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Role, Scope, Criteria, Standards and Procedures

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College of Extension Department of Extension Field Faculty

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1 Role and Scope

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.

Role, scope, criteria, standards and procedures documents shall be approved by the department faculty, department head, the college dean, the University Promotion and Tenure Committee (UPTC), and the Provost and Vice President for Academic Affairs.

1.1 University Role and Scope

The Role and Scope of the Institution devolves from the mission:

Montana State University, the State's land-grant institution, educates students, creates knowledge and art, and serves communities, by integrating learning, discovery, and engagement.

Montana State University-Bozeman is committed to undergraduate and graduate education, research¹, and professional and public service² and outreach to the state, region, nation, and globe.

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.

1.2 College Role and Scope

The faculty, staff, and administrators in Extension (College) support the fulfillment of the Institution's teaching, research, and service mission.

The Role and Scope of Extension devolves from the mission:

MSU Extension improves the lives of Montana citizens by providing unbiased research-based education and information that integrates learning, discovery, and engagement to strengthen the social, economic and environmental well-being of individuals, families, and communities.

Engagement, integration, and off-campus education are essential obligations of land grant universities. At Montana State University, Extension is a primary provider of community-based engagement, issue-focused instruction and technical assistance for citizens across the state. Educational activities conducted by Extension do not lead toward degrees but serve persons of all ages, race, gender, ethnicity and demographics.

Extension scholarship is the creation of partnerships, programs, and plans that leverage the knowledge and resources of the university and the public/private sector to enhance learning, discovery, and

¹ In this document the term "research" is sometimes used for brevity, but it should always understood to refer to "research/creative activity", since this is the term used in the criteria and standards for promotion and tenure.

² In this document the term "service" is sometimes used for brevity, but it should always understood to refer to "service/outreach", since this is the term used in the criteria and standards for promotion and tenure.

engagement; educate and engage citizens; strengthen communities; address locally-identified issues and problems; apply and disseminate knowledge; and contribute to the public good.

Extension faculty engage in scholarly activities. Scholarship in Extension encompasses the application of knowledge, the engagement of scholars with the people of the state and the way scholars teach. Extension scholarship is intellectual work whose significance and relevance is validated by one's peers and such work is communicated to others so that human knowledge advances and so that others can improve educational programs. More specifically, such work—in its diverse forms—is based on a high level of professional expertise grounded in an identifiable body of knowledge; original; relevant and valued by those who would use it; must be documented and validated through peer review or critique; and must be communicated in appropriate ways so as to have impact on or significance for various publics beyond the university, or for the discipline itself. Such scholarship fulfills the mission of the land-grant university.

Educational activities conducted by Extension are focused within four primary categories. These activities are designed to:

1. Help agricultural producers, land and resource managers, agribusiness managers, and others to become more successful;
2. Assist individuals and families to improve their quality of life through increased economic and social stability, better nutrition and health, and enhanced management skills;
3. Advance positive youth development through 4-H experiential projects and activities that will enable youth to establish life goals and become productive citizens; and
4. Educate people in processes useful in arriving at public decisions that will enhance community economic and social well-being.

The College is made up of the following departments:

- Extension Field Faculty housed in Regions (Eastern, Central, and Western)
- Montana 4-H Center for Youth Development

Extension Faculty includes:

1. Field Faculty (referred to as county faculty, county agents or extension agents) who plan and conduct instruction focused on local needs and,
2. Campus-based Specialists who are subject matter experts and resources to agents and clientele.

Field Faculty are accountable to the Executive Director of Extension through Regional Department Heads.

Most Extension Specialists are faculty within academic departments, accountable to their respective department heads and are guided by their respective Department's Role and Scope document.

Exceptions to departmentalized Extension specialists are:

- 4-H youth development faculty, who are organized within the 4-H Center for Youth Development. These specialists report to the Director of the 4-H Center for Youth Development.
- Additional Extension Faculty not attached to another MSU college or department who report directly to the Director of Extension, or her/his designee.

Montana State University is served by a faculty with a wide range of skills, interests, and responsibilities. Thus, different faculty members may have very different teaching, research/creative activity and service assignments, as outlined in the faculty member's letter of hire or subsequently negotiated role statement.

1.3 Department Role and Scope

Extension Field Faculty (department) support the fulfillment of the Institution's mission.

MSU Extension is divided into three regions: Western, Central, and Eastern. All Extension Regions share the same Role and Scope.

Teaching: Extension Field Faculty programs are non-formal (e.g., they do not lead to academic degrees). Extension Field Faculty develop and deliver programs that engage county and tribal communities across the state. Programming is determined by local needs through engagement with local elected officials, advisory groups, clientele and/or volunteers.

Scholarship: Extension Scholarship encompasses the application of knowledge, the engagement of scholars with the broader state and the way scholars teach. Extension county and reservation faculty are responsible for developing and delivering educational programs and technical assistance to communities across Montana in the four primary areas of Extension as described in section 1.2.

Service: Extension Field Faculty will become involved in their respective communities through civic and voluntary associations. Once established in their community-based roles, field faculty will participate in Extension and University committees/professional activities, professional associations, and/or other organizations beyond the local level. The types of public service activities that faculty members engage in reflect the nature of their appointments and their training and experience, as well as specific local needs.

2 Annual Reviews

Faculty members will be reviewed annually.

Annual review assesses the faculty member's performance over the preceding calendar year with the major aim of improvement ("formative") and is based on the faculty member's letter of hire, role statements, annual assignments, self-assessment, and review of the individual's performance.

2.1 Annual Reviews: University Requirements

Annual review procedures may vary by college and department, but must include the following elements:

- All faculty members will provide data on their activities over the preceding year. This data must be submitted no later than the end of January. Individual colleges or departments may specify an earlier date.
- Annual reviews will cover the faculty member's activities and accomplishments in the preceding calendar year.
- All areas of the faculty member's responsibility must be reviewed.

Annual reviews must be completed by the date specified by the Provost. Annual review documents are retained as part of the faculty member's personnel file.

2.2 Annual Reviews: College Requirements

In Extension, each Regional Department Head and the Director of the 4-H Center for Youth Development assign a proposed annual review rating to each faculty member. These proposed ratings are approved by the Director of Extension.

2.3 Annual Reviews: Department Requirements

Procedures for annual review for Extension Field Faculty follow the Extension requirements with the following addition: The Regional Department Heads meet to ensure consistency of ratings across Extension Field Faculty.

3 Retention, Tenure and Promotion: Tenure-Track Faculty

3.1 Applicability of Standards

- **Retention Review** – candidates are expected to use the Role, Scope, Criteria, Standards, and Procedures (RSCSP) document in effect on the start date specified in her/his letter of hire.
- **Tenure and Promotion to Associate Professor Review** – candidates must use the RSCSP document in effect when the faculty member was retained, or may elect to use the current RSCSP document in effect at the time the tenure document is submitted.
- **Promotion to Professor Review** – candidates must use the current RSCSP document.

3.1.1 Area of Emphasis

Candidates for tenure and promotion reviews must indicate an *area of emphasis*.

- Extension Field Faculty have professional practice appointments. The area of emphasis for Extension Field Faculty is Teaching.
- 4-H Center Faculty have instructional appointments. The candidate chooses either Teaching or Research. They must choose only one.

The area of emphasis is not used during retention reviews. Candidates for retention reviews should not indicate an area of emphasis.

3.2 Retention Reviews

All tenure track faculty members are reviewed for retention during the third year of service unless one or more years of credit towards tenure were awarded when the faculty member was hired. A faculty member with years of credit towards tenure will be reviewed for retention during the second year of service.

3.2.1 Criteria: Retention Review

The University-wide criteria for retention (Interim Faculty Personnel Policies - 300.40) of probationary faculty members are:

- A. A terminal degree appropriate to the field or department,
- B. Demonstrated and sustained effectiveness in the performance of responsibilities,
- C. Demonstrated potential for continuing effectiveness, and
- D. Demonstrated ability to attain the standards for tenure and promotion by the time of the tenure review, as demonstrated by a clear progression of accomplishment.

3.2.1.1 Definition of Effectiveness

Candidates must demonstrate sustained effectiveness in each area of assignment.

- Faculty performance in teaching, research/creative activity, and service will be judged effective if it demonstrates competent execution of scholarly activities and products, in both quantity and quality.

For Extension faculty with instructional expectations, the areas of assignment are teaching, research, and service. For Extension faculty with professional practice expectations, the areas of assignment are specified in the candidate's letter of hire.

For Extension, an in-depth assessments of teaching is included as part of a retention review dossier.

For Extension, external reviews are not included as part of a retention review dossier.

3.2.2 Standards: Retention Review

3.2.2.1 *College Retention Review Standards: Sustained Effectiveness*

Extension Teaching includes:

1. Group instruction through workshops, seminars, and classes,
2. One-on-one instruction through personal visits, telephone conferences, and other contacts with constituents,
3. Program or curriculum development, and
4. Design and development of instructional materials.

Teaching Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

Demonstrated by:

- Engaging individuals, groups, and communities in identifying issues and program needs,
- Organizing, developing, delivering, managing, and evaluating Extension programs,
- Fostering clientele learning, and
- Supporting and providing guidance to or facilitating clientele groups.

Research Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

Demonstrated by:

- Defining and developing research ideas and projects,
- Seeking extramural funding, and
- Publishing and producing research products (peer-reviewed products including papers, presentations, curricula).

Service Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

Demonstrated by:

- Supporting the function of the Institution and MSU Extension, and
- Supporting the development of the faculty member's discipline

3.2.2.2 *Department Retention Review Standards: Sustained Effectiveness*

Teaching Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

The Department of Extension Field Faculty uses the College standards for Sustained Effectiveness.

Research Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

Extension Field Faculty do not have Research appointments.

Service Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

In addition to the College standards, Extension Field Faculty service:

- Supporting the function of their communities.

3.2.3 Evidence: Retention Review

The following items are commonly used to demonstrate effectiveness in retention reviews. The lists are not intended to be exhaustive. The goal is to document performance/accomplishment in each area of responsibility.

3.2.3.1 College Retention Review Evidence: Sustained Effectiveness

Teaching Evidence – Sustained Effectiveness and Potential for Continuing Effectiveness

Items required of all candidates with teaching assignments:

- Teaching Statement that articulates how the candidate has met the criteria and standards for retention.
- Description of programs, including impact and outcomes as appropriate.
- Summary of instructor evaluations.
- Peer evaluations of teaching (included in the Internal Peer Review folder).
- Documentation of supporting and providing guidance to or facilitation of community groups, organizations, boards, etc.

Additional items that could be included to demonstrate effectiveness:

- Summaries of engagement plans.
- Summary of developed curriculum and instructional materials.
- Examples of assessment of outcome/impacts (e.g., knowledge gained, attitude change, adoption of best practice, behavior change).
- Peer review of educational materials.
- Documented program, community or clientele needs assessment.
- Honors and awards.
- Presentations at local, state, regional, national, or international conferences.

Research Evidence – Sustained Effectiveness and Potential for Continuing Effectiveness

Items required of all candidates with research assignments:

- Research Statement that articulates how the candidate has met the criteria and standards for retention.
- List of research proposals submitted and funding obtained.

Items that could be included to demonstrate effectiveness:

- List of research results (e.g., reports, conference presentations, refereed journal articles, conference articles, monographs, texts, juried works).
- Summary of developed curriculum and instructional materials.
- Journal and proposal reviews.

Service Evidence – Sustained Effectiveness and Potential for Continuing Effectiveness

Items that could be included to demonstrate effectiveness:

- Active participation in professional associations.
- Leadership roles in professional associations.
- Journal and proposal reviews.

- Service on local, regional, Extension, University, multi-state, national, or international committees.
- List of public service activities related to the discipline.

3.2.3.2 Department Retention Review Evidence: Sustained Effectiveness

Teaching Evidence – Sustained Effectiveness and Potential for Continuing Effectiveness

In addition to the College evidence, Extension Field Faculty teaching evidence includes:

- Clientele surveys conducted by Extension Administration (included in the In-depth Assessment of Teaching folder).

Research Evidence – Sustained Effectiveness and Potential for Continuing Effectiveness

Extension Field Faculty do not have Research appointments.

Service Evidence – Sustained Effectiveness and Potential for Continuing Effectiveness

In addition to the College evidence, Extension Field Faculty service evidence includes:

- Documentation of participation in civic and community organizations or efforts

3.3 Tenure Reviews

The criteria and standards for tenure and promotion to Associate Professor are identical. In this section, the term “tenure review” is used to indicate this level of review. Any candidate who has not already achieved the rank of Associate Professor will be reviewed for tenure and promotion to Associate Professor simultaneously.

Normally, faculty members will be reviewed for tenure in their sixth year (or equivalent year if credited for prior service) of full-time service in a tenurable position. In exceptionally meritorious cases, a faculty member may seek tenure earlier by providing written notification to his or her department head and submission of his or her materials for tenure. If supported by the University’s promotion and tenure process and recommended by the Provost, the faculty member will be forwarded for approval to the Board of Regents. Individuals considering early tenure review are strongly cautioned to consider the consequences of a failed tenure review.

The written evaluations of internal and external peer reviewers are required for promotion and tenure, as well as an in-depth assessment of teaching.

3.3.1 Criteria: Tenure Review

The criteria for tenure and promotion to Associate Professor are identical:

- A terminal degree appropriate to the field or department,
- Demonstrated and sustained effectiveness in the performance of their responsibilities, and
- Demonstrated accomplishment in teaching or research/creative activity.

3.3.1.1 Definition of Effectiveness

Candidates must demonstrate sustained effectiveness in each area of assignment.

- Faculty performance in teaching, research/creative activity, and service will be judged effective if it demonstrates competent execution of scholarly activities and products, in both quantity and quality.

3.3.1.2 *Definition of Accomplishment*

Candidates must demonstrate Accomplishment only in their area of emphasis.

Accomplishment:

1. Accomplishment in Teaching: Faculty performance in the scholarship of teaching will be judged accomplished if it:
 1. demonstrates meritorious execution of scholarly activities and products related to teaching, in both quantity and quality,
 2. receives recognition from peers and colleagues as having made positive contributions to the candidate's discipline or profession, and
 3. receives recognition from former students/clientele as having made positive contributions to their education.
2. Accomplishment in Research/Creative Activity: Faculty performance in research/creative activity will be judged accomplished if it:
 1. demonstrates meritorious execution of scholarly activities and products, in both quantity and quality, and
 2. receives recognition from peers and colleagues as having made positive contributions to the candidate's discipline or profession.

3.3.2 Standards: Tenure Review

A candidate for tenure and/or promotion to Associate Professor must demonstrate sustained effectiveness in all areas of her/his assignment, and accomplishment in the area of emphasis.

3.3.2.1 College Tenure Review Standards: Sustained Effectiveness

Extension Teaching includes:

1. Group instruction through workshops, seminars, and classes,
2. One-on-one instruction through personal visits, telephone conferences, and other contacts with constituents,
3. Program or curriculum development, and
4. Design and development of instructional materials.

Teaching Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

Demonstrated by:

- Engaging individuals, groups, and communities in identifying issues and program needs,
- Organizing, developing, delivering, managing, and evaluating Extension programs,
- Fostering clientele learning, and
- Supporting and providing guidance to or facilitating clientele groups.

Research Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

Demonstrated by:

- Defining and developing research ideas and projects,
- Seeking extramural funding, and
- Publishing and producing research products (peer-reviewed products including papers, presentations, curricula).

Service Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

Demonstrated by:

- Supporting the function of the Institution and MSU Extension, and
- Supporting the development of the faculty member's discipline.

3.3.2.2 Department Tenure Review Standard: Sustained Effectiveness

Teaching Standards – Sustained Effectiveness

The Department of Extension Field Faculty uses the College standards for Sustained Effectiveness.

Research Standards – Sustained Effectiveness

Extension Field Faculty do not have Research appointments.

Service Standards – Sustained Effectiveness

In addition to the College standards, Extension Field Faculty service:

- Supports the functioning of their communities

3.3.2.3 College Tenure Review Standards: Accomplishment

Teaching Standards – Accomplishment

Demonstrated by:

- Organizing, developing, delivering, managing, and evaluating Extension programs and documenting and communicating impacts,
- Fostering clientele change and demonstrating impact,
- Developing and implementing engagement plans that address issues and program needs identified by individuals, groups, and communities and result in positive outcomes and impacts,
- Reaching new, diverse, or underserved audiences,
- Generating scholarly products (e.g., curricula, papers, presentations, posters, factsheets) that impact clientele and Extension, and
- Application of Extension methodological (logic, program) and pedagogical, or andragogical models.

Research Standard – Accomplishment

Demonstrated by:

- Defining and developing research ideas
- Seeking extramural funding, and
- Generating research products (papers and presentations) that impact the discipline.

3.3.2.4 Department Tenure Review Standards: Accomplishment

Teaching Standards – Accomplishment

The Department of Extension Field Faculty uses the College standards for Accomplishment in Teaching with the following additions:

- Collaborating with and engaging community partners, and
- Implementing cross-county, multi-county or statewide programming.

Research Standards – Accomplishment

Extension Field Faculty do not have Research appointments.

3.3.3 Evidence: Tenure Review

The following items are commonly used to demonstrate effectiveness and accomplishment in tenure reviews. The lists are not intended to be exhaustive. The goal is to document performance in each area of responsibility.

3.3.3.1 College Tenure Review Evidence

Teaching Evidence

Items required of all candidates with teaching assignments:

- Teaching Statement that articulates how the candidate has met the criteria and standards for tenure.
- Summaries of engagement plans.
- Description of programs, including impacts and outcomes.
- Summary of instructor evaluations that demonstrate teaching has made significant, positive contributions to their education.
- Peer evaluations of teaching (included in the Internal and External Peer Review folders).
- In-depth Assessment of Teaching (included in In-depth Assessment of Teaching folder).
- Presentations at local, state, regional, national, or international conferences.
- Documentation of supporting and providing guidance to or facilitation of community groups, organizations, boards, etc.

Additional items that could be included to demonstrate accomplishment:

- Summary of developed curriculum and instructional materials
- Examples of assessment of outcome/impacts (e.g., knowledge, attitude, adoption of best practice, behavior change)
- Peer review of educational materials
- Documented program, community, or clientele needs assessment
- Honors and awards
- Development and publishing of educational materials (e.g., curricula, fact sheets, Montguides, websites, peer reviewed publications)
- Evidence of adoption of programs, education materials, and/or teaching methodologies by peers
- Secured funding for educational programs (i.e. grants, county funding, gifts)
- Implementation of train the trainer programs
- Mentoring peer faculty
- Training and engaging volunteers to deliver educational programs

Research Evidence

Items required of all candidates with research assignments:

- Research Statement that articulates how the candidate has met the criteria and standards for tenure.
- List of research proposals submitted and funding obtained.

- List of research results (e.g., reports, conference presentations, refereed journal articles, conference articles, monographs, texts, juried works).
- Summary of developed curriculum and instructional materials.

Additional items that could be included to demonstrate accomplishment:

- Journal and proposal reviews
- Invited papers and presentations, books, book chapters, review articles
- Professional assignments with technical committees, technical editing
- Awards or honors for research or similar recognition

Service Evidence

Items that could be included to demonstrate effectiveness:

- Active participation in professional associations
- Leadership roles in professional associations
- Journal and proposal reviews
- Service on Local, Regional, Extension, University, Multi-State, National, and International committees
- List of public service activities related to the discipline

3.3.3.2 Department Tenure Review Evidence

Teaching Evidence

In addition to the College evidence, Extension Field Faculty teaching evidence includes:

- Clientele surveys conducted by Extension Administration (included in the In-depth Assessment of Teaching folder), and
- Documentation of facilitation, collaboration, and engagement with community partners

Research Evidence

Extension Field Faculty do not have Research appointments.

Service Evidence

The Department of Extension Agents uses the College evidence list for review of service.

3.4 Promotion Review

Reviews for promotion to full professor typically take place five or more years after the faculty member's tenure review, but the timing of the promotion review is up to the faculty member.

The written evaluations of internal and external peer reviewers are required for promotion, as well as an in-depth assessment of teaching.

3.4.1 Criteria: Promotion Review

The criteria for promotion to Professor are:

- A terminal degree appropriate to the field or department,
- Demonstrated and sustained effectiveness in the performance of their responsibilities, and
- A record of excellence in teaching or research/creative activity 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.

3.4.1.1 *Definition of Effectiveness*

Candidates must demonstrate sustained effectiveness in each area of assignment.

- Faculty performance in teaching, research/creative activity, and service will be judged effective if it demonstrates competent execution of scholarly activities and products, in both quantity and quality.

3.4.1.2 *Definition of Excellence*

Candidates must demonstrate Excellence only in their area of emphasis.

Excellence:

- A. Excellence in Teaching: Faculty performance in the scholarship of teaching will be judged excellent if it:
 1. demonstrates sustained superior execution of scholarly activities and products related to teaching, in both quantity and quality,
 2. receives national recognition from peers and colleagues as having made significant, positive contributions to the candidate's discipline or profession, and
 3. receives recognition from former students/clientele as having made significant, positive contributions to their education.
- B. Excellence in Research/Creative Activity: Faculty performance in research/creative activity will be judged excellent if it:
 1. demonstrates sustained superior execution of scholarly activities and products, in both quantity and quality, and
 2. receives national recognition from peers and colleagues as having made significant, positive contributions to the candidate's discipline or profession.

3.4.2 Standards: Promotion Review

A candidate for promotion to Professor must demonstrate sustained effectiveness in all areas of his or her assignment, and excellence in the area of emphasis.

3.4.2.1 *College Promotion Review Standards: Sustained Effectiveness*

Extension Teaching includes:

1. Group instruction through workshops, seminars, and classes,
2. One-on-one instruction through personal visits, telephone conferences, and other contacts with constituents,
3. Program or curriculum development, and
4. Design and development of instructional materials.

Teaching Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

Demonstrated by:

- Engaging individuals, groups, and communities in identifying issues and program needs,
- Organizing, developing, delivering, managing, and evaluating Extension programs,
- Fostering clientele learning, and
- Supporting and providing guidance to or facilitating clientele groups.

Research Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

Demonstrated by:

- Defining and developing research ideas and projects,
- Seeking extramural funding, and
- Publishing and producing research products (peer-reviewed products including papers, presentations, curricula).

Service Standards – Sustained Effectiveness and Potential for Continuing Effectiveness

Demonstrated by:

- Supporting the function of the Institution and MSU Extension, and
- Supporting the development of the faculty member's discipline.

3.4.2.2 Department Promotion Review Standards: Sustained Effectiveness

Teaching Standards – Sustained Effectiveness

The Department of Extension Field Faculty uses the College standards for Sustained Effectiveness.

Research Standards – Sustained Effectiveness

Extension Field Faculty do not have Research appointments.

Service Standards – Sustained Effectiveness

In addition to the College standards, Extension Field Faculty service:

- Supporting the function of their communities.

3.4.2.3 College Promotion Review Standards: Excellence

Teaching Standards – Excellence

Demonstrated by:

- Organizing, developing, delivering, managing, and evaluating Extension programs and documenting and communicating impacts,
- Fostering clientele change and demonstrating long term impact,
- Developing and implementing engagement plans that address issues and program needs identified by individuals, groups, and communities and result in positive outcomes and impacts,
- Reaching new, diverse, or underserved audiences,
- Generating and disseminating of scholarly products (e.g., curricula, papers, presentations, posters, factsheets) that impact clientele and Extension,
- Application of Extension methodological (logic, program) and pedagogical, or andragogical models,
- Mentoring peer faculty, and
- Statewide, regional, and national recognition from peers.

Research Standard – Excellence

Demonstrated by:

- Defining and developing research ideas
- Creating successful grant proposals,
- Managing a research program, and

- Generating research products (e.g., papers and presentations).

3.4.2.4 Department Promotion Review Standards: Excellence

Teaching Standards – Excellence

The Department of Extension Field Faculty uses the College standards for Excellence in Teaching with the following additions:

- Collaboration and engagement with community partners, and
- Implementation of cross-county, multi-county and statewide programming

Research Criteria – Excellence

Extension Field Faculty do not have Research appointments.

3.4.3 Evidence: Promotion Review

The following items are commonly used to demonstrate effectiveness and excellence in promotion reviews. The lists are not intended to be exhaustive. The goal is to document performance in each area of responsibility.

3.4.3.1 College Promotion Review Evidence

Teaching Evidence

Items required of all candidates with teaching assignments:

- Teaching Statement that articulates how the candidate has met the criteria and standards for promotion.
- Summaries of engagement plans.
- Description of programs with documented impacts and outcomes.
- Summary of instructor evaluations that demonstrate teaching has made significant, positive contributions to their education.
- Peer evaluations of teaching (included in the Internal and External Peer Review folders).
- In-depth Assessment of Teaching (included in In-depth Assessment of Teaching folder).
- Presentations at local, state, regional, national, or international conferences.
- Honors and awards.
- Documentation of national recognition from peers demonstrated by awards, invited presentations, peer validated publications, peer-reviewed conference presentations, etc.
- Summary of developed curriculum and instructional materials.
- Examples of assessment of outcome/impacts (e.g., knowledge, attitude, adoption of best practice, behavior change).
- Development and publishing of educational materials (e.g., curricula, fact sheets, Montguides, websites, peer reviewed publications).
- Mentoring peer faculty.
- Documentation of supporting and providing guidance to or facilitation of community groups, organizations, boards, etc.

Additional items that could be included to demonstrate excellence:

- Peer review of educational materials.
- Documented program, community, or clientele needs assessment.

- Evidence of adoption of programs, education materials, and/or teaching methodologies by peers.
- Secured funding to sustain or enhance educational programs (e.g., grants, county funding, gifts).
- Implementation of train the trainer programs.
- Training and engaging volunteers to deliver educational programs.

Research Evidence

Items required of all candidates with research assignments:

- Research Statement that articulates how the candidate has met the criteria and standards for promotion.
- List of research proposals submitted and funding obtained.
- List of research results (e.g., reports, conference presentations, refereed journal articles, conference articles, monographs, texts, juried works).
- Summary of developed curriculum and instructional materials.

Additional items that could be included to demonstrate excellence:

- Journal and proposal reviews.
- Invited papers and presentations, books, book chapters, review articles.
- Professional assignments with technical committees, technical editing.
- Awards or honors for research or similar recognition.

Service Evidence

Items that could be included:

- Active participation in professional associations.
- Leadership roles in professional associations.
- Journal and proposal reviews.
- Service on local, regional, Extension, University, multi-state, and national or international committees.
- List of public service activities related to the discipline.

3.4.3.2 Department Promotion Review Evidence

Teaching Evidence

In addition to the College evidence, Extension Field Faculty teaching evidence includes:

- Clientele surveys conducted by Extension Administration (included in the In-depth Assessment of Teaching folder), and
- Documentation of facilitation, collaboration, and engagement with community partners.

Research Evidence

Extension Field Faculty do not have Research appointments.

Service Evidence

The Department of Extension Agents uses the College evidence list for review of service.

4 Retention, Tenure, Promotion, and Advancement Review Procedures

4.1 Timelines

Note: If a timeline must be adjusted, notification of the department head, college dean, and provost is required, but a full review of the Role and Scope document is not required if only the timeline is changed. The administrators are responsible for notifying their faculty of the change.

4.1.1 Extension Timelines

Candidates for retention, tenure, and promotion must submit their dossier by May 1st.

5 Procedures - Department of Extension Field Faculty

5.1 Responsibilities of the Candidate

The candidate is responsible for preparing the dossier and making her or his case for retention, tenure, and/or promotion. Each candidate shall submit her or his dossier by the date established by the Provost, dean, and department head.

The candidate who fails to submit the dossier by the established deadline forfeits his or her opportunity for review. In cases of retention or tenure, the faculty member who fails to submit a dossier shall be issued a terminal contract for the next contract term.

The candidate is responsible for the preparing and submitting the following sections of the dossier:

05 Assignment Performance:

This includes a letter of hire, any subsequent role statements or reassignments, annual reviews and ratings, and all letters conveying administrators' and committees' recommendations from the most recent formal review.

06 Curriculum Vitae

07 Personal Statement

08 Teaching Performance:

This includes a teaching statement, documentation of performance and achievement (refer to evidence sections appropriate to level of review), and summaries of instructor evaluations.

09 Research/Creative Activity

Not required for Extension Field Faculty

10 Service

This includes documentation of performance and achievement (refer to evidence sections appropriate to level of review).

11 Professional Development

12 Appendix

This includes a list of available supplemental material

5.2 Evaluations and Assessments

5.2.1 Instructor Evaluations (Evaluation of Teaching)

The candidate is responsible for supplying instructor evaluations from a minimum of 10 educational activities/programs in their retention review and a minimum of 15 educational activities/programs in their promotion and tenure review. The instructor evaluations should be representative of the review period. Instructor evaluations from each activity/program should be forwarded to the Regional Department Head (RDH) for summarization. Summary forms will be returned to the candidate for inclusion in the teaching section of the dossier.

All instructor evaluation forms received must be submitted for summarization. All summary forms will be included in the dossier.

Candidate must utilize Extension-approved instructor evaluation forms or receive written RDH approval for utilization of alternative instructor evaluation forms.

5.2.2 Internal Peer Reviews

Dossiers at all levels of review will include three internal peer reviews. Internal peer reviewers must be faculty members. The candidate will submit a list of three possible peer reviewers to the RDH; the RDH will select one peer reviewer from the candidate's list and will select two other peer reviewers that were not on the candidate's list.

The internal peer reviewers will review the entire dossier. They will be asked to provide a letter that will include their assessment of the dossier, an in-depth assessment of teaching, and a recommendation.

5.2.3 External Peer Reviews

Dossiers for tenure and promotion review will include three external peer reviews. External peer reviewers must be faculty members of a higher rank in other Extension systems. The regional review committee will select three external peer reviewers and provide the list to the RDH.

The external peer reviewers will review the entire dossier. They will be asked to provide a letter that will include their overall assessment and a recommendation.

5.2.4 In-Depth Assessment of Teaching

Dossiers at all levels of review will include an in-depth assessment of teaching. In addition to the in-depth assessment of teaching provided in the internal peer reviews, summaries of constituent surveys conducted by Extension Administration will be included as part of the in-depth assessment of teaching.

The RDH will request a contact list of all clientele of the candidate. Surveys will be sent to the entire contact list or an appropriate randomly selected subset. A summary report of the surveys will be included in the In-Depth Assessment of Teaching Folder of the dossier.

5.3 Structure of Review

5.3.1 Mandatory Procedures at all Levels of Review

In conducting the review, each review committee and reviewing administrator shall consider the following:

- (A) The dossier submitted by the candidate and the recommendations of each preceding level of review,
- (B) The University Standards,
- (C) The previously approved role and scope, criteria and standards document of the department and college,
- (D) The letter of hire and all subsequent faculty role statements,
- (E) The candidate's annual reviews,
- (F) In cases of review for promotion and tenure, the in-depth assessment of teaching, and
- (G) In cases of review for promotion and tenure, the written evaluations of external and internal peer reviewers.

5.3.2 Regional Review Committee (Department)

5.3.2.1 Membership and Selection

Membership on the Regional Department Review Committee shall include three tenured field faculty within the region. Two faculty committee representatives will be nominated and elected by tenure and tenure track peers in their Region from tenured faculty not being considered for review. An at-large

member will be appointed by the Regional Department Head to ensure there is at least (25%) female or minority representation on the committee. Faculty representatives will serve staggered two-year terms. Field faculty may be elected to two consecutive terms.

5.3.2.2 *Responsibilities and Actions*

The Regional Review Committee shall review all submitted materials and solicit and obtain additional materials it deems necessary to make a fair, objective, independent, thorough, and substantive review of the candidate's dossier based on the department, college, and University criteria and standards. The committee shall prepare its written recommendation concerning the retention, tenure, and/or promotion of each candidate. This recommendation shall include a rationale for the decision and a vote tally, and will be forwarded to the primary administrative reviewer with a copy sent to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the department or college offices.

5.3.3 Regional Department Head Review

5.3.3.1 *Responsibilities and Actions*

As the primary administrative reviewer, the RDH shall determine, to the best of her or his ability, whether the candidate's preceding review was conducted in substantial compliance with the procedures set forth by the department (if applicable), college and University. The RDH may return the candidate's materials to the Regional committee to correct any non-compliance. 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 a preceding review, the recommendation shall include a written rationale for non-concurrence.

The RDH is also responsible for:

- (A) accurately describing in the initial letter of hire, the primary duties, responsibilities and conditions of employment, including the instructional or professional practice expectations of the appointment and years of credit toward tenure, of the faculty member.
- (B) informing the faculty member of the University, college, and department role and scope, criteria and standards documents which form the basis of formal review.
- (C) ensuring that each faculty member has access to the University, college, and department documents related to annual review, retention, tenure, and promotion.
- (D) preparing role statements, after negotiation with the faculty member, that accurately describe the faculty member's current responsibilities, including any agreements regarding differential assignments which have been approved by the dean and Provost.
- (E) informing faculty members of the applicable time lines for review.
- (F) providing the primary review committee with information and materials essential to their deliberations, according to department, college and University procedures.
- (G) forwarding the candidate's dossier, including recommendation(s) and faculty response (if any), to the next administrative reviewer and sending a copy of the recommendation(s) to the candidate.
- (H) maintaining complete, accurate and up-to-date files on each faculty member, including an electronic or paper copy of any dossier submitted for formal review.
- (I) ensuring that external review letters have been removed from the dossier before placing it in the employee's department personnel file.

5.3.4 Extension Review Committee (College)

5.3.4.1 *Membership and Selection*

The Extension Review Committee shall be composed only of tenured faculty. The committee shall have at least 25% female and/or minority representation. The committee will include five members. Three of the faculty representatives, one from each Extension region, will be nominated and elected by peers in their respective Regions from faculty not being considered for promotion or tenure. Regional faculty representatives will serve three-year staggered terms, with a faculty member from one region being elected each year on a rotating basis. The Director of Extension will appoint one member to represent the Montana 4-H Center for Youth Development and one at-large member; these appointments are one-year terms.

5.3.4.2 *Responsibilities and Actions*

The Extension Review Committee shall review all submitted materials and solicit and obtain additional materials it deems necessary to make a fair, objective, independent, thorough, and substantive review of the candidate's dossier based on the department, college, and University criteria and standards. The committee shall prepare its written recommendation concerning the retention, tenure, and/or promotion of each candidate. This recommendation shall include a rationale for the decision and a vote tally. If the Extension Review Committee's recommendation does not concur with those of the Regional Review Committee or the RDH's, the committee's rationale must explain the point(s) of difference (i.e., the reason for the non-concurrence). The recommendation will be forwarded to the Executive Director of Extension with a copy sent to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the department or college offices.

The Extension Review committee is also responsible for reviewing, making suggestions for modification, and approving the role and scope, criteria and standards documents.

5.3.5 Executive Director of Extension Review (Dean)

5.3.5.1 *Responsibilities and Actions*

The Director 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 University. The Director may send a faculty member's review materials back to the department committee, department head, or college committee to remedy any noncompliance. The Director 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 written rationale for non-concurrence.

The Director of Extension is responsible for:

- (A) informing faculty members, committee members, and department heads of the applicable time lines for review.
- (B) providing the intermediate review committee with information and materials essential to their deliberations, according to college and University policies and procedures.

(C) forwarding the candidate's dossier, with her or his recommendations and the faculty response (if any), to the UPTC and sending a copy of the written recommendation to the candidate.

(D) conducting the election for faculty representatives to the college and UPTC.

5.3.5.2 *Selection of UPTC Representative*

One tenured Extension Field Faculty member will represent Extension on the UPTC. The Director, or her/his designee, shall call for nominations from faculty not being considered for promotion. Tenured and tenure track faculty shall elect one Extension faculty representative to serve a three-year term. Faculty may be elected to two consecutive terms.

5.4 Candidate Rights

If a review at the Regional, RDH, Extension, or Director of Extension level results in a recommendation with any negative votes or a negative recommendation, the faculty member may submit a written response within ten (10) calendar days of receipt of the review. The faculty member's response will be a part of the record going forward in the process.

