to seek available extramural funds, appropriate to their field of study.

Modified, July 1, 1998.

210 UNIVERSITY CRITERIA

The University criteria on which faculty performance will be reviewed are teaching, research, and service.

211 TEACHING CRITERIA

211.1 University Teaching Criteria

"Teaching" fosters critical thinking, develops creativity, and promotes citizenship and professional competency. It includes classroom and independent instruction, off-campus instruction, academic advising, graduate advising, and mentoring of students. Teaching must be formally evaluated.

211.2 College Teaching Criteria

Teaching in the College of Agriculture is conducted in both resident and non-resident settings as well as in non-traditional settings, including distance education via interactive video, various presentations throughout the state, workshops and field days. Departments will develop appropriate evaluation criteria to assess quality of instruction and quality of advising subject to approval of the College and University Promotion and Tenure Committees.

211.3 Department of Animal and Range Sciences Teaching (Academic and Outreach) Criteria

Academic program teaching within the Department of Animal and Range Sciences includes classroom and independent instruction of students, academic advising of undergraduate and graduate students, and mentoring of students. Outreach teaching (Extension) includes presentations, usually off-campus, to individuals not formally enrolled in a course of study leading to credit toward a degree or certification, one-on-one information transfer to individuals, workshops, seminars, electronic media presentations, and other forms of information or technology dissemination.

211.3.1 CRITERIA FOR EVALUATION OF ACADEMIC TEACHING PROGRAMS

The primary criteria for academic teaching are:

- Courses taught as sole instructor
- Courses, and percentage of each, team taught
- New courses developed
- Courses for which major review or revision was completed
- Lectures utilizing innovative teaching technologies or methods
- Development of critical thinking skills in students
- Fostering professional competency in students

- Evaluation of teaching performance by peers and colleagues
- Departmental in-depth assessment of teaching performance
- Evaluation of teaching performance by current and former students
- Relevance of course objectives to the Department's mission
- Formal university teaching evaluation forms (ALEAMONI forms)
- Undergraduate students advised
- Graduate student committees, chaired
- Graduate student committees, member
- Student mentoring through serving and/or advising student organizations
- Peer reviewed and other publications related to teaching
- Teaching improvement grants received

Although this list is not inclusive of all possible criteria, these items are important criteria to evaluate academic teaching programs of the department.

211.3.2 CRITERIA FOR EVALUATION OF OUTREACH TEACHING (EXTENSION) PROGRAMS

The primary criteria for outreach teaching are:

- Topic variety, and magnitude of formal presentations presented
- Development of critical thinking skills in learners
- Fostering professional competency in learners
- Evaluation of outreach teaching performance by peers and colleagues
- Evaluation of outreach teaching performance by current and former learners
- Departmental in-depth assessment of teaching performance
- Relevance of outreach teaching program objectives to the Department's mission
- Formal outreach teaching evaluation forms
- Programs utilizing innovative and/or creative teaching technologies or methods
- Locations of each off campus formal presentation given
- New formal presentations developed
- Formal presentations with major revisions
- Site (farm) visits with individual instruction or operation critique
- Publications and instructional aids developed for use in outreach teaching
- Publications and presentations related to outreach teaching activities
- Presentations utilizing innovative technologies
- Formal information and technology transfer programs (short-courses, compliance certification programs, data collection programs, records programs, etc.) developed and/or implemented.
- Grants received to support outreach teaching activities
- Invited presentations at state, regional, national, or international meetings, symposia, conferences, or workshops, including appropriate consulting and professional improvement activities

Although this list is not inclusive of all possible criteria, these items are important criteria to evaluate the outreach teaching programs of the department.

212 RESEARCH CRITERIA

212.1 University Research Criteria

"Research" is a form of scholarship which involves discovery, application and/or integration of new knowledge and the presentation of that knowledge for review and evaluation by peers in the academic and scientific communities.

212.2 College Research Criteria

Faculty in the College of Agriculture are expected to conduct quality research programs and publish their research findings in peer-reviewed publications. In addition, faculty are expected to secure competitive funding at levels appropriate to their disciplines. Faculty with Montana Agricultural Experiment Station appointments are expected to conduct research relevant to Montana.

212.3 Department of Animal and Range Sciences Research/Creative Activity Criteria

The primary criteria for research/creative activity are:

Research/creative activity projects and/or trials initiated and/or continuing
Research/creative activity projects and/or trials completed
Peer-reviewed articles accepted for publication and/or appearing in print
Completed products (software, videotapes, radio-TV broadcasts, Internet articles or web home pages, etc.) resulting from creative activity projects appearing in final distribution form
Grant proposals funded
Graduate research programs supervised
Evaluation of research program by peers and colleagues, administrators, and external reviewers
Appropriateness of research methods used
Discovery, application and/or integration of new knowledge
Relevance of research program objectives to the Department's mission
Relevance of research program to the state of Montana
Programs utilizing innovative and/or creative research technologies or methods
Patents, copyrights, licensing agreements, etc. applied for and/or received
Invited presentations at state, regional, national, or international meetings, conferences, or workshops, including appropriate consulting and professional improvement activities

This list is not inclusive of all possible criteria, but does indicate the types and magnitude of measurements that are effective in evaluating Research/Creative Activity performance of the department.

213 OUTREACH/PUBLIC SERVICE CRITERIA

213.1 University Criteria

"Outreach" means teaching, scholarship and service activities directed toward the benefit of citizens at large which address their specific economic, educational, environmental, social and cultural needs.

"Service" assists individuals or organizations in solving problems through consultation and information transfer. Service activities fall into three categories: professional service such as holding office in a professional society, serving on an editorial board, and reviewing manuscripts for professional journals; public service which means

serving the general public rather than students, the institution or the profession; and University service which facilitates the effective operation of the institution. Service shall be formally evaluated through means which shall, at a minimum, include review by peers, colleagues, and/or clients.

213.2 College Criteria

College of Agriculture faculty are expected to be involved in outreach and professional service, at levels appropriate to their disciplines and appointment.

213.3 Department of Animal and Range Sciences Service (Public, Professional, University) Criteria

Service activities are those non-teaching and non-research/creative activity duties that assist individuals or organizations to solve problems and/or complete the business of the organization. Public Service is assistance directed toward individuals and organizations within the general public. Professional Service is assistance directed toward professional organizations within the discipline of the individual faculty member. University Service is assistance directed toward the operation of the department, college, or university at large. Every faculty member has a responsibility to participate in service activities.

The primary criteria for service are:

- Elected or appointed organization or committee offices held
- Organization memberships (which are appropriate to discipline)
- Service (number) on committees, boards, panels, etc.
- Editorial responsibilities
- Manuscripts, grant proposals, software, etc., reviewed
- Organization, university, college, departmental, and other functions appropriate to discipline assisted and/or attended
- Student organizations or functions advised or assisted
- Individuals assisted in one-on-one contacts
- Mentoring and other assistance to departmental or university programs and/or fellow faculty or staff members
- Evaluation of service contribution by peers, colleagues, and/or clientele

This list is not inclusive of all possible criteria, but does indicate that each faculty member within the Department of Animal and Range Sciences has responsibility for service activity that is beneficial to the public served, profession of the individual, and/or the university.

220 STANDARDS OF PERFORMANCE

"Effectiveness" means meeting or exceeding the standards of the department and college, discipline or profession as appropriate for the individual's assignment. "Excellence" means achieving substantial recognition from students, clients, colleagues, and/or peers in the profession, appropriate to the activity.

220.0 GENERAL UNIVERSITY STANDARDS

Standards

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.

It is the responsibility of the faculty member under review to demonstrate to the satisfaction of colleagues and professional peers that high standards of performance have been met.

Development of Department and College Criteria, Standards and Procedures Documents

Department and college criteria for retention, tenure and promotion may recognize differential staffing and allow for individual uniqueness in faculty assignments. Standards should not make all faculty perform alike, but commensurate quality must be expected for all equivalent reviews.

The criteria and standards defined in this document are the minimum acceptable standards for the university; departments and colleges are expected to develop criteria and standards based on, and no less rigorous than, those described herein.

Role, scope, criteria, standards and procedures documents shall be approved by the department faculty, department head, the college review committee, the college dean, the UPT Committee, and the Provost and Vice President for Academic Affairs.

University Standards

Departments and colleges shall establish standards for retention, tenure and promotion that are no less rigorous than those described below. Each faculty member must meet the following University-wide standards for appointment, retention, tenure, and promotion as well as the standards of her or his department and college.

220.1 Standards for Faculty with Instructional Expectations

Departments and colleges shall establish standards for retention, tenure and promotion that are no less rigorous than those described below. Each faculty member must meet the following University-wide standards for appointment, retention, tenure, and promotion as well as the standards of her or his department and college.

Departments and colleges will establish specific standards for the review of faculty performance.

220.2 Standards for Faculty with Professional Practice Expectations

Not applicable

221 EFFECTIVENESS IN TEACHING

221.1 University Standard of Effectiveness in Teaching

Effectiveness

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.

221.2 College Standard(s) of Effectiveness in Teaching

Faculty performance in teaching will be judged effective if it meets or exceeds the standards of the candidate's department. The departmental standards must be approved by both the College and University Promotion and Tenure Committees.

221.3 Department of Animal and Range Sciences Standards of Effectiveness in Teaching (Academic and/or Outreach)

A. Standards of Effectiveness in Teaching (Academic and/or Outreach) for Faculty with Instructional Expectations

Faculty performance in academic teaching shall be judged effective if after evaluation by peers, colleagues, current and former students, the following standards have been met:

The instruction is relevant to the Department's mission

The subject matter content is appropriate to the discipline area

The subject matter content is continuously updated

Students are educated in and become proficient in written and oral communication skills

Students are instructed in synthesis and problem solving

Students are made aware of regional and global issues involving animal agriculture, rangeland, and other renewable natural resources

Instructional methods used encourage active learning

Students are instructed in becoming the professionals and scientists of tomorrow

Students are encouraged to challenge current boundaries to knowledge

The academic teaching effort (class room instruction and student advising) shall be evaluated relative to the official teaching appointment for each faculty member. In general, the number and credit hours of courses taught and the number of students advised shall be the primary quantitative evaluation standard, with additional consideration given for new course development, major revision of courses taught previously, instructional grant activity, or other exceptional activity.

Faculty performance in outreach teaching (Extension) shall be judged effective if after evaluation by peers, colleagues, current and former clients, the following standards have been met:

The instruction is relevant to the Department's mission

The subject matter content is appropriate to the discipline area

The subject matter content is continuously updated

Research-based information and technology is communicated to clientele

Clientele are instructed in synthesis and problem solving

Clientele are made aware of regional and global issues involving animal agriculture, rangeland, and other renewable natural resources

The magnitude (quantitative standard) of outreach teaching (off campus presentations and programs) efforts shall be evaluated relative to the official extension appointment for each faculty member. Each outreach (Extension) program differs, precluding the designation of any single quantitative standard as most important. The outreach teaching method, clientele served, and practicality of formal teaching evaluations vary with the individual faculty member and it is the responsibility of the peer review committee and the department head to consider both quantitative and qualitative standard in arriving at an equitable evaluation of outreach teaching performance.

B. Standard(s) of Effectiveness in Teaching for Faculty with Professional Practice Expectations

Not applicable

222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY

222.1 University Standard of Effectiveness in Research/Creative Activity

Effectiveness

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.

222.2 College Standard(s) of Effectiveness in Research/Creative Activity

Faculty performance in research/creative activity will be judged effective if it meets or exceeds the standards of the candidate's department. The departmental standards must be approved by both the college and university promotion and tenure committees.

222.3 Department of Animal and Range Sciences Standards of Effectiveness in Research/Creative Activity

A. Standards of Effectiveness in Research/Creative Activity for Faculty with Instructional Expectations

Faculty performance in Research/Creative Activity shall be judged effective if after evaluation by peers, colleagues, on-campus and external reviewers, the following standards have been met:

The research program is relevant to the Department's mission

The research program is focused and sustained

The research program emphasizes meaningful scientific questions and/or developing technology relevant to animal agriculture, rangeland, and/or renewable natural resources pertinent to Montana

New knowledge and/or technology is communicated to the scientific community via peer-reviewed publications

New knowledge and/or technology is presented at regional or national professional meetings

The research program contains cooperative and/or interdisciplinary components

The research program includes extramural support

Competitive funding for the research program has been sought

Graduate students are included in the research program

The magnitude and nature of the research/creative activity is dependent upon the specific FTE appointment of the individual faculty member. It is expected that both quantitative and qualitative standards will be utilized in

performance evaluation. However, the specific standard used may vary depending upon the nature of the research/creative activity program. It is the responsibility of the peer review committee and the department head to consider all available standards in arriving at an equitable evaluation of research/creative activity performance.

B. Standard(s) of Effectiveness in Research/Creative Activity for Faculty with Professional Practice Expectations

Not applicable

223 EFFECTIVENESS IN OUTREACH/PUBLIC SERVICE

223.1 University Standard of Effectiveness in Outreach/Public Service

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.

223.2 College Standards of Effectiveness in Outreach/Public Service

Faculty performance in outreach and public service will be judged effective if it meets or exceeds the standards of the candidate's department. Departmental standards must be approved by both the college and university promotion and tenure committees.

223.3 Department of Animal and Range Sciences Standards of Effectiveness in Service (Public, Professional, University)

A. Standards of Effectiveness in Public Service for Faculty with Instructional Expectations

Faculty performance in service (public, professional, university) activities shall be judged effective if after evaluation by peers and colleagues within the University, the following standards have been met:

A major contribution is made to the functioning of at least one significant committee, organization, student club, public entity, etc. appropriate to the faculty member's discipline

Active involvement in departmental activities and affairs

Membership in and contribution to at least one professional organization appropriate to the discipline

B. Standard(s) of Effectiveness in Outreach/Public Service for Faculty with Professional Practice Expectations

Not applicable

230 STANDARDS OF EXCELLENCE

231 EXCELLENCE IN TEACHING

231.1 University Standard of 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.

231.2 College Standard(s) of Excellence in Teaching

Given the diverse venues and types of teaching conducted by College of Agriculture faculty, performance in teaching will be judged excellent if there is substantial recognition through an appropriate departmental and college approved evaluation instrument, including peer and colleague evaluations. Teaching may also be judged excellent if there is evidence of success in mentoring graduate students.

231.3 Department of Animal and Range Sciences Standards of Excellence in Teaching (Academic and/or Outreach)

A. Excellence in Teaching (Academic and/or Outreach) for Department Faculty with Instructional Expectations

Faculty performance in teaching (academic and/or outreach) shall be judged excellent if the standards for effectiveness are met (Section 221.3) and at least two of the following additional standards are met:

A grant is received for activities to enhance teaching effectiveness

A peer-reviewed publication, significant presentation at regional or national meetings, or significant product (software, videotape, short-course) is produced as a result of academic or outreach teaching activities

A teaching award or other substantial recognition is received for academic or outreach teaching activities at the college, university, state, regional or national level

B. Excellence in Academic and Outreach Teaching for Department Faculty with Professional Practice Expectations

Not applicable

232 EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

232.1 University Standard of Excellence in Research/Creative Activity

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

232.2 College Standard(s) of Excellence in Research/Creative Activity

Faculty performance in research/creative activity will be judged excellent if there is evidence of a focused and sustained research program that has resulted in professional recognition, peer-reviewed publications and in securing external funding, at levels appropriate to the faculty member's discipline.

232.3 Department of Animal and Range Sciences Standards of Excellence in Research/Creative Activity

A. Excellence in Research/Creative Activity for Department Faculty with Instructional Expectations

Faculty performance in Research/Creative Activity shall be judged excellent if the standards for effectiveness are met (Section 222.3), and at least two of the following additional standards are met:

A significant number of peer-reviewed papers are published

A significant record of invited presentations at regional, national or international professional conferences, meetings or symposia is achieved

A significant extramural award or grant is received to enhance research/creative activity

A research/creative activity award or other substantial recognition is received at the college, university, state, regional or national level for research/creative activity activities

B. Excellence in Research/Creative Activity for Department Faculty with Professional Practice Expectations

Not applicable

233 EXCELLENCE IN OUTREACH/PUBLIC SERVICE

233.1 University Standards of Excellence in Outreach/Public Service

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

233.2 College Standard(s) of Excellence in Outreach/Public Service

Faculty performance in outreach/public service will be judged excellent if there is evidence of appropriate recognition according to the standards developed by the department.

233.3 Department of Animal and Range Sciences Standards of Excellence in Service (public, professional, university)

A. Excellence in Public Service for Department Faculty with Instructional Expectations

Faculty performance in Service (public, professional, university) shall be judged excellent if the standards for effectiveness listed in section 223.3 are met and at least three of the following additional standards are met:

The level and quality of contributions to the functioning of important committees, organizations, student clubs, public entities, etc. is exceptional

The number of groups, committees, organizations, or other appropriate entities significantly assisted is exceptional
Awards or other substantial recognition is received at the college, university, state, regional or national level for service activities

One or more significant publication, formal program, presentation or other product is produced as a result of service activities

B. Excellence in Outreach/Public Service for Department Faculty with Professional Practice Expectations

Not applicable

240 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE

241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.1 University Policy and Procedures

Effectiveness, excellence, and potential for excellence in teaching shall be demonstrated through evaluation by peers and colleagues within the University and through in-depth assessment of teaching performance, that draws upon current and former students, graduates, colleagues and clients. Candidates shall follow the methods for in-depth assessment of teaching performance established by the department.

241.2 College Policies and Procedures

Departments will establish the methods for in-depth assessment of teaching performance. Methods for assessing teaching performance will take into account the diversity of on-campus and off-campus teaching conducted by College of Agriculture faculty.

241.3 Department of Animal and Range Sciences Policies and Procedures for Demonstration of Effectiveness and Excellence in Teaching (Academic and/or Outreach)

Methods for conducting an in-depth assessment of academic teaching performance:

1. The Department Head and the Departmental Promotion & Tenure Committee are responsible for conducting the in-depth assessment of academic teaching performance.
2. The Department Head, in consultation with the Departmental Promotion & Tenure Committee, will identify two internal peer reviewers (within the Department but not current members of the Department P&T Committee) as specified in section 415.4, and at least three external reviewers (outside the Department) as specified in section 415.3. Only one set of internal reviewers will be used for a single candidate – i.e., internal reviewers will evaluate teaching (academic and/or outreach), research, and service.
3. The internal and external reviewers will be given the Criteria for Evaluation of Academic Program Teaching (sections 211.1, 211.2, 211.3, 211.3.1), the Standard(s) of Effectiveness in Academic and Outreach Teaching (sections 221.1, 221.2, 221.3), the Standard(s) of Excellence in Academic and Outreach Teaching (sections 231.1, 231.2, 231.3), the candidate's Curriculum Vitae, the candidate's self-evaluation/personal statement, and the material prepared by the candidate for inclusion in the dossier section "Teaching."
4. The internal and external reviewers will be asked to prepare a written in-depth assessment of academic teaching performance using the above criteria and standards.
5. The Department Head, in consultation with the Departmental Promotion & Tenure Committee will prepare a list of at least 5 current and 5 former students from whom to request letters of assessment of teaching performance.

Methods for conducting an in-depth assessment of outreach teaching (Extension) performance:

1. The Department Head and the Departmental Promotion & Tenure Committee are responsible for conducting the in-depth assessment of outreach teaching (Extension) performance.
2. The Department Head, in consultation with the Departmental Promotion & Tenure Committee, will identify two internal peer reviewers (within the Department but not current members of the Department P&T Committee) as specified in section 415.4, and three external peer reviewers (outside the Department) as specified in section 415.3. Only one set of internal reviewers will be used for a single candidate – i.e., internal reviewers will evaluate teaching (academic and/or outreach), research, and service.
3. The internal and external reviewers will be given the Criteria for Evaluation of Outreach Teaching (Extension) Program (sections 211.1, 211.2, 211.3, 211.3.2), the Standard(s) of Effectiveness in Academic and Outreach Teaching (Extension; sections 221.1, 221.2, 221.3), the Standard(s) of Excellence in Academic and Outreach Teaching (Extension; sections 231.1, 231.2, 231.3), the candidate's Curriculum Vitae, the candidate's self-evaluation/personal statement, and the material prepared by the candidate for inclusion in the dossier section "Teaching."
4. The internal and external reviewers will be asked to prepare a written in-depth assessment of outreach teaching performance using the above criteria and standards.
5. The Department Head, in consultation with the Departmental Promotion & Tenure Committee will prepare a list of at least 10 clientele from whom to request letters of assessment of outreach teaching performance.

Documents that may be used in demonstrating effectiveness and excellence in teaching (academic and/or outreach)

are listed in section 211.3.1 “Criteria for Evaluation of Academic Teaching Programs,” and section 211.3.2 “Criteria for Evaluation of Outreach Teaching (Extension) Programs.”

As part of the annual productivity report, and any formal review, each faculty member may provide a statement that includes a teaching (academic and/or outreach) program description and explanation of specific objectives, methods, activities and performance achievements

Faculty peer evaluation shall be part of the annual and formal review processes and shall be completed by the Department Head and elected Peer Review Committee for annual reviews, and by the Department Head and the Departmental Promotion & Tenure Committee for formal reviews. It shall be based upon the annual productivity report (for annual review) or the review dossier (for formal reviews) submitted by faculty member under review. Other peer review methods may be utilized, but must be approved by written vote of the faculty and must be uniformly applied for review of all faculty.

Outside review for annual evaluation, shall be obtained only when requested and only in a manner as adopted by written vote of departmental faculty.

The faculty member under review is responsible for including appropriate specific documents discussed above as well as any additional appropriate information that will allow an accurate and complete understanding of the activities and achievements of the faculty member during the period under review.

242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

242.1 University Policy and Procedures

Effectiveness, excellence and potential for excellence in research/creative activity shall be demonstrated through evaluation by on-campus review committees and administrators and external reviewers. Candidates shall list all publications, presentations, exhibits, and performances in their dossiers and, in addition, shall submit for review a set of articles, publications, creative endeavors, or other evidence that, in their judgement, represents their best efforts to advance the discipline or profession.

242.2 College Policies and Procedures

Departments will establish the methods for in-depth assessment of performance in research/creative activity. Assessments by a minimum of three external reviewers must be included for promotion and tenure evaluations. External reviewers are scientists from outside Montana capable of critically evaluating the quality of the candidates research/creative activity.

242.3 Department of Animal and Range Sciences Policies and Procedures for Demonstration of Effectiveness and Excellence in Research/Creative Activity

Methods for conducting an in-depth assessment of Research/Creative Activity performance:

1. The Department Head and the Departmental Promotion & Tenure Committee are responsible for conducting the assessment of Research/Creative Activity performance.
2. The Department Head, in consultation with the Departmental Promotion & Tenure Committee, will identify two internal peer reviewers (within the Department but not current members of the Department P&T Committee) as specified in section 415.4, and at least three external peer reviewers (outside the Department) as specified in section 415.3. Only one set of internal reviewers will be used for a single candidate – i.e., internal

reviewers will evaluate teaching (academic and/or outreach), research, and service.

3. The internal and external reviewers will be given the Criteria for Evaluation of Research/Creative Activity (sections 212.1, 212.2, 212.3), the Standard(s) of Effectiveness in Research/Creative Activity (sections 222.1, 222.2, 222.3), the Standard(s) of Excellence in Research/Creative Activity (sections 232.1, 232.2, 232.3), the candidate's Curriculum Vitae, the candidate's self-evaluation/personal statement, and the material prepared by the candidate for inclusion in the dossier section "Research/Creative Activity."
4. The internal and external reviewers will be asked to prepare a written in-depth assessment of Research/Creative Activity performance using the above criteria and standards.

Documents that may be used in demonstrating effectiveness and excellence are listed in section 212.3 "Department of Animal & Range Sciences Research/Creative Activity Criteria."

As part of the annual productivity report, and any formal review, each faculty member may provide a statement that includes a research/creative activity program description and explanation of specific objectives, methods, activities, and performance achievements.

Faculty peer evaluation shall be part of the annual and formal review processes and shall be completed by the Department Head and elected Peer Review Committee for annual reviews, and by the Department Head and the Departmental Promotion & Tenure Committee for formal reviews. It shall be based upon the annual productivity report (for annual review) or the review dossier (for formal reviews) submitted by faculty member under review. Other peer review methods may be utilized, but must be approved by written vote of the faculty and must be uniformly applied for review of all faculty.

Faculty members under review are responsible for including appropriate specific documents discussed above as well as any additional appropriate information that will allow an accurate and complete understanding of the activities and achievements of the faculty member during the period under review.

In years when faculty are being reviewed for tenure and/or promotion the Animal and Range Sciences Department Promotion and Tenure Committee will conduct an independent in-depth assessment of the faculty member's effectiveness of teaching (academic and/or outreach).

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/PUBLIC SERVICE

243.1 University Policy and Procedures

Effectiveness in service shall be demonstrated through evaluation by peers and colleagues within the University. Excellence and potential for excellence in service shall be demonstrated through evaluation of professional and public service activities by peers outside the University. Candidates shall list all service activities in their dossiers and, in addition, shall submit for review a set of articles, publications, professional endeavors or other evidence that, in their judgement, represents their best efforts to contribute to and advance the University, public, and profession.

243.2 College Policies and Procedures

Departments will establish the methods for in-depth assessment of performance in outreach/public service.

243.3 Department of Animal and Range Sciences Policies and Procedures for Demonstration of Effectiveness and Excellence in Service (Public, Professional, University)

Methods for conducting an in-depth assessment of Public Service:

1. The Department Head and the Departmental Promotion & Tenure Committee are responsible for conducting the assessment of Public Service performance.
2. The Department Head, in consultation with the Departmental Promotion & Tenure Committee, will identify two internal peer reviewers (within the Department but not members of the Department P&T Committee) as specified in section 415.4. Only one set of internal reviewers will be used for a single candidate – i.e., internal reviewers will evaluate teaching (academic and/or outreach), research/creative activity, and service.
3. The internal reviewers will be given the Criteria for Evaluation of Public Service (sections 213.1, 213.2, 213.3), the Standard(s) of Effectiveness in Public Service (sections 223.1, 223.2, 223.3), the Standard(s) of Excellence in Public Service (sections 233.1, 233.2, 233.3), the candidate's Curriculum Vitae, the candidate's self-evaluation/personal statement, and the material prepared by the candidate for inclusion in the dossier section "Outreach/Public Service."
5. The internal reviewers will be asked to prepare a written in-depth assessment of Public Service performance using the above criteria and standards.

Documents that may be used in demonstrating effectiveness and excellence in Public Service are listed in section 213.3 "Department of Animal and Range Sciences Service (Public, Professional, University) Criteria."

As part of the annual productivity report, and any formal review, each faculty member may provide a statement that includes a service program description and explanation of specific objectives, methods, activities and performance achievements.

Faculty peer evaluation shall be part of the annual and formal review processes and shall be completed by the Department Head and elected Peer Review Committee for annual reviews, and by the Department Head and the Departmental Promotion & Tenure Committee for formal reviews. It shall be based upon the annual productivity report (for annual review) or the review dossier (for formal reviews) submitted by faculty member under review. Other peer review methods may be utilized, but must be approved by written vote of the faculty and must be uniformly applied for review of all faculty.

Faculty members under review are responsible for including appropriate specific documents discussed above as well as any additional appropriate information that will allow an accurate and complete understanding of the activities and achievements of the faculty member during the period under review.

SECTION 300

STANDARDS FOR APPOINTMENT, PROMOTION, RETENTION AND TENURE

300 RESPONSIBILITY TO ESTABLISH STANDARDS

The criteria on which a faculty member with instructional expectations will be evaluated shall be the three areas of responsibility: teaching, research/creative activity, and service. The criteria on which a faculty member with professional practice expectations will be evaluated shall be the area or areas of responsibility in teaching, research/creative activity, or outreach service appropriate to his or her specific assignment.

Departments and colleges shall establish standards for retention, tenure and promotion that are no less rigorous than those described below. Each faculty member must meet the following University-wide standards for appointment, retention, tenure, and promotion as well as the standards of her or his department and college.

310 RETENTION AND SPECIAL REVIEW

Faculty members may be reviewed at times other than those required for third year, tenure, and promotion. A special review may be recommended to the President by the department review committee, department head, college review committee, college dean, University Promotion and Tenure Committee or the Provost and Vice President for Academic Affairs.

If the recommendation is accepted by the President, he or she shall initiate a special review by sending a written notice to the faculty member. The notice of special review shall set forth the nature of the review and identify appropriate deadlines for its conduct. A special review shall be conducted by the departmental review committee or by a special review committee composed of academic faculty.

310.1 University Standards for Retention

The University-wide standards for retention of faculty members are:

- A. Effectiveness in the performance of their responsibilities,
- B. Promise of continuing effectiveness, and
- C. If appropriate to the level of review, the promise of attainment of the standards for tenure and promotion, as demonstrated by a clear progression of accomplishment.

310.2 College Standards for Retention

Same as University as presented in section 310.1.

310.3 Department of Animal and Range Sciences Standards for Retention

Same as for the College as presented in section 310.2.

320 TENURE

Faculty members will be reviewed for tenure in their sixth year (or equivalent year if credited for prior service) of full-time service in a tenurable position. No more than three (3) years of full-time service at another institution may be credited toward determining the sixth year of service. The amount of creditable prior service is determined at the

time of initial appointment and must be confirmed in writing by the Provost and Vice President for Academic Affairs.

A faculty member's tenure review scheduled for the sixth year may be extended for good cause under exigent circumstances upon the approval of the faculty member's department head, college dean, and Provost. Extension may be granted for no more than two years and must be agreed to in writing by all parties.

321 STANDARDS FOR TENURE

321.1 Standards for Faculty with Instructional Expectations.

A. University Standards

The University-wide standards for the award of tenure to faculty with instructional expectations are:

- A. Demonstrated and sustained effectiveness in the performance of their responsibilities in the three areas of teaching, research/creative activity, and service, appropriate to the assignment as set forth in the letter of hire and role statements,
- B. Demonstrated potential for sustained effectiveness in each of these areas in the future, and
- C. Demonstrated potential for achieving excellence in teaching and/or research/creative activity.

B. College Standards

Same as University as presented in section 321.1A.

C. Department of Animal and Range Sciences Standards for Tenure

Same as College as presented in section 321.1B.

321.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

The University-wide standards for tenure for faculty with professional practice expectations are:

- A. Demonstrated and sustained effectiveness in the performance of the responsibilities of the assignment as set forth in the letter of hire and the role statements,
- B. Demonstrated potential of sustained effectiveness in the future, and
- C. Demonstrated potential for achieving excellence in at least one of the areas of teaching, research/creative activity, or service, appropriate to the responsibilities of the assignment.

B. College Standards

Not applicable

C. Department Standards

Not applicable

330 APPOINTMENT AND PROMOTION

University-wide standards for appointment and promotion vary by rank.

Normally, promotion is awarded after the completion of no fewer than five (5) years of service, which is generally considered the minimum time needed to meet the standards for promotion described in 660.00 and in the college and department documents.

Faculty who believe they have met the department, college, and University criteria and standards for promotion and wish to be considered for promotion should submit a formal request for consideration to the department head and department review committee. The department head may also request a faculty member to submit materials for promotion. Since promotion, except in cases of automatic review with tenure, is optional, a faculty member may withdraw his or her materials from further consideration at any time during the review process.

331 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF ASSISTANT PROFESSOR

331.1 Standards for Faculty with Instructional Expectations

A. University Standards

To be appointed as an Assistant Professor, a faculty member with instructional expectations shall, at a minimum, have:

- A. A terminal degree appropriate to the field or department,
- B. Demonstrated potential to teach at the undergraduate and/or graduate levels, and
- C. Qualifications to conduct research/creative activity in a specialized field.

B. College Standards

Same as University as presented in section 331.1A.

C. Department of Animal and Range Sciences Standards for Appointment and Promotion to the Rank of Assistant Professor

To be appointed as an Assistant Professor in the Department of Animal and Range Sciences, a faculty member with instructional expectations shall at a minimum have:

- A. A terminal degree appropriate to the field,
- B. Demonstrated potential to teach at the undergraduate, graduate, or outreach level as appropriate to proposed FTE appointment,
- C. Qualifications to develop and conduct research/creative activity programs as appropriate to FTE appointment,
- D. Potential to become meaningfully involved in public, professional and university service activities as appropriate to FTE appointment.

331.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

To be appointed as an Assistant Professor, a faculty member with professional practice expectations shall, at a minimum, have:

- A. A terminal degree appropriate to the field or department, and
- B. Demonstrated potential to carry out the primary duties of his or her assignments.

B. College Standards

Not applicable

C. Department Standards

Not applicable

332 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR

A candidate of Assistant Professor rank shall be expected to be approved for tenure and promotion to Associate Professor simultaneously, unless Associate Professor rank has been previously awarded.

332.1 Standards for Faculty with Instructional Expectations

A. University Standards

To be appointed as an Associate Professor, a faculty member with instructional expectations shall, at a minimum, have:

- A. A terminal degree appropriate to the field or department,
- B. A record of demonstrated and sustained effectiveness in each of the three areas of teaching, research/creative activity and service, appropriate to the assignment as set forth in the letter of hire and role statements, and
- C. Demonstrated potential for achieving excellence in teaching or research/creative activity.

B. College Standards

Same as University as presented in section 332.1A

C. Department of Animal and Range Sciences Standards for Appointment and Promotion to the Rank of Associate Professor

Faculty seeking promotion to Associate Professor shall have developed and demonstrated a sustained, effective teaching (academic and/or outreach) program, research/creative activity program and service program as appropriate to the FTE appointment, shall have met the standards for effectiveness as outlined in sections 221.3, 222.3 and 223.3, and shall have demonstrated the potential for achieving excellence in teaching (academic and/or outreach) or research/creative activities as outlined in sections 231.3 and 232.3.

332.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

To be appointed as an Associate Professor, a faculty member with professional practice expectations shall, at a minimum, have:

- A. A terminal degree appropriate to the field or department,
- B. A record of demonstrated and sustained effectiveness in the primary responsibilities of the assignment as set forth in the letter of hire and role statements,
- C. Demonstrated potential for the achievement of excellence in at least one of the three areas of teaching, research/creative activity, and service.

B. College Standards

Not applicable

C. Department Standards

Not applicable

333 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF PROFESSOR

333.1 Standards for Faculty with Instructional Expectations

A. University Standards

To be appointed as a Professor, a faculty member with instructional expectations shall, at a minimum, have:

- A. A terminal degree appropriate to the field or department,
- B. A record of demonstrated and sustained effectiveness in each of the three areas of teaching, research/creative activity, and service, appropriate to the assignment, and
- C. A record of excellence in teaching and/or research/creative activity.

B. College Standards

Same as University as presented in section 333.1A

C. Department of Animal & Range Sciences Standards for Promotion to Professor

Faculty seeking promotion to Professor shall have met all requirements for Associate Professor, shall have demonstrated sustained effectiveness in teaching (academic and/or outreach), research/creative activity, and service as appropriate to FTE appointment, and shall have demonstrated excellence in teaching (academic and/or outreach) or research/creative activities as outlined in sections 231.3 and 232.3.

333.2 Standards for Faculty with Professional Practice Expectations:

A. University Standards

To be appointed as a Professor, a faculty member with professional practice expectations shall, at a minimum, have:

- A. A terminal degree appropriate to the field or department,
- B. A record of demonstrated and sustained effectiveness in the primary duties of their assignment,
- C. A record of excellence in at least one of the three areas of teaching, research/creative activity, or service as demonstrated by recognition of the outstanding nature of the candidate's contributions

to the public, the discipline and/or profession from peers outside the University.

B. College Standards

Not applicable

C. Department Standards

Not applicable

SECTION 400

PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE

"Substantive review" means an assessment of the merit of a candidate's dossier in terms of the department, college, and University-wide criteria and standards appropriate to the type of review.

400 GENERAL PROCEDURES

This section promotes University-wide academic oversight by establishing independent reviews at the department, college, and University levels. In this process, broad University criteria and standards, stated below, are refined by the colleges, and articulated further by the departments. The review of individual faculty is initiated at the department level, where the relevant disciplinary expertise is located and is then carried to the college and University levels, where successively broader perspectives are employed.

Any committee identified herein may adopt "Standard Operating Procedures" that provide necessary interpretation of these policies and do not conflict with the policies and procedures outlined in this section. Such procedures must be approved by the Chair of Faculty Council and the Provost and Vice President for Academic Affairs.

401 REVIEW BASED ON EVALUATION OF TOTAL PERFORMANCE

Third year, tenure and promotion reviews are based upon cumulative performance in each area (teaching, research/creative activity, and service) over the total period preceding review. In contrast, annual reviews assess the faculty member's performance averaged over all areas within a year. Thus, a record of having met performance expectations as indicated by Annual Reviews does not necessarily guarantee the candidate has assembled and demonstrated a cumulative record that meets the standards for retention, tenure or promotion.

402 MANDATED CONTENTS OF DOCUMENTS

The criteria, standards and procedures documents of the department and college shall, at a minimum, contain the following information, as appropriate:

- A. The criteria and standards used to assess faculty members' contributions to the role the department and evaluate their performance in their assigned responsibilities and in teaching, research/creative activity, and service, according to the type and level of review.
- B. Any quantitative and qualitative expectations in terms of job performance, teaching, research/creative activity, and/or service.
- C. The procedures used in selecting the membership of review committees.

- D. The department's designation as to courses and presentations which are to be evaluated using student evaluation forms and the evaluation instruments to be used.
- E. A description of the methods, in addition to student evaluations, to be used to obtain formal, in-depth assessment of a faculty member's teaching performance.
- F. The type of materials accepted or required in the documentation of research and creative activities and of outreach and public service.
- G. The dates and times of review.
- H. The procedures for obtaining outside peer reviews and soliciting internal letters of support/evaluation.
- I. The methods for designating and handling confidential materials.

410 PROCEDURES FOR THE CONDUCT OF FORMAL REVIEWS OF FACULTY

The formal review of academic faculty supports the mission and goals of Montana State University-Bozeman and assists faculty in meeting the expectations of the institution. Formal review for retention, tenure and promotion shall be conducted according to the procedures outlined in this section.

Third year, tenure, promotion, and, unless otherwise specified, special reviews are conducted on the following levels: review by department committee, department head, college committee, college dean, University committee, and Provost and Vice President for Academic Affairs.

411 MANDATORY CONSIDERATIONS AT ALL LEVELS OF REVIEW

In conducting the review, each review committee and reviewing administrator shall consider the following:

- A. The dossier submitted by the candidate and the recommendations of each preceding level of review,
- B. The University criteria and standards described above,
- C. The previously approved role and scope, criteria and standards document of the college,
- D. The previously approved role and scope, criteria and standards document of the department,
- E. The letter of hire and any subsequent faculty role statements, including any differential staffing/differential assignment, and
- F. In cases of review for promotion and tenure, the written evaluations of external and internal peer reviewers, if applicable.

Each review committee or reviewing administrator may request further documentation from the candidate and solicit and obtain additional materials deemed necessary to make a thorough and substantive review of the candidate's qualifications.

No materials except required documentation specified in the role, scope, criteria, standards and procedures of the department or college may be added to or deleted from a candidate's dossier without notice to the candidate and an opportunity for the candidate to respond and notice to any preceding review committees and reviewing administrators and an opportunity to respond.

Each review committee or reviewing administrator 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 Faculty Handbook.

Revised, July 1, 1998.

412 RESPONSIBILITIES OF THE COLLEGE DEAN

The college dean shall review all submitted materials, provide any required materials, conduct an independent and substantive review of the candidate's dossier and make recommendations regarding retention, tenure, and/or promotion in accordance with 811.00. The recommendation shall include a written rationale.

The college dean is also responsible for:

- A. Informing faculty members, committee members, and department heads of the applicable time lines for review.
- B. Providing the college review committee with information and materials essential to their deliberations, according to college and University policies and procedures.
- C. Forwarding the candidate's dossier, with her or his recommendations, to the UPT Committee and sending a copy of the written recommendation to the candidate.

Revised, July 1, 1998.

413 REVIEW BY THE COLLEGE PROMOTION AND TENURE COMMITTEE

Each college shall establish a "college review committee" to consider the dossier submitted by each candidate and formulate its recommendation for retention, tenure, and/or promotion. The college review committee shall review all submitted materials, provide any required materials, conduct a fair, objective, independent, and substantive review of the candidate's dossiers based on department, college, and University criteria and standards and make recommendations regarding retention, tenure or promotion, in accordance with 811.00. The recommendation shall include a written rationale.

The college review committee is also responsible for:

- A. Reviewing, making suggestions for modification, and approving the role and scope, criteria and standards documents of the departments.
- B. Conducting the election for faculty representatives to the college and UPT Committees.
- C. Preparing a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate for review.

Revised, July 1, 1998.

413.1 Membership and Procedures for Selection

Each college shall establish the policies and procedures by which the membership of the committee shall be established. The college review committee shall be composed only of tenured faculty, at least a majority of whom shall be elected by college faculty. A department head may serve on the committee only if elected by the college faculty. Whenever possible, the committee shall have 25% female and/or minority representation. If that representation is not achieved by election, the dean shall appoint such additional members as may be necessary to achieve that representation.

No faculty member shall serve on the committee during the year of review of her or his own dossier.

The college dean may be present at committee meetings, at the discretion of the committee, to present data that is essential to the committee's deliberations but shall not be present when the committee votes.

Revised, July 1, 1998.

413.2 Responsibilities of the Committee

Each college shall establish a "college review committee" to consider the dossier submitted by each candidate and

formulate its recommendation for retention, tenure, and/or promotion. The college review committee shall review all submitted materials, provide any required materials, conduct a fair, objective, independent, and substantive review of the candidate's dossiers based on department, college, and University criteria and standards and make recommendations regarding retention, tenure or promotion, in accordance with 811.00. The recommendation shall include a written rationale.

The college review committee is also responsible for:

- A. Reviewing, making suggestions for modification, and approving the role and scope, criteria and standards documents of the departments.
- B. Conducting the election for faculty representatives to the college and UPT Committees.
- C. Preparing a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate for review.

Revised, July 1, 1998.

413.3 Actions of the Committee

A department representative to a college promotion and tenure committee shall not vote when a candidate from his or her department is reviewed. The representative may provide background information about the department but shall not express personal opinions about the candidate or the candidate's qualifications or experience.

The college review committee:

- A. Prepares a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate and
- B. Forwards the recommendation to the dean, sending a copy to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the dean's office.

Revised, July 1, 1998.

413.4 Procedures for Electing College Representatives to the University Promotion and Tenure Committee

414 RESPONSIBILITIES OF THE DEPARTMENT HEAD

The department head shall review all submitted materials, provide any required materials, and conduct an independent and substantive review of the candidate's dossier and make recommendations regarding retention, tenure, and/or promotion, in accordance with 811.00. The recommendation shall include a written rationale.

The department head is also responsible for:

- A. Accurately describing, in the initial letter of hire, the primary duties, responsibilities and conditions of employment, including the instructional or professional practice expectations of the appointment and years of credit toward tenure, of the faculty member.
- B. Informing the faculty member of the University, college, and department role and scope, criteria and standards documents which form the basis of formal review.
- C. Ensuring that each faculty member has access to the University, college, and department documents related to annual review, retention, tenure, and promotion.
- D. Preparing role statements, after negotiation with the faculty member that accurately describe the faculty member's current responsibilities, including any agreement regarding differential assignments which have been approved by the dean and Provost and Vice President for Academic Affairs.
- E. Informing faculty members of the applicable time lines for review.
- F. Providing the department review committee with information and materials essential to their deliberations, according to department, college and University procedures.

- G. Forwarding the candidate's dossier, including recommendation(s), to the college dean and sending a copy of the recommendation(s) to the candidate.
- H. Maintaining complete, accurate and up-to-date files on each faculty member, including a copy of any dossier submitted for formal review. Department heads shall ensure that peer review letters have been removed from the dossier before placing it in the employee's personal file.

Revised, July 1, 1998.

415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE

Each department shall establish a "departmental review committee" to consider the dossier submitted by each candidate for review and formulate its recommendation for retention, tenure, and/or promotion. Departmental review committees shall conduct a fair, objective, independent, and substantive review of the candidates' dossiers based on department, college, and University criteria and standards.

415.1 Membership and Procedures for Selection of Department of Animal and Range Sciences Review Committee

Each department shall establish the policies and procedures for appointing and/or electing the review committee. The departmental review committee shall be composed only of tenured or tenurable faculty at least a majority of whom shall be elected by departmental faculty. The committee shall have twenty five percent (25%) female and/or minority representation whenever possible. No faculty member shall serve on the department committee during the year of the review of her or his own dossier. The department head may be present at committee meetings at the discretion of the committee. The department head may present data that is essential to the committee's deliberations, but shall not be present when the committee votes.

Revised, July 1, 1998.

All formal performance reviews shall be conducted by the Department Promotion and Tenure committee. These reviews are Retention, Promotion, Tenure, and Special.

- A. The promotion and tenure committee will be composed of four tenured faculty at or above the rank of Associate Professor.
- B. The committee will include one representative elected by a vote of all tenure-track faculty from each of the three tenure-track departmental disciplines (Animal Science, Range Science, Extension). The department head will appoint a fourth member. The committee shall include representation of the academic teaching, research/creative activity, and extension functions of the department. Term of office shall be two years with no limitation on the number of consecutive terms. Committee member terms shall be staggered.

415.2 Responsibilities of the Committee

Each department shall establish a "departmental review committee" to consider the dossier submitted by each candidate for review and formulate its recommendation for retention, tenure, and/or promotion. Departmental review committees shall conduct a fair, objective, independent, and substantive review of the candidates' dossiers based on department, college, and University criteria and standards.

Each candidate shall submit a list of persons from whom the department committee or department head may solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support.

Confidentiality: All documents and materials submitted by faculty members for formal review shall be considered confidential. The department head is responsible for collecting and maintaining the confidentiality of these documents until transmitted to the chair of the department promotion and tenure committee. Each committee

member shall be responsible for the strict confidentiality of review documents during committee deliberations and shall return all materials to the committee chair at the completion of committee deliberations. Committee chair shall return all review documents to the department head. No copies of any materials submitted by faculty members undergoing review shall be made or retained by any committee member.

- A. No materials may be added to the dossier without notice to the candidate and opportunity for the candidate to respond.
- B. The department head shall notify the candidate of materials to be included in the review dossier as well as the format of the dossier. These materials shall be as described in the faculty handbook (section 812.00) plus any additional material uniformly requested of all candidates by the dean, extension administration, department head, or review committee. The format shall be as specified in the faculty handbook or as requested by the dean.
- C. The dossier shall contain all required materials at the time it is transmitted to the P & T committee chair. No material shall be added to the dossier by the candidate after this transmittal. No materials shall be added to the dossier by any other individual without notice to the candidate and the opportunity to respond.
- D. The department committee is also responsible for annually reviewing, making suggestions for modification, and approving the role and scope, criteria and standards document of the department.

415.3 Establishing Procedures for Obtaining External Peer Reviews

Each department shall establish the specific procedures by which external peer reviews shall be conducted. If they are required, peer reviews shall be obtained from no fewer than three (3) external reviewers, the majority of whom shall be recommended by the department committee, the minority of whom shall be recommended by the candidate.

Outside Peer Evaluation: Reviews for tenure and for promotion to associate professor or professor require written evaluation by peers from outside the department and university addressing how well the candidate meets the established standards for specified criteria. At least one month prior to review deadline, the candidate will suggest five references with significant knowledge of their program and accomplishments to the department head. The department head will select and contact one from this list for a written evaluation. The department head or the P&T committee will then contact two other reviewers, not on the list, for written evaluations. The written evaluations shall be addressed to the P&T committee and mailed to the department head who will insert them into the review dossier prior to transmitting the dossier to the P&T committee chair.

415.4 Establishing Procedures for Obtaining Internal Reviews

Each department shall establish the specific procedures by which letters of support and/or internal reviews by students, staff, and other faculty shall be obtained. Candidates shall not solicit letters of support or internal reviews for themselves.

The P&T committee is responsible for all internal departmental peer review of faculty members for formal evaluation. Criteria and procedures for performance documentation have been previously presented in this role and scope document. The candidate may not solicit or submit general letters of support from colleagues within the department or university. If the committee feels that circumstances warrant an additional peer evaluation on a specific aspect of the performance for an individual candidate, the committee and the department head shall jointly determine the procedures for such peer review at a time prior to formal review that is sufficient to allow for the suggested peer evaluation to be completed. If agreement cannot be reached on the need for or on the procedures for an additional peer review, no such review shall be conducted. The failure or refusal to complete such a suggested additional peer review shall not be considered a negative factor in the review process.

415.5 Procedures for Obtaining in Depth Assessment of Teaching and Outreach

415.6 Actions of the Committee

Each department shall establish a "departmental review committee" to consider the dossier submitted by each candidate for review and formulate its recommendation for retention, tenure, and/or promotion. Departmental review committees shall conduct a fair, objective, independent, and substantive review of the candidates' dossiers based on department, college, and University criteria and standards.

420 RIGHTS AND RESPONSIBILITIES OF THE CANDIDATE

421 RESPONSIBILITY TO PREPARE AND SUBMIT DOSSIER

The candidate is responsible for preparing the dossier and making her or his case for retention, tenure, promotion, or favorable special review. Candidates shall submit to the department committee or department head, a dossier which shall include:

- A. A curriculum vitae listing all teaching, research/creative activities and outreach/public service activities.
- B. A narrative self-evaluation or personal statement,
- C. Documentation of role, assignments, and performance including the letter of hire, any subsequent role statements or reassignments, and annual reviews and ratings.
- D. Information as to performance and accomplishments in teaching, research/creative activity, outreach/public service, and professional development, appropriate to the assignment.

If appropriate to the assignment, the dossier shall also include a set of articles, publications, creative endeavors, or other evidence that, in the candidate's judgement, represents his or her best efforts to advance the discipline or profession. This set of materials shall be sent to external peer reviewers.

The candidate should also provide supporting documentation including but not limited to publications, video and audio tapes, student-teacher evaluations, and other material separate from the dossier. During the review period, this supporting documentation shall be retained by the college dean and transmitted to the University Promotion and Tenure Committee upon request.

The "Cover Sheet--Candidate's Dossier," available from the office of the Provost and Vice President for Academic Affairs, shall be used as the cover page of the dossier.

Revised, July 1, 1998.

421.1 Personal Statement or Self-Evaluation

The case for retention, tenure and/or promotion shall be made, in part, through a personal statement or self-evaluation in which the candidate shall discuss his or her accomplishments in teaching, research, creative activity, outreach and service and provide the framework for the review of the dossier. This personal narrative shall be included in the dossier and may be forwarded to external and internal reviewers according to the procedures of the college and/or department.

421.2 Other Materials to be Submitted with the Dossier

Candidates shall submit to the department committee or department head a dossier which lists all research, creative activities and service and includes the set of articles, publications, creative endeavors, or other evidence that, in their judgment, represents their best efforts to advance the discipline or profession.

421.3 Requests for Additional Documentation

Each review committee or reviewing administrator may request further documentation from the candidate.

421.4 Prohibition Against Altering Dossier Once It Has Been Submitted

The candidate may not add to, alter, modify, delete or remove documents from his or her dossier once it has been submitted except by:

- A. Updating the status of materials in support of tenure unknown at the time the dossier was submitted,
- B. Responding to a review committee's notice that materials in addition to those identified in the role, scope, criteria, standards and procedures documents have been added to the dossier (see 471.00 and 813.00), or
- C. Responding to a request for further documentation.

421.5 Soliciting Letters of Support Prohibited

Each candidate shall submit a list of persons from whom the department committee or department head may solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support.

See Section 415.2 above for description of department policy regarding soliciting and handling letters of support and other confidential materials.

421.6 Deadline for the Submission of Dossiers

Each candidate shall submit her or his dossiers by the date established by the Provost, dean, and department head. Unless provided in accordance with Sections 471.03, 471.04, 471.05 and 812.00, materials submitted after this date shall not be considered.

The candidate who fails to submit the dossier by the established deadline forfeits his or her opportunity for review. In cases of retention tenure or special review for retention, the faculty member who fails to submit a dossier shall be issued a terminal contract for the next contract term.

Revised, July 1, 1998.

422 CANDIDATE'S RIGHT TO GRIEVANCE/TIME LIMITS

A formal grievance hearing conducted by a specially constituted "Grievance Hearing Board" (Board) is the means by which a faculty member's formal complaint is heard by the University.

The Board can judge whether rules, regulations, policies and/or procedures have been violated or misapplied (during, for example, a promotion and tenure review), but cannot reverse the resulting decision. The Board may recommend to the President that the process be corrected and reinitiated from the point of infraction.

Conciliation must be attempted prior to the filing of a grievance except in cases involving a faculty member's retention, tenure and promotion, or termination.

After the Provost and Vice President for Academic Affairs has made and communicated the recommendation(s) regarding retention, tenure, and/or promotion, the faculty member has the right to pursue the formal grievance

procedures outlined in 1330.00. If the Provost's recommendation is positive, a negative action in a prior review cannot be grieved. If the Provost's recommendation is negative, the candidate may cite a negative action in a prior review in the grievance. Grievances must be filed with the chair of the Grievance or Conciliation Committee no later than thirty (30) days from the date the faculty member is notified of the recommendation.

SECTION 500

ANNUAL REVIEW

500 PURPOSE OF ANNUAL REVIEW

Annual review assesses the faculty member's performance over the preceding calendar year and is based upon the faculty member's letter of hire, role statements, annual assignments, self-assessment, and the department head's evaluation of the individual's performance. Reviews must be completed by April 10 or the date specified by the Provost and Vice President for Academic Affairs.

501 LETTER OF HIRE/FACULTY ROLE STATEMENT

The letter of hire identifies the instructional or professional practice expectations of the faculty member's appointment. The faculty member and the department head are responsible for developing, and updating as necessary, the Role Statement which identifies the broad responsibilities each faculty member is expected to perform. Any substantive changes in the expectations and/or the role of the faculty within the department must be approved by the dean, department head and the Provost and Vice President for Academic Affairs, after negotiation with the faculty member.

Annual reviews evaluate the faculty member's success in meeting expectations identified in the letter of hire and the role statement.

Within two months of the time of hire and subsequently at the time of annual review, the department head and each faculty member shall prepare a written role statement which states the broad responsibilities of the faculty member's position as well as the specific tasks and responsibilities to be completed during the current calendar year.

510 PROCEDURES FOR CONDUCTING ANNUAL REVIEWS

The following procedures should be used in conducting annual reviews:

- A. The faculty member and department head annually review the faculty member's performance relative to the faculty member's role and responsibilities. Evaluations are expected to recognize the requirements and expectations of the position and the proportionate time and resources officially allocated to particular activities.
- B. The department head rates the performance of each faculty member and submits the rating card to the college dean using the rating system prescribed by the Salary Review Committee (SRC).
- C. The faculty member must sign the card on which the rating is communicated to the SRC. 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 refuses to sign the card, the card shall be forwarded with the notation that the faculty member refused to sign it.
- D. 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 453.00.

510.01 College Procedures

510.02 Department of Animal and Range Sciences Procedures for Annual Review of Faculty Performance

Each faculty member shall be evaluated annually by an elected peer evaluation committee and by the department head.

A. Each faculty member will complete a written productivity report by the date and following the format requested by the department head and approved by the peer evaluation committee. Evaluation criteria and procedures for performance documentation have been previously presented in this role and scope document. Any faculty member may submit more than the minimum required documentation. For example, a candidate may invite one or more departmental faculty to attend, unannounced, a classroom presentation and complete an evaluation form. However, the faculty member may not solicit or submit general letters of support from colleagues within the department or university. If the committee feels that circumstances warrant an additional peer evaluation on a specific aspect of the performance for an individual faculty member, the committee, department head, and the candidate shall jointly determine the procedures for such peer review at the annual review to allow for the suggested peer evaluation to be complete prior to the next annual review. If agreement cannot be reached on the need for or on the procedures for an additional peer review, no such review shall be conducted. The failure or refusal to complete such a suggested additional peer review shall not be considered a negative factor in the review process.

B. A personal statement or commentary may be provided by the faculty member, but is not required, unless requested by the peer evaluation committee.

C. The productivity report and optional self evaluation commentary will be submitted to the department head who will transmit the documents to the peer evaluation committee chair at least 7 days prior to deadline for evaluation.

D. The peer evaluation committee shall rate the performance of each faculty member using the scale on the performance rating card prescribed by the University Salary Review Committee.

E. The peer evaluation committee chair will provide the department head a written performance rating as determined by majority vote of the committee members along with a brief justification for the rating.

F. The peer evaluation committee shall be composed of four faculty members serving two-year terms. All Assistant, Associate, and Full Professors are eligible for committee membership. The Assistant, Associate, and Full Professors shall each elect one person from their respective rank. The faculty as a whole shall elect one at-large committee member who shall serve as chair of the committee. Terms of office shall be staggered such that two members will be elected each year. At the first election after this document is officially adopted, a new committee shall be formed. Initial terms of office shall be only 1 year for 2 (one-half) of the elected members with these offices determined by lot. A person may not serve more than two consecutive years (one elected term or two appointed terms) except that the two elected members of the initial committee drawing one year terms shall be immediately eligible for reelection to a full two year term. The selection process shall be conducted in a manner that assures representation of the major functions of the department (academic instruction, research, extension) and if necessary, the department head may appoint a fifth committee member to a one year term to balance representation and/or satisfy Affirmative Action guidelines for the University.

G. Faculty review by the peer review committee shall be independent of review by the department head.

H. The Department head shall be responsible for final performance rating given each faculty member. However, it is expected that the department head will consider the peer committee recommendations as well as all materials provided in the faculty member's annual productivity report, self evaluation statement, and accomplishments relative to role statement for the year under review in arriving at a performance rating. The department head shall

provide each faculty member a copy of the peer review committee's evaluation of their performance.

I. In case of faculty member disagreement with the assigned performance rating, appeal procedures outlined in section 513.2 of this document may be followed. The faculty member may also request that the peer review committee, department head, and the faculty member jointly discuss and attempt to resolve the disagreement prior to transmittal of the performance rating card to the college dean. However, the peer review committee has no power other than the power of persuasion to alter the performance rating assigned by the department head.

511 RESPONSIBILITIES OF THE DEPARTMENT HEAD

The department head shall assign each faculty member the specific duties and responsibilities which meet department needs and enable the faculty member to fulfill the responsibilities of the position. The department head shall ensure that, taken collectively, the assignments of the faculty shall meet the department's and college's obligations to the University. The department head and the faculty member shall annually review the faculty member's role within the department and make any modifications as may be necessary, after consultation with the faculty member. Any substantial modification of the faculty member's role within the department must be approved by the Department Head, Dean and Provost and Vice President for Academic Affairs, after consultation with the faculty member.

511.1 Procedures for Making Salary Recommendations

Merit increases are based on the faculty member's performance as assessed in the annual review process. Salary recommendations are not guarantees; the faculty member's actual salary may be changed by the SRC, by the President, or the Board of Regents.

The department head shall submit a proposed salary recommendation for each faculty member to the non-departmental supervisor, if applicable and the college dean. The dean will approve or modify the salary recommendation, and submit it to the Salary Review Committee by the established deadline. A written notice of the salary recommendation will be given to the faculty member.

512 RESPONSIBILITIES OF THE SALARY REVIEW COMMITTEE

The Salary Review Committee shall be appointed and charged according to 253.00. The Committee shall review all salary recommendations for conformity in the application of the standards of the University's salary administration plan and forward them to the President.

513 CANDIDATE'S RIGHTS RELATIVE TO ANNUAL REVIEW

513.1 Right to Timely Review

A faculty member who is not reviewed or does not receive a copy of the written annual review with performance rating by April 11 may bring the matter to the attention of the dean. The faculty member should inform the dean in writing, no later than April 15. (See 461.00.)

A faculty member who disagrees with a performance evaluation or rating may appeal by appending to the annual review document a rationale for his or her disagreement and forwarding it to the college dean. The rationale must be filed with the dean within ten (10) days of signing the rating card. The dean shall consider the appeal and assign a performance rating. The dean shall notify the faculty member, in writing, of the decision regarding the appeal within ten (10) days if receipt of the request.

The Salary Review Committee does not hear appeals or grievances from individual faculty regarding their salaries. A faculty member who disagrees with a salary recommendation may appeal by sending a letter with a rationale for his or her disagreement to the college dean. Disagreements must be filed with the dean within ten (10) days of learning of the department head's salary recommendation. The dean shall consider the disagreement and prepare the salary recommendation. The dean shall notify the faculty member, in writing, of the decision regarding the disagreement within ten (10) days. Faculty members who are not satisfied with the decision of the dean may seek conciliation. (See 1320.00.)

Modified, July 1, 1998.

513.2 Right to Appeal Annual Performance Evaluation

A faculty member who disagrees with a performance evaluation or rating may appeal by appending to the annual review document a rationale for his or her disagreement and forwarding it to the college dean. The rationale must be filed with the dean within ten (10) days of signing the rating card. The dean shall consider the appeal and assign a performance rating. The dean shall notify the faculty member, in writing, of the decision regarding the appeal within ten (10) days if receipt of the request.

The Salary Review Committee does not hear appeals or grievances from individual faculty regarding their salaries. A faculty member who disagrees with a salary recommendation may appeal by sending a letter with a rationale for his or her disagreement to the college dean. Disagreements must be filed with the dean within ten (10) days of learning of the department head's salary recommendation. The dean shall consider the disagreement and prepare the salary recommendation. The dean shall notify the faculty member, in writing, of the decision regarding the disagreement within ten (10) days. Faculty members who are not satisfied with the decision of the dean may seek conciliation. (See 1320.00.)

Modified, July 1, 1998