

**Role, Scope, Criteria, Standards, and Procedures  
of the**

**Division of Agricultural Education**

**College of Agriculture  
Montana State University-Bozeman**

**Effective DATE**

**(Submitted to UPTC March 2006 and February 2010.)**

**APPROVALS**

**SIGNATURE**

**DATE**

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Department Faculty

Chair, Primary Review Committee

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Primary administrative reviewer

Division Head

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Intermediate review committee

Chair, Intermediate Review Committee

Approved.

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Intermediate administrative reviewer

College Dean

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Final review committee

Chair, Final Review Committee

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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 review committee) not including the department head (or primary administrator), the department head serving as the primary administrator of the academic unit, the college review committee (intermediate review committee), the college dean (intermediate administrative reviewer), the UPT Committee (final review committee), and the Provost and Vice President for Academic Affairs (final administrative reviewers). [FH 622.00]

#### 110 UNIVERSITY ROLE AND SCOPE STATEMENT

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 review 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 College Role and Scope

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-Lever Act of 1914 established the Extension Service whose mission is to provide instruction and practical demonstrations in agriculturally related subjects.

The College and the Agricultural Experiment Station are administered by the Dean of the College of Agriculture (COA) who also carries the title of Director of the Agricultural Experiment Station. The College has six departments and one division:

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

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

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

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

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

### **112.2 Division of Agricultural Education Role and Scope**

The mission of the Division of Agricultural Education is to provide a comprehensive program designed to increase rural leadership and advance agricultural education. The program is grounded in basic and applied research aimed at improving professional and technical skills in Montana agriculture. It is the sole source of academic training and the Agricultural Education degree program for Montana. A great number of freshmen students entering the COA are from high school programs taught by graduates of the Division. The Division encourages integration of teaching, research and extension. Each member of the Division is encouraged to contribute to all three areas regardless of her/his formal appointment.

The Division of Agricultural Education strives to be Montana's center of excellence and expertise for the preparation of agricultural education professionals at the B.S. and M.S. levels. In sections of this document "Division" is often referred to instead of "Department" to aptly describe relevant topics and procedures inherent to the Division of Agricultural Education. The Division's mission also includes the preparation of extension personnel and non-formal educators who desire employment in areas where these educational knowledge, skills, attitudes and experiences are essential or desired prerequisites. Collaborative relationships are maintained with Montana's Office of Public Instruction, public junior high and high schools, area vocational schools, community colleges, MSU Extension Service and with other institutions of higher education in Montana, the region, the nation, and foreign countries. Montana State University has the sole responsibility for agricultural education in the state.

The Division is unique among its in-state and out-of-state peers relative to the emphasis placed on meeting the needs of practicing teachers by: (a) offering credit and non-credit courses and workshops both on-campus and off-campus; (b) designing and conducting pilot programs; (c) participating in evaluation or counseling activities with teachers; and (d) assisting administrators and boards of education in planning to meet the need of agricultural and education

students at the secondary level. It also delivers formal instruction and outreach activities related to cooperative business principles and practices within Montana and in international settings.

Faculty and graduate student research has focused on contributing to the agricultural education knowledge base by conducting research that: (a) deal with issues relative to a contemporary curriculum; (b) provide data needed for professional and technical staff development; (c) evaluate agriculture and extension pedagogy, and (d) are germane to agricultural production practices where advanced technology is applied.

The Division seeks to improve education practices through teaching, research and service activities of use to the general public; the agricultural and natural resources community; federal, state, and local agencies; professional organizations; and institutions of secondary and higher education.

Each faculty member is expected to participate in these activities, thus providing a rich resource for improving the quality of agricultural education in Montana, the region, and the nation.

The Division recognizes the field of agricultural education is re-examining its predominant experiential learning model that dominated its research paradigm throughout the first half of twentieth century. This paradigm shift affects formal middle and high school, undergraduate, graduate and extension education. It also affects phases of teaching, curriculum planning, assessment, and administration.

The Division places emphasis on a balanced agenda of teaching, research, and service while recognizing the service aspect often requires greater emphasis than is usual for University faculty in most other programs. Therefore, the interpretation of both "research" and "service" needs to be sufficiently broad and flexible to accommodate a wide range of activities.

The primary goal of the Division is the preparation of personnel to work in the field of education as agricultural education instructors, extension agents and agricultural technologists in the agriculture public sector as well as in the private sector. The primary emphasis focuses on serving, developing, and enriching the educational capacities of agriculturalists in Montana and the nation at large.

Meanings of terms used in the Division of Agricultural Education portion of this document are consistent with their use within 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 purposes of this document, "Primary Administrative Reviewer" refers to the Department Head and "Primary Review Committee" refers to the Division 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 in teaching (both academic and outreach), research and creative activity, and public service [FH 603.02].

## **113 ACADEMIC PROGRAMS**

### **113.1 College Academic Programs**

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

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

*Minor:* **Entomology**

*Master of Science Degrees:* **Entomology**

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

*Baccalaureate Degree:* **Agricultural Business**

*Options:* **Agribusiness Management**

**Farm and Ranch Management**

*Minor:* **Agricultural Business**

*Master of Science Degree:* **Applied Economics**

**Agricultural Education Division**

*Baccalaureate Degrees:* **Agricultural Education**  
*Options:* **Relations**  
**Teaching**

*Master of Science Degree:* **Agricultural Education**

**Animal and Range Sciences Department**

*Baccalaureate degrees:* **Animal Science**  
*Options:* **Equine Science**  
**Livestock Management and Industry**  
**Science**  
**Natural Resources and Rangeland Ecology**  
*Options:* **Rangeland Ecology and Management**  
**Wildlife Habitat Ecology and Management**

*Minors:* **Animal Science**  
**Natural Resources and Rangeland Ecology**

*Master of Science Degree:* **Animal and Range Sciences**

*Doctor of Philosophy Degree:* **Animal and Range Sciences**

**Land Resources and Environmental Sciences**

*Baccalaureate Degrees:* **Environmental Sciences**  
*Options:* **Environmental Biology**  
**Soil and Water Science**  
**Land Rehabilitation**  
**Land Resource Sciences**  
*Options:* **Land Resources Analysis and Management**  
**Sustainable Food and Bioenergy Systems**  
*Options:* **Agroecology**  
**Soil Science**

*Minor:* **Soil Science**

*Master of Science Degree:* **Land Rehabilitation**  
**Land Resources and Environmental Sciences**

*Doctor of Philosophy Degree:* **Ecology and Environmental Sciences**

**Plant Sciences and Plant Pathology**

*Baccalaureate Degrees:* **Biotechnology**  
*Option:* **Plant Systems**  
**Environmental Horticulture**  
*Options:* **Horticulture Science**  
**Landscape Design**  
**Plant Science**  
*Options:* **Crop Science**  
**Plant Biology**  
**Sustainable Food and Bioenergy Systems**  
*Options:* **Sustainable Crop Production**  
**Environmental Horticulture**

*Minor:* **Environmental Horticulture**

*Master of Science Degrees:* **Plant Pathology**  
**Plant Science**

*Doctor of Philosophy Degree:* **Plant Science**  
*Options:* **Plant Genetics**  
**Plant Pathology**

**Veterinary Molecular Biology**

*Non-Degree Program:* **Pre-veterinary Medicine Program**

*Baccalaureate Degrees:* **Biotechnology**  
*Option:* **Animal Systems**

*Master of Science Degree:* **Veterinary Molecular Biology**

*Doctor of Philosophy Degree:*      **Veterinary Molecular Biology**

### **113.2 Division of Agricultural Education Academic Programs**

Bachelor of Science, (B.S.) in Agricultural Education

Broadfield Teaching Option  
Agricultural Relations Option

Master of Science (M.S.) in Agricultural Education

## **114 RESEARCH AND CREATIVE ACTIVITY**

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

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

### **114.2 Division of Agricultural Education Research and Creative Activity Special Areas**

Research and creative activities in the Division include: agricultural literacy, distance delivery, agricultural communications, agricultural mechanics, secondary teaching and learning, post-secondary teaching and learning, Native American teaching and learning, student leadership, retention and recruitment, agricultural safety and health, teacher programs, extension education and international agricultural education.

## **115 OUTREACH/PUBLIC SERVICE**

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

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

### **115.2 Division of Agricultural Education Outreach/Public Service Special Areas**

In general, the Division recognizes a wide range of outreach and public service activities. The Division is especially cognizant of the efforts to improve agricultural education in public schools, communities and MSU's College of Agriculture.

The Division's outreach and public service activities include agricultural literacy, GPS/GIS, Hazard Analysis and Critical Control Points (HACCP) training, curriculum development with 1994 Land Grant institutions, and organizing Montana FFA Career Development events in the areas of Agricultural Mechanics, Agricultural Sales, Agriscience Fair, Agronomy, Extemporaneous Speaking, Farm Business Management, Livestock Judging, Prepared Public Speaking, and Parliamentary Procedure. Over 1,000 Montana high school students compete in these events. The instructional program complements these efforts. In addition, the Division provides International Cooperative Business Training Program focused on improving the management and strategic planning of agricultural cooperative leaders from other countries.

Agricultural education faculty engage in supervision of student teachers and/or interns and are involved in periodic workshops or off-campus course offerings. Faculty work with private organizations, public organizations, schools, school districts or individuals employed in agricultural business. These activities may be cited as public service. Presentations at state or regional conferences where the primary purpose is to disseminate information and ideas to the profession at large or to citizen groups, may be considered service or creative activities.

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

- (1) International Cooperative Business Training Programs that focus on improving the management and strategic planning of agricultural cooperative leaders from other countries;
- (2) Montana State FFA Convention: Every year over 1,000 FFA members attend the State FFA Convention in one of three cities in Montana cities: Billings, Bozeman, or Great Falls. This is the largest youth organization event in Montana. The MSU Agricultural Education Division and their student organizations (Collegiate FFA and AOT), sponsor all of the state FFA competitions in early April of every year;
- (3) Montana Association for Agricultural Education Winter Meeting and Summer Update.

## **200 CRITERIA AND STANDARDS**

"Criteria" are the variables examined in an evaluation. "Standards" are the levels or degrees of performance which measure success in meeting criteria. "Effectiveness" means meeting or exceeding the standards of the departmental, college, discipline or profession as appropriate for the individual's assignment [FH 602.00].

## **201 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 assignments in terms of teaching, research/creative activity and service. The Criteria and Standards portion of this document (630.00 to 633.03) carries forth this principle by distinguishing two general categories of academic faculty as defined in 602.00, those with "instructional expectations" and those with "professional practice expectations" who have responsibilities in any sub-set of these three areas. Faculty with professional practice expectations are not expected to meet the criteria and standards in any area in which they are not assigned responsibilities. Each faculty member's letter of hire or subsequently negotiated role statement shall specify which category of expectations apply.

Faculty may be appointed to positions with professional practice expectations only by agreement of the department head, dean, and Provost and Vice President for Academic Affairs. Appointments may not be converted to or from positions with professional practice expectations without the express written consent of the Provost. Once appointed to a position, faculty will be reviewed according to the standards appropriate to instructional or professional expectations.

This section requires that differences in expectations 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. [FH 632.00]

## **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, and student outcomes [FH 603.02]

### **211.2 College Teaching Criteria**

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

### **211.3 Division of Agricultural Education Teaching Criteria**

All faculty members are involved in academic program teaching within the Division of Agricultural Education. This includes classroom and independent instruction of students, academic advising of undergraduate and graduate students, and mentoring of students. They also are involved in outreach teaching, which includes presentations, usually off-campus, to individuals not formally enrolled in a course of study leading to credit toward a degree or certification, one-on-one information transfer to individuals, workshops, seminars, electronic media presentations, and other forms of information or technology dissemination.

#### **211.3.1 Criteria for Evaluation of Academic Program Teaching**

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

1. Courses taught as sole instructor.
2. Number of courses, enrollments, and percentage of each team taught.
3. Number of new courses developed.
4. Courses for which major review or revision was completed.
5. Presentations utilizing innovative teaching technologies or methods.
6. Development of critical thinking skills in students.
7. Fostering professional competency in students.
8. Substantive evaluation of teaching performance by peers and colleagues.
9. Divisional in-depth assessment of teaching performance.
10. Substantive evaluation of teaching performance by current and former students.
11. Relevance of course objectives to the Division's mission.
12. Formal university teaching evaluation forms.
13. Number of undergraduate students advised.
14. Number of graduate student committees, chaired.
15. Number of graduate student committees, member.
16. Student mentoring through serving and/or advising student organizations.
17. Number of peer reviewed and other publications related to teaching.
18. Number of teaching improvement grants received.
19. Number of teaching or advising recognition or awards nominated or received.

#### **211.3.2 Criteria for Evaluation of Outreach Teaching**

Criteria for evaluating outreach teaching include:

1. Evaluation of outreach teaching performance by current learners.

2. Relevance of outreach teaching program objectives to the Division's mission.
3. Approved outreach teaching evaluation forms.
4. Programs utilizing innovative and/or creative teaching technologies or methods.
5. Number of publications and instructional aids developed for use in outreach teaching.
6. Number of formal information and technology transfer programs (short-courses, certification programs, etc.) developed and/or implemented.
7. Number of grants received to support outreach teaching activities.
8. Number of invited presentations at state, regional, national, or international meetings, symposia, conferences, or workshops, including appropriate consulting and professional improvement activities.

## **212 RESEARCH AND CREATIVE ACTIVITY CRITERIA**

### **212.1 University Research/Creative Activity 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/Creative Activity 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 Division of Agricultural Education Research/Creative Activity Criteria**

Faculty in the Division of Agricultural Education initiate and conduct research and creative activities.

#### **212.3.1 Criteria for evaluating research/creative activity may include:**

1. Presentations of papers, addresses, and poster sessions of original research at regional, national and/or international conferences and workshops.
2. Editorship of a book, a national, state, or local journal, or a monograph.
3. Grant proposals applied for and funded.
4. Peer reviewed manuscripts accepted for publication and/or published.
5. Completed products (software, videotapes, digital video media, radio and television broadcasts, internet articles or web pages).
6. Graduate research programs supervised.
7. Relevance of program objectives to the Division's mission.
8. Programs using innovative and/or creative research technologies or methods.
9. Invited presentations at state, regional, national, and international meetings, conferences, workshops, including consulting and professional improvement activities.

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

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

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

effectiveness and excellence in these activities. Departments and colleges shall establish procedures, criteria and standards for the evaluation of service, outreach, and consulting activities submitted for faculty review. [603.02]

### **213.2 College Outreach/Public Service 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 Division of Agricultural Education Outreach/Public Service Criteria**

Professional service activities are directed toward professional organizations. Public service is assistance directed toward the general public and state and local agencies. It assists individuals or organizations in solving problems relevant to the field of agricultural education. University service is assistance directed toward the operation of a department, college, or university at large. Every faculty member must be engaged in service activities.

## **220 STANDARDS FOR FACULTY PERFORMANCE**

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 [FH 602.00]. ...sustained effectiveness in all areas of a faculty member's assignment is a University-wide requirement for retention, tenure and promotion. 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]

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.

The criteria and standards defined in this document 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].

Departments and colleges shall establish standards for retention, tenure and promotion that are no less rigorous than those described below. 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 University Standards for Faculty with Instructional Expectations**

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

- A. 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 any subsequent role statements,
- B. demonstrated potential for sustained effectiveness in each of these areas in the future, and
- C. demonstrated potential for achieving excellence in teaching and/or research/creative activity [FH 651.00].

#### **220.1.1 College Standards for Faculty with Instructional Expectations**

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.

### **220.1.2 Division of Agricultural Education Standards for Faculty with Instructional Expectations**

The Division adopts the College standards.

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

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

- A. 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,
- B. demonstrated potential of sustained effectiveness in the future, and
- C. 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]

## **221 EFFECTIVENESS IN TEACHING**

### **221.1 University 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 and college. [FH 633.01]

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

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

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

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

Not Applicable

### **221.3 Division of Agricultural Education Standard(s) of Effectiveness in Academic and Outreach Teaching**

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

Faculty performance in academic and outreach program teaching will be evaluated relative to the official appointment of the faculty member and shall be judged effective by peers, students, and colleagues if the required standard is met based upon the criteria of Section 211.3, it is substantial and of consistent high quality, and three or more of the additional standards listed below are met:

1. Instruction is relevant to the Division's mission.
2. Each course taught provides for improvement of students' oral and written communication skills.
3. Students are instructed in synthesis and problem solving.
4. Students are instructed in regional and global issues involving subject areas of the Division.
5. Students advising facilitates development of advisees' career goals and practical academic timeline.
6. Students are instructed in becoming the professionals of tomorrow.
7. Instructional and advising materials are regularly updated and appropriate to the course level and discipline.
8. Student, peer, and outside reviewer(s) evaluations substantiate appropriate ability and competence of the individual faculty member's teaching activities; as evidenced by increased class enrollments, improved formal University course evaluation scores, and other methods of peer evaluation.

The magnitude (quantitative criteria) of teaching (classroom instruction and student advising) effort shall be evaluated relative to the official teaching appointment for each faculty member. In general, the number and credit hours of courses taught and the number of students advised shall be the primary quantitative evaluation criteria, with additional consideration given for new course development, major revision of courses taught previously, instructional grant activity, or other exceptional activity.

The magnitude (quantitative criteria) of outreach teaching (off-campus presentations and programs) efforts shall be evaluated. Outreach is related to public service for the purposes of this document. Each outreach program differs, precluding the designation of any single quantitative criteria as most important. Likewise, the diverse nature of outreach teaching presentations and participants precludes any single qualitative evaluation criteria from being most appropriate for all situations. Descriptive documents provided by instructor and peer evaluation of outreach teaching presentations and programs, may be the primary evaluation criteria. The outreach teaching method, clientele served, and practicality of formal teaching evaluations vary with the individual faculty member. It is the responsibility of the peer review committee and the department head to consider both quantitative and qualitative criteria in arriving at an equitable evaluation of outreach teaching performance.

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

Not Applicable

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

### **222.1 University 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 and college. [FH 633.01]

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

### **222.3 Division of Agricultural Education Standard(s) of Effectiveness in Research/Creative Activity**

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

Faculty performance in research/creative activity shall be judged effective by peers, students and colleagues if the required standard is met based upon the criteria of Section 212.3, it is substantial and of consistent high quality, and three or more of the additional standards listed below are met:

**Required standard:** Research/Creative Activity must be considered significant to agricultural education, relevant to the agricultural education profession, sustained in terms of topic, focused on a particular problem germane to the discipline, and peer reviewed.

#### **Additional standards:**

1. The volume of creative scholarly works produced as evidenced by publications, electronic or software products, formal programs and/or other definable products are at a level appropriate to the FTE appointment within the discipline.
2. The number of peer reviewed publications is at a level appropriate to the FTE appointment within the discipline.
3. The number of non-peer reviewed publications is at a level appropriate to the FTE appointment within the discipline.
4. The number of peer reviewed, non-print products of research/creative activity programs (Software or other electronic products, TV shows, radio shows, etc.) is at a level appropriate to the FTE appointment within the discipline.

5. The number of presentations at regional, national or international meetings is at a level appropriate to the FTE appointment within the discipline.
6. The number of grants applied for is at a level appropriate to the FTE appointment within the discipline.
7. Patents, copyrights, licensing agreements, etc. applied for and/or received.

The magnitude and nature of the research/creative activity is dependent upon the specific FTE appointment of the individual faculty member. It is expected that both quantitative and qualitative criteria will be utilized in performance evaluation. However, the specific standard used may vary depending upon the nature of the research/creative activity program. It is the responsibility of the peer review committee and the department head to consider all available criteria in arriving at an equitable evaluation of research/creative activity performance.

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

Not Applicable

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

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

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

Faculty performance in outreach and public service shall be judged effective if it meets or exceeds the standards of the candidate's department. Department standards must be approved by both the intermediate and the final review committees.

### **223.3 Division of Agricultural Education Standard(s) of Effectiveness in Outreach/Public Service**

Faculty performance in service (public, professional, university) activities shall 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 are met:

1. A major contribution is made to the functioning of at least one significant committee, organization, student club, public entity, etc. These contributions can be manifested in holding an office at the state, regional, or national level, advisement of one student organization, serving as a member of a professional committee at the college, university, state, regional or national level. These contributions will be appropriate to the faculty member's discipline.
2. Active involvement in Divisional development of outreach programs that improve the professional competency of the Division's outreach constituency.
3. Membership and contribution to at least one professional organization appropriate to the discipline.

## **230 STANDARDS OF EXCELLENCE**

### **231 EXCELLENCE IN TEACHING**

#### **231.1 University Standard(s) of Excellence in Teaching**

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

**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 Division of Agricultural Education Standard(s) of Excellence in Teaching****A. Excellence in Academic and Outreach Teaching for Faculty with Instructional Expectations**

Faculty performance in academic and outreach program teaching shall be judged excellent if it meets the university (Section 231.1) and the college (Section 231.2) standards for excellence and the Division's standards for effectiveness (Section 221.3), and if at least two of the following additional standards are met:

1. Level of performance in at least three of the standards for effectiveness under Section 221.3 significantly exceeds the minimum standards listed for the criteria.
2. One or more grants are received annually on average for activities to enhance teaching.
3. One or more peer reviewed publications, invited presentations or product is produced annually on average as a result of academic or outreach teaching activities.
4. A teaching award or other appropriate and 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(s) 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 significant contribution to the body of knowledge and creativity germane to the candidate's discipline or profession. [FH 633.02, B]

**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 is securing external funding at levels that exceed the average of faculty with similar expectations in the Department or at peer institutions.

**232.3 Division of Agricultural Education Standard(s) for Excellence in Research/Creative Activity****A. Excellence in Research/Creative Activity for Faculty with Instructional Expectations**

Faculty performance in Research/Creative Activity shall be judged excellent if it meets the university (Section 232.1) and college (Section 232.2) standards for excellence and the Division's standards for effectiveness (Section 222.3), and if at least two of the following additional standards are met:

1. Publication of at least one peer-reviewed manuscript on average annually.
2. A significant record of invited presentations at regional, national or international professional conferences, meetings or symposia.
3. One or more grants are received on average annually to support research and creative endeavor.
4. One or more research/creative activity award(s) or other significant appropriate recognition is received at the college, university, state, regional or national level for research/creative activity activities.

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

### **233.1 University Standard(s) of Excellence in Outreach/Public Service**

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

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

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

### **233.3 Division of Agricultural Education Standard(s) of Excellence in Outreach/Public Service**

A. Excellence in Outreach/Public Service for Faculty with Instructional Expectations Performance in outreach/public service shall be judged excellent if it meets the university (Section 233.1) and the college (Section 233.2) standards of excellence and the Division's standards for effectiveness are met (Section 223.3) and if at least two of the following additional standards are met:

1. Leadership activities associated with service at Division, college or university; state, regional, national or international levels.
2. Recognition through awards or citations from the field of practice, peers or constituent groups or beneficiaries.
3. Exceptional level of contributions to the efficient and proper functioning of important committees, student clubs, organizations, etc.
4. Exceptional number of important committees, student clubs, organizations, etc.
5. Receipt of awards or other substantial recognition for service activities at the college, university, state, regional, national or international levels.
6. Service as editor of a professional journal.
7. Election to professional office(s).

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

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

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

### **241.1 University Standard(s) of Effectiveness and Excellence in Teaching**

Effectiveness, excellence, and potential for excellence in teaching may be demonstrated in the following ways: evaluation by peers and colleagues within the University, and in-depth assessment of teaching performance that draws upon current and former students, graduates, colleagues and clients. Both peer evaluation and an in-depth assessment of teaching are required for promotion and tenure reviews. Candidates shall follow the methods for in-depth assessment of teaching performance established by the department. [FH 633.03, A]

### **241.2 College Standard(s) of Effectiveness and Excellence in Teaching**

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 Division of Agricultural Education Standard(s) of Effectiveness and Excellence in Teaching**

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 the primary review committee 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, including evaluation of advising, internal and external peer reviews and student exit interviews, based upon criteria outlined in Section 211.3.1 and submit their findings in writing to the Division head 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 the primary review committee shall evaluate the candidate's formal presentation evaluations and the breadth, depth, and geographical extent of the candidate's programs. The above reviewers shall execute further formal evaluation based upon criteria in Section 211.3.2 and submit their findings in writing to the Division head to accompany the candidate's review package.

Documentation for demonstrating effectiveness and excellence in teaching are given in Section 211.3.1 (Academic) and Section 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 her/his 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 committees 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 lower division courses should not be compared to small upper division courses.

**242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY****242.1 University Standard(s) of Effectiveness and Excellence in Research/Creative Activity**

Effectiveness, excellence and potential for excellence in research/creative activity may be demonstrated in the following ways: through evaluation by on-campus review committees and administrators, and external peer reviews. Methods for soliciting external reviews are part of departmental criteria and standards documents. 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. Creative activity shall be formally evaluated through means which shall, at a minimum, include review by peers in the academic and professional communities. Research shall be formally evaluated through means which shall, at a minimum, include review by peers in the academic and scientific communities. [FH 633.03, B]

**242.2 College Standard(s) of Effectiveness and Excellence in Research/Creative Activity**

Departments will establish the methods for in-depth assessment of performance in research/creative activity. Assessments by a minimum of three external reviewers must be included for promotion and tenure evaluations.

External reviewers are scientists from outside Montana capable of critically evaluating the quality of the candidate's research/creative activity.

**242.3 Division of Agricultural Education Standard(s) of Effectiveness and Excellence in Research/Creative Activity**

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 information that will allow an accurate and complete understanding of activities and achievements during the period under review.

**243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/PUBLIC SERVICE**

**243.1 University Standard(s) of Effectiveness and Excellence in Outreach/Public Service**

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

**243.2 College Standard(s) of Effectiveness and Excellence in Outreach/Public Service**

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

**243.3 Division of Agricultural Education Standard(s) of Effectiveness and Excellence in Outreach/Public Service**

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 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 criteria for the review of faculty performance. [FH 632.00]

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

**310 RETENTION AND SPECIAL REVIEW**

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 primary review committee or by a special review committee composed of academic faculty.[FH 615.00]

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

- 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 Division of Agricultural Education Standards for Retention**

The Division adopts the College standards.

## **320 TENURE**

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 division head, college dean, and Provost. Extension may be granted for no more than two years and must be agreed to in writing by all parties. [FH 613.00]

## **321 STANDARDS FOR TENURE**

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

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

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

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

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

The College adopts the University standards.

#### **C. Division of Agricultural Education Standards**

The Division adopts the College standards.

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

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

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

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

**B. College Standards**

Not Applicable

**C. Division of Agricultural Education 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 660.00 and in the college and division documents.

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

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

**331.1 Standards for Faculty with Instructional Expectations**

**A. University Standards**

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

1. a terminal degree appropriate to the field or division,
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**

The College adopts the University standards.

**C. Division of Agricultural Education Standards**

The Division adopts the University standards.

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

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

[FH 661.02]

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

Not Applicable

#### **C. Division 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 division,
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. Division of Agricultural Education Standards.**

The Division adopts the College 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 division,

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. Division Standards**

Not Applicable

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

**333.1 Standards for Faculty with Instructional Expectations**

**A. University Standards**

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

1. a terminal degree appropriate to the field or division,
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 met all requirements for Associate Professor, shall have demonstrated sustained effectiveness in teaching and a focused research program with a record of sustained productivity, developed by peer-reviewed publications and success in securing external funding at levels appropriate to their discipline.

**C. Division of Agricultural Education Standards**

Division standards are those listed for the College (Section 333.1) plus evidence of a nationally or internationally recognized program of excellence in teaching and research as appropriate to the appointment, success in obtaining extramural funding, successful mentoring of graduate students, initiative and creativity in reaching non-traditional students and clientele, and continued leadership in the academic and/or agricultural community.

**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 division,
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. Division of Agricultural Education Standards**

Not Applicable

## **SECTION 400**

### **PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE**

**"Substantive review" means an assessment of the merit of a candidate's dossier in terms of the department, college, and University-wide criteria and standards appropriate to the type of review. [FH 802.00]**

#### **400 GENERAL PROCEDURES**

The review of individual faculty [for retention, tenure, and promotion] is initiated at the department level, where the relevant disciplinary expertise is located, and is then carried to the college and University levels, where successively broader perspectives are employed. [FH 603.05]

#### **401 REVIEW BASED ON EVALUATION OF TOTAL PERFORMANCE**

Third year, tenure and promotion reviews are based upon cumulative performance in each area (teaching, research/creative activity, and service) over the total period preceding review. In contrast, annual reviews assess the faculty member's performance averaged over all areas within a year. Thus, a record of having met performance expectations as indicated by Annual Reviews does not necessarily guarantee the candidate has assembled and demonstrated a cumulative record that meets the standards for retention, tenure or promotion. [FH 611.00]

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

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

- A. The criteria and standards used to assess faculty members' contributions to the role of the department and evaluate their performance in their assigned responsibilities and in teaching, research/creative activity, and service, according to the type and level of review. (See Section 200 above.)
- B. Any quantitative and qualitative expectations in terms of job performance, teaching, research/creative activity, and/or service. (See Section 300 above.)
- C. The procedures used in selecting the membership of [college and/or department] review committees. (See Sections 413.1 and 415.1 below.)
- D. The department's designation as to courses and presentations which are to be evaluated using student/client evaluation forms and the evaluation instruments to be used. (See 241 above.)
- E. A description of the methods, in addition to student/client evaluations, to be used to obtain formal, in-depth assessment of a faculty member's teaching performance. (See 241 above.)
- F. The type of materials accepted or required in the documentation of research and creative activities and of outreach and public service. (See 242 above.)
- G. The dates and times of review. (See 412 below.)
- H. The procedures for obtaining outside peer reviews and soliciting internal letters of support/evaluation. (See 243. above and 415.3 below.)
- I. The methods for designating and handling confidential materials. [See 415.2 below.][FH 623.00]

#### **410 PROCEDURES FOR THE CONDUCT OF FORMAL REVIEWS OF FACULTY**

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

Third year, tenure, promotion, and, unless otherwise specified, special reviews are conducted on the following levels: review by 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, [promotion and tenure committees of the college and department] shall at a minimum, consider the following:

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

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

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

The college dean is also responsible for:

- A. Informing faculty members, committee members, and department heads of the applicable time lines for review. Faculty eligible for retention, tenure or promotion review will be notified in writing at the latest by September 15 of the time line for submitting material for consideration. Materials must be submitted to the College at least one month prior to the date materials are due for University review.
- B. Ensuring that the election of faculty representatives to the college and UPT Committees is conducted in a timely manner. The College Promotion and Tenure committee is composed of five tenured faculty members of the college above the rank of assistant professor, three of whom are elected by ballot of the instructional and professional practice faculty of the college and two whom are appointed by the College Dean. Membership shall include a minimum of two faculty from each department in the college and 25% female/minority representation. Faculty under review may not serve on the committee. Elected faculty will serve a two year term and may not serve consecutive terms. Two members will be elected in even numbered years and one will be elected in odd numbered years. The first three members elected in the fall will draw lots for the one year term. The ballot will be prepared and distributed by the Dean at the start of fall semester.
- C. Providing the college review committee with information and materials essential to their deliberations, according to college and University policies and procedures.
- D. Forwarding the candidate's dossier, with her or his recommendations, to the UPT Committee and sending a copy of the written recommendation to the candidate. [FH 816.00]

#### **413 REVIEW BY THE COLLEGE PROMOTION AND TENURE COMMITTEE**

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

### **413.1 Membership and Procedures for Selection**

Each college shall establish the policies and procedures by which the membership of the committee shall be established. The college review committee shall be composed only of tenured faculty, at least a majority of whom shall be elected by college faculty. A 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 815.00]

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

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

The college review committee is also responsible for:

- A. reviewing, making suggestions for modification, and approving the role and scope, criteria and standards documents of the departments and
- B. conducting election of faculty representatives 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 University Promotion and Tenure Committee**

During spring semester in 1996 and every triennial thereafter, the dean will request motions 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 the 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 alternative 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 alternative. 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 Division, 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 Division role and scope, criteria and standards documents which form the basis of formal review.
- C. Ensuring that each faculty member has a copy of the University, college, and Division documents related to annual review, retention, tenure, and promotion. Updated copies of College Promotion and Tenure Guidelines and Departmental Standards will be distributed to all faculty annually by the fourth week of classes.
- D. Preparing role statements, after negotiation with the faculty member that accurately describe the faculty member's current responsibilities, including any agreement regarding differential assignments which have been approved by the COA 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 Division review committee with information and materials essential to their deliberations, according to Division, 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 dossiers before placing it in the employee's file. [FH 814.00]

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

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

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

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

The 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]

##### **415.11 Division Review Committee**

The primary review committee is ad hoc and must be re-formulated as needed for retention, tenure and promotion review of Division faculty. For decisions of retention, tenure, and promotion, the Division head (primary review administrator) will consult with all Division faculty and compile a list of five tenured faculty composed of eligible Division faculty and faculty external to the Division. Faculty members external to the Division will have majority responsibility in teaching. The primary administrative reviewer will finalize the Division review committee.

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

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

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 duplication and collating said material for the use of the primary tenured members of the Division 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, the candidate will not have access to comments made in any letter of reference or review pertinent to his/her review, except as noted in FH 812.04 related to the candidate's opportunity to respond to a negative review.

Each candidate shall submit a list of persons from whom the primary review committee or primary administrative reviewer may solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support. [FH 471.01] (see 415.3)

The candidate may not add 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]

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 in the faculty handbook (FH 812.00) plus any additional material uniformly requested of all candidates by the dean, extension administration, primary administrative reviewer, or review committee. The format shall be as specified in the faculty handbook or as requested by the dean.

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

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.

The Division primary review committee is also responsible for annually reviewing, making suggestions for modification, and approving the role and scope, criteria and standards document of the division.

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

Each department shall establish the specific procedures by which external peer reviews shall be conducted. If they are required, peer reviews shall be obtained from no fewer than three (3) external reviewers, the majority of whom

shall be recommended by the 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 Division, 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 Teaching (Sections 211.1, 211.2, 211.3, 211.3.1, 211.3.2)

Standards of Effectiveness in Teaching (Sections 221.1, 221.2, 221.3)

Standards of Excellence in Teaching (231.1, 231.2, 231.3)

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

Standards of Effectiveness in Research/Creative Activity (Sections 222.1, 222.2, 222.3)

Standards 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)

Standards of Effectiveness in Outreach/Service Activity (Sections 223.1, 223.2, 223.3)

Standards 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. A copy of the letter soliciting outside reviewers must be included in the candidate's file; references should state either knowledge of a 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 review committee, the primary administrative reviewer 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 Division 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 by the division's administrative head. [FH 813.00]

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

#### **421 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.

##### **421.1 Personal Statement or Self-Evaluation**

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

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

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

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

##### **421.3 Requests for Additional Documentation**

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

##### **421.4 Prohibition Against Altering Dossier Once It Has Been Submitted**

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

1. updating the status of materials in support of tenure unknown at the time the dossier was submitted,
2. responding to a review committee's notice that materials in addition to those identified in the role, scope, criteria, standards and procedures documents have been added to the dossier (FH 471.05 and 812.03), or

3. responding to a request for further documentation. [FH 812.00] Materials not solicited by the primary administrative reviewer and the primary review committee will not be considered.

#### **421.5 Soliciting Letters of Support Prohibited**

Each candidate shall submit a list of persons from whom the primary review 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.]

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

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

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

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

After the Provost and Vice President for Academic Affairs has made and communicated the recommendation(s) regarding retention, tenure, and/or promotion, the faculty member has the right to pursue the formal grievance procedures outlined in (FH 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 of 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, of the following contract period. (FH 1312.00)

## **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] The College Dean shall encourage annual review of role statement by primary administrative reviewers.

The faculty members and primary administrative reviewer will meet to discuss and negotiate any proposed changes in expectations and/or role within the department during the spring semester annual review process. Rationale will be presented in writing. A change in faculty role must be consistent with the department, college, and university mission. All changes 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:

A. 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.

B. 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).

C. The faculty member must sign the card on which the rating is communicated to the SRC. The signature of a faculty member does not indicate concurrence with the rating; rather it signifies that he or she has seen the rating. If the faculty member refuses to sign the card, the card shall be forwarded with the notation that the faculty member refused to sign it.

D. Copies of all annual reviews and the performance ratings of each faculty member shall be maintained in the faculty member's file in the department. These files shall be kept confidential and maintained in conformity with 453.00.[FH 720.00]

### **510.01 College Procedures**

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 reviewers 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 at 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 teaching, administrative performance, and research 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 Division, 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.

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

**512 RESPONSIBILITIES OF THE SALARY REVIEW COMMITTEE**

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

**513 CANDIDATE'S RIGHTS RELATIVE TO ANNUAL REVIEW****513.1 Right to Timely Review**

A faculty member who is not reviewed or does not receive a copy of the written annual review with performance rating by April 11 may bring the matter to the attention of the dean. The faculty member should inform the dean in writing, no later than April 15. [FH 731.00]

The SRC does not hear appeals or grievances from individual faculty regarding their salaries. ( See 1320.00) [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 1320.00.) [FH 462.00]