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**ROLE, SCOPE, CRITERIA, STANDARDS, AND PROCEDURES**  
**OF THE**  
**DEPARTMENT OF LAND RESOURCES AND ENVIRONMENTAL SCIENCES**  
**COLLEGE OF AGRICULTURE**  
**MONTANA STATE UNIVERSITY-BOZEMAN**

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**APPROVALS**

**Signature**

**Date**

Department Faculty

Department Head

College P&T Committee

College Dean

University P&T Committee

Provost

## SECTION 100

### ROLE AND SCOPE STATEMENTS

#### 112 ROLE AND SCOPE

##### 112.2 Role and Scope of the Department

Mission: To generate and disseminate knowledge in the environmental sciences.

The Department of Land Resources and Environmental Sciences (LRES) provides science-based research/creative activity, teaching, and outreach/public service. Our role and scope is to generate and disseminate objective, science-based knowledge about land resources and environmental management. The department brings together disciplines related to soils, water, insects, plants, and microorganisms to achieve an integrated multi-scale and multi-disciplinary approach to understanding and managing ecosystems. We focus on issues related to natural and managed landscapes such as cropland, rangeland, wildland and highly-impacted land, with fundamental and applied investigations in environmental science, agriculture, natural resources, and land management. We foster collaboration with allied disciplines, institutions, and stakeholders, to address complex land resource and management issues at a variety of spatial and temporal scales. We strive to synthesize the knowledge we discover into comprehensive instructional, scientific, and practical purposes.

On-campus instruction provides undergraduate programs of study that prepare students with a foundation of basic sciences and the opportunity to apply this knowledge to understanding the complex interactions of diverse ecosystems. Undergraduate instruction integrates traditional and innovative academic experiences with research opportunities. Graduate programs provide excellent opportunities for advanced academic training and focused independent study through departmental research programs. Postdoctoral training offers high-level preparation for professional development and placement. Off-campus instructional programs (e.g., MSU Extension Service) provide research-based information, technological developments, and basic education to land resource managers, agricultural producers, and other citizens.

The purpose of LRES research programs is to generate new knowledge concerning land and water resources and organisms. We provide research results that are useful in their applications to problems and choices facing the agricultural community, natural resource managers, other professionals, and the community at large. We disseminate information to other scientists, professionals, and information providers to increase the social, environmental, and economic value of research activities. Substantial salary, research support, and broad program direction are provided by the Montana Agricultural Experiment Station (MAES) as funded through state and federal sources. In addition, grants and contracts are solicited to support research concerning local, regional, national, and international issues and interests. Research activity is conducted in laboratories and on private, state, and federal lands. Faculty and students cooperate with MAES agricultural research centers located in various parts of the state including the main station near Bozeman.

All LRES faculty members participate in outreach and service activities to the general public, agricultural and natural resource stakeholders, federal, state and local agencies, and professional organizations. Professional service includes participation in departmental, college, university, and professional society committees and myriad other substantive endeavors.

## **113 ACADEMIC PROGRAMS**

### **113.2 Academic Programs of the Department**

LRES instructional programs provide science-based knowledge, hands-on experiences, and synthesis of multidisciplinary information and skills. Degree offerings include:

- B.S. in Environmental Sciences
  - Environmental Biology Option
  - Soil and Water Science Option
- B.S. in Geospatial and Environmental Analysis
- B.S. in Land Rehabilitation
- B.S. in Sustainable Food and Bioenergy Systems
  - Agroecology Option
- M.S. in Land Resources and Environmental Sciences
- M.S. in Land Rehabilitation
- M.S. in Entomology (cross departmental)
- M.S. in Ecological and Environmental Statistics (participating department)
- Ph.D. in Ecology and Environmental Sciences
- Undergraduate Minors:
  - Soil Science
  - Water Resources (participating department)
  - Entomology (cross departmental)

## **114 RESEARCH AND CREATIVE ACTIVITY**

### **114.2 Special Areas of Department Research and Creative Activity**

Research programs focus on generating objective, science-based knowledge concerning land and water resources, land use, biotic interactions, and ecosystem properties and processes.

## **115 OUTREACH/PUBLIC SERVICE**

### **115.2 Special Areas of Department Outreach/Public Service**

In fulfilling the University's Land Grant mission, LRES faculty members extend their knowledge, skills, abilities, and creative discoveries leading to practical applications that benefit Montana and the nation.

## **SECTION 200**

### **CRITERIA AND STANDARDS**

## **211 TEACHING CRITERIA**

### **211.3 Department Teaching Criteria**

The Department provides on- and off-campus instruction using traditional and emerging technologies. Evaluation criteria include the quality and quantity of teaching and advising; creation or revision of

courses, curricula, and education programs; development and adaptation of new instructional technologies, resources, and strategies; collaborative or cooperative activities to enhance teaching and advising; professional consulting; integration of teaching and research; mentoring of graduate students and postdoctoral training activities; and demonstration of other significant instructional achievements as appropriate. Teaching and advising must be considered in meeting expectations, and additional criteria are considered as relevant to the position.

## **212 RESEARCH CRITERIA**

### **212.3 Department Research Criteria**

The diverse nature of the Department encourages a wide variety of scholarly activity. Evaluation criteria include the quality and recognition of research programs, and the quality and quantity of refereed and reviewed publications, competitive and non-competitive extramural funding, research reports, theses, dissertations, professional consulting, collaborative activities, and invited presentations. These standards will be considered relative to the candidate's disciplinary focus and position description.

## **213 OUTREACH/PUBLIC SERVICE CRITERIA**

### **213.3 Department Criteria**

The Department provides outreach and service to the public, profession, and university. All faculty are expected to substantively contribute to the outreach and service missions of the department at levels appropriate to their disciplines and rank. Evaluation criteria include: appropriate combinations of advice and education to clientele or groups; participation in regional, national, and/or professional society committees and activities; consultation or participation as technical advisors, negotiators, or mediators; *ad hoc* peer review for journals and/or grant funding programs; participation on grant proposal review panels; editorial responsibilities for scientific journals; and participation on department, college, and university committees and related service activities.

## **221 EFFECTIVENESS IN TEACHING**

### **221.3 Department Standard(s) of Effectiveness in Teaching**

On-campus instruction will be judged effective if it is substantial with regard to content and frequency of offering; is responsive to curricular needs and demands; is consistently evaluated as good to excellent by students; and demonstrates effective teaching and learning as evaluated by in-depth peer assessment. Off-campus instruction will be judged effective if it is substantial with regard to content and people contact-hours, is consistently evaluated as good to excellent by participants, demonstrates effective teaching and learning as evaluated by in-depth peer assessment, and includes a multi-pronged educational approach consisting of publications, press releases, presentations, web pages, etc. Evaluations will be conducted for 10-20% of annual presentations and will be selected to best represent a broad audience (Extension agents, crop advisers, land managers, farmers, ranchers, etc.).

Undergraduate advising will be judged effective based on mentoring students in undergraduate research projects or internships and/or a record of responsive advising which addresses students' course of study and career directions. LRES compiles student advising evaluations, and letters from students may be solicited by the Department Head.

Graduate advising and mentoring will be judged effective based on an appropriate combination of the following: if a number of students are mentored and show substantive progress in completing degree programs; if the candidate participates on other graduate student committees, and in maintaining or improving the department's graduate programs through participation in program review or modification; if graduate students are involved in published materials; and if the overall quality of theses or dissertations is judged appropriate to department standards. Similarly, postdoctoral training will be judged effective based upon the quality of mentoring and research guidance as demonstrated by relevant outputs and successes. Integration of undergraduate student teaching with research opportunities will be judged effective by criteria that include the quantity and quality of student participation, the quality and substance of their research activities, and the level of participation in publication activities. Each of these standards will be considered relative to the candidate's disciplinary focus and position.

## **222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY**

### **222.3 Department Standard(s) of Effectiveness in Research/Creative Activity**

Faculty effectiveness in research and creative activity is demonstrated through sustained, high-quality, successful programs which result in peer-reviewed journal articles and extramural funding, as well as appropriate combinations of reviewed publications, abstracts and proceedings, presentations at scientific meetings, awarded patents and licenses, and peer recognition of effectiveness (e.g., review panels, editorships, leadership in the discipline, invited seminars, and invited book chapters and reviews). Each of these standards will be considered relative to the candidate's disciplinary focus and position description.

## **223 EFFECTIVENESS IN OUTREACH/PUBLIC SERVICE**

### **223.3 Department Standard(s) of Effectiveness in Outreach/Public Service**

Faculty performance in outreach and service will be judged effective through active and productive participation in appropriate professional, public, and university activities. Activities that would be considered active and productive in this regard include, but are not limited to, professional society boards and committees, advisory boards, elected and appointed professional society offices, editorial assignments, and program organization committees; and participation at appropriate levels on department, college, and/or university committees and other substantive service endeavors. Participation in service activities that are not primarily related to the candidate's professional expertise or employment expectations, although encouraged relative to good citizenship, will not be considered for effectiveness in service and outreach.

## **231 EXCELLENCE IN TEACHING**

### **231.3 Department Standard(s) of Excellence in Teaching**

Excellence in teaching is determined based on an appropriate combination of accomplishments such as consistent formal student or participant evaluations and peer reviews of teaching by other faculty members indicating excellent teaching performance; receiving recognition or awards of excellence in teaching from MSU, clientele, peers (including professional organizations), or students; developing or applying successful, innovative instructional components that lead to enhanced instructional effectiveness; a record of sustained, successful undergraduate student advising and/or graduate student and postdoctoral mentoring that exceeds effectiveness standards (e.g. advising research projects, bringing students to professional meetings where they present research findings, providing them professional mentorship); a record of sustained participation in the education of undergraduate and/or graduate students for whom the candidate is not the academic advisor; significant integration of undergraduate students into research activities; and a record of contributions to advance the collective quality and

success of the department's instructional program that may include activities or accomplishments such as obtaining intra- or extra-mural funding to initiate or enhance instructional endeavors, consistent contributions to the department Capstone or other courses beyond those expected to achieve effectiveness standards, and outstanding contributions to the department's curricula and degree programs and/or outreach/Extension programs. For off-campus teaching, excellence will be further demonstrated by sustained involvement with participants or clientele in achieving educational goals through additional workshops, phone conversations, email, production of publications and press releases, and by equipping participants and clientele with self-guided educational tools.

Additional examples of accomplishments indicative of excellence in teaching include evidence of teaching which fosters the development of students and their intellectual growth, motivation of students to excel in professional contributions, and retention of students at MSU and the Department; significant instructional collaboration with colleagues; demonstration of in-depth knowledge of pedagogical subject matter; development, introduction, or application of successful teaching and learning methods; and organization of and significant participation in informal journal clubs that involve undergraduate and/graduate students and fellow faculty.

## **232 EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY**

### **232.3 Department Standard(s) of Excellence in Research/Creative Activity**

To be recognized as having achieved excellence in research, a candidate must demonstrate the ability to initiate, conduct, complete, and disseminate high quality, innovative and creative research activities, and scholarship commensurate with the professional area of specialization. A sustained and consistent record of accomplishment is expected that demonstrates improvement in quality and significance during the course of one's career. The results of research or creative activity should be disseminated through appropriate channels such as recognized peer-reviewed journals, reviewed publications, technical reports, books or book chapters, scientific or technical handbooks, patents and licenses, and software, as appropriate to the discipline and the candidate's position description. Excellence in research/creative activity must be documented with appropriate combination of accomplishments such as awards of excellence for research, demonstration of impacts and innovative programs beyond effectiveness standards, and/or participation in review panels, proposal reviews, invited papers or symposia, or other evidence of peer recognition of programmatic excellence.

Leadership through successful technical management and direction of research teams as a principal investigator is one indicator of excellence. The accomplishments of supervised graduate students, postdoctoral research associates, and/or junior faculty members on team-based research projects may be used in part to evaluate the candidate's research contribution.

To achieve demonstrated excellence, a candidate must contribute substantively to the collective research achievements of the department and college. This may be documented by sustained activities that positively contribute to the mission and goals of LRES, the college, the university, Montana Agricultural Experiment Station, or MSU Extension, as appropriate to the position. Such activities may include but are not limited to awards or grants for program or facilities initiation or enhancement, significant leadership of research teams within the department or college, and significant efforts that serve to advance the research competencies of departmental colleagues.

## **233 EXCELLENCE IN OUTREACH/PUBLIC SERVICE**

**233.3 Department Standards of Excellence in Outreach/Public Service**

To achieve excellence in outreach and public service, the candidate must demonstrate sustained leadership and strong contributions as appropriate to their appointment. Active, productive participation in departmental committees and workgroups, and in professional societies and society-sponsored meetings, conferences, and/or workshops is expected. Also required is an appropriate mix of accomplishments such as election to professional offices; appointment to state, regional, national, and international professional committees; leadership roles in department, college, and university committees; selection to grant and other review panels; service as a consultant to, or member of, government review boards or committees; organizing professional conferences and/or chairing sessions; and editorial responsibilities for peer-reviewed journals. Consulting activities for government bodies, natural resource management entities, professional societies, and the private sector may also be considered as indicators of recognized excellence.

**241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING**

**241.3 Department Policies and Procedures**

Faculty effectiveness and excellence in teaching will be evaluated based on a combination of the following:

- A. A personal statement by the candidate that describes their teaching experiences, philosophy, and accomplishments as relevant to the review process and their own teaching appointment. Learning objectives, methods of delivery, and innovative features of educational programs and on-campus instruction advising activities should be summarized.
- B. For on-campus teaching, a cumulative listing of all courses taught, course titles, credit hours, enrollment, and contact hours. For off-campus teaching, a description of major educational programs delivered including a summary of content, number of participants, program impact, and contact hours.
- C. A cumulative table of student/participant evaluation scores from department-approved teaching evaluations (e.g., Climate, ALEAMONI, Knapp, Extension, or other). The candidate will also extract and include representative examples of student/client comments based on the same approved screening tools. Mid-course evaluation scores and summaries may also be submitted by the candidate.
- D. The amount and quality of undergraduate student advising as documented by the candidate.
- E. Any additional materials that the candidate believes help to document teaching effectiveness or excellence.
- F. Copies of all annual review statements by the department head, since the most recent review (pre- and post-retention in the case of tenure review). These are provided by the department head.
- G. In-depth assessments of teaching from at least three qualified individuals are required for tenure and promotion review. These are typically past or current students or clientele/audience members/agency collaborators, and will assess the candidate based on their particular knowledge and experiences. In-depth reviewers may be internal or external, and are solicited by the department head.

- H. In-depth peer assessment of teaching following the approved departmental procedures. These materials are provided by the department head who solicits them from the departmental committee charged with peer assessment.
- I. For retention, tenure, and promotion reviews, the department head will solicit three internal reviews by qualified faculty members within or outside the department. The candidate should provide the names, addresses, email addresses, and phone numbers of three faculty members who are familiar with their overall teaching, research and outreach/service program. The department head will select one of these individuals and two additional faculty members to serve as internal reviewers. The internal reviewers may not also serve on a subsequent level of review for the same candidate (e.g., department, college, or university review committee).

## 242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

### 242.3 Department Policies and Procedures

Faculty effectiveness and excellence in research and creative activity will be evaluated based on:

- A. An updated candidate vita, current copy of the candidate's job description, and a sampling of 'best efforts to advance the discipline' (reprints, products, etc.) along with a cover page describing these items and their context. *The candidate should annotate lists of publications, grants, and other relevant activities to give evaluators sufficient knowledge of the candidate's involvement in, and importance of, these activities.* These materials will be provided to internal and external reviewers, along with a set of the current LRES criteria and standards appropriate to the level of review, as the basis for their evaluation.
- B. A self evaluation statement written by the candidate that clearly documents the candidate's efforts and accomplishments in meeting the appropriate departmental criteria and standards. The document should specifically address research/creative activity and clarify what work was done before and after your date of hire or last promotion.
- C. Copies of all annual review statements by the department head since the most recent review (pre- and post-retention in the case of tenure review). These are provided by the department head.
- D. Internal peer evaluations from three objective and qualified faculty members within or outside the department are required for all levels of review. Internal reviewers evaluate the candidate based on their area(s) of knowledge and experience relative to the candidate. Internal reviewers are solicited by the department head.
- E. External peer evaluations from three objective and qualified individuals outside the institution are required for tenure and promotion reviews. External reviewers evaluate the candidate's research, teaching, and service for effectiveness, excellence, or promise of excellence depending on the level of review, the candidate's appointment, and whether the candidate has selected research/creative activity or teaching as their area of excellence or promise of excellence. External reviewers are solicited by the department head.
- F. A compilation of professional development activities undertaken by the candidate, prepared by the candidate.

## **243 DEMONSTRATION OF EFFECTIVENESS IN OUTREACH/PUBLIC SERVICE**

### **243.3 Department Policies and Procedures**

Faculty effectiveness in outreach/public service will be evaluated based on:

- A. A description of the candidate's professional outreach/public service activities as included in the self-evaluation statement.
- B. Relevant activities and accomplishments as documented in the candidate's vita.
- C. A set of documented professional outreach and service activities, accompanied by supporting narrative, provided by the candidate.

## **SECTION 300**

### **STANDARDS FOR APPOINTMENT, PROMOTION, RETENTION AND TENURE**

## **310 RETENTION AND SPECIAL REVIEW**

### **310.3 Department Standards for Retention**

The candidate must demonstrate:

- A. Effectiveness in on- and/or off-campus instruction and progress in improving the overall quality of the Department's education programs,
- B. Effectiveness in planning and initiating a successful research/creative activity program consistent with Departmental goals,
- C. Effectiveness in professional outreach/service activities; and
- D. Promise of continuing effectiveness in all areas.

## **321 STANDARDS FOR TENURE**

### **321.1 Standards for Faculty with Instructional Expectations**

#### **C. Department Standards**

For the Tenure Review, the candidate must demonstrate:

1. Sustained effectiveness in on- and/or off-campus instruction and contributions to improve the quality of the department's education programs,
2. Sustained effectiveness in planning, funding, and conducting a successful research/creative activity program relevant to the department's mission and goals,

3. Sustained effectiveness in professional outreach and service activities, and
4. Promise of excellence in the activity that reflects the candidate's majority appointment. Promise of excellence is evaluated based on the quality, trajectory, and perceived sustainability of activities and programs.

**321.2 Standards for Faculty with Professional Practice Expectations**

C. Department Standards

Not applicable

**330 APPOINTMENT AND PROMOTION**

Faculty members may be appointed to the rank of Assistant Professor, Associate Professor, or Professor depending upon their qualification, thus *University-wide standards for appointment and promotion vary by rank.* [FH 660.00]

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

**331.1 Standards for Faculty with Instructional Expectations**

C. Department Standards

LRES Standards are the same as the University Standards.

**331.2 Standards for Faculty with Professional Practice Expectations**

C. Department Standards

Not applicable

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

**332.1 Standards for Faculty with Instructional Expectations**

C. Department Standards

LRES Standards are as presented in Tenure Standards.

**332.2 Standards for Faculty with Professional Practice Expectations**

C. Department Standards

Not applicable

**333 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF PROFESSOR**

**333.1 Standards for Faculty with Instructional Expectations**

C. Department Standards

For promotion to Professor, the candidate must:

1. Demonstrate sustained effectiveness in on- and/or off-campus instruction, research/creative activity, and professional outreach/service.
2. Demonstrate sustained individual achievement as well as collective achievement through consistent and substantive contributions to the advancement of the department as a whole, at an advanced level.
3. Show strong leadership through outreach and professional service since being granted tenure.
4. Demonstrate the promise for continued effectiveness in all areas.
5. Demonstrate excellence in teaching or research/creative activity, as selected by the candidate. Candidates having split appointments (COA, ES, MAES) must also demonstrate excellence in the activity that reflects their majority appointment.

**333.2 Standards for Faculty with Professional Practice Expectations**

C. Department Standards

Not applicable

**SECTION 400**

**PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE**

**415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE**

**415.1 Membership and Procedures for Selection**

The Department of LRES Promotion and Tenure Committee consists of all tenured faculty members having locus of tenure in the department. Members may not provide evaluations of a candidate in a year when their own dossier is being considered. Individuals may provide input on a promotion and tenure case at only one level. Thus, in the situation that a Committee member has provided an internal review statement for an LRES candidate undergoing review, the member will recuse herself or himself from the portion of the committee meeting during which that candidate's dossier is considered, will not participate in the committee vote, nor in the committee review statement concerning that candidate. Further, no member may simultaneously serve as a member of the department committee and any other promotion and tenure committee evaluating the same candidate.

**415.2 Responsibilities of the Committee**

The LRES Promotion and Tenure Committee conducts fair, objective, independent, and substantive review of candidate dossiers for retention, tenure, and promotion based on the appropriate department, college, and university criteria and standards. Strict confidentiality of all materials and discussions is maintained.

A quorum shall consist of a majority of those eligible and available to vote on Committee matters at the time of a meeting; a quorum is required for any conduct of the meetings of the Committee. The meetings for evaluation of candidates are scheduled each September by the Chair. Voting, including final approval of and signature on the recommendation document, is limited to those attending the meeting, but all committee members are able to provide feedback on and suggest revisions to the Committee's recommendation document. Committee members elect a Chair, by secret ballot, from their membership no later than February in the year that a new Chair needs to be elected. Committee members will send nominations to a member of the LRES office staff, who will prepare a ballot and receive votes by the end of February. The Chair will serve a two-year term and cannot serve consecutive terms. The Chair ensures that all Committee procedures are met but will not necessarily write the committee's evaluation of each candidate.

Confidential dossier materials are solicited by the department head and collected, copied, and collated by the administrative assistant. The candidate is responsible for all items, except those items provided by the department head. Dossier materials are made available to the LRES Promotion and Tenure Committee for member review in advance of the committee meeting. Committee members are expected to thoroughly study the dossiers of all candidates under review before the meeting when their cases will be discussed, and to participate substantively in all discussions. Consistent failure to prepare and thereby participate in committee deliberations is grounds for suspension from the committee for a term of three to five years. Such action may be taken by the department head upon request by members of the committee, and following consultation with all P&T Committee members to verify a significant lack of preparation and/or participation, and a consensus support for suspension within the committee. Upon completion of the department review process, the materials are forwarded to successive levels of review within the university. Upon completion of the institutional review process, all dossier materials not maintained as institutional records are destroyed. A summary of all confidential materials are maintained in personnel files in a locked cabinet.

A majority vote by those in attendance at the LRES Promotion and Tenure Committee meeting is required to constitute a positive recommendation. In all cases the Committee's letter provides substantive information in support of their decision and reflects the consensus input of Committee members. The recommendation is prepared in the format specified in the MSU-Bozeman *Faculty Handbook*. The Committee recommendation is added to the candidate's dossier. Following addition of the department head's independent, substantive review recommendation, the dossier is forwarded by the department head to the Dean's Office for subsequent levels of review. The department head provides the candidate a written copy of the Committee's recommendation, along with the department head's independent recommendation, within two weeks of the dossier transmittal to the Dean's Office. For candidates at the Retention step, the committee letter will have two parts; the formal recommendation, described above, and consensus-based guidance for the candidate to consider before petitioning for tenure. The guidance section will not become part of the dossier. After assessment of the Retention is complete (i.e. notice from the MSU Provost), the committee chair will share the guidance section with the candidate. The guidance section will also be shared with the Department Head who will discuss it with the candidate during their next annual performance review.

#### **415.3 Establishing Procedures for Obtaining External Peer Reviews**

External reviewers are individuals from outside MSU who are qualified to provide knowledgeable and unbiased evaluation of performance. In advance of the deadline set by the department head, the candidate provides the department head with a list of names, addresses, telephone numbers, and email addresses of three qualified potential external reviewers. The candidate must not contact nor notify any of the individuals. The department head also solicits names of potential reviewers from department faculty including members of the Promotion and Tenure Committee. The department head then solicits and obtains agreement to provide external review from no more than one person suggested by the candidate, and at least two persons not nominated by the candidate, for a total of three external reviewers. Each external reviewer is sent a copy of the individual's current vita, job description, self evaluation statement, representative teaching evaluations, sampling of best efforts to advance the discipline, list of service activities, and a standardized letter requesting an objective evaluation of the candidate's case for retention, tenure and/or promotion based on the appropriate departmental criteria and standards (abstract of relevant portions of this document is provided to guide reviewers). External reviewers are asked to evaluate teaching, research, and outreach/public service. They are also asked to comment on the future potential and continued contributions of the candidate. External reviewers are asked to provide a brief vita. The confidentiality of reviewer names and all information provided is maintained throughout the process.

#### **415.4 Establishing Procedures for Obtaining Internal Reviews**

Internal reviewers are individuals from within MSU who are qualified to provide knowledgeable and unbiased evaluation of faculty performance. In advance of the deadline set by the department head, the candidate provides a list of three names, addresses, phone numbers, and email addresses of potential internal peer reviewers. From this list, the department head selects one who is willing to serve in this capacity, if feasible. The department head also solicits names of potential reviewers from members of the Promotion and Tenure Committee. The department head also selects two additional internal reviewers not nominated by the candidate and who are willing to serve. These individuals are sent a copy of the individual's current vita, job description, self evaluation statement, representative teaching evaluations, sampling of best efforts to advance the discipline, list of service activities, and a standardized letter requesting that they address the candidate's teaching, research/creative activities, and outreach/service activities based on their personal knowledge and/or the materials provided. They are also asked to comment on the future potential and continued contributions of the candidate. External reviewers are asked to provide a brief vita. The confidentiality of reviewer names and all information provided is maintained throughout the process.

### **SECTION 500**

#### **ANNUAL REVIEW**

#### **510 PROCEDURES FOR CONDUCTING ANNUAL REVIEWS**

##### **510.02 Department Procedures**

Before or shortly after the beginning of each calendar year the college-approved productivity reporting instruments are provided to all faculty members along with a deadline for completion and submission to the LRES administrative assistant. The information obtained is used by the department head to review the faculty member's performance relative to their role and responsibilities, and recognizing the requirements

and expectations of the position and the proportionate time and resources officially allocated to the particular activities.

The department head reviews the materials provided and assigns an annual performance rating for each faculty member, subject to approval by the Dean/Director and by the Vice Provost of Extension as appropriate. Adhering to deadlines set forth by the College and University, the department head meets with each faculty member to review and discuss the faculty member's performance, activities, and role within the department. During the meeting, the department head and faculty member sign the completed SRC-approved faculty performance rating card. The department head also writes a summary statement of the faculty member's annual performance, which includes the performance rating, to be signed by the faculty member and department head. The signed rating cards are provided to the Dean's office. Copies of both documents are maintained in the faculty member's confidential personnel file. The annual review summary statements are included in any subsequent faculty retention, tenure and promotion dossiers as specified in Section 415.2 above.