

# **Role, Scope, Criteria, Standards, and Procedures for the Formal Review of Tenurable Faculty**

**College of Agriculture  
Department of Agricultural Research Centers**

*Effective July 1, 1997*

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## **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. [FH 622.]*

### **110 UNIVERSITY ROLE AND SCOPE**

*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 FH 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. [FH 603.00]*

*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. [FH 620.00]*

### **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. [FH 621.00]*

### **112 ROLE AND SCOPE**

### **112.1 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 curriculums 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 Role and Scope of the Department**

The Montana Agricultural Experiment Station Research Centers are an integral part of the statewide cooperative agricultural research system. The seven Agricultural Research Centers are: Southern Agricultural Research Center, Huntley; Eastern Agricultural Research Center, Sidney; Central Agricultural Research Center, Moccasin; Northern Agricultural Research Center, Havre; Western Triangle Agricultural Research Center, Conrad; Western Agricultural Research Center, Corvallis; and Northwestern Agricultural Research Center, Kalispell.

The Research Centers are located in unique environments to serve the specific needs of agricultural clientele in local production areas and the broader needs of Montana agriculture in general. Agricultural Research Center faculty perform field and laboratory research at both on and off-station sites in the areas of irrigated and dryland agriculture, resource management, conventional and alternative field crops, plant breeding and genetics, horticultural crops, plant nutrition, sustainable agriculture, pest control, beef cattle production (breeding, nutrition, and genetics) and value enhancement of agricultural commodities produced in Montana.

Each Research Center is administered by a residential Superintendent whose responsibilities include budget prioritization and allocation within the unit, personnel management, review of faculty and program direction, and facilities management. The Research Centers are administered collectively as a Department within the College of Agriculture by a Department Head who serves in that role in the Promotion and Tenure process for all tenurable faculty, conducts annual reviews for all faculty, recommends all salary adjustments for faculty based on annual review, and serves as hiring authority for all tenure-track faculty positions. The Department Head represents the Research Center faculty at College of Agriculture Department Heads meetings and in administrative relations with the Dean and Director.

New knowledge generated by Agricultural Research Center programs benefits Montana agriculture and the scientific community at local, state, and national levels. This knowledge is disseminated to the agricultural industry in Montana through publications and teaching to improve the economic status and quality of life of its citizens. Research information also reaches the scientific community through publication in professional journals and presentations at professional meetings, thereby enhancing and promoting the individual professional development of faculty members. Faculty appointments are

predominantly research-oriented, with limited opportunities for traditional academic teaching activities.

The Department of Agricultural Research Centers offers its faculty unique academic opportunities to conduct research in distinct environments and cropping areas, to interact with agricultural clientele in identifying pertinent research problems, and in developing research programs of topical relevance to Montana's diverse agriculture.

## **113 ACADEMIC PROGRAMS**

### **113.1 Academic Programs of the College**

#### **Academic Programs Offered (degrees are aligned by department)**

##### **College of Agriculture**

*Baccalaureate degree:* Biotechnology

*Options:* Animal Biotechnology

Plant Biotechnology

Note: an Option in Microbial Biotechnology is offered in the College of Letters and Science

##### **Agricultural Economics and Economics Department**

*Baccalaureate degrees:* Agricultural Business

*Options:* Agribusiness Management

Farm and Ranch Management

Agricultural Economics

*Minor:* Agricultural Business

*Master of Science Degree:* Applied Economics

##### **Animal and Range Sciences Department**

*Baccalaureate degrees:* Abused Land Rehabilitation

Animal Science

*Options:* Animal Feed and Health

Livestock Management

Science

Range Science

*Options:* Range Management

Range Resources

Science

Watershed Management

*Minors:* Animal Science

Range Science

*Master of Science Degree:* Animal Science

Land Rehabilitation

Range Science

Entomology Department

*Master of Science Degree: Entomology*

Plant Sciences Department

*Master of Science Degree: Plant Pathology*

*Doctor of Philosophy Degree: Plant Pathology*

Land Resources and Environmental Sciences Department

*Baccalaureate Degrees: Agronomy*

*Options: Crop and Soil Management*

Plant Protection

Science

Horticulture

*Options: Horticulture*

Landscape Design

Soils

*Options: Soils and Environmental Science*

Land Resources

*Minor: Soil Science*

*Master of Science Degree: Agronomy*

Soils

*Doctor of Philosophy Degree: Crop and Soil Science*

Veterinary Molecular Biology Laboratory

*Non-Degree Program: Preveterinary medicine Program*

*Master of Science Degree: Veterinary Molecular Biology*

*Doctor of Philosophy Degree: Veterinary Molecular Biology*

Degree Programs offered through non-College of Agriculture Departments

*Non-Degree Program: Agricultural Short Course*

*Baccalaureate Degree: Agricultural Education*

*Options: Broadfield Teaching*

Teaching

Extension

*Minor: Agricultural Education-Extension*

*Baccalaureate Degree: Agricultural Operations Technology*

*Master of Science Degree: Agricultural Education*

**113.2 Academic Programs of the Department**

All Research Center faculty members have a responsibility to impart general knowledge of agricultural practices and disseminate research results to clientele. Faculty teach by:

1. Presenting at growers' meetings, workshops, field days, and extension update meetings.
2. Imparting knowledge through individual contact with growers, the public, county

extension agents and extension specialists, agribusiness representatives, or popular media.

3. Teaching in traditional classroom settings and advising students as applicable.

## **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 alternate 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**

1. Conduct research programs directed to the specific needs of agricultural clientele in local production areas and the broader needs of Montana agriculture in general.
2. Enhance knowledge of and generate new production technologies for irrigated and dryland agriculture, resource management, conventional and alternative field crops, plant breeding and genetics, horticultural crops, plant nutrition, sustainable agriculture, pest control, beef cattle production (breeding, nutrition, and genetics) and value enhancement of agricultural commodities produced in Montana.
3. Disseminate scientific results to agricultural clientele, the general public, and other researchers.

## **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**

1. New knowledge generated by Research Center programs benefits Montana agriculture and the scientific community at local, state, and national levels.
2. Knowledge is disseminated to the agricultural industry in Montana through publications and teaching to improve the economic status and quality of life of its citizens.
3. Research Center faculty contribute to public life through service to state and local communities.

## 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. [FH 602.00]*

#### **200 CRITERIA FOR THE FORMAL REVIEW OF FACULTY PERFORMANCE**

*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 expectations in terms of teaching, research/creative activity and service. The Criteria and Standards portion of this document (FH 630.00 to 636.00) carries forth this principle by distinguishing two general categories of academic faculty, designated as those with "instructional" expectations and those with "professional practice" expectations. Each faculty member's letter of hire will specify which category of expectations apply.*

*Differences in expectations [must] 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. [FH 603.03]*

#### **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, the imparting of knowledge, skills, and abilities to learners, is the heart of the University's mission. Faculty performance in teaching must be evaluated in terms of a wide range of criteria including course content and objectives, classroom effectiveness, student learning and achievement and student advising. This document challenges faculty and administrators to adopt rigorous strategies for the assessment of teaching performance, including peer, student and self-evaluations. [FH 602.03]*

##### **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 Committee.

### **211.3 Department Teaching Criteria**

Faculty impart knowledge to learners by dissemination of research findings to clientele. The criteria are:

1. Client learning at workshops, field days, and other venues appropriate for dissemination of information.
2. Client learning in personal contact of an instructional nature.
3. Student learning in traditional classroom teaching and student advising as applicable.
4. Client evaluation of faculty teaching effectiveness.

## **212 RESEARCH CRITERIA**

### **212.1 University Research Criteria**

*Research and creative activity, the means through which society increases its understanding of the natural world and the human condition, is a fundamental responsibility of the University community. In submitting documentation for tenure and promotion, faculty are expected to submit for review their scholarly works which have advanced their discipline or profession. [FH 602.03]*

### **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 Research Criteria**

Faculty, within the scope of their individual role statements and areas of expertise, identify critical research pertinent to Montana agriculture. Criteria include:

1. Relevance of research to Montana agriculture,
2. Leadership and collaboration in research program development,
3. publication in refereed and reviewed journals and other appropriate media,
4. presentations at conferences,
5. preparation and submission of research proposals,
6. receipt of extramural funding for research,
7. receipt of research awards and other forms of recognition.



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

### **213.1 University Criteria**

*Outreach and public service, the strategies through which the practical impacts of scholarship are made available to the state and nation, are essential to the University's Land Grant mission. This document calls upon faculty and their departments to revitalize their commitments to outreach and public service and challenges them to reward effectiveness and excellence in these activities. Departments and colleges shall establish procedures, criteria and standards for the evaluation of service, outreach, and consulting activities submitted for faculty review. [602.03]*

### **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 Criteria**

Faculty are expected to perform service to the people of Montana, the department, MAES, the college, and the university. Faculty serve through:

1. Activities in professional societies, including holding of office, membership on committees and service on editorial boards.
2. Service on departmental, college, and university, state or national committees.
3. Activities that support the mission and function of the Research Centers but are not directly linked to research. Examples include generating income from farm and ranching activities at the Research Centers, maintaining the image and utility of facilities, and managing services such as the Foundation Seed program.
4. Involvement with local communities that utilizes the faculty member's professional training and areas of expertise.

*"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. [FH 602.00]*

## **220 GENERAL UNIVERSITY STANDARDS**

The University standards on which faculty performance will be reviewed are effectiveness and excellence.

*Sustained effectiveness in all areas of a faculty member's assignment is a University-wide requirement for retention, tenure and promotion. [FH 603.04]*

*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. [FH 603.04]*

*The University criteria and standards defined herein 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. [FH 622.00]*

*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. [FH 633.00]*

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

*Faculty with instructional expectations will advance the teaching, research/creative activity, and service missions of the University. [FH 632.00]*

### **220.2 Standards for Faculty with Professional Practice Expectations**

*Faculty with professional practice expectations will advance the mission of their departments through activities appropriate to their specific assignments. [FH 632.00]*

## **221 EFFECTIVENESS IN TEACHING**

### **221.1 University Standard of Effectiveness in Teaching**

*Faculty performance in teaching will be judged effective if it meets or exceeds the standards of the candidate's department and college. [FH 633.01]*

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

#### **A. Standard(s) of Effectiveness in Teaching for Faculty with Instructional Expectations**

Standards to be used in evaluation of teaching effectiveness include:

Based upon the criteria given in Section 211.3, instruction will be judged effective if it is substantial, consistent and of high quality.

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

None.

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

### **222.1 University Standard 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 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 Standard(s) of Effectiveness in Research/Creative Activity**

#### **A. Standard(s) of Effectiveness in Research/Creative Activity for Faculty with Instructional Expectations**

The faculty member will be judged effective in research/creative activities if he or she has developed a research program which is consistent, of high quality and relevant to Montana agriculture as determined by refereed and reviewed publications, presentations at meetings, peer and user recognition, and other criteria indicated in Section 212.3.

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

None.

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

### **223.1 University Standard 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 and college. [FH 633.01]*

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

A. Standard(s) of Effectiveness in Outreach/Public Service for Faculty with Instructional Expectations

To be effective, the faculty member must demonstrate active participation in the types of service given in Section 213.3.

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

None.

**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. [FH 633.02]*

**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 Standard(s) of Excellence in Teaching**

A. Excellence in Teaching for Department Faculty with Instructional Expectations

1. A sustained, consistent, and high quality record of presentation of research results in public venues as described in Section 211.3.
2. Substantial recognition of teaching performance through the departmental evaluation instrument listed in appendix A.

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

None.

**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. [FH 633.02]*

### **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 their disciplines.

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

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

The following four standards must be met for the faculty member to be judged excellent in research/creative activity:

1. A record of continuous publication in refereed and reviewed journals and outreach media appropriate to the subject area.
2. Evidence of a sustained research program that addresses several research problem areas and has resulted in professional recognition at the regional and national or international level.
3. Demonstrated leadership in collaborative research projects, grant proposal development and securing of external funding for research.
4. Significant contribution to Montana agriculture through research.

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

None.

## **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. [FH 633.02]*

### **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 Standards of Excellence in Outreach/Public Service**

#### **A. Excellence in Outreach/Public Service for Department Faculty with Instructional Expectations**

1. Participation and leadership role in activities of appropriate professional societies, including holding of office, membership on committees and service on editorial boards.
2. A continuous record of service on departmental, college, and university, state or national committees.
3. Substantial contribution to the mission and function of the Research Centers through activities not directly linked to research. Examples include efforts to maintain and improve facilities, general educational contacts with individuals or groups, etc.
4. Professional involvement with local communities.

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

None.

### **240 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE**

*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. [FH 622.00]*

### **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. [FH 633.03]*

#### **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 Policies and Procedures**

Teaching performance will be evaluated for three-year, tenure, and promotion reviews using the instrument listed in Appendix A. In consultation with the candidate, the

superintendent will forward a list of names of 10 clients taught by the candidate to the department head upon request. The department head will solicit confidential teaching evaluations and submit a summary to the superintendent for placement in the candidate's dossier. When the candidate is a superintendent, the department head will submit teaching evaluation summaries to the department committee. Also considered will be a list of the candidate's teaching activities as described in the departmental criteria for teaching.

## **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. [FH 633.03]*

### **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 Policies and Procedures**

Methods for conducting an in-depth assessment of performance in research/creative activity are:

The candidate shall submit upon request to the Department Head a summary of research activities and accomplishments as outlined in the departmental criteria, including an updated vita, annual goal statements, and two examples of publications that represent his/her best work. This dossier is to be reviewed by the candidate's Superintendent prior to submission to the Department Head and accompanied by a written evaluation from the Superintendent.

Selection of external reviewers will be done as outlined in Section 415.2.

## **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. [FH 633.03]*

### **243.2 College Policies and Procedures**

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

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

Methods for conducting an in-depth assessment of performance in outreach/public service are:

The candidate shall include in his/her dossier a list of activities of appropriate professional societies, including holding of office, membership on committees and service on editorial boards; service on departmental, college, and university, state or national committees; contributions to the mission and function of the Research Centers through activities not directly linked to research; professional involvement with local communities.

## **SECTION 300**

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

#### **300 RESPONSIBILITY TO ESTABLISH STANDARDS**

*Departments and colleges will establish specific criteria for the review of faculty performance. [FH 632.00]*

*Departments and colleges shall establish standards for retention, tenure and promotion that are no less rigorous than those described below. [FH 633.00]*

#### **310 RETENTION AND SPECIAL REVIEW**

Faculty members are formally reviewed for retention in their third year of appointment.

*Faculty may also be reviewed at times other than those required for third year, tenure, and promotion. [Such 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. [FH 615.00]*

### **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. [FH 640.00]*

### **310.2 College Standards for Retention**

The College standards for retention 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.

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

The Department standards for retention are:

1. Effectiveness in performance of the responsibilities specified in the candidate's letter of hire and role statement, including:
  - a. identifying needed research that will benefit Montana agriculture with input from peer researchers, advisory committees, and producers.
  - b. planning and conducting innovative research and the development of an approved MAES project.
  - c. demonstrating effectiveness in teaching clientele.
2. Publication in a refereed journal appropriate to the subject area. This standard can be met by publication previous to the date of hire. It is not expected that a candidate will have published from work conducted since the date of hire
3. Submission of grant proposals to appropriate agencies.
4. Promise of continuing effectiveness, and
5. Satisfactory progress toward achieving the standards set forth for tenure and, if appropriate, promotion.

## **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. [FH 613.00]*

## **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:*

- 1. 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,*
- 2. demonstrated potential for sustained effectiveness in each of these areas in the future, and*
- 3. demonstrated potential for achieving excellence in teaching and/or research/creative activity. [FH 651.00]*

#### **B. College Standards**

- 1. 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,*
- 2. demonstrated potential for sustained effectiveness in each of these areas in the future, and*
- 3. demonstrated potential for achieving excellence in teaching and/or research/creative activity.*

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

The Department standards for tenure are:

- 1. Demonstrated potential for excellence in research skills.*

- a. show effectiveness in directing a research program appropriate to the assignment set forth in the faculty member's letter of hire and role statement.
  - b. publish in refereed and reviewed journals and outreach media appropriate to the subject area.
  - c. obtain extramural support for research.
2. Effectiveness in teaching and, if applicable, academic advising.
  3. Evidence of continuing professional development.
  4. Initiative and effectiveness in service to the public, the University, and the profession.

### **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:*

- 1. 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,*
- 2. demonstrated potential of sustained effectiveness in the future, and*
- 3. 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. [FH 652.00]*

#### **B. College Standards**

None

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

None.

### **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]*

*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. [FH 614.00]*

### **331 STANDARDS FOR APPOINTMENT 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:*

- 1. a terminal degree appropriate to the field or department,*
- 2. demonstrated potential to teach at the undergraduate and/or graduate levels, and*
- 3. qualifications to conduct research/creative activity in a specialized field. [FH 661.01]*

##### **B. College Standards**

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

1. a terminal degree appropriate to the field or department,
2. demonstrated potential to teach at the undergraduate and/or graduate levels, and
3. qualifications to conduct research/creative activity in a specialized field.

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

1. A terminal degree appropriate to the discipline.
2. Demonstrated potential to teach agricultural clientele.
3. Qualifications to conduct agricultural research appropriate to the position description.

#### **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:*

- 1. a terminal degree appropriate to the field or department, and*
- 2. demonstrated potential to carry out the primary duties of his or her assignments. [FH 661.02]*

##### **B. College Standards**

None

C. Department Standards

None

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

*A candidate of Associate Professor rank shall be expected to be approved for tenure and promotion to Associate Professor simultaneously, unless Associate Professor rank has been previously awarded. [FH 662.00]*

**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:*

- 1. a terminal degree appropriate to the field or department,*
- 2. 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*
- 3. demonstrated potential for achieving excellence in teaching and/or research/creative activity. [FH 662.01]*

B. College Standards

Faculty seeking promotion to Associate Professor shall have developed an effective teaching program and a focused research program that has resulted in peer-reviewed publications and shows promise of continued productivity.

C. Department Standards

1. A terminal degree appropriate to the discipline. For faculty hired prior to July 1, 1994, the minimum requirement for promotion to Associate Professor is a Master's Degree in the appropriate discipline.
2. Demonstrated effectiveness in teaching and, if applicable, academic advising.
3. Shown evidence of effectiveness in research skills.
  - a. show effectiveness in directing a research program appropriate to the assignment set forth in the faculty member's letter of hire and role statement.
  - b. publish in refereed and reviewed journals and outreach media appropriate to the subject area.
  - c. obtain extramural support for research.
4. Shown evidence of continuing professional development.
5. Demonstrated initiative in service to the public, the University, and the profession.

6. A minimum of 5 years as Assistant Professor. Promotion, however, will not be based entirely on time in rank.

### **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:*

- 1. a terminal degree appropriate to the field or department,*
- 2. 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,*
- 3. demonstrated potential for the achievement of excellence in at least one of the three areas of teaching, research/creative activity, and service. [FH 662.02]*

#### **B. College Standards**

None

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

None

## **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:*

- 1. a terminal degree appropriate to the field or department,*
- 2. 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*
- 3. a record of excellence in teaching and/or research/creative activity. [FH 663.01]*

#### **B. College Standards**

Faculty seeking promotion to Professor shall have a record of demonstrated effectiveness in teaching and a focused research program with a record of sustained productivity, documented by peer-reviewed publications and success in securing external funding at levels appropriate to their discipline.

### C. Department Standards

The following seven standards need to be met for promotion to Professor:

1. A terminal degree appropriate to the discipline. For faculty hired prior to July 1, 1994, the minimum requirement for promotion to Professor is a Master's Degree.
2. Shown evidence of continued effectiveness in teaching and, if applicable, academic advising.
3. A record of excellence in research.:
  - a. demonstrate excellence in a research area.
  - b. show effectiveness in several research problem areas.
  - c. maintain continuity of publishing in refereed and reviewed journals and outreach media appropriate to the subject area.
  - d. obtain extramural support for research.
  - e. contribute significantly to Montana agriculture through their research.
4. Shown evidence of continuing professional development.
5. show evidence of leadership or recognition by profession.
6. Demonstrated an exceptional level of service to the public, the University, and the profession.
7. A minimum of 5 years as Associate Professor. Promotion, however, will not be based entirely on time in rank.

### **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:*

- 1. a terminal degree appropriate to the field or department,*
- 2. a record of demonstrated and sustained effectiveness in the primary duties of their assignment,*
- 3. 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. [FH 663.02]*

#### B. College Standards

None

#### C. Department Standards

None

## **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. [FH 802.00]*

### **400 GENERAL PROCEDURES**

*The review of individual faculty [for retention, tenure, and promotion] 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. [FH 603.05]*

### **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. [FH 611.00]*

### **402 MANDATED CONTENTS OF DOCUMENTS**

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

- A. The criteria and standards used to assess faculty members' contributions to the role of 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. (See Section 200 above.)*
- B. Any quantitative and qualitative expectations in terms of job performance, teaching, research/creative activity, and/or service. (See Section 300 above.)*
- C. The procedures used in selecting the membership of [college and/or department] review committees. (See Sections 413.1 and 415.1 below.)*
- 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. (See 241 above.)*
- 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. (See 241 above.)*
- F. The type of materials accepted or required in the documentation of research and creative activities and of outreach and public service. (See 242 above.)*
- G. The dates and times of review. (See 412 below.)*
- H. The procedures for obtaining outside peer reviews and soliciting internal letters of*



*support/evaluation.* (See 243. above and 415.3 below.)

*I. The methods for designating and handling confidential materials.* [See 415.2 below.]  
[FH 623.00]

#### **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.* [FH 810.00]

#### **411 MANDATORY CONSIDERATIONS AT ALL LEVELS OF REVIEW**

*In conducting the review, [promotion and tenure committees of the college and department] shall at a minimum, consider the following:*

- A. the University criteria and standards described above,*
- B. the previously approved role and scope, criteria and standards document of the college,*
- C. the previously approved role and scope, criteria and standards document of the department,*
- D. the letter of hire and any subsequent faculty role statements, including any differential staffing/differential assignment, and*
- E. in cases of review for promotion and tenure, the written evaluations of external peer reviewers.* [FH 811.00]

#### **412 RESPONSIBILITIES OF THE COLLEGE DEAN**

*The dean shall determine, to the best of her or his ability, whether the candidate's preceding reviews were conducted in substantial compliance with the procedures set forth by the department, college and this Handbook. The dean shall also conduct an independent and substantive review of the candidate's dossier and make recommendations regarding retention, tenure, and/or promotion. In cases of non-concurrence with a preceding review, the recommendation shall include a written rationale for non-concurrence.*

*The college dean is also responsible for:*

- A. Informing faculty members, committee members, and department heads of the applicable time lines for review.*

Due dates for candidates' materials shall be set by the Dean's Office no earlier than one month before the due date set by the Provost's office. Department heads will be notified of the due date and they will inform their faculty. All reviews will be completed during the period established by the Provost's office.

*B. Ensuring that the election of faculty representatives to the college and UPT Committees is conducted in a timely manner.*

See Section 413.1 for election procedures for the College P&T committee. See Section 413.4 for election procedures for the UPT committee..

*C. Providing the college review committee with information and materials essential to their deliberations, according to college and University policies and procedures.*

*D. 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. [FH 816.00]*

#### **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. [FH 815.00]*

##### **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 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. [FH 815.00]*

This committee will be composed of five tenured faculty at the Associate Professor or Professor level. A department head may serve only if elected by the college faculty. Members' terms are for three years. Each year at the beginning of fall semester, one member will be elected allowing for staggered terms. The dean will appoint two members of the committee. Appointed members will serve one year terms. When possible, the

committee will have 25% female and/or minority representation. Elected members may not serve consecutive terms and members cannot serve if being considered for promotion. No member can serve on any other promotion and tenure committee while a member of this committee, either elected or appointed. Terms will begin immediately following the fall semester election.

#### **413.2 Responsibilities of the Committee**

*The committee 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. The committee also conducts a fair, objective, independent, and substantive review of the candidate's dossiers based on department, college, and University criteria and standards. In cases of non-concurrence with a preceding review, the recommendation shall include a written rationale for non-concurrence.*

*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 and*
- B. preparing a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate for review. [FH 815.00]*

#### **413.3 Actions of the Committee**

*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. [FH 815.02]*

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

During spring semester in 1996, and every triennial thereafter, the dean will request nominations for election to a three-year term on the University Promotion and Tenure Committee. The representative and alternate to the University Promotion and Tenure Committee must be a tenured full professor whose locus of tenure is with a College of Agriculture department. Nominations will be solicited from tenure track faculty including department heads. From those nominated, a ballot will be prepared and distributed to tenure track faculty who will elect one representative and one alternate to the University Promotion and Tenure Committee. The nominee receiving the majority of votes will be elected representative; the nominee receiving the second most votes will be elected

alternate. No representative may be elected if he or she is a member of another promotion and tenure committee. Terms will begin at the start of fall semester.

#### **414 RESPONSIBILITIES OF THE DEPARTMENT HEAD**

*The department head shall determine, to the best of her or his ability, whether the candidate's preceding review was conducted in substantial compliance with the procedures set forth by the department, college and this Handbook. The department head shall also conduct an independent and substantive review of the candidate's dossier and make recommendations regarding retention, tenure, and/or promotion. In cases of non-concurrence with the preceding review, the recommendation shall include a written rationale for non-concurrence.*

*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 a copy of the University, college, and department documents related to annual review, retention, tenure, and promotion.*

The department head will distribute copies of these documents to new faculty members upon hire. If these documents undergo revision, the department head will distribute revised copies to all faculty in the department.

- 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.*

The Department Head will notify faculty of an upcoming P&T review by the end of May. The department head will solicit the candidate's dossier sufficiently in advance of submission to the departmental committee to obtain and summarize internal and external reviews and teaching evaluations and to provide the superintendent, if applicable, the opportunity for independent and substantive review as described in subsequent sections.

- F. Providing the department review committee with information and materials essential to their deliberations, according to department, college and University procedures.*

Teaching performance will be evaluated for three-year, tenure, and promotion reviews using the instrument listed in Appendix A. In consultation with the candidate, the superintendent will forward a list of at least 20 names of individuals taught by the candidate to the department head upon request. These individuals will be producer

clientele as well as representatives from public agencies or private industry The department head will solicit confidential teaching evaluations and submit a summary review to the candidate. The candidate may respond to negative reviews or comments in writing. The department head will then place a copy of the summary review and the candidate's response, if applicable, in the dossier.

The department head will act in consort with the superintendent to solicit letters of internal and external review as outlined in sections 415.3 and 415.4. The department head will provide the candidate with a written summary of these reviews. This summary will protect the confidentiality of the reviewers while providing the candidate with sufficient information to respond to any negative comments. The department head will place the review letters, a copy of the written summary, and the candidate's response in the dossier.

The department head will submit the candidate's dossier, including the materials described above, to the candidate's superintendent. The superintendent will conduct an independent and substantive review of the dossier and submit a written recommendation regarding retention, tenure, and/or promotion. The superintendent will then forward the dossier to the departmental committee. When the candidate is a superintendent, the department head will submit the candidate's dossier directly to the departmental committee.

*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. [FH 814.00]*

## **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. [FH 813.00]*

### **415.1 Membership and Procedures for Selection**

*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 committee during 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. [FH 813.01]*

The Agricultural Research Center promotion and tenure committee will be nominated and elected annually by the Research Center faculty. The committee will be composed of three tenured research center faculty members, at least one of whom shall be female and/or minority representation, whenever possible. The committee shall appoint their own chairperson. Each committee member shall serve one year. Decisions will be made by formal motions and abstaining votes will be counted in the final vote tally. Timetables for submission of materials will be developed annually to conform to the requirements of the College of Agriculture and University committees.

#### **415.2 Responsibilities of the Committee**

*The department committee shall review all submitted materials and may solicit and obtain additional materials it deems necessary to make a thorough and substantive review of the candidate's qualifications. [The] committee shall conduct a fair, objective, independent, and substantive review of the candidates' dossiers based on department, college, and University criteria and standards. (See 600.00.) [FH 813.00]*

*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. [FH 471.01]*

*A. No materials may be added to the dossier without notice to the candidate and opportunity for the candidate to respond. [FH 813.02]*

Opportunities for the candidate to respond to internal, external, and teaching reviews are described in section 414.F.

*B. 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. [FH 813.03]*

The department head and superintendent will act in consort to solicit a list of peer reviewers from the candidate from which they will select a minority of three for outside evaluation. These individuals shall have appointments outside of MSU and be of academic rank equal to or greater than the candidate or equivalent non-academic appointment. The superintendent will solicit confidential reviews from the individuals, provide them with copies of the candidate's dossier, and submit their unedited evaluations to the the department head. The department head will proceed as described in section

414.F to summarize these reviews, provide the candidate with opportunity for response, and submit appropriate materials into the dossier.

#### **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. [FH 813.04]*

The department head and superintendent will act in consort to solicit letters of internal review from three individuals of their choosing. These individuals shall have academic appointments in the College of Agriculture and be of academic rank equal to or greater than the candidate. The superintendent will solicit confidential reviews from the individuals, provide them with copies of the candidate's dossier, and submit their unedited evaluations to the department head. The department head will proceed as described in section 414.F to summarize these reviews, provide the candidate with opportunity for response, and submit appropriate materials into the dossier.

#### **415.5 Actions of the Committee**

*The department 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 department head, sending a copy to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the department office. [FH 813.00]*

### **420 RIGHTS AND RESPONSIBILITIES OF THE CANDIDATE**

#### **421 RESPONSIBILITY TO PREPARE AND SUBMIT DOSSIER**

*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.*

*The candidate is responsible for preparing the dossier and making her or his case for retention, tenure or promotion.*

#### **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 judgement, represents their best efforts to advance the discipline or profession.

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

#### **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:

1. updating the status of materials in support of tenure unknown at the time the dossier was submitted,
2. 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
3. responding to a request for further documentation. [FH 812.00]

#### **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. [FH 471.01] [See Section 415.2 above for description of department and/or college policy regarding soliciting and handling letters of support and other confidential materials.]*

#### **421.6 Deadline for the Submission of Dossiers**

*Each candidate shall submit the dossiers by the dates established by the Provost, dean, and department head. 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 third year review, the faculty member who fails to submit a dossier shall receive notice of termination effective at the end of the academic*



*year, In cases of tenure review or special review for retention, the faculty member shall be issued a terminal contract for the next contract term. [FH 472.02]*

## **422 CANDIDATE'S RIGHT TO GRIEVE/TIME LIMITS**

*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 FH 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. [FH 472.00]*

## **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. [FH 712.00]*

Faculty develop a role statement defining their responsibilities and areas of research within the first year of hire. This statement is to be reviewed by the superintendent and approved by the department head and the dean/director. It is the responsibility of the faculty member to review her/his role statement annually and update it when appropriate. Role statements can also be updated by initiation of the department head or dean/director.

#### **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.[FH 720.00]*

### **510.01 College Procedures**

#### **Department Head Annual Review**

In January each year, the dean and the department heads will develop an evaluation document for review of department heads' administrative performance. Faculty will use this document for evaluation of their department head's performance for the previous calendar year. The completed evaluation document will be returned to the dean's office for compilation. Department heads will receive the compiled data and a summary of comments before their annual evaluation meeting with the dean. Prior to this meeting, department heads will submit to the dean, a written goals statement and other previously agreed to documents. At the annual evaluation meeting, the dean will review the faculty's evaluation and provide his evaluation. The dean's evaluation will include an assessment of the department head's research, teaching and outreach productivity for the prior calendar year. The dean will send a letter to each department head outlining the items discussed during the review meeting.

### **510.02 Department Procedures**

In conducting annual reviews of faculty, the department head will do so in concert with the superintendent appropriate to each faculty member, though final authority for performance rating within the department rests with 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. [FH 721.00]*

### **511.1 Procedures for Making Salary Recommendations**

*Salary recommendations 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.*

*A. The department head shall submit a proposed salary recommendation for each faculty member to the college dean.*

*B. The dean will approve or modify the salary recommendation, and submit it to the Salary Review Committee by the established deadline.*

*C. A written copy of the salary recommendation will be given to the faculty member. [FH 722.00]*

### **512 RESPONSIBILITIES OF THE SALARY REVIEW COMMITTEE**

*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. [FH 722.01]*

### **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. [FH 731.00]*

*The SRC does not hear appeals or grievances from individual faculty regarding their salaries. [FH 462.00]*

#### **513.2 Right to Appeal Annual Performance Evaluation**

*A faculty member who disagrees with a performance evaluation or rating may append to the annual review document a rationale for his or her disagreement and forward it to the college dean. Rationales must be filed with the dean within ten (10) days of signing the rating card. The dean shall consider the appeal and prepare the salary recommendation*

*to be sent to the Salary Review Committee. The dean shall notify the faculty member, in writing, of the decision regarding the appeal.*

*A faculty member who disagrees with a salary recommendation may send 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 to be sent to the Salary Review Committee. The dean shall notify the faculty member, in writing, of the decision regarding the disagreement.*

*Faculty members who are not satisfied with the decision of the dean may seek conciliation. (See 1314.00.)[FH 462.00]*

Appendix A

**MONTANA STATE UNIVERSITY  
Agricultural Experiment Station  
Research Center Instructor Evaluation**

Name of Faculty

Member: \_\_\_\_\_

Date: \_\_\_\_\_

Please evaluate the faculty member's effectiveness as an instructor by scoring the following items on a scale of 1 to 5, with 1 being very poor and 5 being excellent. Specific comments or additional information pertaining to your responses are greatly appreciated.

**Producers**

Question	Excellent	Very good	Good	Poor	Unacceptable
How effective is the faculty member as an educator in the community?	5	4	3	2	1
Is the research conducted by the faculty member relevant to Montana agriculture?	5	4	3	2	1

Does the faculty member present easily-understood information that the audience can derive value (e.g. economic benefit) from?	5	4	3	2	1
How effective is the faculty member in one-on-one teaching?	5	4	3	2	1
Does the faculty member demonstrate professional integrity and reflect well on Montana State University?	5	4	3	2	1
What are the strengths/weaknesses of the faculty member?					

Comments:

## Representatives of Public and Private Agencies (Industry representatives, Extension agents)

Question	Excellent	Very good	Good	Poor	Unacceptable
Is the faculty member an effective educator in the community?	5	4	3	2	1
Is the research conducted by the faculty member relevant to Montana agriculture?	5	4	3	2	1
Does the faculty member prepare well for his/her presentations of educational materials?	5	4	3	2	1
Is the faculty member a valuable resource for you?	5	4	3	2	1
Does the faculty member interact well with your agency?	5	4	3	2	1
Does the faculty member demonstrate professional integrity and reflect well on Montana State University?	5	4	3	2	1
What are the strengths/weaknesses of the faculty member?					

Comments: