

College: Extension Service
Programs: Field Staff
4-H Youth Development

SECTION 100

ROLE AND SCOPE STATEMENTS

100 APPROVALS REQUIRED

Role, scope, criteria, standards and procedures documents shall be approved by the department faculty, department head, the college review committee, the college dean, the UPT Committee, and the Provost and Vice President for Academic Affairs. [FH 622.]

110 UNIVERSITY ROLE AND SCOPE

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

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

111 COLLEGE AND DEPARTMENT ROLE AND SCOPE STATEMENTS

112 ROLE AND SCOPE

112.1 Role and Scope of the College.

Service is one of the three essential obligations of land grant universities. At Montana State University-Bozeman, the Extension Service is a primary provider of problem-focused instruction and technical assistance to citizens across the state. Educational activities conducted by the Extension Service do not lead toward degrees and serve persons of all ages.

Educational activities conducted by the Extension Service 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 learn-by-doing 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 Service instructional staff include county and reservation-based faculty (extension agents) who plan and conduct instruction focused upon local needs and campus-based specialists who are subject-specific resources to agents. Both agents and specialists are members of the Montana State University-Bozeman faculty.

Agents are included within the Extension Service's Field Staff, accountable to the Director of Extension.

Most Extension specialists are faculty within academic departments, accountable to their respective department heads. Exceptions to departmentalized Extension specialists are the 4-H youth development faculty, who are organized within an Extension Program of 4-H Youth Development.

Additional Extension specialists such as forestry specialists, computer applications specialists, etc. report directly to the Dean for Outreach.

A. Role and Scope of the Field Faculty Program

The Field Faculty Program is 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 advisory committees and county commissions or tribal councils. Emphases typically include agriculture, consumer and family education, 4-H youth development, and community enhancement. Trained volunteers contribute significantly to field programs.

B. Role and Scope of the 4-H Youth Development Program

The 4-H Youth Development Program is responsible for providing leadership to Montana's largest out-of-school youth education program. Its purpose is to prepare youth and adults for living in a global society. 4-H specialists are teaching resources for approximately 90 county Extension agents and 4500 adult volunteer leaders who serve as teachers to the estimated 30,000 enrolled youth who live across the state. These teachers deliver a curriculum which is planned and directed by the program faculty. The curriculum enhances five critical skills:

- Fostering positive self-concept
- Learning decision-making and responsibility for choices
- Developing an inquiring mind
- Relating to self and others
- Acquiring a concern for communities -- local and global

112.2 **Role and Scope of the Department**

N/A

113 ACADEMIC PROGRAMS

113.1 Academic Programs of the College

The Extension Service offers no academic programs per se. Extension programs are non-formal (e.g., they do not lead to academic degrees) and are designed to address day-to-day needs of Montana citizens and communities. Extension offers educational programs in the four areas identified above under "Role and Scope."

A. Field Faculty

The Field Faculty includes 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 areas identified in 112.1 above.

B. 4-H Youth Development

4-H Youth Development offers no academic programs per se. Rather, its educational programs are non-formal, out-of-school activities of two types: development of "hands on" learning for youth and educating adult volunteers who serve as 4-H activity leaders.

113.2 Academic Programs of the Department

N/A

114 RESEARCH AND CREATIVE ACTIVITY

114.1 Special Areas of College Research and Creative Activity

Extension Field Faculty not assigned to these responsibilities.

114.2 Special Areas of Department Research and Creative Activity

N/A

115 OUTREACH/PUBLIC SERVICE

115.1 Special Areas of College Outreach/Public Service

The Extension Service is the University's primary outreach and public service unit. All of its teaching and research is constituent motivated and oriented.

A. Field Faculty

Extension field faculty, to be effective, must 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.

B. 4-H Youth Development

4-H Youth Development specialists are expected to serve on appropriate University committees as well as engage in statewide, regional and national activities which address any of the following issues:

1. Youth and Adult Development
2. Learning Strategies for Youth Development
3. Organizational Systems for Youth Development
4. Partnerships for Youth Development
5. Volunteerism

115.2 Special Areas of Department Outreach/Public Service

N/A

SECTION 200

CRITERIA AND STANDARDS

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

200 CRITERIA FOR THE FORMAL REVIEW OF FACULTY PERFORMANCE

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

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

[FH 603.03]

210 UNIVERSITY CRITERIA

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

211 TEACHING CRITERIA

211.1 University Teaching Criteria

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

211.2 College Teaching Criteria

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.

A. Field Faculty

All of the College Teaching Criteria pertain to Field Staff.

B. 4-H Youth Development

In addition to the criteria mentioned above, the 4-H Youth Development faculty practices a teach-the-teacher model with county Extension agents and volunteer leaders. Evaluation of this approach is measured by replication or adoption of the instructional method by agents and volunteers when working with other adults or with youth audiences. Learning situations are conducted so principles are learned by discovery, experimentation, and exploration. Specific hands-on activities are planned for application of new knowledge.

211.3 Department Teaching Criteria

N/A

212 RESEARCH CRITERIA

212.1 University Research Criteria

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

212.2 College Research Criteria

The College does not assign this responsibility to the Extension field faculty.

212.3 Department Research Criteria

N/A

213 OUTREACH/PUBLIC SERVICE CRITERIA

213.1 University Criteria

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

213.2 College Criteria

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

A. Field Faculty

Same as above.

B. 4-H Youth Development

The 4-H Youth Development Program expects its faculty to serve on national, regional, and state committees that relate to the program specialties identified in section 115.2.

213.3 Department Criteria

N/A

"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]

220 GENERAL UNIVERSITY STANDARDS

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

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

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

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

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

220.1 Standards for Faculty with Instructional Expectations

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

220.2 Standards for Faculty with Professional Practice Expectations

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

221 EFFECTIVENESS IN TEACHING

221.1 University Standard of Effectiveness in Teaching

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

221.2 College Standard(s) of Effectiveness in Teaching

Extension Service field faculty and 4-H Youth Development specialists hold professional practice appointments. 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.

Teaching effectiveness is determined by constituent satisfaction, assessment by supervisors, and reviews by professional peers.

Constituent satisfaction is assessed using Extension Service instructor evaluation forms when group instruction occurs, testimonials solicited by faculty and supervisors, and impact data collected for specific programs.

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

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

A. Field Faculty

Same as above.

B. 4-H Youth Development

The 4-H faculty have two primary client groups: county Extension agents and volunteer adult leaders who serve as instructors for 4-H youth. Effective teaching thereby is determined by:

1. Average or above average ratings using instructor evaluation forms completed by constituent groups. (Categories include Superior, Above Average, Average, Below Average, Poor.) Evaluation instruments will be specifically designed for the type of activity or instruction and may include written or oral documentation.
2. Documented use of curriculum, programs, and/or instructional materials by constituent groups.

221.3 Department Standard(s) of Effectiveness in Teaching

N/A

222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY

222.1 University Standard of Effectiveness in Research/Creative Activity

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

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

The College does not assign this responsibility to the Extension field faculty.

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

N/A

223 EFFECTIVENESS IN OUTREACH/PUBLIC SERVICE

223.1 University Standard of Effectiveness in Outreach/Public Service

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

223.2 College Standards of Effectiveness in Outreach/Public Service

Faculty performance in outreach and public service will be judged effective if 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. To be considered appropriate, these activities will extend beyond those typically required as part of one's regular duties.

A. Field Faculty

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.

B. 4-H Youth Development

The 4-H faculty will be judged effective in the area of outreach/public service if he/she has been appointed 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.

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

N/A

230 STANDARDS OF EXCELLENCE

231 EXCELLENCE IN TEACHING

231.1 University Standard of Excellence in Teaching

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

231.2 College Standard(s) of Excellence in Teaching

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.

A. Field Faculty

Field faculty will be judged as excellent in teaching if documentation collected from local constituents --- participants and volunteers in their educational activities --- indicates: (1) mastery of appropriate content; (2) ability to convey knowledge so that it is understood and

useful; and (3) relevance of educational programming to local needs.

Documentation will be gathered through written evaluations or testimonials from constituents and volunteers, impact data collected by field faculty themselves, and input solicited from local constituents by members of Extension administration.

B. 4-H Youth Development

4-H specialist performance in teaching will be judged excellent if methods are adopted, replicated, or promoted by peers or constituents. 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.

231.3 Department Standard(s) of Excellence in Teaching

N/A

232 EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

232.1 University Standard of Excellence in Research/Creative Activity

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

[FH 633.02]

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

The College does not assign this responsibility to the Extension field faculty.

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

N/A

233 EXCELLENCE IN OUTREACH/PUBLIC SERVICE

233.1 University Standards of Excellence in Outreach/Public Service

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

233.2 College Standards of Excellence in Outreach/Public Service

Faculty performance in service will be judged excellent if it receives substantial recognition from constituents, colleagues and peers outside of the University.

A. Field Faculty

Faculty performance in service shall be judged excellent if it is recognized by constituents and professional peers outside the University through competitive awards or other special citations of achievement.

B. 4-H Youth Development

4-H specialist performance in outreach/public service will be judged excellent if he/she has been appointed to national, regional or state committees, boards, or councils; received awards or honors for activities related to departmental specialties (see section 115.2); received invitation for presentation or consultation from professional and community groups concerned with youth development; or other related activities.

233.3 Department Standards of Excellence in Outreach/Public Service

N/A

240 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE

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

241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.1 University Policy and Procedures

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

241.2 College Policies and Procedures

Methods for conducting in-depth assessments of teaching performance for Extension field faculty and 4-H specialists include:

1. Setting annual or multi-year program priorities with instructional components.
2. Collecting data from participants in group and one-on-one instructional activities designed to address program priorities.
3. Self-assessments that include evidences-of-impact resulting from instruction and/or facilitation.
4. Review by peers of curricula and instructional materials designed and developed.

A. Field Faculty

Methods for conducting an in-depth assessment of teaching performance are described above. The program will request specific materials including:

1. copy of annual or multi-year program plan;
2. teaching evaluations designed for specific programs;
3. report of self-assessment including impact resulting from instruction and/or facilitation; and
4. input from constituents and volunteers solicited by Extension administration.

B. 4-H Youth Development

Methods for conducting an in-depth assessment of teaching performance are described above. The program will request specific materials including:

1. copy of annual or multi-year program plan;
2. teaching evaluations designed for specific programs;
3. report of self-assessment including impact resulting from instruction and/or facilitation; and
4. report of peer review.

241.3 Department Policies and Procedures

N/A

242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

242.1 University Policy and Procedures

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

[FH 633.03]

242.2 College Policies and Procedures

N/A

242.3 Department Policies and Procedures

N/A

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/PUBLIC SERVICE

243.1 University Policy and Procedures

Effectiveness in service shall be demonstrated through evaluation by peers and colleagues within the University. Excellence and potential for excellence in service shall be demonstrated through evaluation of professional and public service activities by peers outside the University.

Candidates shall list all service activities in their dossiers and, in addition, shall submit for review a set of articles, publications, professional endeavors or other evidence that, in their judgement, represents their best efforts to contribute to and advance the University, public, and profession.

[FH 633.03]

243.2 College Policies and Procedures

Same as University.

243.3 Department Policies and Procedures

N/A

SECTION 300

STANDARDS FOR APPOINTMENT, PROMOTION, RETENTION AND TENURE

300 RESPONSIBILITY TO ESTABLISH STANDARDS

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

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

310 RETENTION AND SPECIAL REVIEW

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

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

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

310.1 University Standards for Retention

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

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

310.2 College Standards for Retention

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

310.3 Department Standards for Retention

N/A

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. College Standards

The College standards for tenure for faculty with professional practice expectations are ***the same as the University standards.***

C. Department Standards

N/A

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. 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

N/A

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

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

332.1 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. College Standards

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 assignment or program area,
2. ***same as University standard, as stated above***
3. ***same as University standard as stated above.***

C. Department Standards

N/A

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. College 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 assignment or program area,
2. ***same as University standard as stated above,***

3. ***same as University standard as stated above.***

C. Department Standards

N/A

SECTION 400

PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE

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

400 GENERAL PROCEDURES

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

401 REVIEW BASED ON EVALUATION OF TOTAL PERFORMANCE

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

402 MANDATED CONTENTS OF DOCUMENTS

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

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

- H. *The procedures for obtaining outside peer reviews and soliciting internal letters of support/evaluation. (See 243. above and 415.3 below.)*
- I. *The methods for designating and handling confidential materials. [See 415.2 below.] [FH 623.00]*

410 PROCEDURES FOR THE CONDUCT OF FORMAL REVIEWS OF FACULTY

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

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

411 MANDATORY CONSIDERATIONS AT ALL LEVELS OF REVIEW

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

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

412 RESPONSIBILITIES OF THE DIRECTOR OF EXTENSION

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 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 heads of the applicable time lines for review.*

4-H specialists preparing for reviews will be informed by the State 4-H Leader. Dossiers from faculty must be submitted by October 10.

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

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

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

- D. *Forwarding the candidate's dossier, with her or his recommendations, to the UPT Committee and sending a copy of the written recommendation to the candidate. [FH 816.00]*

- 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]*

413 REVIEW BY THE COLLEGE PROMOTION AND TENURE COMMITTEE

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

413.1 Membership and Procedures for Selection

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

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

The 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]

413.2 Responsibilities of the Committee

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

The college review committee is also responsible for:

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

[FH 815.00]

413.3 Actions of the Committee

The college review committee:

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

[FH 815.02]

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

Membership on the Extension Service's promotion and tenure committee shall include four (4) tenured field faculty and one (1) tenured 4-H specialist. Field faculty representatives will be nominated by their peers from among field faculty not being considered for promotion or tenure. Field faculty representatives will serve for two-year terms. Elections will be conducted before July 1 of each year. 4-H representatives will

serve one-year terms; they will serve in alphabetical sequence, by last name. Field faculty may be elected to two consecutive terms. If there is not sufficient female or minority representation on the committee, the dean reserves the right to appoint a female or minority member to replace the person receiving the fewest votes among field faculty nominees.

414 RESPONSIBILITIES OF THE DEPARTMENT HEAD

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

The department head is also responsible for:

- A. Accurately describing, in the initial letter of hire, the primary duties, responsibilities and conditions of employment, including the instructional or professional practice expectations of the appointment and years of credit toward tenure, of the faculty member.*
- B. Informing the faculty member of the University, college, and department role and scope, criteria and standards documents which form the basis of formal review.*
- C. Ensuring that each faculty member has a copy of the University, college, and department documents related to annual review, retention, tenure, and promotion.*
- D. Preparing role statements, after negotiation with the faculty member that accurately describe the faculty member's current responsibilities, including any agreement regarding differential assignments which have been approved by the dean and Provost and Vice President for Academic Affairs.*
- E. Informing faculty members of the applicable time lines for review.*
- F. Providing the department review committee with information and materials essential to their deliberations, according to department, college and University procedures.*
- G. Forwarding the candidate's dossier, including recommendation(s), to the college dean and sending a copy of the recommendation(s) to the candidate.*
- H. Maintaining complete, accurate and up-to-date files on each faculty member.*
[FH 814.00]

415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE

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

415.1 Membership and Procedures for Selection

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

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

A department committee will not be named. Reviews will be done at the college level. See 413.1 for membership details.

415.2 Responsibilities of the Committee

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

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

- A. *No materials may be added to the dossier without notice to the candidate and opportunity for the candidate to respond. [FH 813.02]*
- B. *The department committee is also responsible for annually reviewing, making suggestions for modification, and approving the role and scope, criteria and standards document of the department.*

415.3 Establishing Procedures for Obtaining External Peer Reviews

Each department shall establish the specific procedures by which external peer reviews shall be conducted. If they are required, peer reviews shall be obtained from no fewer than three (3) external reviewers, the majority of whom shall be recommended by the department committee, the minority of whom shall be recommended by the candidate. [FH 813.03]

External peer reviewers are individuals who are not employed by MSU but who have a similar or comparable position and have had interaction with the candidate. The external peer reviewer will be able to independently assess the quality of the candidate's teaching and public service. These reviewers will receive a list of the "MSU Extension Agent Work Category Guidelines" from the Statewide Directors' Office and supporting materials throughout the year from the candidate.

The Department Committee will select one external reviewer from a list submitted by the faculty member and two external reviewers from a list submitted by the Extension Administration. In order to give the external reviewers adequate time to complete their evaluations, the reviewers

shall be notified no later than January of the year the faculty member shall be reviewed.

The external reviewers shall attend workshops and seminars presented by the field faculty member, meet with and/or survey his/her past and present clients to include students and youth clientele, survey others including MSU faculty and specialists, and prepare an independent written assessment of the field faculty member's overall performance. This individual assessment, provided by each of the external peer reviewers, will be added to the faculty member's dossier.

415.4 Establishing Procedures for Obtaining Internal Reviews

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

415.5 Actions of the Committee

The department review committee:

- A. *prepares a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate, and*
- B. *forwards the recommendation to the department head, sending a copy to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the department office.*
[FH 813.00]

Does not apply.

415.6 Procedures for Obtaining In-depth Assessment of Teaching of Teaching and Outreach/Public Service

On an annual basis, the Statewide Directors will solicit the names and addresses of twenty constituents from the faculty member and will contact ten of these names to request input about the faculty member's effectiveness in dealing with issues of importance. The Statewide Directors will summarize the input and will send a letter to the appropriate county commissioners. Constituents' forms and county commissioners' letters will be added to the faculty member's dossier.

The faculty member under review will submit the following as instructed by the Statewide Directors which will be added to the dossier:

- A. *Instructor Evaluation Forms (a minimum of 5 per year).*
- B. *Peer Review Forms (a minimum of 2 per year).*

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 college committee or program head a dossier which lists service **activities** and includes the set of articles, publications, creative endeavors, or other evidence that, in their judgment, represents their best efforts to advance the discipline or profession.

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

Candidates for tenure and/or promotion will submit the names, addresses and telephone numbers of five constituents or peers from outside the Extension Service. The college committee may contact these persons for written documentation on behalf of the candidate.

421.3 Requests for Additional Documentation

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

421.4 Prohibition Against Altering Dossier Once It Has Been Submitted

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

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

421.5 Soliciting Letters of Support Prohibited

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

solicit letters of support. [FH 471.01] [See Section 415.2 above for description of department and/or college policy regarding soliciting and handling letters of support and other confidential materials.]

421.6 Deadline for the Submission of Dossiers

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

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

422 CANDIDATE'S RIGHT TO GRIEVE/TIME LIMITS

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

SECTION 500

ANNUAL REVIEW

500 PURPOSE OF ANNUAL REVIEW

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

501 LETTER OF HIRE/FACULTY ROLE STATEMENT

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

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

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

510.01 College Procedures

510.02 Department Procedures

Same as College.

511 RESPONSIBILITIES OF THE DEPARTMENT HEAD

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

[FH 721.00]

511.1 Procedures for Making Salary Recommendations

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

- A. *The statewide directors shall submit a proposed salary recommendation for each field faculty member to the Director of Extension. The State 4-H Leader shall submit a proposed salary recommendation for each 4-H specialist 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]