

**Role, Scope, Criteria, Standards and Procedures  
of the  
Department of Plant Sciences and Plant Pathology  
College of Agriculture  
Montana State University-Bozeman**

Approvals \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Department Faculty \_\_\_\_\_  
Chair , Primary Review Committee

Primary administrative reviewer \_\_\_\_\_  
Department Head

Intermediate review committee \_\_\_\_\_  
Chair, Intermediate Review Committee

Intermediate administrative reviewer \_\_\_\_\_  
College Dean

Final review committee \_\_\_\_\_  
Chair, Final Review Committee

Provost \_\_\_\_\_

## SECTION 100

### ROLE AND SCOPE STATEMENTS

#### 100 APPROVALS REQUIRED

Role, scope, criteria, standards and procedures documents shall be approved by the department faculty, primary administrative reviewer, the intermediate review committee, the college dean, the final review committee, and the Provost and Vice President for Academic Affairs. [FH 622.]

#### 110 UNIVERSITY ROLE AND SCOPE

Montana State University-Bozeman is committed to "undergraduate and graduate education, research of both a basic and applied nature, and professional and public service to the state, region and nation." (MSU Role and Scope Statement, 1990.) [See FH 100.00.] Faculty dedicated to this mission produce substantial benefits for society, including advances in fundamental and applied knowledge, technological innovation, new aesthetic experiences, improved health and well-being, and a broadly educated citizenry. Outreach is a fundamental component of this mission and is affirmed as an appropriate and laudable faculty activity. [FH 603.00]

Each department and college shall develop and annually update a document describing its role and scope, defining its responsibilities and obligations in furtherance of the mission of the University, and setting forth the criteria, standards and procedures for review of faculty members. If the document is not updated annually, the last updated and approved document shall be effective. [FH 620.00]

#### 111 COLLEGE AND DEPARTMENT ROLE AND SCOPE STATEMENTS

The role and scope statement of the department and college defines the responsibilities of the unit and guides the department in developing the criteria, standards and procedures for the review of faculty members. The role and scope statement of each college identifies how each department contributes to meeting the responsibilities of the college and forms the basis for the approval of departmental role and scope statements and for the review and approval of department criteria, standards and procedures. [FH 621.00]

#### 112 ROLE AND SCOPE

##### 112.1 Role and Scope of the College.

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

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

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

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

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

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

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

#### 112.2 Role and Scope of the Department of Plant Sciences and Plant Pathology

Faculty appointments in the Department of Plant Sciences and Plant Pathology are funded from three primary sources: Montana Agricultural Experiment Station (MAES), Montana State University College of Agriculture, and Montana Extension Service. Some positions are funded partly from extramural sources. Regardless of appointment or funding source every faculty member will contribute to the teaching (academic and/or outreach), research/creative activity, and service efforts of the Department at a magnitude consistent with her/his appointment. This document presents the department's role and scope, performance criteria, standards, and procedures for evaluation of each faculty member's contribution to the department.

Meanings of terms used in the Department of Plant Sciences and Plant Pathology portion of this document are consistent with their use in the MSU-Bozeman Faculty Handbook (FH 602.00). The term "outreach teaching" refers to instruction of off-campus clientele and is used synonymously with extension. For the purposes of this document, "Primary Administrative Reviewer" refers to the Department Head and "Primary Review Committee" refers to the Department Promotion and Tenure committee. "Intermediate Review Committee" refers to the College Promotion and Tenure committee. "Final Review Committee" refers to the University Promotion and Tenure committee. (FH 810.00) The Faculty Handbook provides the University's philosophy on teaching (both academic and outreach), research and creative activity, and public service (FH 603.02)

The Department of Plant Sciences and Plant Pathology at Montana State University-Bozeman has three missions: (i) science-based undergraduate, graduate, and Extension

education, (ii) research/creative activity, and (iii) outreach/service. Departmental programs develop and promote an understanding of the biology of plants and associated microbes from the molecular to the population level, and of the processes and interactions involved in plant-based biological systems. These programs include the investigation of plant and fungal structure, function, genetics and adaptation; the development and dissemination of management principles relating to the control of plant diseases; the production of food, fiber and ornamental plants; and the efficacious and aesthetic use of plants in the environment. Primary emphasis is placed upon the study of crop and ornamental plants, and plant pathogens, and associated microbes of importance to the state, nation and world.

The education mission of the department includes on-campus instruction providing undergraduate and graduate programs of study that impart an understanding of fundamental concepts in plant biology in both natural and agricultural ecosystems. The primary focus is to prepare students to apply scientific knowledge to plant and plant-associated microbial systems associated with agronomic and horticultural plant production and care. These programs lead to B.S., M.S., and Ph.D. degrees that prepare students for careers in agriculture, horticulture, biotechnology and research. Montana State University has the sole responsibility for graduate training in plant pathology and breeding of agronomic crops in the state. Extension instructional programs provide research-based information, technological developments, and basic education to participants in Montana's agricultural and horticultural industries, landowners and natural resource professionals.

The research/creative activity mission of the Department of Plant Sciences and Plant Pathology is to enhance basic and applied knowledge of plant and plant-associated microbial systems. Research projects funded through the Montana Agricultural Experiment Station (MAES) focus on improving competitiveness, profitability and sustainability of Montana's agronomic and horticultural industries and natural resources. Research and scholarly activities that are useful in their applications to problems and choices facing the citizens of Montana are emphasized. In addition, grants and contracts are solicited from sources outside MAES to support research or scholarly creative activities involving both applied and basic aspects of plant biology. Local, regional, national, and international issues and interests are addressed using a broad spectrum of approaches ranging from use of model laboratory systems to field research as well as application of biotechnological and molecular techniques to traditional plant protection and improvement strategies. Critical to the research/creative activity mission is the dissemination of experimental results or creative activities to increase the positive scientific, social, environmental, and economic impacts of the department. Faculty and students cooperate with faculty at the seven MAES Research Centers, farmers, ranchers, participants in private industries and state and federal agencies located in various

parts of the state and other academic departments at MSU-Bozeman.

All Department of Plant Sciences and Plant Pathology faculty participate in outreach/ service activities of use to the general public, agricultural and natural resource land users, federal, state and local agencies, and professional organizations. Faculty service also includes activities involving departmental, college, and university committees or other assigned activities. All functions of the department provide service to local, state, national and international clientele.

## **113 ACADEMIC PROGRAMS**

### 113.1 Academic Programs of the College

#### Department of Plant Sciences and Plant Pathology

##### Degrees:

##### I. B.S.

A. Horticulture, with options in Horticulture Science and Landscape Design.

B. Plant Science, with options in Crop Science and Plant Biology.

C. Biotechnology (Plant option)

##### II. M. S.

A. Plant Pathology

B. Plant Science

##### III. Ph.D.

Plant Science, with options in Plant Pathology and Plant Genetics

### 113.2 Academic Programs of the Department

Detailed in 113.1.

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

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

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

Research programs are conducted using molecular and conventional approaches to understand plant and fungal biology and plant pathology. Departmental programs have strengths in crop improvement (particularly grasses and legumes), basic plant biology (including biochemistry, physiology, genetics and evolution), pathology of cereal grains, potato and sugar beet, integrated management and biological control of plant pathogens, horticulture, mycology and plant virology. Each faculty member is expected to contribute to the research/creativity effort of the department.

### **115 OUTREACH/ 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/ Service

The Department will act as 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. Extension instructional programs provide research-based information, technological developments, and basic education to Montana's agricultural and horticultural industries, homeowners and natural resource professionals to enhance competitiveness, profitability and sustainability. Outreach is primarily

accomplished through the MSU Extension Service or through workshops, seminars, symposia, electronic and print media. Outreach and service reflect the special interests and assignments of the faculty.

In fulfilling the Land Grant Mission of the University, the Department of Plant Sciences and Plant Pathology faculty apply their knowledge, insight, abilities and findings to benefit Montanans and the entire nation. The faculty takes great pride in stimulating students of all ages relative to the importance and application of science in today's world. The department provides plant disease diagnostic services, plant identification, mushroom and other fungal identification and plant pathogenic nematode analysis to the general public.

## **SECTION 200**

### **CRITERIA AND STANDARDS**

*"Effectiveness" means meeting or exceeding the standards of the department and college, discipline or profession as appropriate for the individual's assignment. "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 633.03) 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 603.02]

### **211.2 College Teaching Criteria**

The College of Agriculture expects instructional faculty to contribute to the general education of Montana State University-Bozeman students, to the educational experience of students majoring in the many central disciplines of the College and where appropriate, to the graduate programs of students pursuing post-baccalaureate degrees. In addition to the university teaching criteria above, the College recognizes other faculty contributions, such as participation in the university core, the honors program, direction of independent study, undergraduate research and graduate research, and advising of undergraduate and graduate students. 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 or computer-based systems, 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 Final review committee.

### **211.3 Department of Plant Sciences and Plant Pathology Teaching Criteria**

Faculty with on- and off-campus instructional expectations will advance the teaching mission of the Department of Plant Sciences and Plant Pathology. Faculty may contribute to teaching

by instruction in department courses, instruction in extra-departmental courses within the university in an appropriate area of expertise, participation in the honors program or independent study, research at both graduate and undergraduate levels and advising students at all levels.

#### 211.3.1

Criteria for evaluating academic teaching will include an in-depth assessment of teaching and may include:

- Enrollment of courses taught as sole instructor
- Number of courses, enrollments, and percentage of each team-taught courses
- Number of new courses developed
- Number of courses for which a substantial revision was completed
- Presentations using innovative instructional technologies or methods
- Development of students' critical thinking skills
- Promotion of students' professional competency
- Substantive colleague evaluation of teaching performance
- Substantive student evaluation of teaching performance
- Departmental in-depth assessment of teaching performance
- Relevance of course objectives to the department's overall mission
- Formal university teaching evaluation forms (ALEAMONI forms)
- Number of undergraduate advisees
- Departmental advisee evaluation forms
- Number of graduate student committees chaired
- Number of graduate student committees on which the candidate serves
- Student mentoring through serving and/or advising student organizations
- Oversight of student interns or the intern program
- Oversight of undergraduate research and special projects
- Participation in the University Honors program
- Teaching-related peer reviewed publications

#### 211.3.2

Criteria for evaluating outreach teaching may include:

- Topic, variety, and number of participants in formal presentations
- Development of diagnostic and critical thinking skills in learners
- Fostering professional competency in learners

Departmental in-depth assessment of teaching performance  
Relevance of outreach teaching program to the department's mission  
Formal outreach teaching evaluation forms  
Programs utilizing innovative and /or creative teaching technologies or methods  
Type, number, and regularity of mass media approaches to instruction, including websites, newspaper columns, radio programming, television programming, etc.  
Locations of each off-campus formal presentation  
Development of new formal presentations  
Number of formal presentations with major revisions  
Site visits for individual instruction  
Production of publications and instructional aids  
Production of publications and presentations related to outreach teaching  
Presentations utilizing innovative technologies  
Formal information and technology transfer programs (short courses, compliance certification programs, data collection programs, records programs, etc.) developed and/or implemented  
Grants received to support outreach teaching  
Invited presentations at state, regional, national, or international meetings, symposia, conferences, or workshops, including appropriate consulting and professional improvement activities.

## **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 603.02]

### **212.2 College Research Criteria**

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

### 212.3 Department Research Criteria

Faculty in the Department of Plant Sciences and Plant Pathology are expected to participate in the Department's mission of research and creative activity.

#### 212.3.1

Criteria for evaluating research/creative activity may include:

- Projects and/or trials initiated, continuing, and/or completed
- Peer-reviewed manuscripts accepted for publication and/or published
- Completed products (software, videotapes, radio and TV broadcasts, Internet articles or web home pages)
- Grant proposals applied for and funded
- Graduate research programs supervised
- Evaluation of research programs by peers and colleagues, administrators, and external reviewers
- Discovery, application and/or integration of new knowledge
- Relevance of program objectives to the department's mission
- Relevance of program to Montana
- Juried designs presented
- Programs using innovative and/or creative research technologies or methods
- Patents, copyrights, licensing agreements, etc. applied for and/or received
- Invited presentations at state, regional, national, and international meetings, conferences, or workshops, including appropriate consulting and professional improvement activities.

### 213 **OUTREACH/ 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. [603.02]

### 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

Public Service is assistance directed toward individuals and organizations of the general public. Professional Service is assistance directed toward professional organizations. University Service is assistance directed toward the operation of the department, college, or university at large. Every faculty member must be engaged in service activities.

## 220 **GENERAL UNIVERSITY STANDARDS**

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

*"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]*

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]

#### 220.1 General College Standards for Instructional Faculty

For retention, tenure, or promotion, a faculty member must demonstrate effectiveness in all areas of the candidate's assignment: teaching, research/creative activity, and service. Teaching and research/creative activity are considered to be of primary and equal importance. Service, however, is also an important feature of every faculty member's role. Candidates for tenure and promotion to Associate Professor also must demonstrate the potential for excellence in either teaching or research/creative activity. Candidates for promotion to Full Professor must demonstrate a sustained record of excellence in teaching and/or research/creative activity.

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

#### 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 intermediate and final review committees.

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

On- and off-campus (outreach) instruction will be evaluated relative to the official appointment of the faculty member. Instruction will be judged effective by colleagues, students, and peers if, based upon the criteria of Section 211.3, it is substantial and of

consistent high quality. Special weight will be given to the following criteria:

- Students are proficient in written and oral communication skills (on-campus only)
- Students are instructed in becoming the professionals and scientists of tomorrow (on-campus only)
- Instruction is relevant to the department's mission
- The subject matter content is timely and appropriate to the discipline and the course level.
- Students are instructed in synthesis and problem solving
- Students are made aware of regional and global issues involving subject areas of the department
- Students are advised in an orderly and dedicated manner
- Research-based technology is communicated to the clientele (outreach only)

The outreach instruction method, clientele served, and practicality of formal teaching evaluations vary with the individual faculty member and it is the responsibility of the primary review committee and the primary administrative reviewer to consider both quantitative and qualitative standards in their deliberations.

## **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 intermediate and final review committees.

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

A candidate is expected to keep abreast of and contribute to developments in his or her professional field. With consideration given to criteria outlined in Section 212.3, and after evaluation by peers, colleagues, on-campus and external reviewers, the effectiveness of

the candidate's program shall be judged based upon standards that include:

The research/creative activity program is focused, sustained, and relevant to the department mission

New knowledge and/or technology is communicated to the scientific and professional communities via peer-reviewed publications, presentations at regional or national professional meetings, or through presentation of juried designs.

Research/creative activity programs contain cooperative or interdisciplinary components.

Extramural funding for the program received

The research program includes graduate students

It is the responsibility of the primary review committee and the primary administrative reviewer to consider both quantitative and qualitative standards in arriving at a suitable evaluation.

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

### **223.1 University Standard of Effectiveness in Outreach/ 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 Standard(s) 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 intermediate and final review committees. .

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

Department faculty are expected to participate in outreach and service in the professional, public, and University arenas. Outreach/service will be judged effective if, based upon the criteria of Section 213.3, and after evaluation by peers, colleagues, on-campus and external reviewers, the following standards have been met:

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

discipline  
Active involvement in departmental activities and affairs  
Membership in and contribution to at least one professional organization appropriate to the discipline.

## **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 633.02A]

#### **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**

Faculty performance in teaching will be judged excellent if it meets the University (Section 231.1) and college (Section 231.2) standards for excellence and the departmental standards for effectiveness (Section 221.3) with the addition of at least two of the following:

Extramural funding obtained for activities to enhance teaching effectiveness

Peer-reviewed publications, significant presentation at regional or national meetings, or significant product (software, videotape, short-course) are produced as a result of academic or outreach teaching activities

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

### **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 633.02B]

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 that exceed the average of faculty with similar expectations in the Department or at peer institutions.

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

Performance in research/creative activity will be judged excellent if it meets the University (Section 232.1) and college (Section 232.2) standards for excellence and the departmental standards for effectiveness (Section 222.3) with the addition of at least two of the following:

- Publication of a significant number of peer-reviewed manuscripts
- Presentation of a significant number of juried designs
- A significant record of invited presentations at regional, national or international professional conferences, meetings, or symposia
- A record of service on grant and proposal review panels
- Receipt of significant extramural awards or grants to enhance research/creative activity
- Receipt of substantial recognition at the college, university, state, regional or national level for research/creative activity

**233 EXCELLENCE IN OUTREACH/ SERVICE**

233.1 University Standards of Excellence in Outreach/ Service

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

### 233.2 College Standards of Excellence in Outreach/Public Service

Faculty performance in outreach/ 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/ Service

Performance in Outreach/Service (public, professional, university) shall be judged excellent if it meets the University standard for excellence (Section 233.1) and the departmental standards for effectiveness (Section 223.3) with the addition of at least three of the following:

- Exceptional level of quality contributions to the efficient and proper functioning of important committees, student clubs, organizations, etc.
- Exceptional number of important committees, student clubs, etc. assisted
- Receipt of awards or other substantial recognition for service activities at the college, university, state, regional, or national levels
- Service as editor of a professional journal
- Election to professional offices

## **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]

- 240.1 The procedures for establishing the departmental report on any candidate will be developed by the candidate's department.

## **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 633.03A]

#### 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

Procedures for conducting an in-depth assessment of academic teaching performance for reviews for tenure and promotion to Associate and Professor ranks:

The Primary Administrative Reviewer and an *ad hoc* review committee appointed by the primary administrative reviewer shall evaluate the candidate's course syllabi, at least one of the candidate's lectures and at least one laboratory class where appropriate. The above reviewers shall execute further formal evaluation based upon criteria outlined in Section 211.3.1 and submit their findings in writing to accompany the candidate's review package.

Procedures for conducting an in-depth assessment of outreach teaching performance for reviews for tenure and promotion to Associate and Professor ranks:

The Primary Administrative Reviewer and an *ad hoc* review committee appointed by the primary administrative reviewer shall evaluate the candidate's formal presentation evaluations and the breath, depth and geographical extent of the candidate's programs. The above reviewers shall execute further formal evaluation based upon criteria outlined in Section 211.3.2 and submit their findings in writing to accompany the candidate's review package.

Documentation for demonstrating effectiveness and excellence in teaching are given in section 211.3.1 (Academic and/or Outreach) and 211.3.2 (Outreach). The candidate shall provide a statement that includes a teaching program description and explanation of specific objectives, methods, activities and performance achievements. The candidate is responsible for including appropriate specific documents discussed above as well as any additional appropriate information that will allow an accurate and complete understanding of his/her activities and achievements during the period under review. All additional information must be included only according to guidelines outlined in this document. The evaluation conducted by the primary review committee shall consider the variety of demands placed upon instructors by the various types of teaching appropriate

for various disciplines at various levels. The committee will consider the total teaching performance of the candidate in light of assigned teaching responsibilities. The evaluation clearly should indicate the sources of evidence upon which the primary review committee's appraisal of teaching effectiveness or excellence has been based. Evaluations of relative teaching success should be made by comparing courses at the same levels and with relatively similar enrollments, i.e., large freshman level courses should not be compared to small upper division courses.

## **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 633.03B]

### **242.2 College Policies and Procedures**

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

### **242.3 Department Policies and Procedures**

Documents that may be used to demonstrate effectiveness and excellence are listed in Section 212.3.1

The candidate shall provide a statement that includes a Research/Creative Activity program description and explanation of specific objectives, methods, activities and performance achievements.

The candidate is responsible for including appropriate specific documents discussed above as well as any additional appropriate information that will allow an accurate and complete understanding of his/her activities and achievements during the period under

review.

## **243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/ 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 633.03C]

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

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

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

Documents that may be used to demonstrate effectiveness and excellence are listed in Section 213.3.1.

The candidate shall provide a statement that includes an Outreach/Service Activity program description and explanation of specific objectives, methods, activities and performance achievements

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

## **SECTION 300**

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

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

Departments and colleges will establish specific standards 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, primary administrative reviewer, intermediate review committee, college dean, final review committee or the Provost and Vice President for Academic Affairs.

If the recommendation is accepted by the President, he or she shall initiate a special review by sending a written notice to the faculty member. The notice of special review shall set forth the nature of the review and identify appropriate deadlines for its conduct. A special review shall be conducted by the departmental review committee or by a special review committee composed of academic faculty. [FH 615.00]

#### **310.1 University Standards for Retention**

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

- A. effectiveness in the performance of their responsibilities,
- B. promise of continuing effectiveness, and
- C. if appropriate to the level of review, the promise of attainment of the standards for tenure and promotion, as demonstrated by a clear progression of accomplishment.  
[FH 640.00]

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

The College standards for retention are:

- A. effectiveness in the performance of their responsibilities,

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

### 310.3 Department Standards for Retention

To satisfy the department standards for retention, the candidate must:

1. Satisfy the requirements of the University (310.1) and college (310.2).
2. Demonstrate clear progress in undergraduate and/or graduate instruction, be active in improving the quality of education offered in the department, serve as a graduate or undergraduate student advisor or as member of a graduate student committee (when assigned teaching FTE), and show competence in planning and executing extension education programs (when assigned extension FTE). The candidate must also provide other important services to the department, such as membership in departmental committees, involvement in professional societies, strong cooperation with fellow faculty in furtherance of the overall department mission, active involvement in departmental seminars as evidenced by regular attendance and coordination of the seminar series for at least one semester and provide other services to the department.
3. Demonstrate progress in planning and conducting a successful research/creative activity program, including a MAES project relevant to department goals (when assigned MAES FTE) .
4. Demonstrate progress toward developing manuscripts for publication in referred journals and other appropriate publications, or toward developing designs for juried presentations.

## **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 primary administrative reviewer, 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 Tenure Standards are the same as the University Tenure Standards.

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

Department standards and expectations for tenure are as follows:

1. The candidate must be in compliance with Section 321.1 A and B.
2. The candidate must demonstrate sustained effectiveness in undergraduate and/or

graduate instruction (when assigned teaching FTE) and contribute to the goals of improving the quality of education offered by the department or show competence to plan and execute extension education programs (when assigned extension FTE). The candidate must serve as an undergraduate or graduate student advisor, a graduate student committee member, and/or provide other instructional services to the department when assigned teaching FTE.

3. The candidate must demonstrate sustained effectiveness in planning and conducting a successful research/creative activity program, including a MAES project if the candidate holds a MAES appointment. Receipt of extramural funding to support the candidate's research/creative activity program is expected.
4. The candidate must demonstrate scholarly productivity through publication in refereed journals and other publications appropriate to the candidate's appointment and/or through presentation of juried designs.
5. The candidate must make major contributions to the department's instructional goals and programs and show promise for substantial contributions in all facets of his/her FTE appointment. There should be clear evidence of promise that the candidate will attain positive regional and national recognition in his/her professional area.
6. The candidate must have shown strong cooperation with fellow faculty in furthering the overall department mission as evidenced by items referred to in Section 310.3

### 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

Not Applicable.

C. Department Standards

Not Applicable.

### **330 APPOINTMENT AND PROMOTION**

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

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 [FH 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 primary administrative reviewer and department review committee. The primary administrative reviewer 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

College Standards are the same as the University Standards.

C. Department Standards

Plant Sciences Standards are the same as the University Standards.

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

Not applicable.

C. Department Standards

Not applicable.

**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

Standards for appointment to the rank of Associate Professor are as presented in Tenure Standards.

### 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

Not applicable

C. Department Standards

Not applicable

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

#### 333.1 Standards for Faculty with Instructional Expectations

A. University Standard

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

### Department Standards

For appointment to the rank of Professor, the candidate must:

1. Demonstrate sustained effectiveness in on- and/or off-campus instruction.
2. Demonstrate sustained effectiveness in independent and interdisciplinary research/creative activity programs relevant to College goals. Success in obtaining extramural funding independently is required.
3. Demonstrate initiative and creativity in developing and executing innovative and expanding programs reaching traditional or nontraditional students and clientele groups, e.g. web-based programs.
4. Demonstrate continued leadership in the academic and/or agricultural community through service in the department, college, Experiment Station, Extension Service, university, state, region, and nation, within the boundaries of appointment.
5. Attain regional and national recognition for excellence and leadership appropriate to one's area of professional expertise.
6. Demonstrate evidence of mentoring successfully young faculty, post-doctoral fellows, or graduate students.

## 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

Not applicable.

C. Department Standards

Not applicable.

**350.00 Emeritus Status**

351.00 Board of Regents Policy

1. Emeriti titles may be granted by the president, or chancellor of a campus to tenured faculty members upon retirement after approval by the Board of Regents.

Procedures:

1. Each campus shall establish policies relating to procedures for nomination and privileges which may accrue to persons accorded emeritus status. Nothing contained in any such policy shall prohibit the campus from rescinding such privileges should it become necessary to do so.
2. The president or chancellor of a campus shall make his recommendation for emeritus status to the Board of Regents at the appropriate meeting when personnel recommendations are being considered.

352.00 MSU- Bozeman Policy

Departments shall establish appropriate criteria against which to judge a retiring faculty member's eligibility for emeritus rank. Department heads nominate faculty for emeritus rank, using the Personnel Record Form. Each nomination shall be accompanied by a report reflecting the individual nominee's merit for emeritus status.

After approval by the college dean, Provost and Vice President for Academic Affairs, and President, the nomination is forwarded to the Board of Regents for their concurrence.

Emeritus faculty members continue to enjoy library privileges and may attend, without vote, meetings of their department and college, and will become honorary members of the Alumni Association. Since the resources of the various departments vary, no university-wide policy can guarantee access to office or laboratory space or secretarial help. Such accommodations may be extended to emeritus faculty as available, with the understanding that the instructional, research and service requirements of the tenurable faculty have priority. The university may act as fiscal agent for grant and contract proposals submitted by emeritus faculty. Any or all privileges granted emeritus faculty may be rescinded should it become necessary to do so.

#### 352.1 Procedures for award of Emeritus status in the Department of Plant Sciences and Plant Pathology.

The title of Emeritus Professor is an honor conferred by the University upon a retired faculty member holding the title of professor in recognition of distinguished service to the University. A period of service of at least 10 years in rank is normally required for a person to be eligible for consideration. The title will not normally be conferred upon a faculty member who resigns from the University.

Although outstanding scholarly or creative performance in a particular discipline would reinforce the committee's judgment that the exiting professor has contributed to the academic work of the University, this in itself is not normally sufficient for conferring the title. The faculty member must have made outstanding contributions to the university or department, such as distinguished and long service on fundamental standing committees or strong promotion of positive public relations activities on behalf of the department and/or university.

The department Emeritus Professor Committee, appointed by the Department Head on an ad hoc basis, will receive nominations for the award, deliberate upon those nominations after having requested pertinent documentation from the candidate, and forward their

recommendations in writing to the Department Head, along with justification for same. The Department Head shall decline the recommendation or pursue it under guidelines of FH352.00.

## **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**

- A. The criteria, standards and procedures documents of the department and college shall, at a minimum, contain the following information:
  1. 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.)

2. Any quantitative and qualitative expectations in terms of job performance, teaching, research/creative activity, and/or service. (See Section 300 above.)
  3. The procedures used in selecting the membership of [college and/or department] review committees. (See Sections 413.1 and 415.1 below.)
  4. 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.)
  5. 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.)
  6. The type of materials accepted or required in the documentation of research and creative activities and of outreach and public service. (See 242 above.)
- B. The dates and times of review. (See 412 below.)
- C. The procedures for obtaining outside peer reviews and soliciting internal letters of support/evaluation. (See 243. above and 415.3 below.)
1. 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 primary review committee, primary administrative reviewer, intermediate review committee, college dean, final review committee, and Provost and Vice President for Academic Affairs. [FH 810.00]

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

In conducting the review, [ review 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:

1. Informing faculty members, committee members, and primary administrative reviewers of the applicable time lines for review. Dates and times will be set by the Dean in accordance with those set by the Provost. In general this means the departmental review will be done by the end of fall semester.
2. Ensuring that the election of faculty representatives to the college and UPT Committees is conducted in a timely manner.

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

3. 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 INTERMEDIATE REVIEW COMMITTEE**

Each college shall establish a "intermediate 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 intermediate review committee shall be composed only of tenured faculty, at least a majority of whom shall be elected by college faculty. A primary administrative reviewer 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 815.01]

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

#### 413.2 Responsibilities of the Committee

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

The intermediate 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. conducting election of faculty representative to the intermediate and final review committees.
- C. 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 *intermediate* 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 final review committee

During spring semester in 1996, and every triennial thereafter, the dean will request nominations for election to a three-year term on the final review committee. The representative and alternate to the final review 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 primary administrative reviewers. From those

nominated, a ballot will be prepared and distributed to tenure track faculty who will elect one representative and one alternate to the final review 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 review committee. Terms will begin at the start of fall semester.

#### **414 RESPONSIBILITIES OF THE PRIMARY ADMINISTRATIVE REVIEWER**

The primary administrative reviewer 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 primary administrative reviewer 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 primary administrative reviewer 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 appropriate University, college, and department documents related to annual review, retention, tenure, and promotion. Provide copies of all review committee documents to the candidate by the beginning of April or annual review summary by the end of April.
- 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.  
Notification of time schedules for annual reviews, retention, promotion and tenure will be given by the primary administrative reviewer during fall semester based on schedules set by the Dean's Office.
- 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.  
Primary administrators shall ensure that peer review letters have been removed from the dossier before placing it in the employee's personal file. [FH 814.00]

#### **415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE**

Each department shall establish a "primary 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 primary administrative reviewer may be present at committee meetings at the discretion of the committee. The primary administrative reviewer may present data that is essential to the committee's deliberations, but shall not be present when the committee votes. [FH 813.01]

For decisions of retention, tenure, and promotion, the Dept of Plant Sciences and Plant Pathology will have a committee of five tenured faculty elected by the tenure-track faculty of

the department. The committee members will serve for rotating three year terms, with two, two, and one member being replaced on successive years. Retention, tenure, and promotion dossiers will be available to all tenure-track faculty in the department, who will be encouraged strongly to provide input to the five members of the review committee. Additionally, after the committee has reached an initial decision, it will meet with the tenured faculty to discuss its decision and gain input from that faculty before a final vote of the committee members is taken.

#### 415.2 Procedures of the Committee

Responsibilities of the primary review committee:

The primary review committee shall review all materials submitted for retention, tenure, and promotion, 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 candidate's dossier based upon department, college, and University criteria and standards. (See 600.00) [FH 813.00]

Confidentiality: The primary administrative reviewer is responsible for collecting and maintaining the confidentiality of review dossiers until they are transmitted to the chair of the primary review committee. The primary administrative reviewer may delegate to an assistant the task of duplicating and collating said material for the use of the primary review committee and the department. Review dossiers shall be made available to tenured members of the department for the purposes of review and submission of comments to the primary review committee. The assistant to the primary administrative reviewer and each committee member shall be responsible for strict confidentiality during committee deliberations and shall return all materials to the committee chair at the completion of said deliberations. The committee chair shall return review documents to the primary administrative reviewer. No copies of any materials submitted by candidates undergoing review shall be made or retained by any committee member. One copy of the candidate's complete dossier shall remain in the candidate's personnel files in a locked cabinet in the primary administrative reviewer's office.

While all tenured members of the faculty will have made available to them all contents of the dossier, it remains the expectation of the department faculty that the candidate will not be made privy to comments made in any letter of reference pertinent to his/her review.

- A. The primary administrative reviewer shall notify the candidate of materials to be included in the review dossier as well as the format of the dossier. These materials shall be as described [FH 812.00] plus any additional material uniformly requested of all candidates by the dean, extension administration, primary administrative reviewer, or the primary review committee. The format shall be as specified in the faculty handbook or as requested by the dean.
- B. The candidate may add no materials to the dossier after its transmittal to the primary review committee chair, nor may the committee add material to the dossier without notice to the candidate and opportunity for the candidate to respond. [FH 813.02]
- C. A majority vote by the primary review committee constitutes a recommendation. Regardless of whether the recommendation of the committee is positive or negative, the letter of transmittal shall specify reasons for the actions. Committee recommendations shall be forwarded to the primary administrative reviewer. The candidate shall also receive a written copy of the committee's recommendations. Committee recommendations shall be forwarded by the primary administrative reviewer to the Dean of the College of Agriculture along with properly documented support materials prepared in the format outlined in the MSU-Bozeman Faculty Handbook.
- D. The primary review committee is responsible for reviewing, suggesting to the faculty document modifications, making such modifications, with faculty approval, as are appropriate, and finally approving the Role and Scope, Criteria and Standards document of the department on an annual basis.

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

Each department shall establish specific procedures by which external peer reviews shall be executed. If they are required, peer reviews shall be obtained from no fewer than three external reviewers, the majority of whom shall be recommended by the primary review committee, the minority of whom shall be recommended by the candidate. [FH 813.03]

Written, external peer evaluations are required for promotion and tenure. At least 6 weeks prior to the deadline for submission of the review packet to the department, the candidate must submit to the primary administrative reviewer a list of six external references with

significant knowledge of her/his program and accomplishments. Said list shall include telephone numbers and addresses. In consultation with the primary administrative reviewer, the primary review committee shall select five external reviewers; two from the list provided by the candidate and three that are not on the list. The primary administrative reviewer shall then send to the five reviewers appropriate materials from the following:

- Criteria for Evaluation of Outreach Teaching Program (Sections 211.1, 211.2, 211.3, 211.3.1, 211.3.2)

- Standards of Effectiveness in Academic and Outreach Teaching (Sections 221.1, 221.2, 221.3)

- Standards of Excellence in Academic and Outreach Teaching (231.1, 231.2, 231.3)

- Criteria for Evaluation of Research/Creative Activity (Sections 212.1, 212.2, 212.3, 212.3.1)

- Standard(s) of Effectiveness in Research/Creative Activity (Sections 222.1, 222.2, 222.3)

- Standard(s) of Excellence in Research/Creative Activity (Sections 232.1, 232.2, 232.3)

- Criteria for Evaluation of Outreach/Service Activity (Sections 213.1, 213.2, 213.3, 213.3.1)

- Standard(s) of Effectiveness in Outreach/Service Activity (Sections 223.1, 223.2, 223.3)

- Standard(s) of Excellence in Outreach/Service Activity (Sections 233.1, 233.2, 233.3)

- Material prepared by the candidate for inclusion in the dossier sections headed "Teaching", "Research/Creative Activity" and "Outreach/Service Activity".

- Candidate's Curriculum Vitae

- Candidate's self-evaluation/personal statement

- A standardized letter requesting an evaluation of the candidate's dossier.

Letters of evaluation will address the candidate's professional potential and accomplishments in scholarship/creativity. The written evaluations shall be addressed to the primary review committee and mailed to the primary administrative reviewer who will see that they are inserted into the review dossier prior to transmitting the dossier to the primary review committee chair.

The external references are to be experts in the specific discipline, from other universities or appropriate institutions, and familiar with expectations of faculty performance. Selection of mentors, former colleagues, collaborators or close friends as references is not

permitted. Candidates should not be informed of the identity of outside evaluators in order to protect the confidentiality of the review process.

The primary review committee report will state clearly how external references were chosen and should include a brief statement (not a vita) of their status in the field. A copy of the letter soliciting outside reviewers must be included in the candidate's file; references should state either knowledge of or relationship to the candidate, if any.

#### 415.4 Establishing Procedures for Obtaining Internal Reviews

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

The primary administrative reviewer, in consultation with the primary review committee, is responsible for soliciting three written internal peer reviews of candidates for retention, promotion and tenure. The candidate may not solicit or submit general letters of support from colleagues within the department or university. At least 4 weeks prior to the deadline for formal submission of the review document to the primary review committee, the candidate shall submit to the primary administrative reviewer the names of three internal peer references. In consultation with the primary administrative reviewer, the primary review committee shall select three internal references; one from the list provided by the candidate and two that are not on the list. The primary administrative reviewer shall send to the references a copy of the material assembled by the candidate and a standardized letter requesting specific information. If the committee feels that circumstances warrant additional peer evaluations on a specific aspect of the candidate's performance, the committee and the primary administrative reviewer shall jointly determine the procedures for such peer review at a time prior to formal review that is sufficient to allow for the completion of the additional evaluation (s).

#### 415.5 Actions of the Committee

The primary 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 primary administrative reviewer, 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 813.02]

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

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

It is the responsibility of the candidate 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. It is not the responsibility of the primary review committee, or any of its members, personally to coach the candidate on preparation of her or his dossier.

### **421.2 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, and outreach/ 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.

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

Candidates shall submit to the primary review committee or primary administrative reviewer a dossier which lists all instructional, research or creative activities and service activities. The dossier shall include evidence of instructional activities and their evaluation, the set of articles, publications, creative endeavors, or other evidence that, in their judgement, represents their best efforts to advance the discipline or profession.

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

### **421.4 Requests for Additional Documentation**

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

### **421.5 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 (FH 471.05 and 812.03), or
3. responding to a request for further documentation. [FH 812.00]

Materials not solicited by primary administrative reviewer and the primary review committee will not be considered.

#### 421.6 Soliciting Letters of Support Prohibited

Each candidate shall submit a list of persons from whom the department committee or primary administrative reviewer 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.

#### 421.7 Deadline for the Submission of Dossiers

Each candidate shall submit the dossiers by the dates established by the Provost, dean, and primary administrative reviewer. Dossiers 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 471.02]

## **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 (FH 1312.00). If the Provost's recommendation is positive, a negative action in a prior review cannot be grieved. However, a faculty member may place a letter of rebuttal or a statement of objections to the action in his or her permanent file in the department. 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] However, if notification by the Provost and Vice President for Academic Affairs is made less than thirty (30) days before the end of a faculty member's contract period, the faculty member's right to file a complaint will be extended to October 1 of the following contract period. (FH1312.00)

## **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 primary administrative reviewer'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 primary administrative reviewer 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, primary administrative reviewer and the Provost and Vice President for Academic Affairs, after negotiation with the faculty member.

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

Faculty may request a change in their departmental role in conjunction with their goals statement and annual review procedure during the annual review process spring semester. A change in faculty role must be consistent with the department, college and university mission. Any substantial change in a faculty members role must be approved by the primary administrative reviewer, College Dean, the Provost and the President.

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

The following procedures should be used in conducting annual reviews:

1. The faculty member and primary administrative reviewer 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.
2. The primary administrative reviewer 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).
3. 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.
4. 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**

#### **Primary administrative reviewer Annual Review**

In January each year, the dean and the primary administrative reviewers will develop an evaluation document for review of primary administrative reviewers' administrative performance. Faculty will use this document for evaluation of their primary administrative

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

#### 510.02 Department Procedures

Each year Faculty are requested to prepare a goals statement that embraces their role and responsibilities within the department, college and university. During the annual review process faculty members are asked to submit a self-evaluation of the previous year and a goal statement for the forthcoming year. This evaluation and goal statement are reviewed by the primary administrative reviewer and the faculty member in an oral review session and an evaluation is made by the primary administrative reviewer. This evaluation is checked on the prescribed form and signed by the primary administrative reviewer and the faculty member. The faculty member's signature signifies that they have seen the evaluation but does not necessarily signify agreement with it.

### **511 RESPONSIBILITIES OF THE PRIMARY ADMINISTRATIVE REVIEWER**

The primary administrative reviewer 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 primary administrative reviewer shall ensure that, taken collectively, the assignments of the faculty shall meet the department's and college's obligations to the University. The primary administrative reviewer 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 primary administrative reviewer, 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.

1. The primary administrative reviewer shall submit a proposed salary recommendation for each faculty member to the college dean.
2. The dean will approve or modify the salary recommendation, and submit it to the Salary Review Committee by the established deadline.
3. 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 primary administrative reviewer'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]