

Montana State University

Extension Regional Departments and the 4-H Center for Youth Development

ROLE, SCOPE, CRITERIA, STANDARDS AND PROCEDURES FOR FORMAL REVIEW OF FACULTY

(Revised 5-2010)

SECTION 100

ROLE AND SCOPE STATEMENTS

100 APPROVALS REQUIRED

Role, scope, criteria, standards and procedures documents shall be approved by the department faculty not including the department head (or primary administrator), the department head serving as the primary administrator of the academic unit, the college review committee, the college dean, the UPT Committee, and the Provost and Vice President for Academic Affairs. In the event two of these entities cannot agree on a document, the disputing parties will meet with the administrator at the next higher level in order to produce a document upon which the disputants can agree. [FH 622.]

110 UNIVERSITY ROLE AND SCOPE

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

Each department and college shall develop and annually update a document describing its role and

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

111 COLLEGE (EXTENSION) AND DEPARTMENT ROLE AND SCOPE STATEMENTS

112 ROLE AND SCOPE

112.1 Role and Scope of Extension (the College).

Off-campus education is one of the essential obligations of land grant universities. At Montana State University, Extension is a primary provider of 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 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 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, resource managers, agribusiness managers, financial lenders and others to become more productive;
2. Assist individuals and families to improve their quality of life through increased economic

and social stability, better nutrition and health levels, and enhanced management skills;

3. Teach youth through 4-H experiential projects and activities that will enable them 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.

Extension staff includes:

1. County and reservation-based faculty (referred to as **field faculty, county faculty, county agents or extension agents**) who plan and conduct instruction focused upon local needs and,
2. Campus-based specialists who are subject-specific resources to agents.

Both agents and specialists are members of the Montana State University faculty.

Agents are accountable to the Vice Provost and 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 Extension program of the 4-H Center for Youth Development which received Board of Regents approval in December, 2002. 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 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 assignments in terms of teaching, research/creative activity and service. The Criteria and Standards portion of this document (Section 200) carries forth this principle by distinguishing two general categories of academic faculty as defined in 220.1, those with "instructional expectations" and those with

"professional practice expectations" (220.2) who have responsibilities in any subset of these three areas (teaching, research/creative activity and service). 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 applies.

Faculty may be appointed to positions with professional practice expectations only by agreement of the Department Head/ 4-H Center Director, Director of Extension 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.

112.2 Role and Scope of the Department

All Regional Departments share the same Role and Scope.

Role and Scope of the County/Reservation Program

County/reservation faculty are academic faculty with "professional practice" expectations (220 2).

Scholarship in Extension 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 endeavor described in 112.1. Program content is determined primarily by local needs and guided by an advisory process that may include, but is not limited to, committees and county commissions or tribal councils. Emphases typically include agriculture and natural resources, family and consumer sciences, 4-H youth development, and community and economic development. Trained volunteers contribute significantly to county programs.

Role and Scope of the 4-H Center for Youth Development

Faculty in the 4-H Center for Youth Development are academic faculty with “instructional expectations” (220.1).

The 4-H Center for Youth Development exists to provide research-based education and technical assistance to young people and adults through the utilization of University and community resources. The 4-H Center serves as a locus for expertise in teaching, research and outreach related to positive youth development and therefore contributes to the mission of the University. The 4-H Center also works expansively across campus with other departments and disciplines and provides training, technical assistance and service to other youth development organizations and entities. The purpose of the 4-H Center is to facilitate relationships that create, collect, organize and disseminate information and experiential learning opportunities for the youth and families of Montana.

113 ACADEMIC PROGRAMS

113.1 Academic Programs of Extension (the College)

MSU Extension programs are non-formal (e.g., they do not lead to academic degrees) and are designed to address local needs of Montana citizens and communities. Extension offers educational programs in the four areas identified above under "Role and Scope." (112.1).

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 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.

113.2 .Academic Programs of the Department

The Extension Regional Department programs are non-formal (e.g., they do not lead to academic degrees). The county/reservation programs include community-based educators located in counties and tribal reservations across the state. Programming is determined by local needs, developed through consensus among local elected officials, advisory groups, and volunteers, within the four general categories identified in 112.1 above.

The 4-H Center for Youth Development supports the teaching, scholarship, research/creative activity, service and outreach programs of Montana State University. The 4-H Center does this by providing individual or group instruction, summarizing and communicating research results to lay audiences, conducting research projects, and providing technical assistance to non-university groups and organizations.

114 RESEARCH AND CREATIVE ACTIVITY

114.1 Special Areas of College Research and Creative Activity

Extension county and reservation faculty are not assigned to these responsibilities.

4-H Center Faculty: Since youth development draws on several fields of study and academic disciplines, 4-H Center faculty can be and are expected to pursue their interests in research and creative activities in those areas related to their specialties. 4-H youth development includes publication, presentation of peer-reviewed seminars and workshops, poster sessions, documentation, information transfer, and scholarship.

114.2 Special Areas of Department Research and Creative Activity

Faculty in the 4-H Center for youth development have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. More specifically, such work, in its diverse form, is based on a high level of professional expertise; must give evidence of originality; 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 publics beyond the University, or for the discipline itself. Scholarship in youth development consists of publications, published reports of findings, poster session displays at conferences, research summaries and implications for practice, presentations at meetings of professional associations and clientele groups.

In certain positions, seeking competitive grants and contracts is an essential responsibility and success in this endeavor—particularly when the grants are highly competitive and peer-reviewed—is a component of achievement in scholarship and creative activity.

115 OUTREACH/PUBLIC SERVICE

115.1 Special Areas of Extension (College) Outreach/Public Service

Extension is the University's primary outreach and public service unit. Activities are constituent motivated and oriented.

115.2 Special Areas of Department Outreach/Public Service

Extension field faculty, to be effective, may become involved in their respective communities through civic and voluntary associations. Once established in their community-based roles, it is expected that most field faculty also will choose to participate selectively in University committees and professional activities.

The types of public service activities that faculty members engage in reflect the nature of their appointments, their training and experience, as well as specific external needs. Although the forms can be diverse, public service activities have the following three distinguishing characteristics:

They contribute

1. to the public welfare or the common good.
2. They call upon faculty members' academic and/or professional expertise.

3. They directly address or respond to real-world problems, issues, interests or concerns.

Faculty members in the 4-H Center for Youth Development are expected to provide service to the University, its students, clients, programs and professional disciplines, as collegial and constructive members of the University and its broader community. Service that is relevant to a faculty member's assignment, and which draws upon professional expertise or contributes significantly to university relations, is considered and valued in promotion and tenure decisions. Service to the community not directly related to the faculty member's appointment, though valuable in itself and ideally a responsibility of all citizens, is considered in promotion and tenure decisions to the extent that it contributes to the University.

Faculty within the 4-H Center for Youth Development are expected to serve on appropriate University committees as well as engage in statewide, regional and national activities which address various areas of youth development:

SECTION 200

CRITERIA AND STANDARDS

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

200 CRITERIA FOR THE FORMAL REVIEW OF FACULTY PERFORMANCE

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

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

[FH 603.03]

210 UNIVERSITY CRITERIA

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

211 TEACHING CRITERIA

211.1 University Teaching Criteria

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

211.2 Extension (College) Teaching Criteria

Faculty performance of off campus teaching will be evaluated in terms of demonstrated evidence of sustained performance as an educator in planning and implementing educational programs which focus on the accomplishment of specific goals and documented by evaluations by constituents and peers.

Types of instruction include:

1. Group instruction through workshops, seminars, and classes. Methods of evaluation include participant responses using MSU Extension instructor evaluation forms supplemented by other appropriate program-specific evaluation strategies.
2. One-on-one instruction through personal visits, telephone conferences, and other contacts with constituents. Methods of evaluation include faculty-initiated documentation of constituent satisfaction and program-specific evaluation strategies.
3. Curriculum and program development with peers and constituents. Methods of evaluation include faculty-initiated documentation, observations by supervisors, and, when tenure decisions are made, from three out-of-state peers.
4. Design and development of instructional materials. Methods of evaluation include documentation submitted by faculty themselves, supervisor observations, and, when tenure decisions are made, from three out-of-state peers.

211.3 Department Teaching Criteria

Same as Extension (College) 211.2 above

212 RESEARCH CRITERIA

212.1 University Research Criteria

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

212.2 Extension (College) Research Criteria

Extension county and reservation faculty are not assigned to these responsibilities.

Faculty in the 4-H Center for youth development have a responsibility to engage in research or creative activity.

212.3 Department Research Criteria

Same as Extension (College)

Variables examined as evidence of effective or excellence in research/creative activity for faculty in the 4-H Center for Youth Development includes peer-reviewed publications, presentation of peer-reviewed seminars and workshops, poster sessions, information transfer, and scholarship. Research and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated.

213 OUTREACH/PUBLIC SERVICE CRITERIA

213.1 University Criteria

Outreach and public service, the strategies through which the practical impacts of scholarship are made available to the state and nation, are essential to the University's Land Grant mission. This document calls upon faculty and their departments to revitalize their commitments to outreach and public service and challenges them to reward effectiveness and excellence in these activities. Departments and colleges shall establish procedures, criteria and standards for the evaluation of service, outreach, and consulting activities submitted for faculty review. [602.03]

213.2 Extension (College) Criteria

Since much of Extension is an outreach and service function, virtually all activity conducted by Extension faculty takes place within this context. Extension faculty are also encouraged to serve on and provide leadership to professional, community and University committees and boards that draw upon their specific knowledge and skills.

213.3 Department Criteria

Same as Extension (College) 213.2 above

220 GENERAL UNIVERSITY STANDARDS

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

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

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

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

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

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

220.1 Standards for Faculty with Instructional Expectations

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

220.2 Standards for Faculty with Professional Practice Expectations

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

221 EFFECTIVENESS IN TEACHING

221.1 University Standard of Effectiveness in Teaching

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

221.2 Extension (College) Standard(s) of Effectiveness in Teaching

Faculty performance in teaching will be judged effective if it meets or exceeds the standards of the candidate's department.

221.3 Department Standard(s) of Effectiveness in Teaching

Extension field faculty have appointments with professional practice expectations. 4-H Center faculty have appointments with instructional expectations.

For all Extension faculty, effective teaching and creative activity to enrich teaching are essential for retention and tenure. Teaching typically includes four types of activities: (1) group instruction; (2) one-to-one instruction; (3) curriculum and program development; and (4) design and development of instructional materials.

To be determined as effective in teaching, Extension faculty must demonstrate consistent achievement in the four areas defined above, documented by evidence of constituent satisfaction and program impact.

222.1 University Standard of Effectiveness in Research/Creative Activity

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

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

Extension county and reservation faculty are not assigned to these responsibilities.

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

Extension county and reservation faculty are not assigned to these responsibilities.

4-H faculty performance in research/creative 222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY

activity will be judged effective as evidenced by a sustained and cumulative record of work completed and published or presented, as well as by works submitted for publication or other types of work in progress. Effectiveness in research/creative activity for 4-H faculty may also consist of keeping abreast in the broad field of youth development and summarizing, integrating and communicating the

results of research to lay audiences in easily-understood bulletins or circulars that are peer-reviewed and validated.

223 EFFECTIVENESS IN OUTREACH/PUBLIC SERVICE

223.1 University Standard of Effectiveness in Outreach/Public Service

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

223.2 Extension (College) Standards of Effectiveness in Outreach/Public Service

Faculty performance in outreach and public service will be judged effective if it meets or exceeds the standards of the candidates department.

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

Faculty performance in outreach and public service will be judged effective if he/she can document to the satisfaction of professional peers that he/she is contributing skills and knowledge to professional, community, and University committees and boards.

Faculty should document demonstrated evidence of a continuing record of service by directing, managing or serving on committees or boards that work for the betterment of the profession, community, county, university, state or nation.

Faculty in the 4-H Center for Youth Development will be judged effective in the area of outreach and public service if he/she has been appointed or elected to national, regional or state committees, boards, advisory groups, or other groups that relate to specialties of the program as identified in section 115.2. Overall, it is expected that to be judged effective in the area of service, 4-H Center faculty shall provide evidence of significant and sustained service to Extension, the university or the 4-H profession during each review period. Professional activities are integral aspects of effective service.

230 STANDARDS OF EXCELLENCE

231 EXCELLENCE IN TEACHING

231.1 University Standard of Excellence in Teaching

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

231.2 Extension (College) Standard(s) of Excellence in Teaching

Faculty performance in teaching will be judged excellent if it receives substantial recognition from clientele, peers and colleagues. Demonstration of excellence must follow policies and procedures outlined by the department.

231.3 Department Standard(s) of Excellence in Teaching

Teaching as scholarship means not only transmitting knowledge, but transforming it and extending it as well. Excellence in teaching is characterized by individuals who are well-informed and steeped in the knowledge of their fields.

Faculty performance in teaching will be judged excellent if it receives substantial recognition from current and former constituents as well as from peers and colleagues.

Field faculty will be judged as excellent in teaching if documentation collected indicates: (1) mastery of appropriate content; (2) ability to convey knowledge so that it is understood and useful; (3) relevance of educational programming to local needs and (4) recognition by peers that aspects of the teaching program are recognized as high quality.

Documentation will be gathered through written evaluations or input from constituents and volunteers,

impact data collected by field faculty themselves, input solicited from local constituents by members of Extension administration and evaluation of written documentation by in-state and out-of-state peers.

When work that is the product of joint effort is presented as evidence of scholarship, clarification of the faculty's role in the joint effort should be documented.

For 4-H Center faculty, youth development scholarship of teaching is defined as creative, dynamic work that is validated by peers, and that results in learning and growth by both the teacher and the learner, but also builds bridges between the teacher's understanding and the student's learning.

The scholarship of teaching is based on a combination of systematic peer evaluations; self-reflection; tabulated responses from learners; and evaluation by participant representatives of materials in the dossier. Peer evaluations shall be based both on instructional observations and class materials. Where possible, evaluation of excellence in teaching is enhanced by specific evidence of documentation of participant learning or practice adoption.

Faculty in the 4-H Center for Youth Development will be judged excellent in teaching if teaching methods are adopted, replicated, or promoted by peers and constituents and/or if teaching results in measurable changes in knowledge, attitude, skills or aspirations. Documentation will be gathered through written evaluation or testimonials from constituents and peers, impact data collected, or other specifically designed methods appropriate to the activity.

232 EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

232.1 University Standard of Excellence in Research/Creative Activity

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

[FH 633.02]

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

Extension county and reservation faculty are not assigned to these responsibilities.

4-H Center faculty will be judged excellent in Research/Creative activity if they meet the standards of the University and Department.

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

_____ Extension county and reservation faculty are not assigned to these responsibilities.

4-H Center faculty performance in research/creative activity will be judged excellent if it receives national recognition from clients and peers as having made an important contribution to the body of knowledge related to one of the items listed in 115.2. Indicators of recognition will include receiving awards and honors, presenting at professional meetings, publishing articles in journals or professional periodicals, writing instructional manuals for publications, developing proposals for competitive funding, and/or designing strategies for addressing youth/organization issues

233 EXCELLENCE IN OUTREACH/PUBLIC SERVICE

233.1 University Standards of Excellence in Outreach/Public Service

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

233.2 Extension (College) Standards of Excellence in Outreach/Public Service

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

233.3 Department Standards of Excellence in Outreach/Public Service

Faculty performance in outreach/service (public, professional, university) activities shall be judged excellent if after evaluation by peers and colleagues the following standards have been met:

1. A major contribution is made to the functioning of at least one significant committee,

- organization, public entity, etc. appropriate to the faculty member's expertise.
2. Active involvement in departmental and Extension activities and affairs.
 3. Membership in and contribution to at least one professional organization appropriate to the discipline.
 4. Faculty performance in outreach/public service shall be judged excellent if it is recognized by constituents and professional peers through competitive awards or other special citations of achievement.

240 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE

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

241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.1 University Policy and Procedures

Effectiveness, excellence, and potential for excellence in teaching shall be demonstrated through evaluation by peers and colleagues within the University and through in-depth assessment of teaching performance, that draws upon current and former students, graduates, colleagues and clients. Both peer evaluations and in-depth assessments 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]

241.2 Extension (College) Policies and Procedures

Effectiveness, excellence, and potential for excellence in off campus teaching shall be demonstrated through evaluation by constituents, peers and colleagues within Extension and through in-depth assessment of teaching performance. Both peer evaluations and in-depth assessments 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.*

241.3 Department Policies and Procedures

Teaching effectiveness, excellence, or potential for excellence is determined by constituent satisfaction, assessment by supervisors, and reviews by professional peers. Internal and external reviews will be conducted.

Constituent satisfaction is assessed using instructor evaluation forms when group instruction occurs, input solicited by Regional Department Heads and impact data collected for specific programs.

Instructor evaluation forms completed by constituent groups should show average or above average ratings. Evaluation instruments will be uniform but will have an optional section where questions unique to a specific audience can be included. Instructor evaluation instruments must be approved by Department Head/Center Director.

All reviews (retention through full promotion) include an In-Depth Assessment of Teaching conducted by 3 peers. These In-Depth peer reviewers shall attend workshops and seminars presented by the faculty member. The In-Depth peer reviewers shall also review plans of work, annual reports and results of previous in-depth peer reviews. The In-Depth reviewers shall prepare an independent written assessment of the faculty member's overall performance.

Tenure and promotion decisions also include reviews by three out-of-state professional peers. These reviews include assessments of documentation submitted for teaching effectiveness as well as assessments of programs, curricula designed and instructional materials developed.

In addition to the above, 4-H Center faculty have additional standards. 4-H Center faculty have 4 primary client groups: county Extension faculty, volunteer adult leaders who serve as instructors of 4-H youth, other Extension faculty (both in and out-of-state), and professionals of other community-based organizations or agencies. Effective teaching is therefore determined by:

1. Documented use of curriculum, programs, and/or instructional materials by constituent groups.
2. Awards or other forms of recognition for effectiveness in instruction.

241.4 Establishing Procedures for Obtaining Peer Reviews

Each department (or college) shall establish the specific procedures by which external peer reviews shall be conducted. When 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]

Two types of peer reviews are required for promotion and tenure. Out-of-state peer reviews and In-Depth Assessment of Teaching peer reviews (in state).

For retention, out-of-state peer reviews are not required.

Out-of-state peer reviews:

The out-of-state peer reviewers will independently assess the quality of the candidate's off-campus teaching and public service. These reviewers will receive appropriate materials from the candidate's dossier.

Three (3) out-of-state peer reviews will be conducted. Candidate may nominate potential out-of-state reviewers and Regional Department Head or 4-H Center Director may use these names.

In-state peer review: In-Depth Assessment of Teaching

The In-Depth peer reviewers shall review the body of work for the faculty member and prepare an independent written assessment of the field faculty member's overall performance. These reviews shall be included in the Retention, Promotion and Tenure Dossiers.

Three (3) In-Depth reviews will be made by in-state peers. The Regional Department Head or 4-H Center Director will select one (1) In-Depth reviewer from a list submitted by the faculty member and two (2) In-Depth reviewers selected by the Regional Department Head or 4-H Center Director. In order to give the reviewers adequate time to complete their evaluations, the In-Depth reviewers shall be contacted during January of the year the faculty member shall be reviewed.

The individual assessments, provided by each of the peer reviewers, will be added to the faculty member's dossier.

241.5 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]

Constituent Reviews

For field faculty, on an annual basis, the Regional Department Head's will solicit the names and addresses of 20 constituents from the faculty member and will contact 10 of these to request input about the faculty member's effectiveness in dealing with issues of importance. The Regional Department Head's will summarize the input and will send a letter to the appropriate county commissioners. These county commissioners' letters will be provided to In-Depth reviewers and added to the faculty member's dossier.

Instructor Evaluations

All field faculty and 4-H Center faculty will need at least 5 program or presentation instructor evaluations for each year prior to the review. Faculty will distribute approved Instructor Evaluation Forms to program participants. A pre-addressed, stamped envelope will be provided to a member of the audience who will collect evaluations and send them to the Regional Department Head or Center Director. Summaries of Instructor Evaluations will be added to the dossier.

242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

242.1 University Policy and Procedures

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

[FH 633.03]

242.2 Extension (College) Policies and Procedures

Extension county and reservation faculty are not assigned to these responsibilities.

For 4-H Center faculty, Extension will follow the policies and procedures of the university and Department.

242.3 Department Policies and Procedures

Extension county and reservation faculty are not assigned to these responsibilities.

For 4-H Center faculty, Extension will follow the policies and procedures of the university. Additional variables examined as evidence of effective or excellence in research/creative activity for faculty in the 4-H Center for Youth Development includes peer-reviewed publications, presentation of peer-reviewed seminars and workshops, poster sessions, information transfer, and scholarship. Additional research or creative work presented by the candidate as being relevant shall be included and assessed.

Tenure and promotion decisions include reviews by 3 out-of-state professional peers. In addition to review of teaching described in 241.3, out-of-state reviewers will assess demonstration of effectiveness or excellence in research/creative activity through:

1. Records of setting annual or multi-year program priorities with instructional components.
2. Results of data from participants in groups and one-on-one instructional activities designed to address program priorities.
3. Constituent satisfaction assessments using instructor evaluation forms when group instruction occurs.
4. Input solicited by faculty and supervisors, and impact data collected for specific programs.
5. Self-assessments that include evidence of impact resulting from instruction and/or facilitation.
6. Peer-reviewed publications, presentation of peer-reviewed seminars and workshops, poster sessions, information transfer, and scholarship.

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/PUBLIC SERVICE

243.1 University Policy and Procedures

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

243.2 Extension (College) Policies and Procedures

Same as University.

243.3 Department Policies and Procedures

Same as Extension (College).

SECTION 300

STANDARDS FOR APPOINTMENT, PROMOTION, RETENTION AND TENURE

300 RESPONSIBILITY TO ESTABLISH STANDARDS

Departments and colleges will establish specific criteria for the review of faculty performance. [FH 632.00]

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

310 RETENTION AND SPECIAL REVIEW

Faculty members are formally reviewed for retention in their third year of appointment.

Faculty may also be reviewed at times other than those required for third year, tenure, and promotion. [Such a] special review may be recommended to the President by the department review committee, department head, Extension review committee, Extension Director University Promotion and Tenure Committee or the Provost and Vice President for Academic Affairs.

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

[FH 615.00]

310.1 University Standards for Retention

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

A. effectiveness in the performance of their responsibilities,

B. *promise of continuing effectiveness, and*

C. *if appropriate to the level of review, the promise of attainment of the standards for tenure and promotion, as demonstrated by a clear progression of accomplishment. [FH 640.00]*

310.2 Extension (College) Standards for Retention

The College standards for retention are the same as the University's.

310.3 Department Standards for Retention

The Department standards for retention are the same as the University's

320 TENURE

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

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

321 STANDARDS FOR TENURE

321.2 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. Extension (College) Standards

Same as the University standards.

C. Department Standards

Same as the University standards.

321.3 Standards for Faculty with Instructional Expectations.

A. University Standards

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]

B. Extension (College) Standards

Same as University standards

C. Department Standards for Tenure

Same as Extension (College) standards

330 APPOINTMENT AND PROMOTION

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

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

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

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

331.1 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. Extension (College) Standards

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

1. A terminal degree appropriate to the assignment or program area,
2. Demonstrated potential to be effective in the primary areas of responsibilities in the assignment.

C. Department Standards

Same as Extension (College).

331.2 Standards for Faculty with Instructional Expectations

A. University Standards

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

- 1) A terminal degree appropriate to the field or department,*
- 2) Demonstrated potential to teach at the undergraduate and/or graduate levels, and*
- 3) Qualifications to conduct research/creative activity in a specialized field [FH 661.02].*

B. Extension (College) Standards

Same as University standards.

C. Department Standards

To be appointed as an Assistant Professor in the 4-H Center for Youth Development, a faculty member with instructional expectations shall at a minimum have:

1. A terminal degree appropriate to the field,

2. Qualifications to develop and conduct research/creative activity programs as appropriate to FTE appointment,
3. Potential to become meaningfully involved in public, professional and university service activities as appropriate to FTE appointment.

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]

332.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. Extension (College) Standards

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

1. A terminal degree appropriate to the assignment or program area,
2. Developed and demonstrated a sustained, effective off-campus teaching program and shall

have met the standards for effectiveness as outlined in sections 221.3.

3. Demonstrated the potential for achieving excellence in off-campus teaching.

C. Department Standards

Same as Extension (College) standards

332.3 Standards for Faculty with Instructional Expectations

A. University Standards

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

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

B. Extension (College) Standards

Same as University standards

4. Department Standards

Same as Extension (College) standards.

333 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF PROFESSOR

333.1 Standards for Faculty with Professional Practice Expectations:

A. University Standards

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

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

B. Extension (College) Standards

Same as University standards.

C. Department Standards

Same as University standards.

333.2 Standards for Faculty with Instructional Expectations

A. University Standards

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

- 1. A terminal degree appropriate to the field or department,*
- 2. A record of demonstrated and sustained effectiveness in each of the three areas of teaching, research/creative activity, and service, appropriate to the assignment, and*
- 3. A record of excellence in teaching and/or research/creative activity. [FH 663.01]*

B. Extension (College) Standards

Same as University standards

C. Department Standards

Faculty in the 4-H Center for Youth Development with Instructional Expectation appointments, seeking promotion to Professor, shall have met all requirements for Associate Professor, shall have demonstrated sustained effectiveness in research/creative activity and service as appropriate to FTE appointment, and shall have demonstrated excellence in off-campus teaching.

SECTION 400

PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE

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

400 GENERAL PROCEDURES

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

401 REVIEW BASED ON EVALUATION OF TOTAL PERFORMANCE

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

402 MANDATED CONTENTS OF DOCUMENTS

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

- A. *The criteria and standards used to assess faculty members' contributions to the role of the department and evaluate their performance in their assigned responsibilities and in teaching, research/creative activity, and service, according to the type and level of review. (See Section 200 above.)*

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

410 PROCEDURES FOR THE CONDUCT OF FORMAL REVIEWS OF FACULTY

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

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

411 MANDATORY CONSIDERATIONS AT ALL LEVELS OF REVIEW

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

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

412 RESPONSIBILITIES OF THE DIRECTOR OF EXTENSION

The Extension 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 this Handbook. 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 a written rationale for non-concurrence.

The Extension Director is also responsible for:

- A. Informing faculty members, committee members, and Department Head/ Center Director(s) of the applicable time lines for review.
- B. Ensuring that the election of faculty representatives to the Extension (college) and UPT Committees is conducted in a timely manner.

Selection procedures for the Extension promotion and tenure committee is described in 413.1 Extension will elect by July 1 its representative to the UPT committee from among tenured field faculty and 4-H specialists.

- C. Providing the Extension (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]*
- E. *Performing, with the appropriate college dean, a substantive review of the dossier of any extension specialist with a joint appointment in an academic department and making a joint written recommendation, according to the Faculty Handbook. [FH 811.01]*

412.1 Procedures for Electing Extension (College) Representatives to the University Promotion and Tenure Committee

Extension shall have its representative to the University Promotion and Tenure Committee (UPTC) elected from tenured field faculty. The Director, or her/his designee, shall call for nominations from among faculty not being considered for promotion or tenure. Tenured and tenure track faculty shall elect one (1) Extension faculty representative to serve a three-year term. Faculty may be elected to two consecutive terms. Elections will be conducted before July 1 of each year.

413 REVIEW BY THE EXTENSION (COLLEGE) PROMOTION AND TENURE COMMITTEE

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

413.1 Membership and Procedures for Selection

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

shall appoint such additional members as may be necessary to achieve that representation.[FH 815.01]

The Extension Review Committee shall be composed only of tenured faculty, at least a majority of whom shall be elected by faculty. Whenever possible, the committee shall have at least 25% female and/or minority representation. If that representation is not achieved by election, the Director of Extension shall appoint at-large member(s) to achieve that representation.

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

The Extension director 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]

Membership on the Extension Review Committee shall include five (5) tenured faculty. Three of the faculty representatives will be nominated and elected by peers in their respective Regions from among faculty not being considered for promotion or tenure. Faculty representatives will serve two-year terms. Field faculty may be elected to two consecutive terms. A fourth member will be selected by the Extension Director to represent the 4-H Center for Youth Development. The fifth member, an at-large member, will be appointed by the Extension Director. If there is not sufficient female or minority representation on the committee, the Extension Director will appoint a female or minority member.

Elections and selection of the Extension Review Committee will take place by July 1.

The committee Chair will be the returning member with the most tenured years in MSU Extension.

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 Extension (college) review committee is also responsible for:

- A. reviewing, making suggestions for modification, and approving the role and scope, criteria and standards documents of the departments and
- B. preparing a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate for review.
[FH 815.00]

413.3 Actions of the Committee

The Extension (college) review committee:

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

414 RESPONSIBILITIES OF THE REGIONAL DEPARTMENT HEAD AND THE DIRECTOR OF THE 4-H CENTER FOR YOUTH DEVELOPMENT

The Regional Department Head/ Center Director 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, Extension and this Handbook. The Department Head or Center 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 the preceding review, the recommendation shall include a written rationale for non-concurrence.

The Department Head or Center Director 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, Extension, and department role and scope, criteria and standards documents which form the basis of formal review.
- C. Ensuring that each faculty member has a copy of the University, Extension, and department documents related to annual review, retention, tenure, and promotion.
- D. Preparing role statements, after negotiation with the faculty member that accurately describe the faculty member's current responsibilities, including any agreement regarding differential assignments which have been approved by the Director of Extension and Provost and Vice President for Academic Affairs.
- E. Informing faculty members of the applicable time lines for review.
- F. Requesting from candidates, names of in-state and/or out-of-state peers to who requests can be made for peer reviews.
- G. Making requests to in-state and out-of-state peers and clientele for reviews in a timely manner.
- H. For field faculty, annually solicit names and addresses of 20 constituents from the field faculty member and contact ten of these to request input about the faculty member's effectiveness in dealing with issues of importance. The Regional Department Heads will summarize the input and will send a letter to the appropriate county commissioners. Constituents' forms and county commissioners' letters will be added to materials for in-depth reviewers and eventually to the

faculty member's dossier.

- I. Providing the Department review committee with information and materials essential to their deliberations, according to department, Extension and University procedures.
- J. Forwarding the candidate's dossier, including recommendation(s), to the Extension Director sending a copy of the recommendation(s) to the candidate.
- K. Maintaining complete, accurate and up-to-date files on each faculty member.
- L. Ensuring that the nomination and election of faculty representatives to the Regional Department Review Committee (415.1) is conducted in a timely manner.
- M. Providing the Regional Department Review Committee with information and materials essential to their deliberations, according to Department, Extension and University procedures.

415 RESPONSIBILITIES OF THE REGIONAL DEPARTMENT REVIEW COMMITTEE

Each Regional 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.

Because of the limited number of faculty in the unit, faculty in the 4-H Center for Youth Development will not have a departmental peer committee but will have their first review at the department head (Center Director) level and then go to the college (Extension) level.

415.1 Membership and Procedures for Selection

The Regional Departmental Review Committee shall be composed only of tenured faculty at least a majority of whom shall be elected by departmental faculty. The committee shall have at least twenty five percent (25%) female or minority representation whenever possible. No faculty member shall

serve on the committee during the review of her or his own dossier.

Membership on the Regional Department Review Committee shall include three (3) tenured field faculty. Two (2) faculty committee representatives will be nominated and elected by tenure and tenure track peers in their Region from among tenured faculty not being considered for review. A third member, 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 two-year terms. Field faculty may be elected to two consecutive terms. Elections will be conducted before July 1 of each year.

The committee Chair will be the returning member with the most tenured years in MSU Extension.

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

415.2 Responsibilities of the Committee

The Regional Department 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, Extension, and University criteria and standards. (See 600.00.) [FH 813.00]

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

B. The Regional Department Committee is also responsible for annually reviewing, making suggestions for modification, and approving the role and scope, criteria and standards document of the department.

415.3 Actions of the Committee

The Regional Department Review Committee:

- A. Prepares a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate, and
- B. Forwards the recommendation to the Regional Department Head, sending a copy to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the Extension Directors office.

420 RIGHTS AND RESPONSIBILITIES OF THE CANDIDATE

421 RESPONSIBILITY TO PREPARE AND SUBMIT DOSSIER

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

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

421.1 Personal Statement or Self-Evaluation

The case for retention, tenure and/or promotion shall be made, in part, through a personal statement or self-evaluation in which the candidate shall discuss his or her accomplishments in teaching, 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.

421.2 Other Materials to be Submitted with the Dossier

Candidates shall submit to the State Extension Office, a dossier which lists activities, articles, publications, creative endeavors, or other evidence that, in their judgment, represents their best

efforts to advance the discipline or profession.

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

421.3 Requests for Additional Documentation

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

421.4 Prohibition Against Altering Dossier Once It Has Been Submitted

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

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

421.5 Soliciting Letters of Support Prohibited

Candidates shall not solicit letters of support. [FH 471.01]

421.6 Deadline for the Submission of Dossiers

Each candidate shall submit the dossiers by the dates established by the Provost, Extension Director, and Regional Department Head/4-H Center Director. Materials submitted after this date shall not be considered.

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

422 CANDIDATE'S RIGHT TO GRIEVE/TIME LIMITS

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

SECTION 500

ANNUAL REVIEW

500 *PURPOSE OF ANNUAL REVIEW*

Annual review assesses the faculty member's performance over the preceding calendar year and is based upon the faculty member's letter of hire, role statements, annual assignments, self-assessment, and the department head's evaluation of the individual's performance. Reviews must be completed by April 10 or the date specified by the Provost and Vice President for Academic Affairs. [711.00]

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 Regional Department Head/4-H Center Director 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 Extension Director, Regional Department Head/4-H Center Director and the Provost and Vice President for Academic Affairs, after negotiation with the faculty member.

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

Faculty role statements are developed and updated annually at the time for performance review --- or when a significant change is agreed to by the faculty members and his/her supervisor. Changes in roles are documented in writing by the supervisor.

510 PROCEDURES FOR CONDUCTING ANNUAL REVIEWS

The following procedures should be used in conducting annual reviews:

A. *The faculty member and Regional Department Head/4-H Center Director 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 Regional Department Head/4-H Center Director rates the performance of each faculty member and submits the rating card to the Extension Director 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 Extension (College) Procedures

Same as University.

510.02 Department Procedures

Same as College.

511 RESPONSIBILITIES OF THE REGIONAL DEPARTMENT HEAD/ 4-H CENTER DIRECTOR

The Regional Department Head/ 4-H Center Director 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 Regional Department Head/4-H Center Director shall ensure that, taken collectively, the assignments of the faculty shall meet the department's and Extension's obligations to the University. The Regional Department Head/4-H Center Director 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 Regional Department Head/4-H Center Director , Extension Director 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 Salary Review Committee, by the President, or the Board of Regents.

- A. The Regional Department Head/4-H Center Director shall submit a proposed salary recommendation for each field faculty member to the Director of Extension.*
- B. The Director of Extension 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 Director of Extension. The faculty member should inform the Director of Extension in writing, no later than April 15. [FH 731.00]

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

513.2 Right to Appeal Annual Performance Evaluation

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

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

