
ROLE, SCOPE, CRITERIA, STANDARDS, AND PROCEDURES
OF THE
DEPARTMENT OF RESEARCH CENTERS
COLLEGE OF AGRICULTURE
MONTANA STATE UNIVERSITY --BOZEMAN

EFFECTIVE DATE

APPROVALS	SIGNATURE	DATE
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<i>Approved by majority vote.</i>		
Department Faculty		
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<i>Approved by unanimous vote.</i>		
Department Heads		
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<i>Approved by unanimous vote.</i>		
College P&T Committee		
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<i>Approved.</i>		3/6/06
College Dean	Jeff Jacobsen	
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University P&T Committee		
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Provost	Joseph Fedock	

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

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

- create diverse learning programs that foster student success, support life-long learning, and prepare Montanans for the future,
- provide leadership in developing ambitious, competitive and imaginative research activities that create new discoveries, positively impact undergraduate and graduate learning and earn national and international recognition, and

- disseminate new research discoveries and deliver outreach programs that serve Montana in a global environment.

The College of Agriculture and the Agricultural Experiment Station are administered by the Dean of the College of Agriculture/Director of the Montana Agricultural Experiment Station. The College has six departments and one division:

Departments:

Agricultural Economics and Economics
Animal and Range Sciences
Land Resources and Environmental Sciences
Plant Sciences and Plant Pathology
Research Centers
Veterinary Molecular Biology

Division:

Agricultural Education

The College provides educational programs to develop and enhance the ability to apply rules of logic and the principles, methods and results of science to problem-solving and decision-making. Funding for programs in the College comes from three traditional sources: the teaching budget of Montana State University, the budget of the Montana Agricultural Experiment Station and the budget of the Montana Extension Service. Faculty secure additional funding through grants, contacts, cooperative agreements and other sources. Undergraduate students focus on departmental curricula and develop an awareness and appreciation of the environment, citizenship skills, scientific curiosity, and skills to become lifelong learners. Graduate students, the professionals and scientists of tomorrow, challenge current boundaries to the body of knowledge and demand an environment that promotes the pursuit of knowledge. Off-campus students, not enrolled in degree programs, seek further development of their problem-solving and lifelong learning skills through extension and outreach programs.

The function of the Agricultural Experiment Station is to conduct and promote studies and scientific investigations relating to agriculture, natural resources, and rural life and to transfer this information to the people of Montana. The Agricultural Experiment Station also participates in regional and national research programs in concert with the State Agricultural Experiment Station system of the United States Department of Agriculture. Research is conducted in laboratory facilities, the Plant Growth Center, field facilities on the MSU campus, and at agricultural research centers throughout the state. Faculty may also conduct research on private and government lands.

112.2 Role and Scope of the Department

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

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

The Research Centers are administered collectively as a Department within the College of Agriculture by a Department Head who is responsible for managing department fiscal affairs and budgets, reviewing programs, serving as the hiring authority, recruiting faculty, evaluating faculty performance, and recommending salary changes concerning faculty. The Department Head serves as department head in the promotion and tenure process for all tenure-track Research Center faculty. Each Research Center is administered by a Superintendent whose responsibilities include budget prioritization and allocation within the unit, personnel management, review of programs, and facilities management. Superintendents are expected to actively participate in the evaluation of faculty.

New knowledge generated by Agricultural Research Center programs benefits Montana agriculture and the scientific community at local, state, and national levels. This knowledge is communicated to the agricultural industry in Montana through teaching and publications to improve the economic status and quality of life of its citizens. Research information also reaches the scientific community through publication in professional journals and presentations at scientific meetings, thereby enhancing and promoting the individual professional development of faculty members. Faculty appointments are predominantly research-oriented, with limited opportunities for traditional classroom teaching activities. However, off-campus teaching comprises a large part of the Research Center faculty's outreach efforts.

The Department of Research Centers offers its faculty unique academic opportunities to conduct research in diverse environments and cropping areas, to interact with agricultural clientele to identify pertinent research problems, to develop interdisciplinary research programs of topical relevance to Montana's agriculture, and to utilize nontraditional teaching methods to communicate with Montana's agricultural clientele.

113 ACADEMIC PROGRAMS

113.1 Academic Programs of the College

Academic Programs Offered (degrees aligned by department)

College of Agriculture

Minor: Entomology
Master of Science Degrees: Entomology

Agricultural Economics and Economics Department

Baccalaureate Degree: Agricultural Business
Options: Agribusiness Management
Farm and Ranch Management
Minor: Agricultural Business
Master of Science Degree: Applied Economics

Agricultural Education Division

Baccalaureate Degrees: Agricultural Education
Options: Relations
Teaching
Master of Science Degree: Agricultural Education

Animal and Range Sciences Department

Baccalaureate degrees: Animal Science
Options: Equine Science
Livestock Management & Industry

	Science
	Natural Resources and Rangeland Ecology
	<i>Options:</i> Rangeland Ecology and Management
	Wildlife Habitat Ecology and Management
<i>Minors:</i>	Animal Science
	Natural Resources and Rangeland Ecology
<i>Master of Science Degree:</i>	Animal and Range Sciences
<i>Doctor of Philosophy Degree:</i>	Animal and Range Sciences
	<u>Land Resources and Environmental Sciences</u>
<i>Baccalaureate Degrees:</i>	Environmental Sciences
	<i>Options:</i> Environmental Biology
	Soil and Water Science
	Land Rehabilitation
	Land Resource Sciences
	<i>Options:</i> Land Resources Analysis and Management
	Sustainable Food and Bioenergy Systems
	<i>Option:</i> Agroecology
<i>Minor:</i>	Soil Science
<i>Master of Science Degree:</i>	Land Rehabilitation
	Land Resources and Environmental Sciences
<i>Doctor of Philosophy Degree:</i>	Ecology and Environmental Sciences
	<u>Plant Sciences and Plant Pathology</u>
<i>Baccalaureate Degrees:</i>	Biotechnology
	<i>Option:</i> Plant Systems
	Environmental Horticulture
	<i>Options:</i> Horticulture Science
	Landscape Design
	Plant Science
	<i>Options:</i> Crop Science
	Plant Biology
	Sustainable Food and Bioenergy Systems
	<i>Options:</i> Sustainable Crop Production
<i>Minor:</i>	Environmental Horticulture
<i>Master of Science Degrees:</i>	Plant Pathology
	Plant Science
<i>Doctor of Philosophy Degree:</i>	Plant Science
	<i>Options:</i> Plant Genetics
	Plant Pathology
	<u>Veterinary Molecular Biology</u>
<i>Non-Degree Program:</i>	Pre-veterinary Medicine Program
<i>Baccalaureate Degrees:</i>	Biotechnology
	<i>Option:</i> Animal Systems
<i>Master of Science Degree:</i>	Veterinary Molecular Biology
<i>Doctor of Philosophy Degree:</i>	Veterinary Molecular Biology

113.2 Academic Programs of the Department

All Research Center Department faculty members, including those without formal Extension appointments, have a responsibility to instruct by communicating knowledge of agricultural practices and by disseminating research results to clientele. Research Center faculty teach by:

1. presenting research at producers' meetings, workshops, field days, and extension update meetings,

2. **publication in popular, web, outreach, and other non-peer-reviewed media,**
3. **imparting knowledge through individual contact with growers, the public, county extension agents and extension specialists, or agribusiness representatives, and**
4. **teaching in traditional classroom settings and advising students as applicable.**

114 RESEARCH AND CREATIVE ACTIVITY

114.1 Special Areas of College Research and Creative Activity

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

114.2 Special Areas of Department Research and Creative Activity

Research Center Department faculty conduct research in a wide range of subject areas. Specifically, faculty:

1. **conduct research programs directed to the specific needs of agricultural clientele in local production areas and the broader needs of Montana agriculture in general,**
2. **enhance knowledge of and generate new production technologies for irrigated and dryland agriculture, resource management, conventional and alternative field crops, plant breeding and genetics, horticultural crops, plant nutrition, sustainable agriculture, pest control, beef cattle production (breeding, nutrition, and genetics) and value enhancement of agricultural commodities produced in Montana, and**
3. **disseminate research results to the scientific community through publication in peer-reviewed journals, including a balance of both refereed and reviewed articles as appropriate to the job description, and presentations at professional meetings.**

115 OUTREACH/PUBLIC SERVICE

115.1 Special Areas of College Outreach/Public Service

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

115.2 Special Areas of Department Outreach/Public Service

Research Center Department faculty serve agricultural producers, the non-agricultural public, the State, the University, and the scientific community as they:

1. **provide general agricultural information and assistance to the Montana producer to help improve the efficiency, safety, and profitability of agriculture,**
2. **assist Montana producers through services such as the Foundation Seed program and other programs benefiting the agricultural community, and**
3. **serve on MSU, state, and professional committees.**

SECTION 200

CRITERIA AND STANDARDS

"Criteria" are the variables examined in an evaluation. "Standards" are the levels or degrees of performance which measure success in meeting criteria. [FH 602.00]

200 CRITERIA FOR THE FORMAL REVIEW OF FACULTY PERFORMANCE

Montana State University-Bozeman is served by a faculty with a wide range of skills, interests, and responsibilities. Thus, different faculty members may have very different expectations in terms of teaching, research/creative activity and service. The Criteria and Standards portion of this document (FH 630.00 to 636.00) carries forth this principle by distinguishing two general categories of academic faculty, designated as those with "instructional" expectations and those with "professional practice" expectations. Each faculty member's letter of hire will specify which category of expectations apply.

Differences in expectations [must] be recognized, valued and respected at all levels during the review of faculty performance. Faculty review must take into account the resources available to accomplish the faculty member's assignment including release time for scholarly activities, library support, and the availability of computing facilities and technical support staff. As an integral part of their assignments, faculty may be expected to seek available extramural funds, appropriate to their field of study. [FH 603.03]

210 UNIVERSITY CRITERIA

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

211 TEACHING CRITERIA

211.1 University Teaching Criteria

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

211.2 College Teaching Criteria

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

211.3 Department Teaching Criteria

Research Center Department faculty teach (Extension/outreach teaching) by communication of research findings and agricultural production information to clientele by a range of traditional and nontraditional methods. Research Center faculty with or without formal Extension responsibilities are evaluated by the following criteria:

- 1. effectiveness of client learning at producer meetings, workshops, field days, and other venues appropriate for dissemination of information,**
- 2. publication of relevant, timely, and high quality educational materials,**
- 3. effective communication in an informal, one-on-one setting, and**
- 4. success of student learning in traditional classroom teaching and student advising as applicable.**

Faculty with formal Extension responsibilities, based on their job description and appointment, are additionally evaluated by the effectiveness of their Extension programs.

212 RESEARCH CRITERIA

212.1 University Research Criteria

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

212.2 College Research Criteria

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

212.3 Department Research Criteria

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

- 1. relevance of research to Montana agriculture,**
- 2. leadership and collaboration in research program development,**
- 3. publication in peer-reviewed journals and other appropriate media,**
- 4. presentation of research at professional meetings,**
- 5. preparation and submission of research proposals,**
- 6. receipt of extramural funding for research, and**
- 7. receipt of research awards and other forms of recognition.**

213 OUTREACH/PUBLIC SERVICE CRITERIA

213.1 University Criteria

Outreach and public service, the strategies through which the practical impacts of scholarship are made available to the state and nation, are essential to the University's Land Grant mission. This document calls upon faculty and their departments to revitalize their commitments to outreach and public service and

challenges them to reward effectiveness and excellence in these activities. Departments and colleges shall establish procedures, criteria and standards for the evaluation of service, outreach, and consulting activities submitted for faculty review. [602.03]

213.2 College Criteria

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

213.3 Department Criteria

"Effectiveness" means meeting or exceeding the standards of the department and college, discipline or profession as appropriate for the individual's assignment. "Excellence" means achieving substantial recognition from students, clients, colleagues, and/or peers in the profession, appropriate to the activity. [FH 602.00]

Research Center Department faculty are expected to perform service to the people of Montana, the Department, MAES, the College, and the university. Faculty are evaluated by the following criteria:

- 1. involvement in professional societies, including holding of office, membership on committees and service on editorial boards,**
- 2. service on Department, College, University, and state or national committees,**
- 3. participation in activities that support the mission and function of the Research Centers, but are not directly linked to research. Examples include generating income from farming and ranching activities at the Research Centers, maintaining the image and utility of facilities, and managing services such as the Foundation Seed program, and**
- 4. involvement with local communities in a manner that utilizes the faculty member's professional training and areas of expertise. This may include serving as a resource on agricultural matters for producers, businesses, educators, and the media.**

220 GENERAL UNIVERSITY STANDARDS

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

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

In addition, the promise of excellence is required for tenure and promotion to Associate Professor rank; a record of excellence is required for promotion to Professor rank. [FH 603.04]

The University criteria and standards defined herein are the minimum acceptable standards for the university; departments and colleges are expected to develop criteria and standards based on, and no less rigorous than, those described herein. [FH 622.00]

Each faculty member must meet the following University-wide standards for appointment, retention, tenure, and promotion as well as the standards of her or his department and college. [FH 633.00]

220.1 Standards for Faculty with Instructional Expectations

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

220.2 Standards for Faculty with Professional Practice Expectations

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

221 EFFECTIVENESS IN TEACHING

221.1 University Standard of Effectiveness in Teaching

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

221.2 College Standard(s) of Effectiveness in Teaching

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

221.3 Department Standard(s) of Effectiveness in Teaching

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

Based upon the criteria given in Section 211.3 and the policies and procedures in Section 241.3, teaching (Extension/outreach teaching) will be judged effective if it is substantial, consistent and of high quality. Specifically, standards include:

- 1. the instruction is relevant to the Research Center Department's mission,**
- 2. the subject matter content is appropriate, complete, and accurate,**
- 3. research-based information and technology is current and timely, and**
- 4. teaching performance has been judged adequate through the Departmental evaluation instrument listed in Appendix A.**

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

The policy of the Department of Research Centers is not to hire faculty with professional practice appointments.

222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY

222.1 University Standard of Effectiveness in Research/Creative Activity

Faculty performance in research/creative activity will be judged effective if it meets or exceeds the standards of the candidate's department and college.

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

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

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

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

Research Center Department faculty will be judged effective in research/creative activities if he or she has developed a research program which is consistent, of high quality and relevant to Montana agriculture. Specifically, the faculty member must:

- 1. develop a research program that is relevant to Montana agriculture, and show leadership in the implementation of the research,**
- 2. publish in peer-reviewed publications, including a balance of both refereed and reviewed articles, at a level appropriate to the discipline, job description, and appointment,**
- 3. present research results at professional meetings as appropriate to the subject matter,**
- 4. pursue external funding through submission of research proposals at a level in accordance with expectations as defined in their job description, and**
- 5. conduct research that is recognized by peers and clientele to be relevant and of high quality.**

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

The policy of the Department of Research Centers is not to hire faculty with professional practice appointments.

223 EFFECTIVENESS IN OUTREACH/PUBLIC SERVICE

223.1 University Standard of Effectiveness in Outreach/Public Service

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

223.2 College Standards of Effectiveness in Outreach/Public Service

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

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

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

To be effective, Research Center Department faculty must demonstrate active participation in the types of service in Section 213.3. Specifically, the faculty member must:

- 1. participate in a professional society appropriate to the discipline,**
- 2. serve on one or more professional or MSU committees,**

3. **participate in activities that promote and benefit the department and the University, and**
4. **use their professional expertise to become involved with the local community.**

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

The policy of the Department of Research Centers is not to hire faculty with professional practice appointments.

230 STANDARDS OF EXCELLENCE

231 EXCELLENCE IN TEACHING

231.1 University Standard of Excellence in Teaching

Faculty performance in teaching will be judged excellent if it receives substantial recognition from peers and colleagues as well as current and former students. [FH 633.02]

231.2 College Standard(s) of Excellence in Teaching

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

231.3 Department Standard(s) of Excellence in Teaching

A. Excellence in Teaching for Department Faculty with Instructional Expectations

To be considered excellent in teaching (Extension/outreach teaching), Research Center Department faculty must meet the standards for effectiveness and must also:

1. **have a sustained, consistent, and high quality record of presentation of research results in public venues as described in Section 211.3,**
2. **have achieved substantial recognition of teaching performance through the departmental evaluation instrument listed in Appendix A,**
3. **have a continuous record of publication in popular, electronic, and outreach media destined for agricultural clientele, and**
4. **have been recognized by peers and clientele through invited presentations and/or international consultation.**

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

The policy of the Department of Research Centers is not to hire faculty with professional practice appointments.

232 EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

232.1 University Standard of Excellence in Research/Creative Activity

Faculty performance in research/creativity activity will be judged excellent if it receives substantial, international, or national recognition from peers and clients as having made a substantial contribution to the body of knowledge and creativity germane to the candidate's discipline or profession.
[FH 633.02]

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

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

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

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

To be judged excellent in research/creative activity, Research Center Department faculty must meet the standards for effectiveness and must also:

- 1. have a record of continuous publication in peer-reviewed journals, with a balance of both refereed and reviewed articles, as appropriate to the subject area and the faculty member's appointment and job description (faculty with less than full-time research appointment, i. e. extension and/or administration, would be expected to publish at a reduced level, but peer-reviewed publications are still expected.)**
- 2. show evidence of a sustained research program that addresses several research problem areas and has resulted in professional recognition at the regional and national or international level,**
- 3. demonstrate leadership in collaborative research projects, grant proposal development and acquisition of external funding for research, and**
- 4. make a significant contribution to Montana agriculture through research.**

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

The policy of the Department of Research Centers is not to hire faculty with professional practice appointments.

233 EXCELLENCE IN OUTREACH/PUBLIC SERVICE

233.1 University Standards of Excellence in Outreach/Public Service

Faculty performance in service will be judged excellent if it receives substantial recognition by colleagues and peers outside the University. [FH 633.02]

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

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

233.3 Department Standards of Excellence in Outreach/Public Service

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

To be considered excellent in outreach/public service, Research Center Department faculty must meet the standards for effectiveness and must also:

- 1. participate in a leadership role in professional societies, including holding of office, membership on committees, and service on editorial or review boards,**
- 2. have a continuous record of service on Departmental, College and University, state or national committees,**
- 3. make a substantial contribution to the mission and function of the Research Centers through activities not directly linked to research) e.g., activities that maintain and improve facilities and services that exist for the benefit of producers), and**
- 4. maintain professional involvement with local communities.**

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

The policy of the Department of Research Centers is not to hire faculty with professional practice appointments.

240 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE

Department and college criteria for retention, tenure and promotion may recognize differential staffing and allow for individual uniqueness in faculty assignments. Standards should not make all faculty perform alike, but commensurate quality must be expected for all equivalent reviews. [FH 622.00]

241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.1 University Policy and Procedures

Effectiveness, excellence, and potential for excellence in teaching shall be demonstrated through evaluation by peers and colleagues within the University and through in-depth assessment of teaching performance, that draws upon current and former students, graduates, colleagues and clients. Candidates shall follow the methods for in-depth assessment of teaching performance established by the department. [FH 633.03]

241.2 College Policies and Procedures

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

241.3 Department Policies and Procedures

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

In addition to the Research Center Department Criteria and Standards for Teaching listed in Sections 211.3, 221.3, and 231.3, teaching performance will be evaluated for retention, tenure, and promotion reviews using the instrument in Appendix A. The candidate will nominate to the department head 10 agricultural producers and 10 representatives of agencies or industry who were taught by the candidate. The department head, while not restricted to this list, will solicit confidential teaching evaluations from at least 20 individuals, of which 10 will be producer clientele and 10 will be representatives from public agencies or private industry.

242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

242.1 University Policy and Procedures

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

[FH 633.03]

242.2 College Policies and Procedures

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

242.3 Department Policies and Procedures

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

The candidate shall submit to the Research Center Department Head upon request a summary of research activities and accomplishments as outlined in the departmental criteria, Section 212.3, including a personal statement, an updated vita, and two examples of publications that represent his/her best work. External review of research/creative activity will be conducted as presented in Section 415.3 and internal review will be conducted as in Section 415.4.

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/PUBLIC SERVICE

243.1 University Policy and Procedures

Effectiveness in service shall be demonstrated through evaluation by peers and colleagues within the University. Excellence and potential for excellence in service shall be demonstrated through evaluation of professional and public service activities by peers outside the University. Candidates shall list all service activities in their dossiers and, in addition, shall submit for review a set of articles, publications, professional endeavors or other evidence that, in their judgement, represents their best efforts to contribute to and advance the University, public, and profession. [FH 633.03]

243.2 College Policies and Procedures

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

243.3 Department Policies and Procedures

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

The candidate shall include in his/her dossier a list of service activities as enumerated in Sections 223.3 or 233.3, as appropriate.

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 of faculty members are:

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

310.3 Department Standards for Retention

The Research Center Department faculty member must:

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

320 TENURE

Faculty members will be reviewed for tenure in their sixth year (or equivalent year if credited for prior service) of full-time service in a tenurable position. No more than three (3) years of full-time service at another institution may be credited toward determining the sixth year of service. The amount of creditable prior service is determined at the time of initial appointment and must be confirmed in writing by the Provost and Vice President for Academic Affairs.

A faculty member's tenure review scheduled for the sixth year may be extended for good cause under exigent circumstances upon the approval of the faculty member's department head, college dean, and Provost. Extension may be granted for no more than two years and must be agreed to in writing by all parties. [FH 613.00]

321 STANDARDS FOR TENURE

321.1 Standards for Faculty with Instructional Expectations

A. University Standards

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

1. *demonstrated and sustained effectiveness in the performance of their responsibilities in the three areas of teaching, research/creative activity, and service, appropriate to the assignment as set forth in the letter of hire and role statements,*
2. *demonstrated potential for sustained effectiveness in each of these areas in the future, and*
3. *demonstrated potential for achieving excellence in teaching and/or research/creative activity.*
[FH 651.00]

B. College Standards

College-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.
- C. Department Standards

The Research Center Department faculty member must:

- 1. demonstrate potential for excellence in research/creative activity or teaching,**
 - a. show effectiveness in directing a research program appropriate to the assignment set forth in the faculty member's letter of hire and role statement,**
 - b. publish in peer-reviewed journals suitable to the subject area, including a balance of both refereed and reviewed articles as appropriate to the appointment and job description, and**
 - c. obtain extramural support for research.**
- 2. show effectiveness in teaching and, if applicable, academic advising,**
- 3. demonstrate evidence of continuing professional development, and**
- 4. show initiative and effectiveness in service to the public, the University, and the profession.**

321.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

- 1. demonstrated and sustained effectiveness in the performance of the responsibilities of the assignment as set forth in the letter of hire and the role statements,*
- 2. demonstrated potential of sustained effectiveness in the future, and*
- 3. demonstrated potential for achieving excellence in at least one of the areas of teaching, research/creative activity, or service, appropriate to the responsibilities of the assignment.*
[FH 652.00]

B. College Standards

None

C. Department Standards

None

330 APPOINTMENT AND PROMOTION

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

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

Faculty who believe they have met the department, college, and University criteria and standards for promotion and wish to be considered for promotion should submit a formal request for consideration to the department head and department review committee. The department head may also request a faculty member to submit materials for promotion. Since promotion, except in cases of automatic review with tenure, is optional, a faculty member may withdraw his or her materials from further consideration at any time during the review process. [FH 614.00]

331 STANDARDS FOR APPOINTMENT 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

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.

B. Department Standards

The Research Center Department faculty must have:

- 1. a terminal degree appropriate to the discipline,**
- 2. demonstrated potential to teach agricultural clientele, and**
- 3. qualifications to conduct agricultural research appropriate to the position description.**

331.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. College Standards

None

C. Department Standards

None

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

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

332.1 Standards for Faculty with Instructional Expectations

A. University Standards

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

1. *a terminal degree appropriate to the field or department,*
2. *a record of demonstrated and sustained effectiveness in each of the three areas of teaching, research/creative activity and service, appropriate to the assignment as set forth in the letter of hire and role statements, and*
3. *demonstrated potential for achieving excellence in teaching and/or research/creative activity. [FH 662.01]*

B. College Standards

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

C. Department Standards

The Research Center Department faculty member must have:

1. a terminal degree appropriate to the discipline. For faculty hired prior to July 1, 1994, the minimum requirement for promotion to Associate Professor is a Master's Degree in the appropriate discipline,
2. demonstrated effectiveness in teaching and, if applicable, academic advising, as outlined in Section 221.3,
3. demonstrated effectiveness in research as outlined in Section 222.3,
4. documented evidence of continuing professional development,
5. demonstrated effectiveness in service to the public, the University, and the profession, as outlined in Section 223.3, and
6. a minimum of five years as Assistant Professor. Promotion, however, will not be based entirely on time in rank.

332.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

1. a terminal degree appropriate to the field or department,
2. a record of demonstrated and sustained effectiveness in the primary responsibilities of the assignment as set forth in the letter of hire and role statements,
3. demonstrated potential for the achievement of excellence in at least one of the three areas of teaching, research/creative activity, and service. [FH 662.02]

B. College Standards

None

C. Department Standards

None

333 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF PROFESSOR

333.1 Standards for Faculty with Instructional Expectations

A. University Standards

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

1. a terminal degree appropriate to the field or department,
2. a record of demonstrated and sustained effectiveness in each of the three areas of teaching, research/creative activity, and service, appropriate to the assignment, and

3. *a record of excellence in teaching and/or research/creative activity.* [FH 663.01]

B. College Standards

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

C. Department Standards

The Research Center Department faculty member must meet the standards for Associate Professor and, in addition:

1. **demonstrate excellence in their selected area, as outlined in Sections 231.3 or 232.3,**
 - a. **if research is chosen, the candidate must demonstrate excellence in one research area and show effectiveness in several research other areas, and**
 - b. **if teaching is chosen, the candidate must demonstrate excellence in outreach teaching.**
2. **show evidence of continuing professional development,**
3. **show evidence of leadership or recognition by peers and their profession,**
4. **demonstrate an exceptional level of service to the public, the University, and the profession, and**
5. **a minimum of five years as Associate Professor. Promotion, however, will not be based entirely on time in rank**

333.2 Standards for Faculty with Professional Practice Expectations:

A. University Standards

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

1. *a terminal degree appropriate to the field or department,*
2. *a record of demonstrated and sustained effectiveness in the primary duties of their assignment,*
3. *a record of excellence in at least one of the three areas of teaching, research/creative activity, or service as demonstrated by recognition of the outstanding nature of the candidate's contributions to the public, the discipline and/or profession from peers outside the University.* [FH 663.02]

B. College Standards

None

C. Department Standards

None

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 evaluation forms and the evaluation instruments to be used. (See 241 above.)*
- E. *A description of the methods, in addition to student evaluations, to be used to obtain formal, in-depth assessment of a faculty member's teaching performance. (See 241 above.)*
- F. *The type of materials accepted or required in the documentation of research and creative activities and of outreach and public service. (See 242 above.)*
- G. *The dates and times of review. (See 412 below.)*
- H. *The procedures for obtaining outside peer reviews and soliciting internal letters of support/evaluation. (See 243. above and 415.3 below.)*

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

410 PROCEDURES FOR THE CONDUCT OF FORMAL REVIEWS OF FACULTY

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

Third year, tenure, promotion, and, unless otherwise specified, special reviews are conducted on the following levels: review by department committee, department head, college committee, college dean, University committee, and Provost and Vice President for Academic Affairs. [FH 810.00]

411 MANDATORY CONSIDERATIONS AT ALL LEVELS OF REVIEW

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

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

412 RESPONSIBILITIES OF THE COLLEGE DEAN

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

The college dean is also responsible for:

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

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

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

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

- C. *Providing the college review committee with information and materials essential to their deliberations, according to college and University policies and procedures.*
- D. *Forwarding the candidate's dossier, with her or his recommendations, to the UPT Committee and sending a copy of the written recommendation to the candidate. [FH 816.00]*

413 REVIEW BY THE COLLEGE PROMOTION AND TENURE COMMITTEE

Each college shall establish a "college review committee" to consider the dossier submitted by each candidate and formulate its recommendation for retention, tenure, and/or promotion. [FH 815.00]

413.1 Membership and Procedures for Selection

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

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

The college dean may be present at committee meetings, at the discretion of the committee, to present data that is essential to the committee's deliberations but shall not be present when the committee votes. [FH 815.00]

This committee will be composed of four tenured faculty at the Associate Professor or Professor level. A department head may serve only if elected by the college faculty. Members' terms are for three years. Each year at the beginning of fall semester, one member will be elected allowing for staggered terms. The dean will appoint one member of the committee. Appointed members will serve one year terms. When possible, the committee will have 25% female and/or minority representation. Elected members may not serve consecutive terms and members cannot serve if being considered for promotion. No member can serve on any other promotion and tenure committee while a member of this committee, either elected or appointed. Terms will begin immediately following the fall semester election.

A list of eligible College of Agriculture faculty that can serve on the College Promotion and Tenure Committee is sent out to all faculty by the Dean's Office. Faculty are asked to nominate and/or volunteer to serve. The Dean's Office will ask all nominees if they are willing to serve on the College Promotion and Tenure Committee. The Dean's Office will then send out an official ballot to all faculty for a vote. If the winner of the election does not receive a majority of the votes cast, then a second election will be held involving the top two candidates.

413.2 Responsibilities of the Committee

The committee shall determine, to the best of its ability, whether a candidate's preceding reviews have been conducted in substantial compliance with the procedures set forth by the department, college and [the Faculty] Handbook. The committee also conducts a fair, objective, independent, and substantive review of the candidate's dossiers based on department, college, and University criteria and standards. In cases of non-concurrence with a preceding review, the recommendation shall include a written rationale for non-concurrence.

The college review committee is also responsible for:

- A. *reviewing, making suggestions for modification, and approving the role and scope, criteria and*

standards documents of the departments and

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

413.3 Actions of the Committee

The college review committee:

- A. *prepares a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate and*
- B. *forwards the recommendation to the dean, sending a copy to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the dean's office.*
[FH 815.02]

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

During spring semester in 1996, and every triennial thereafter, the dean will request nominations for election to a three-year term on the University Promotion and Tenure Committee. The representative and alternate to the University Promotion and Tenure Committee must be a tenured full professor whose locus of tenure is with a College of Agriculture department. Nominations will be solicited from tenure track faculty including department heads. From those nominated, a ballot will be prepared and distributed to tenure track faculty who will elect one representative and one alternate to the University Promotion and Tenure Committee. The nominee receiving the majority of votes will be elected representative; the nominee receiving the second most votes will be elected alternate. No representative may be elected if he or she is a member of another promotion and tenure committee. Terms will begin at the start of fall semester.

414 RESPONSIBILITIES OF THE DEPARTMENT HEAD

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

The department head is also responsible for:

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

Affairs.

- E. *Informing faculty members of the applicable time lines for review.*
- F. *Providing the department review committee with information and materials essential to their deliberations, according to department, college and University procedures.*

The Research Center Department Head will provide the department committee with a full dossier for each candidate, including external and internal review materials and summaries. The department head will solicit the candidate's dossier sufficiently in advance of submission to the departmental committee to obtain and summarize internal and external reviews and teaching evaluations.

- G. *Forwarding the candidate's dossier, including recommendation(s), to the college dean and sending a copy of the recommendation(s) to the candidate.*
- H. *Maintaining complete, accurate and up-to-date files on each faculty member.*
[FH 814.00]

415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE

Each department shall establish a "departmental review committee" to consider the dossier submitted by each candidate for review and formulate its recommendation for retention, tenure, and/or promotion.
[FH 813.00]

415.1 Membership and Procedures for Selection

Each department shall establish the policies and procedures for appointing and/or electing the review committee. The departmental review committee shall be composed only of tenured or tenurable faculty at least a majority of whom shall be elected by departmental faculty. The committee shall have twenty five percent (25%) female and/or minority representation whenever possible. No faculty member shall serve on the committee during the review of her or his own dossier.

The department head may be present at committee meetings at the discretion of the committee. The department head may present data that is essential to the committee's deliberations, but shall not be present when the committee votes. [FH 813.01]

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

415.2 Responsibilities of the Committee

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

Each candidate shall submit a list of persons from whom the department committee or department head may solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support. [FH 471.01]

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

Opportunities for the candidate to respond to internal, external, and teaching reviews are described in Sections 242.3, 415 3, and 415.4, respectively.

- 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]

External review of research/creative activity is required for tenure and promotion reviews in the Department of Research Centers. After obtaining nominations from the candidate and the Research Center Department committee, as directed above, the department head will select three scientists from whom to solicit reviews. If on an academic appointment, reviewers will be of higher rank or position than that of the candidate or professor rank. The department head will provide the reviewers with the appropriate Research Center Department criteria and standards, the candidate's personal statement, curriculum vita, and two examples of publications.

Deadline for submission of the candidate's personal statement, curriculum vita, publications, and external and teaching reviewer nominations to the department head is 10 weeks before dossiers are due in the Director's office to allow time for solicitation of reviews. Deadline for the remainder of the dossier from the candidate is six weeks before dossiers are due in the Director's office.

415.4 Establishing Procedures for Obtaining Internal Reviews

Each department shall establish the specific procedures by which letters of support and/or internal reviews by students, staff, and other faculty shall be obtained. Candidates shall not solicit letters of support or internal reviews for themselves. [FH 813.04]

Internal review of research/creative activity is required for retention, tenure, and promotion reviews in the Department of Research Centers. The department head will select three individuals with academic appointments in the College of Agriculture who are of academic rank higher than that of the candidate or professor rank. One reviewer will be the faculty member's superintendent if the faculty member is not a superintendent. The department head will solicit confidential reviews from the individuals, provide them with the appropriate Research Center Department criteria and standards, the candidate's personal statement, curriculum vita, and two examples of publications.

Deadline for submission of the candidate's personal statement, curriculum vita, publications, and internal reviewer nominations to the department head is 10 weeks before dossiers are due in the Director's office to allow time for solicitation of reviews. Deadline for the remainder of the dossier from the candidate is six weeks before dossiers are due in the Director's office.

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]

The Research Center Department head, as the primary administrative reviewer, conducts a fair, objective, independent, and substantive review, prepares a justification statement of the decision for placement in the dossier, and sends a copy to the candidate.

420 RIGHTS AND RESPONSIBILITIES OF THE CANDIDATE

421 RESPONSIBILITY TO PREPARE AND SUBMIT DOSSIER

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

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

421.1 Personal Statement or Self-Evaluation

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

421.2 Other Materials to be Submitted with the Dossier

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

Research Center Department faculty shall submit to the Research Center Department Head a dossier which lists all teaching, 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.

421.3 Requests for Additional Documentation

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

421.4 Prohibition Against Altering Dossier Once It Has Been Submitted

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

1. updating the status of materials in support of tenure unknown at the time the dossier was submitted,
2. responding to a review committee's notice that materials in addition to those identified in the role, scope, criteria, standards and procedures documents have been added to the dossier (see 471.00 and 813.00), or
3. responding to a request for further documentation. [FH 812.00]

421.5 Soliciting Letters of Support Prohibited

Each candidate shall submit a list of persons from whom the department committee or department head may solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support. [FH 471.01] [See Section 415.2 above for description of department and/or college policy regarding soliciting and handling letters of support and other confidential materials.]

421.6 Deadline for the Submission of Dossiers

Each candidate shall submit the dossiers by the dates established by the Provost, dean, and department head. Materials submitted after this date shall not be considered.

The candidate who fails to submit the dossier by the established deadline forfeits his or her opportunity for review. In cases of third year review, the faculty member who fails to submit a dossier shall receive notice of termination effective at the end of the academic year, In cases of tenure review or special review for retention, the faculty member shall be issued a terminal contract for the next contract term. [FH 472.02]

422 CANDIDATE'S RIGHT TO GRIEVE/TIME LIMITS

After the Provost and Vice President for Academic Affairs has made and communicated the recommendation(s) regarding retention, tenure, and/or promotion, the faculty member has the right to pursue the formal grievance procedures outlined in FH 1330.00. If the Provost's recommendation is positive, a negative action in a prior review cannot be grieved. If the Provost's recommendation is negative, the candidate may cite a negative action in a prior review in the grievance. Grievances must be filed with the chair of the Grievance or Conciliation Committee no later than thirty (30) days from the date the faculty member is notified of the recommendation. [FH 472.00]

SECTION 500

ANNUAL REVIEW

500 PURPOSE OF ANNUAL REVIEW

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

501 LETTER OF HIRE/FACULTY ROLE STATEMENT

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

Annual reviews evaluate the faculty member's success in meeting expectations identified in the letter of hire and the role statement. [FH 712.00]

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

510 PROCEDURES FOR CONDUCTING ANNUAL REVIEWS

The following procedures should be used in conducting annual reviews:

- A. *The faculty member and department head annually review the faculty member's performance relative to the faculty member's role and responsibilities. Evaluations are expected to recognize the requirements and expectations of the position and the proportionate time and resources officially allocated to particular activities.*
- B. *The department head rates the performance of each faculty member and submits the rating card to the college dean using the rating system prescribed by the Salary Review Committee (SRC).*
- C. *The faculty member must sign the card on which the rating is communicated to the SRC. The signature of a faculty member does not indicate concurrence with the rating; rather it signifies that he or she has seen the rating. If the faculty member refuses to sign the card, the card shall be forwarded with the notation that the faculty member refused to sign it.*
- D. *Copies of all annual reviews and the performance ratings of each faculty member shall be maintained in the faculty member's file in the department. These files shall be kept confidential and maintained in conformity with 453.00.
[FH 720.00]*

510.01 College Procedures

Department Head Annual Review

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

510.02 Department Procedures

The Research Center Department head will conduct annual reviews of faculty in concert with the superintendent appropriate to each faculty member. Final authority for performance rating within the department rests with the department head.

511 RESPONSIBILITIES OF THE DEPARTMENT HEAD

The department head shall assign each faculty member the specific duties and responsibilities which meet department needs and enable the faculty member to fulfill the responsibilities of the position. The department head shall ensure that, taken collectively, the assignments of the faculty shall meet the department's and college's obligations to the University. The department head and the faculty member shall annually review the faculty member's role within the department and make any modifications as may be necessary, after consultation with the faculty member. Any substantial modification of the faculty member's role within the department must be approved by the department head, dean and Provost and Vice President for Academic Affairs, after consultation with the faculty member.
[FH 721.00]

511.1 Procedures for Making Salary Recommendations

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

- A. *The department head shall submit a proposed salary recommendation for each faculty member to the college dean.*
- B. *The dean will approve or modify the salary recommendation, and submit it to the Salary Review Committee by the established deadline.*
- C. *A written copy of the salary recommendation will be given to the faculty member.* [FH 722.00]

512 RESPONSIBILITIES OF THE SALARY REVIEW COMMITTEE

The Committee shall review all salary recommendations for conformity in the application of the standards of the University's salary administration plan and forward them to the President. [FH 722.01]

513 CANDIDATE'S RIGHTS RELATIVE TO ANNUAL REVIEW

513.1 Right to Timely Review

A faculty member who is not reviewed or does not receive a copy of the written annual review with performance rating by April 11 may bring the matter to the attention of the dean. The faculty member

should inform the dean in writing, no later than April 15. [FH 731.00]

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

513.2 Right to Appeal Annual Performance Evaluation

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

A faculty member who disagrees with a salary recommendation may send a letter with a rationale for his or her disagreement to the college dean. Disagreements must be filed with the dean within ten (10) days of learning of the department head's salary recommendation. The dean shall consider the disagreement and prepare the salary recommendation to be sent to the Salary Review Committee. The dean shall notify the faculty member, in writing, of the decision regarding the disagreement.

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

Appendix A

MONTANA STATE UNIVERSITY
Department of Research Center's Teaching (Extension/outreach teaching) Evaluation

Name of Faculty Member: _____ Date: _____

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

Producers

Question	Excellent	Very good	Good	Poor	Unac- ceptable
How effective is the faculty member as an educator in the community?	5	4	3	2	1
Is the research conducted by the faculty member relevant to Montana agriculture?	5	4	3	2	1
Does the faculty member present easily-understood information that the audience can derive value (e.g. economic benefit) from?	5	4	3	2	1
How effective is the faculty member in one-on-one teaching?	5	4	3	2	1
Does the faculty member demonstrate professional integrity and reflect well on Montana State University?	5	4	3	2	1
What are the strengths/weaknesses of the faculty member?					

Comments:

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

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

Comments: