

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

**College of Education, Health and Human Development  
Department of Education**

*Effective* July 1, 2010

---

**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.**

## MISSION OF THE COLLEGE

The College seeks to improve education practices, human development and health through teaching, research/creative activities and outreach/service activities.

## ROLE AND SCOPE OF THE COLLEGE

The College of Education, Health and Human Development provides education for those persons interested in careers in the helping professions associated with education, school and family counseling, family and consumer science, child development and family science, physical education/movement science, health and nutrition, adult and community education, agricultural education, and technology education.

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

The Department seeks to improve education practices through teaching, research and service activities.

1. The Department recognizes that the entire field of education is undergoing a comprehensive shift in the nature of its dominant theoretical paradigms and in the nature of actual practice. The behaviorism dominant throughout most of the twentieth century has been displaced by learner-centered constructivist theory and practice rooted in the thought and culture of continental Europe.

The systemic paradigm shift affects all levels of schooling-public and private, including pre-school, elementary, middle and high school undergraduate, graduate and post-graduate as well as adult and higher education, and all phases such as teaching, curriculum planning, assessment, and administration.

2. The Department places emphasis on a balanced agenda of teaching, research and service while recognizing that the service aspect often requires greater emphasis than is usual for University faculty in most other departments. Because the "laboratory" for research and the platform for the dissemination of new and refined information is generally the public school classroom, the teaching profession and the public at large, the interpretation of both "research" and "service" needs to be sufficiently broad and flexible to accommodate a wide range of activities.

3. The primary goal of the Department is the preparation of personnel to work in the field of education as teachers, administrators and consultants in the public sector as well as in the private sector. Our primary emphasis focuses on serving, developing and enriching the educational capacities of the State of Montana and the nation at large.

## **113 ACADEMIC PROGRAMS**

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

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

Bachelor of Science in:

Elementary Education - K - 8

Options: Early Childhood; Instructional Media; Mathematics; Music; Reading; Science Education; Special Education

Secondary Education

Options: Agricultural Education; General Science Broadfield; Physical Science;  
Social Studies Broadfield; Technology Education

Master of Education M. Ed

Options: Adult & Higher Education, Curriculum & Instruction, Educational Leadership

Education Specialist Ed.S

Options: Curriculum & Instruction, Educational Leadership

Doctor of Education Ed.D

Options: Adult, Community & Higher Education, Curriculum & Instruction, Educational Leadership

## **114 RESEARCH AND CREATIVE ACTIVITY**

### **114.1 Special Areas of College Research and Creative Activity**

Research and creative activities in the College include: Adult, Community and Higher Education, Agricultural Education, Consumer Science, Child and Family Science, Counseling, Educational Technology, Exercise Sciences, Food & Nutrition, Health and Wellness, Family Consumer Sciences, Housing and Home Energy, K-12 Education with specific emphasis in instructional methods, curriculum development, Teaching/Learning strategies, and educational Leadership, Technology Education, Textile and Clothing, and creative expression through dance, art and design.

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

Research and creative activities in the Department focus on the areas of: adult, community and higher education, agricultural education, educational technology, K-12 education with an emphasis on instructional methods and curriculum development, teaching/learning strategies, school administration, and technology education.

## **115 OUTREACH/PUBLIC SERVICE**

### **115.1 Special Areas of College Outreach/Public Service**

Activities are directly related to and supportive of the role and scope, instructional programs and research and creative activities. The College delivers a Master of Science degree via distance technology. Extension faculty in the College offer the following outreach programs: Expanding Food and Nutrition Education Program, Family and Human Development Programs, Food and Nutrition, Health Education Programs, Housing Program, Energy Education Program, Solid Waste Education Program, and Pollution Prevention Program. The Centers located in the College are: Adult Learning Center, Center for Bilingual/Multicultural Education, Center for Community and School Development and Testing Services, Child Development Center, Early Childhood Project, Human Development Training and Research Clinic, Reading Clinic and Teacher Resource Center.

In general, the department recognizes a wide range of outreach and public service activities. The department is especially cognizant of the emerging national trend in the relationship between public schools, communities and colleges of education to break down the walls which keep these entities separate and distinct from one another. By the standards of our profession (e.g. the NCATE standards),

colleges of education are required to function within the communities they service, rather than apart from them.

In preparing promotion and tenure documentation, faculty are encouraged to explain the nature, the purpose and the effects of specific activities in which they are engaged so that peers across campus who review these documents may acquire a sense of these matters during the review process.

The University defines outreach as "teaching, scholarship and service activities directed toward the benefit of citizens at large which address their specific economic, educational, environmental, social and cultural needs."

The department widens the scope of this definition to include public school personnel as "citizens" in addition to their role as practitioners within the profession. This inclusion is necessary because public school personnel function in a proxy role for the general citizenry. They serve as surrogates in whom the general educational capacity of the citizenry is vested. In this sense, outreach activities conducted with public school personnel, teachers and/or administrators have a direct bearing on the educational, social and cultural needs of ordinary citizens.

A college of education must be especially sensitive to the mission of a land grant institution in its complex research, outreach and public service roles. Much of our routine work falls within these categories.

Most faculty are engaged in supervision of student teachers and/or interns; many are engaged in periodic workshops or off-campus course offerings. Some are engaged in consulting to private organizations, public organizations, schools, school districts or individuals employed in the business of public or private schooling. In some cases, these activities may be cited as public service. So too the presentation at state or regional conferences where the primary purpose is to disseminate information and ideas to the profession at large or to citizen groups, may be considered service or creative activities.

The department interprets outreach to include "professional development" activities where there is a communal give-and-take of new ideas between faculty and public school personnel. Such activities ensure that faculty test the validity of new ideas in actual practice, a mutually beneficial arrangement that develops faculty while serving the land grant mission of the University.

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

A. Activities that use professional abilities, expertise and judgment for the benefit of the university, educational profession and local, state, national and international communities:

1. Leadership and participation in international, national, state and local professional organizations and institutions
2. Leadership and participation in the educational world of practice.

## **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**

As part of faculty instructional responsibilities, faculty are expected to demonstrate teaching practices that include characteristics outlined in Section 211.3. These characteristics fall within four aspects of the teaching experience:

1. Knowledge and application
2. Organization
3. Delivery
4. Assessment, evaluation and feedback

### **ASPECTS OF TEACHING**

#### **Knowledge and Application**

Knowledge and application means providing students with state-of-the-art knowledge and its application within each topic area covered in a course. Provision of current, accurate, thorough information shall not only enable students to acquire additional knowledge and understand its application while in the course, but also to continue to apply and expand that knowledge throughout their academic and post-graduate careers.

### **Organization**

Organizational aspects of teaching are evident in how well faculty prepare and plan their courses. Faculty shall demonstrate careful and thoughtful organization of course materials and learning experiences. A record of teaching activity shall exhibit clarity and organization as found in course goals, assignments and evaluation criteria and procedures, specifically as conveyed in the course syllabus.

### **Delivery**

Delivery is defined as the approaches and methods used by faculty to convey the course content and to achieve course goals. Since this aspect of teaching focuses on how the course is presented to students/clients, the teaching record shall provide evidence of appropriate and diverse instructional strategies that draw on the instructor's enthusiasm, interest and expertise and should be based on the learning needs of the students/clients.

### **Assessment, Evaluation, and Feedback**

Faculty shall provide evidence of assessment, evaluation and feedback on students/clients' understanding, accomplishments, intellectual growth and acquisition of skills. **Assessment** is defined as determining the learners' level of preparation, abilities, and learning styles upon entering a course or program. **Evaluation** is defined as using strategies to determine and document students' formative and summative learning accomplishments in the course. Evaluation procedures shall show evidence of the ability to discriminate between different levels of learning achievement. **Feedback** is defined as conveying to students/clients, in a timely manner, the results of assessment and evaluation.

## **COLLEGE GUIDELINES FOR ADVISING**

Advising is an important part of a faculty member's responsibility. Students deserve a faculty member's sincere time and attention beyond mere curriculum checking functions. Each faculty member who has advising as part of her/his job description shall provide evidence of being at least acceptable on measures of competence as judged by students.

Advising evaluation forms shall be developed by each department and used to collect data from all advisees. In addition, senior advisees shall be asked to provide data on their assessment of their advisor in the form of a letter to the department head. It shall be the department head's responsibility to gather information regarding advisor effectiveness from graduates of the department.

### **211.3 Department Teaching Criteria**

Teaching responsibilities are those articulated in the letter of hire, annual faculty goal statements and in response to department needs. Criteria include: classroom instruction, independent instruction, supervision and academic advising.

## **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**

The content of research/creative activity for a university professor in a diverse college revolves around a professional specialty area. The process of research/creative activity implies a constant search for deeper insight, additional knowledge, or a broader use of this special body of knowledge. Research/creative activity carries with it the responsibility for dissemination to peers within one's field and to the audience associated with one's specialty. The criteria for evaluating the quality of research/creative activity is the level of external review and evidence of consistent commitment.

### **Characteristics of Research/Creative Activity**

While there may be many different areas of application of research/creative activity, all activity shall carry with it three characteristics that assess its contribution:

1. **Nature and Level of Inquiry** - this characteristic may further be defined by the quality of the evidence substantiating its accomplishment e.g. independence of thought, continuous nature of the research/creative activity, and the level of scrutiny the works receive (referees, juries, invitations).
2. **Significance of the Contribution** - this characteristic may further be defined by the question, Is the work contributing to the body of knowledge or creative forms of the field? The impact of the work on the field may be assessed by its usage locally, state, regionally, nationally or internationally, and the familiarity of the works by national scholars in the field, e.g. number of citations or adoptions of the work by others.
3. **Dissemination to a Community of Scholars and Practitioners** - this characteristic may be evaluated by the scope of the dissemination. A contribution has no impact unless it is shared and thus it shall be evaluated by the extent to which it moves beyond the campus community. The scope may be categorized as local, state, regional, national and international and the extent to which the work is accessible to local, state, national and international audiences.

### **212.3 Department Criteria for Research/Creative Activity**

The Department of Education adopts the College criteria that include the nature and level in inquiry and significance of the contribution and how the contribution is disseminated to a community of scholars and practitioners. It is the responsibility of the faculty member to address these criteria in their personal statement.

Faculty in the Department of Education initiate and conduct research and creative activities guided by these criteria:

#### **A. Research:**

1. Publications: books, chapters in books, published proceedings, articles in competitively selected or peer reviewed journals, book reviews, technical and research reports, monographs
2. Presentations, papers, addresses, poster sessions and workshops
3. Editorial Activities: editor of a book, national, state, local journal, or monograph
4. Grant Writing and other funded activities

#### **B. Creative Activity:**

Development, production and publication of films, videos, computer programs, software, educational products, innovative teaching materials, art work, musical compositions.

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

### **213.1 University Outreach/Public Service 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 Outreach/Public Service Criteria**

Participation in service is categorized into three areas: 1) internal service that is evaluated on the level of participation i.e. at the departmental, college, university, and university system levels; 2) external service that is evaluated in terms of level of participation in professional organizations i.e. at the local, state, regional, national and international levels; and 3) outreach activities that are evaluated on the extent of assistance given to the people of Montana.

Documentation or support data of service activities may include committee memberships and their length of service (semester, yearly, on going), the level of service responsibility (member or officer), and arena of service (departmental, college, university, university system for internal service assignments; or local, state, regional, national, international contributions for external assignments).

Departmental standards shall address these three areas in specific terms.

### **213.3 Department Outreach/Public Service Criteria**

Professional service activities are directed to the general public, to state and local agencies and to the professions and are important contributions of a faculty member. Service assists individuals or organizations in solving problems through consultation and information transfer. Service activities include three areas: professional service, public service and University service.

## **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 Professional Practice 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**

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

Faculty with instructional expectations shall demonstrate a continuous record of effective instruction if it is substantial, consistent and of high quality.

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

If teaching is a primary assignment, faculty shall demonstrate a continuous record of exemplary instruction which is substantial, consistent and of high quality.

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

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

Faculty with instructional expectations shall demonstrate a continuous record of effective performance in the domains of knowledge, planning/organization, instructional practices, and assessment.

Effectiveness in teaching is demonstrated through a combination of instruction, advising and supervision:

1. Recognition for the quality of teaching including internal peer reviews that report effectiveness and
2. Consistently supportive student course evaluations that are between **2.2 and 2.66 on the Knapp Scale item for Overall Effectiveness.**
3. Consistent evidence that reports effectiveness by advisees and
4. When appropriate, consistently supportive evaluations of supervision that report effectiveness.

Standard(s) of Effectiveness in Teaching for Extension Specialists

NA

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

N/A

**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**

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 judgment, represents their best efforts to advance the discipline or profession.

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

Faculty with instructional expectations are expected to meet or exceed departmental standards for research and creative activities. The College acknowledges and accepts the different standards of the two Departments in the College.

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

If research is a primary expectation, faculty with professional practices expectations will show exemplary performance in research and creative activities. The College acknowledges and accepts the different standards of the two Departments in the College.

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

Faculty are expected to be effective in these areas:

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

Performance will be judged to show effectiveness when there is evidence of consistent contribution that includes one or more of the following categories each academic year on average.

1. One competitively selected or peer reviewed in press or published article in a national/international journal, or
2. One competitively selected or peer reviewed national presentation, or
3. Two state/regional presentations, or
4. One editorship for a book or professional journal, or
5. One competitively funded grant to support research or contract, or

6. Creative activities such as development, production and publication of one creative work (films, computer programs, software, educational products, innovative teaching materials, art work, or musical composition).

Standard(s) of Effectiveness in Research/Creative Activity for Extension Specialist Faculty

1. Yearly average scholarship will be judged effective when there is evidence of two of the following:
  - a. One published or in-press article in a refereed journal
  - b. A juried or invited international or national presentation
  - c. Author contribution or editorship for a substantial published book or professional journal
  - d. Three state/regional professional conference presentations
  - e. Three authored Extension Service MontGuides
  - f. A funded grant to support Extension research or outreach efforts.
2. Annual creative activity will be judged effective when there is evidence of development, production and publication on one creative work (video presentation, computer programs or software, program marketing campaign, distance delivery project, educational products, or innovative teaching materials).

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

N/A

**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**

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.

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

Faculty performance in outreach and public service will be judged effective if it meets or exceeds departmental standards.

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

If outreach is a primary responsibility, faculty with professional practice expectations will show exemplary performance in outreach/public service.

**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

1. Four departmental, college and/or university committee assignments per year and a combination of
  - a. Active participation in professional associations
  - b. Membership in activities at local, state, regional, national and international levels with responsibility for leadership.

Standard(s) of Effectiveness in Outreach/Public Service for Extension Specialist Faculty

1. Two department, college and/or university committees/assignments per year and combination of:
2. Active participation in professional associations
3. Membership in activities at several levels with responsibility for leadership.

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

N/A

**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**

Faculty performance in teaching will be judged excellent if it receives substantial recognition from professional peers, college faculty as well as students/clients.

A. Excellence in Teaching for Faculty with Instructional Expectations

In addition, instruction must show evidence of incorporating the results of research/creative activity.

B. Excellence in Teaching for Faculty with Professional Practice Expectations

In addition, faculty must demonstrate the ability to stimulate students/clients and peers to a high scholarly attainment and to provide leadership.

**231.3 Department Standard(s) For Promise of Excellence and Excellence in Teaching**

A. Excellence in Teaching for Faculty with Instructional Expectations – Faculty with instructional expectations shall demonstrate a continuous record of excellent performance in the domains of knowledge, planning/organization, instructional practices, and assessment.

Promise of excellence in teaching is demonstrated through a combination of instruction, advising and supervision:

1. Recognition for the quality of teaching including internal peer reviews that report promise of excellence and
2. Consistently supportive student course evaluations that are between **2.7 and 3.9 on the Knapp Scale item for Overall Instructor Effectiveness.**
3. Consistent evidence that reports promise of excellence by advisees.
4. When appropriate, consistently supportive evaluations of supervision that reports promise of excellence.

Excellence in teaching is demonstrated through a combination of instruction, advising and supervision:

1. Recognition of the quality of teaching including internal peer reviews that report excellence.
2. Consistently supportive student course evaluations that meet or **3.30 and above on the Knapp Scale item for Overall Effectiveness.**
3. Consistent evidence that reports excellence by advisees.
4. When appropriate, consistently supportive evaluations of supervision that report excellence.

#### Excellence in Teaching for Extension Specialist Faculty

Promise of excellence in teaching is demonstrated through:

1. Recognition for the quality of teaching (and advising and supervision when appropriate or suited to the Extension Service appointment) and
2. Consistently supportive participant workshop or training evaluations that are between 3.7 and 3.99 on the 5 point extension service measurement scale and
3. Consistently supportive agent evaluation of teaching and responsiveness to Montana needs and
4. Invitations to teach outside assigned Extension appointment load.

Excellence in teaching is demonstrated through:

1. Substantial recognition for the quality of teaching, awards, internal peer reviews and
2. Sustained substantial involvement in teaching activities and
3. Sustained participant workshop or training evaluations that are 4.0 or above on the 5 point Extension Service measurement scale and
4. Sustained agent evaluation of teaching and responsiveness to Montana needs and
5. Sustained invitations to teach outside assigned Extension appointment load.

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

N/A

## **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 it is published or presented to national or international audiences, and is judged by peers and clients as having made a substantial contribution to the body of knowledge and creativity related to the candidate's discipline or profession.

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

Faculty performance will be judged excellent if area of focused research/creative activity is peer reviewed, consistently published or presented and receives substantial recognition.

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

If research/creative activity is a primary assignment, performance will be judged excellent if area of focused research/creative activity is peer reviewed, consistently published or presented and receives substantial recognition.

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

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

Performance will be judged to show a promise of excellence if there is evidence of consistent contribution that includes one or more of the following categories each academic year on average:

#### **Promise of Excellence in research/creative activity is demonstrated through:**

1. Two competitively selected or peer reviewed publications, one of which is in a national/international journal or
2. A book or monograph published by a recognized publisher that contributes to the individual's professional area or
3. One substantial competitively funded grant or continued significant involvement in a substantial grantor or
4. One competitively selected or peer reviewed in press or published article publication in a national/international journal, and one of the following:
  - a. Publications: chapter in a book; published proceedings; article in a state or regional, journal; book review; technical or research report; monograph.
  - b. Presentations: paper, address, poster session or workshop at a state, regional, national or international conference.
  - c. Editorial activities: editor of a book or editor of a state, regional, national or international journal or monograph.
  - d. Grants and contracts: significant involvement in a locally funded grant.
  - e. Creative activities: development, production and publication of two creative works (films, computer programs, software, educational products, innovative teaching materials, art works, musical compositions)
  - f. One competitively, internally funded grant or**

5. The candidate demonstrates a cohesive agenda that includes a combination of any of the above.

### **232.4 Department Standard for Excellence in Research/Creative Activity.**

Performance will be judged to show excellence if there is evidence of consistent contribution that includes one or more of the following categories each academic year on average.

1. Three competitively selected or peer reviewed in press or published articles, one of which is in a national/international journal or
2. A book or monograph published by a recognized publisher that contributes to the individual's professional area, or
3. One substantial competitively externally funded grant or continued significant involvement in a substantial grant or
4. Two competitively selected or peer reviewed in press or published articles in a national/international journal, and one of the following:
  - a. Publications: chapter in a book; published proceedings, article in a state or regional journal; book review; technical or research report; monograph.
  - b. Presentations: paper, address, poster session or workshop at a state, regional, national or international conference.
  - c. Editorial activities: editor of a book or editor of a state, regional, national or international journal or monograph.
  - d. Grants and contracts: significant involvement in a funded grant.
  - e. Creative activities: development, production and publication of two creative works (films, computer programs, software, educational products, innovative teaching materials, art works, musical compositions).
  - f. One competitively, internally funded grant or**
5. The candidate demonstrates a cohesive agenda that includes a combination of any of the above.

#### Excellence in Research/Creative Activity for Extension Specialist Faculty

Annual scholarship will be judged excellent when there is evidence of:

1. Two substantial publications, one in a national and/or refereed journal, or
2. Two substantial publications and three international, national or regional presentations, or
3. Six authored Extension Service MontGuides (or equivalent Extension Service publication), or
4. One substantial publication and three authored Extension Service MontGuides (or equivalent Extension Service publication) and one funded grant, or
4. Two funded grants and six authored Extension Service MontGuides (or equivalent Extension Service publication).

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

N/A

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

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

The College adopts the University Standards.

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

The College adopts the University Standards.

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

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

1. Leadership activities associated with service at department, college or university; state, regional or national and international levels
2. Recognition from the field of practice, peers or constituent groups or beneficiaries.

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

N/A

#### **C. Excellence in Outreach/Public Service for Extension Specialists**

1. Leadership activities associated with service at department, college or university; state, regional or national levels
2. Recognition from the field of practice, peers or constituent groups or beneficiaries.

## **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**

Methods for conducting an in-depth assessment of teaching performance are through the use of peer and student/client evaluations or peer and client reviews and self evaluation. Candidates shall follow the methods for in-depth assessment of teaching performance established by the department.

Documentation for teaching effectiveness and excellence is part of the review process and shall be reported by the faculty member and shall address each of the four aspects of teaching listed in Section 211.2. these are:

Knowledge and application; Organization; Delivery; and Assessment, evaluation, and feedback.

- 1) Evaluation may be done in part by the use of a student/client satisfaction questionnaire (e.g. Knapp or other forms approved by the department). The collection of both quantitative data (to allow comparisons with other teachers) and qualitative data (to allow students/clients to comment and elaborate on their perceived strengths and weaknesses of the course, content, and instructor) shall be provided.
- 2) A peer review which could include an MSU colleague, or Danforth-style review shall also be included and shall speak to all four aspects of teaching listed above.
- 3) A self evaluative commentary responding to student/client and peer reviews shall be included in all teaching evaluations.

### **Specific guidelines**

1. Documentation for teaching effectiveness shall include:
  - a. copies of all of the student/client and peer evaluation forms,
  - b. a syllabus, objectives, course outlines, assignments, course policies, and evaluation for each course,
  - c. evidence that the instructor evaluates new course materials, and
  - d. evidence that the instructor incorporates "state-of-the-art" information in classes.
  - e. In addition, written feedback is required from the public school cooperating teachers or appropriate supervisors concerning faculty whose assignment includes supervising student/client teachers in public school settings or who supervise student/clients in professional practical and internships. (Any additional documentation may be included by the faculty member)
  - f. An open-ended questionnaire (e.g. the open ended section of Knapp form) from one class each semester, and/or a personal assessment of teaching effectiveness is recommended.

## **241.3 Department Policies and Procedures**

- A. Procedures for conducting an internal peer review of teaching performance are:
  1. The Department Head will assign a colleague who will observe the teacher during one teaching cycle for each annual review period. The teaching observation cycle includes:
    - a. Pre-observation conference
    - b. Classroom teaching observation
    - c. Post-observation conference.
  2. Internal Peer Reviewer must understand and determine how the teacher will meet the level of effectiveness or excellence.
  3. The reviewer must discuss the review with the teacher during the post-observation conference.
  4. The reviewer provides the department head and faculty member the written review.

5. The reviewer will consider the following domains: knowledge, planning/organization, instructional practices, and assessment.

B. Procedures/guidelines for conducting an in-depth teaching assessment are:

[Note: An in-depth assessment of teaching is a required component of the dossier of all candidates seeking promotion and/or tenure.]

1. The following documents should be compiled for the in-depth assessment:

- a. Statement – The faculty member will provide a written statement describing his/her philosophy and practice of teaching. The statement can include evidence of innovations and contributions to teaching beyond the classroom. Contributions beyond the classroom can include such activities as textbook writing, curriculum and program development, involvement in professional societies, or writing about teaching innovation.
- b. Course list – The faculty will supply a list of courses taught during the review period, number of credit and/or contact hours for each course, the number of students per course, and information regarding the course contexts (on-line, required/elective, graduate/undergraduate, first offering, etc.).
- c. Student evaluation information of course and instruction – The faculty will provide a summary of student Knapp forms and a brief synopsis of the written comments. The instructor category should be summarized separately. He/she is encouraged to supply a brief narrative offering his or her interpretation of the results. The actual forms should not be included, but will be placed in separate binders and made available to the P & T Committees upon request. In addition, faculty could include evaluation information obtained through focus groups, interviews, questionnaires, surveys, narratives, etc.
- d. Supervision/Advising – The faculty will submit evidence reflecting their supervision/advising responsibilities. This may include advisor evaluations, a statement of workload relating to masters and doctoral committees (such as a count of oral comprehensive exams, thesis, doctoral proposals and defenses), and any other information reflecting these responsibilities.
- e. Peer Reviews – The faculty will submit copies of annually conducted peer reviews.

2. The following procedures should be followed for an external review as a component of the in-depth assessment. [Note: Faculty members anticipating promotion and tenure must still have a peer review conducted annually in addition to the external review. ]

- a. The department head will select an external reviewer. The faculty member will provide the department head with a list of suggested names, however, the department head will have ultimate responsibility for selecting the reviewer. The reviewer can be selected from within the university or within the state or national higher education system. Reviewers should hold terminal degrees.
- b. The faculty member will select one course or related courses for an in-depth assessment. The faculty will supply the course syllabus listing course goals. This will be accompanied by a description from the candidate that explains why the course is designed the way it is, how it coordinates with other courses or programs, how the pedagogy presented is designed to help students meet the course goals, and how outcomes are assessed. The faculty will select student work samples from the selected in-depth course as evidence of student understanding or performance.
- c. The external reviewer will evaluate the documents provided in items 241.3.B. a.- e. listed above as well as the material from the in-depth course. The external reviewer will evaluate the documents according to the teaching domains of knowledge, planning/organization, instructional practices, and assessment. Based on the examination of documents, the reviewer will judge the faculty member as effective, promise of excellence, or excellent in teaching.

- d. The report of the reviewer will be submitted in letter format to the department head, who will compile all the reviews and include them in the final P&T documents. The letter/report should include a review of the faculty members in the following domains: knowledge, planning/organization, instructional practices, and assessment.

Note: See Departmental Supplemental Materials for indicators of these domains. These indicators are not exhaustive, and the reviewer should use his/her experience in evaluating teaching. The Indicator Table should not be filled out, but used as a guide for the reviewer to compose a narrative evaluation of teaching.

3. Responsibilities of individuals participating in In-depth Assessment:

a. Faculty:

- i. Compiles first five items described in 241.3 B1;
- ii. Provides the department head with a list of suggested names for an external reviewer;
- iii. Supplies documentation required to reviewer;
- iv. Compiles all P&T materials and forwards to the department head according to established time guidelines.

b. Department Head:

- i. Selects external reviewer; and
- ii. Compiles reports from the reviewer and places them in the faculty P&T notebook.

c. External Reviewer:

- i. Reviews first five documents described in 241.3 B1;
- ii. Follows instructions for external reviews; and
- iii. Writes and submits letter to department head as described.

d. P&T Committee:

- i. Reviews all items; and
- ii. Makes judgment of teaching performance for effectiveness, promise of excellence/excellence.

G. Extension Specialists will provide documentation of teaching using the extension service measurement scale for all instructional activities for which such feedback has been obtained.

H. Excellence in Teaching for Faculty with Professional Practice Expectations

N/A

## **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 judgment, represents their best efforts to advance the discipline or profession. [FH 633.03]*

## **242.2 College Policies and Procedures**

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

The candidate's curriculum vita should separately indicate:

- a) refereed books or book chapters
- b) refereed journal articles
- c) refereed or invited conference presentations
- d) non-refereed conference presentations
- e) exhibits or performances
- f) grant proposals and grants funded
- g) honors
- h) others.

Indicate complete authorship on papers, grants funded, etc. The department report also should indicate the quality and reputation of the vehicles in which candidate publishes. When appropriate, the candidate's contribution to papers and grant proposals should be described and interpreted. Note work in progress or in submission/circulation; evaluate its quality. Letters of reference should especially address as evaluation of the candidate's research/creativity.

Confidential external letters of evaluation (from outside Montana State University) are required for tenure and promotion reviews. A minimum of three such letters is required. All letters of evaluation received must be included in the candidate's file. Letters of evaluation should address the candidate's professional potential and accomplishments rather than personal qualities. Specific assessment of research/creativity are essential.

Evaluators should be specialists in the candidate's field and familiar with the usual expectations for faculty performance at institutions similar to MSU-Bozeman. Letters from mentors, former colleagues, close collaborators, or personal friends have less credibility and should not be solicited. A majority of the outside evaluators must be selected by the department head and/or committee; a minority may come from a list of names submitted by the candidate. In order to protect the confidentiality of the review process, candidates should not be informed of the identity of outside evaluators.

The external review letters must be requested by the department head and/or the department promotion and tenure committee chair, and must not be solicited by the candidate. The department report should state clearly how external referees were chosen and should include a brief statement of their status in the field. A copy of the letter soliciting outside reviewers must be included in the candidate's file; referees should state either knowledge of or relationship to the candidate, if any.

External evaluators should be sent a copy of the candidate's vita, department criteria and standards, as well as a selection of relevant publications and/or unpublished manuscripts, along with other materials, as appropriate. They should be asked to comment specifically on the quality of the candidate's written work and his or her productivity.

## **242.3 Department Policies and Procedures**

The Department of Education adopts the College of Education's policies and procedures for conducting an in-depth assessment of performance in research/creative activity.

## **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 judgment, represents their best efforts to contribute to and advance the University, public, and profession. [FH 633.03]*

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

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

In addition to the university policy and procedures, the department report should describe the candidate's professional outreach/service activities to the University, the profession, and the people of the state of Montana. Levels of effective or excellent may be sought.

The candidate's vita should separately indicate:

- a) non-credit workshops and presentations
- b) conference coordination
- c) articles/publications
- d) committees: University, College, Department
- e) offices/chairs of professional organizations
- f) solicited assistance by Montanans and others
- e) editing duties
- f) other professional tasks relevant to the candidate's defined role should be provided.

Review of outreach/service will be conducted internally and/or by external reviewers as appropriate. Guidelines for the solicitation of reviewers are the same as for research creativity.

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

The Department of Education adopts the College of EHHD's methods for conducting an in-depth assessment of performance in outreach/public service.

## **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 demonstrated effectiveness in areas of assignment and potential for excellence in teaching, research/creative activity or outreach/service.

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

The Department standards for retention are demonstrated effectiveness in all areas of assignment and potential for excellence in teaching or research/creative activity.

### **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**

The College adopts the University Standards.

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

The Department adopts the College standards.

### **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**

The College adopts the University Standards.

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

N/A

### **321.3 Standards for Faculty with Extension Specialist Expectations**

The Faculty with Extension Specialist expectations adopts the College standards.

## **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 AND PROMOTION TO THE RANK OF ASSISTANT PROFESSOR**

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

##### **A. University Standards**

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

- 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**

#### **Assistant Professor**

Faculty in the rank of Assistant Professor shall show potential for effective teaching, research/creative and outreach/service. To be appointed as an Assistant Professor, a faculty member with instructional expectations shall, at a minimum, have met University standards and have:

1. capacity for growth and productivity;
2. ability to keep up-to-date, to translate, and to disseminate knowledge in a professional field;
3. ability to stimulate student/clients/clients and peers to high scholarly attainment and to provide leadership;
4. potential to perform and/or incorporate research and/or creative activity into the functions of the appointment; and
5. potential to promote the welfare of the Department, University and community.

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

The Department of Education adopts the College standards for promotion to Assistant Professor.



### **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**

##### **Assistant Professor**

Faculty in the rank of Assistant Professor shall show potential for meet standards in two of the three areas of effective teaching, research/creative achievement or outreach/service. To be appointed as an Assistant Professor, a faculty member with professional practice expectations shall, at a minimum, have met university standards and have:

1. capacity for growth and productivity;
2. ability to keep up-to-date, to translate, and to disseminate knowledge in a professional field;
3. ability to stimulate student/clients/clients and peers to high scholarly attainment and develop leadership; and
4. potential to promote the welfare of the Department, University and community.

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

N/A

### **331.3 Standards for Faculty with Extension Specialist Expectations**

The Faculty with Extension Specialist expectations adopts the College standards.

### **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**

A candidate of Assistant Professor rank shall be expected to be approved for tenure and promotion to Associate Professor simultaneously, unless Associate Professor rank has been previously awarded. A minimum of five years service at the rank of Assistant Professor is normally expected prior to being considered for promotion to Associate Professor. Promotion will never be made simply on the basis of time in rank. To be appointed as an Associate Professor, a faculty member with instructional expectations shall, at a minimum, have met university standards and have:

1. demonstrated effective performance, initiative and creativity in teaching, research/creative activity and service, and have promise of continuing at a like level; and
2. previously demonstrated those qualifications for Assistant Professor.

**C. Department Standards**

The Department of Education adopts the College standards for promotion to Associate Professor.

**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**

**Appointments with Professional Practice Expectations.**

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

1. made a significant contribution to the development of the Department, University, the profession and the community at large;
2. demonstrated competence in the primary duties of their assignment; and
3. previously demonstrated those qualifications for an Assistant Professor.

**C. Department Standards**

N/A

### **332.3 Standards for Faculty with Extension Specialist Expectations**

The Faculty with Extension Specialist expectations adopts the College standards.

## **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**

Candidates for rank of Professor shall have demonstrated those qualities listed for Associate Professor and have demonstrated a consistent record of productive, creative or scholastic achievement. The position of full professorship is of special significance. To be appointed as a Professor, a faculty member with instructional expectations shall, at a minimum, have met university standards and have:

1. 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 statement;
2. demonstrated academic maturity and judgment;
3. made significant contributions to his or her field in teaching, research/creative activity and service;
4. indications of sustainability in quantity and quality of teaching and research/creative activity;
5. concrete and indisputable evidence of the candidate's dedication to the profession; and
6. irrefragable integrity as a teacher and scholar.

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

The Department of Education adopts the College standards for promotion to Professor.

### **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**

Candidates for rank of Professor shall have demonstrated those qualities listed for Associate Professor and have demonstrated a consistent record of productive, creative or scholastic achievement. The position of full professorship is of special significance. To be appointed as a Professor, a faculty member with professional practice expectations shall, at a minimum, have met university standards and have:

1. demonstrated academic maturity and judgment;
2. indications of sustainability in quantity and quality of their assigned duties;
3. concrete and indisputable evidence of the candidate's dedication to the profession; and
4. irreproachable integrity as an educator.

**C. Department Standards**

N/A

**333.3 Standards for Faculty with Extension Specialist Expectations**

The faculty with Extension Specialist expectations adopts the College standards for promotion to full professor.

**SECTION 400  
PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE**

*"Substantive review" means an assessment of the merit of a candidate's dossier in terms of the department, college, and University-wide criteria and standards appropriate to the type of review. [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/client evaluation forms and the evaluation instruments to be used. (See 241 above.)*

*E. A description of the methods, in addition to student/client 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 his or her 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.*

Faculty eligible for retention, tenure or promotion review will be notified in writing at the latest by September 15 of the time line for submitting material for consideration. Materials must be submitted to the College at least one month prior to the date materials are due for University review.

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

The College Promotion and Tenure committee is composed of five tenured faculty members of the college above the rank of assistant professor, three of whom are elected by ballot of the instructional and professional practice faculty of the college and two whom are appointed by the College Dean. Membership shall include a minimum of two faculty from each department in the college and 25% female/minority representation. Faculty under review may not serve on the committee. Elected faculty will serve a two year term and may not serve consecutive terms. Two members will be elected in even numbered years and one will be elected in odd numbered years. The first three members elected in the fall will draw lots for the one year term. The ballot will be prepared and distributed by the Dean at the start of fall semester.

- 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]

#### **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]*
- C. Upon completing the yearly promotion and tenure reviews, the committee shall review the current procedures and guidelines for the College. If changes are suggested, those changes must be reviewed and approved by the college faculty as a whole.*

#### **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]*
- C. The chair is the liaison between the candidate, the Committee and the Dean.*

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

According to the calendar and procedures established by the Provost, the College Dean will prepare a written ballot containing the names of tenured college faculty, at the rank of associate or full professor, to be voted on by full time instructional and professional practices faculty within the College. The person receiving the most votes will serve a three year term and may not be reelected. The person receiving the

second highest number of votes will serve as alternate and will serve if the College representative is a candidate for review.

#### **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.*

Updated copies of College Promotion and Tenure Guidelines and Departmental Standards will be distributed to all faculty annually by the fourth week of classes.

*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. Timelines for submission of material shall be as follows and dates will be published at the annual retreat:*

*Third year review*

*Department review committee - 3rd Monday of classes.*

*Department Head - 5th Monday of classes*

*Dean - 7th Monday of classes*

*Promotion and tenure*

*Department review Committee - 8th Monday of classes*

*Department Head - 1st Monday after Thanksgiving*

*Dean - 2nd Monday of Spring semester*

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



*G. Forwarding the candidate's dossier, including recommendation(s), to the college dean and sending a copy of the recommendation(s) to the candidate.*

*H. Maintaining complete, accurate and up-to-date files on each faculty member. [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]*

### **415.11 Department Review Committee**

The Department Review Committee will be comprised of five (5) faculty, selected according to the following procedure. Each fall, at the Department Retreat, three members of the review committee will be elected at large. Two members will be appointed by the Department Head in order to address the need for representation by rank, gender and minority status. In the event that the department head is being considered for promotion and/or tenure, the entire committee shall be elected by faculty. Faculty members eligible to serve on Promotion/Tenure/Review committees will be tenure track faculty with appointments of .50 FTE or more in the Department, or whose major academic responsibility is within the Department.

Recommendations made by the Departmental Review Committee regarding promotion, tenure and third year review will be based upon formal motions from which are recorded the total number of votes in favor of the motion, in opposition to the motion and in abstention.

### **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]*

All letters from external and internal reviewers plus any information relative to the evaluation of teaching must be placed in the dossier at the time the Department committee begins its review.

This material remains in the dossier until the end of the complete review process. Upon completion of the review process and prior to returning of the dossier to the faculty member, this material is to be removed.

*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]*

Consistent with the Faculty Handbook, it is required that faculty who are considered for tenure and/or promotion from Assistant to Associate or from Associate to Full Professor will submit external reviews of their work as part of the review. External reviewers will be selected in the following manner. The candidate for promotion will submit the names of at least three faculty members from similar institutions, positions and areas of expertise. The candidate will submit names and materials for outside reviewers to the Department Head by the second Monday of class. The Department Head and committee will submit the names of four faculty members from similar institutions, positions and areas of expertise by the second Monday of class. Three names will be selected by the Department Head and the Departmental Review Committee chairperson from among the six nominees. A majority of the names must come from the list submitted by the Department Head and the Departmental Review Committee. It will be the responsibility of the Department Head to solicit the external reviews. In the event that a nominee declines, the Department Head may select any other name from among the remaining nominees.

External reviewers will be provided with sample materials from the candidate's promotion documentation, consisting of a complete vita, which includes a list of all public service/outreach activities, and samples of the candidate's written work (i.e. articles, papers delivered, etc.). It will be the responsibility of the Department Head to forward such materials as the candidate provides to the reviewers as well as guidelines and criteria for scholarship and research. The external reviewers will address the areas of research/creativity and outreach/public services. The external reviewer's evaluations must be returned prior to completion of the departmental review.

### **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 student/clients, staff, and other faculty shall be obtained. Candidates shall not solicit letters of support or internal reviews for themselves. [FH 813.04]*

See Section 241.3.

### **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**

Candidates will include a personal statement addressing the three components of: Teaching, Advising/Supervision; Research/Creativity; and Outreach/Public Service. These statements will not be sent to external reviewers.

#### **421.2 Other Materials to be Submitted with the Dossier**

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

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

For third year, tenure and promotion reviews, six sets of typed summary notebooks shall be prepared by the candidate to correspond to the sample notebooks available for use in the departmental offices. Tabbing is essential for clarity. Each person being reviewed shall place in the teaching/advising, research/creative activity, and outreach sections of these notebooks a carefully developed self-evaluation wherein departmental criteria and standards are stated and a personal assessment of how one has met those criteria and standards. A listing of the primary evidence and the location for finding this evidence in the primary documentation notebook shall be included for each section. Under the research/creative activity section, a notation shall be made for each journal's standing in the field, its submission review process, circulation, and if national/international or regional distribution.

Original copies of all documentation shall be carefully organized into a Primary Documentation set of notebooks that are organized in a similar manner as the Summary Notebooks and shall include the Departmental Promotion, Tenure and Annual Review Standards and Criteria Document. Both the primary and the summary notebooks are submitted for consideration at all levels of review.

### **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 it 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] The College Dean shall encourage annual review of role statement by department heads.*

The faculty members and department head will meet to discuss and negotiate any proposed changes in expectations and/or role within the department. Rationale will be presented in writing. After negotiation with the faculty member, any changes must be approved by the dean, department head, the Provost and Vice President for Academic Affairs.

## **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**

The College Dean is responsible for reviewing the annual rating cards and procedures used by the department. The Dean will forward the rating cards to the Provost.

## **510.02 Department Procedures**

Faculty members will schedule a one hour appointment with the Department Head and submit all annual review materials to the Department Head at least one week prior to their annual review appointment.

The Department template will be used to prepare goals and job description. The template will not be modified by the Department Head without approval of faculty members as it is part of the documentation approved by faculty.

The Department Head will review each faculty member's materials prior to his/her appointment and develop a draft of the annual evaluation. Corrections and clarifications will be discussed during the review. The Department Head will sign his/her annual review evaluation. The faculty member will also sign the evaluation and retain the right to attach a rebuttal to it. A signed copy will be given to the faculty member and a signed copy will also be retained in the Department file.

## **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]*

The overall ratings assigned by the department head for Teaching/Advising/Supervising shall be either Unacceptable, Effective or Excellent.

## **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]*