

Department of Modern Languages and Literatures
Role, Scope, Criteria, Standards and Procedures for Formal Review of
Faculty

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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

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

112 ROLE AND SCOPE

112.1 Role and Scope of the College

The mission of Montana State University--Bozeman is three-fold: instruction, research and public service. The goals of the instructional program are to offer students a broad educational foundation for life-long cultural, intellectual, and personal growth as well as training for professional life. This educational foundation should help all students develop their abilities to think critically and creatively and to communicate effectively. Students should have a background in humanities, fine arts, social sciences, and natural sciences; an understanding of the social, political, and ethical issues in the modern world; and an appreciation of the cultural diversity in the United States and the world. Students should also see how their university studies are related to personal, national, and global issues.

"Montana State University (--Bozeman) adheres to the principle that a community of teachers and scholars can achieve its goals only if it maintains an atmosphere

conducive to free inquiry, unfettered exploration of the unknown, and honest examination and evaluation of hypotheses and accepted bodies of knowledge (Role and Scope, 1978)."

The College of Letters and Science is the academic core of the University since it contains the central disciplines in the humanities and modern languages and in the mathematical, physical, biological, social and behavioral sciences. As the liberal arts college at Montana State University--Bozeman, the College of Letters and Science is the major contributor to the general education of all Montana State University students.

Thus, the teaching role of the College of Letters and Science is threefold: (1) to offer an academic curriculum that will provide for the general education of all Montana State University--Bozeman students, (2) to offer an enriched educational experience to students majoring in the many central disciplines of the College of Letters and Science, and (3) to provide a quality program of graduate study in those disciplines authorized to grant post-baccalaureate degrees.

The mission of the College of Letters and Science is not only to transmit knowledge but also to add to the body of knowledge within the central disciplines. Thus, every faculty member is expected to develop and maintain an active program of research and/or scholarship/creative activity consistent with their professional role. (Professional practice faculty may have a job description that emphasizes instruction and service.)

Because MSU--Bozeman is a Land Grant institution, public service is an important component of the Role and Scope of the College of Letters and Science. Professional outreach activities to the general public, and/or to state and local agencies, and/or to the academic disciplines are expected of each faculty member. Faculty also have responsibilities to serve on department, College, and University committees.

In summary, the College of Letters and Science performs three inter-related and complementary roles: undergraduate and graduate instruction, research/scholarship, and public service and/or outreach to the people of Montana. The development and continuation of each role is dependent upon the other two and all three are fundamental to our mission as a Land Grant University.

112.2 **Role and Scope of the Department**

The Department of Modern Languages and Literatures offers a B.A. degree with options in French, German and Spanish and has designed a Commerce Option to serve the needs of students interested in careers in International Management and Business. In conjunction with the Department of History and Philosophy, it offers a major and a non-teaching minor in Japan Studies through the Japan Studies Program. Also in conjunction with the Department of History and Philosophy, it offers a non-teaching minor in Latin American and Latino Studies. Additionally, the department offers two semesters of Arabic via an interactive distance video program with the option of another year abroad in Morocco.

The Teaching Major and Minor has been carefully designed to meet the performance objectives for foreign language teachers established by accreditation associations and by the State Office of Public Instruction. The Department maintains a quality teacher education program and works closely, as it has in the past, with the State Office of Public Instruction to ensure that its performance standards reflect the most current recommendations for professional preparation. In keeping with the mission of a land-grant institution, where the service function of a Department is extremely important, the Department of Modern Languages and Literatures serves all students through its contribution to a liberal arts education for majors in all areas of study.

Department courses fulfill requirements under the University Core 2.0 which provide students with an opportunity to earn Diversity, Inquiry Humanities, and Research Humanities credits. It also provides classes for History, Religion and Philosophy, Global Studies, English Literature, Liberal Studies, Art History, Horticulture, American Studies, and Geography majors and Honors students who have specific language requirements in their curricula.

The Department will continue to play an active role in state and national organizations which represent the interests of foreign language teachers: The Montana Association of Language Teachers (MALT) and the state chapters of the American Association of Teachers of French (AATF), German (AATG) and Spanish (AATSP). Members of the Department serve on the Executive Council and Board of Directors of the American Association of Teachers of French and on the Federation of Alliances Françaises USA, Inc. The Department will also continue to seek ways to serve the professional needs of state foreign language teachers.

The Department has a strong research component which has received regional and national recognition in the areas of pedagogy, literature and cultural studies. It has established positive visibility through the Editorship of the *French Review*, and the editorial boards of other important journals. The Department will continue its efforts to maintain its positive reputation in research and creative activity. Thus, all faculty members are expected to develop and maintain an active program of scholarship/creative activity consistent with their professional role in the Department.

The Department of Modern Languages and Literatures has maintained a strong service component in the College, the University and in professional organizations. Faculty members have served on all significant College and University committees, have been active in the Montana Committee for the Humanities, the regional Northwest Council on Foreign Languages and have served on national NEH panels. Members of the Department are often called on to conduct tenure and promotion reviews at other institutions. The Department will continue to enhance its visibility and serve the University and the profession by striving to play a responsible service role.

113 ACADEMIC PROGRAMS

113.1 Academic Programs of the College

Academic Programs

Biological Sciences, BS, MS, PhD
Biochemistry, MS, PhD
Chemistry, BS, MS, PhD
Earth Sciences, BS, MS
Economics, BS
English, BA
History, BA, MA
Japan Studies, BA
Mathematics, BS, MS, DEd, MEd, PhD
Microbiology, BS, MS, PhD
Military Science Air Force
Military Science Army
Modern Languages and Literatures, BA
Native American Studies
Philosophy, BA
Physics, BS, MS, PhD
Political Science, BA, MPA
Psychology, BS, MS

Sociology, BS
Statistics, MS, PhD
Women's Studies Minor

Centers

Antarctic Studies
Cellular and Molecular Biology
Community Center
Geographic Information and Analysis Center
Local Government Center
Math Tutor Assisted Courses Center (TAC)
Center for Native American Studies/Office of Tribal Services
Science Math Resource Center (SMRC)
Statistical Center
Writing Center

CLS faculty also make major contributions to the WAMI Regional Medical Education Program and the Mountain Research Center.

113.2 Academic Programs of the Department

The Department of Modern Languages and Literatures offers the Bachelors Degree in Modern Languages with options in:

French
French Teaching K-12
German
German Teaching K-12
Japan Studies (in conjunction with the Department of History & Philosophy)
Spanish
Spanish Teaching K-12
Commerce (with options in French, German and Spanish)

The Department also offers teaching minors in

French K-12
German K-12
Spanish K-12, and

and non-teaching minors in

French
German
Spanish
Japan Studies (in conjunction with the Department of History & Philosophy)
Latin America and Latino Studies (in conjunction with the Department of History & Philosophy)

and two semesters of Arabic via distance video, with the option of another year abroad in Morocco

114 RESEARCH AND CREATIVE ACTIVITY

114.1 Special Areas of College Research and Creative Activity

These areas are identified by the disciplines in the College of Letters and Science departments and by the special interests of the faculty.

114.2 Special Areas of Department Research and Creative Activity

The Research and Creative Activity in the Department lies in the areas of Literature, Culture, Linguistics and Pedagogy of the respective languages represented in the Department.

115 OUTREACH/PUBLIC SERVICE

115.1 Special Areas of College Outreach/Public Service

These areas are identified by the disciplines in the College of Letters and Science departments and by the special interests of the faculty.

115.2 Special Areas of Department Outreach/Public Service

The Department plays an active role in state and national organizations that represent the interests of foreign language teachers: The Montana Association of Language Teachers (MALT) and the state chapters of the American Association of Teachers of French (AATF), German (AATG), Japanese (ATJ), and Spanish (AATSP). The Department also seeks ways to serve the professional needs of state foreign language teachers. Faculty members also serve in regional, national, and international organizations as presenters at conferences, section chairs and journal editors. The Department maintains a strong service component in the College, the University and in professional organizations. Consulting for the community in the specific language/cultural areas is also carried out by the faculty of the Department. Translation work and interpreting for individuals and groups are carried out on a regular basis.

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

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

211.3 Department Teaching Criteria

Department Teaching Criteria include the generation of course content and objectives, curricular enhancement and innovation, course load, classroom effectiveness, efforts at teaching improvement and student learning and achievement. In concert with the university and college teaching criteria above, the Department recognizes other faculty contributions, such as participation in the university core, the honors program, direction of independent study, undergraduate research, and advising.

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 diverse nature of the College encourages a wide variety of scholarly activity. All faculty members with research expectations are expected to develop a continuous record of significant scholarly contributions. Publication, productivity, or funding appropriate to national norms in each discipline, as defined by the departments, will serve as the criteria for evaluation. Scholarship that focuses on the methods of teaching in a particular discipline is considered research/creative activity.

212.3 Department Research Criteria

Research Criteria for the Department center on scholarly activity in state, regional, national and international professional conferences, refereed journals and conference presentations. Writing grant proposals and receiving external funding awards are viewed as a support to the scholarly process and will be evaluated on that basis.

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

Outreach and public service are important to the College of Letters and Science and will vary according to the individual departmental and faculty roles.

213.3 Department Criteria

The Department Criteria for Outreach and Public Service center on service to state, national and international professional organizations that represent the interests of foreign language teachers. Members of the Department will also serve the professional needs of state foreign language teachers. The Department will maintain a strong service component in the College and University with representation on various committees.

"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]

220.1 a. General College Standards for Instructional Faculty

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

220.2 Standards for Faculty with Professional Practice Expectations

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

- a. *College standards for professional practice faculty are the same as those for instructional faculty, consistent with their specific assignments.*

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

Faculty performance in teaching as appropriate to the candidate's discipline, assignment, and rank, will be judged **effective** if it is consistent over time and of high quality and meets or exceeds the standards set by the candidate's department.

221.3 Department Standard(s) of Effectiveness in Teaching

Faculty performance in teaching will be judged effective if it meets or exceeds the standards of the Department and the College, as appropriate to the Candidate's discipline, assignment and rank.

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

Teaching performance will be judged effective if it usually falls within a reasonable range near the department mean on student evaluations and is supported by generally positive student and/or peer commentary. The Department Standard also requires faculty to keep abreast of current teaching strategies and new developments in the specific language, literature and culture taught and to implement these strategies and perspectives in the curriculum. Effective advising is an important component of teaching performance. Advising will be determined to be effective if it usually falls within a reasonable range near the Department mean on the annual advising survey. Peer review may also be considered in measuring effective advising.

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

The standards of effectiveness in this area are the same as for faculty with instructional expectations. The amount, but not the quality, of teaching will be considered as it is affected by the conditions of the assignment of the faculty member. Note: The Department of Modern Languages will not normally employ persons with Professional Practice Expectations.

222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY

222.1 University Standard of Effectiveness in Research/Creative Activity

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

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

Faculty performance in research/creative activity as appropriate to the candidate's discipline, assignment, and rank, will be judged **effective** if it is consistent over time and of high quality and meets or exceeds the standards set by the candidate's department.

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

Faculty performance in Research/Creative Activity will be judged effective if it meets or exceeds the standards of the Department and the College, as appropriate to the Candidate's discipline, assignment and rank.

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

Effectiveness in this area will be evaluated by on-campus review committees and administrators and external reviewers. The quality of research/creative efforts will be evaluated in terms of their scope, originality and significance as determined through the professional appraisal of peers in the field, journal readers, editors, referees, conference chairs and/or by Department colleagues. In making judgments about the quality of performance in this area the Department considers the following:

- The prestige of different presses and journals.
- Publications in refereed journals or book chapters in refereed volumes relevant to the faculty member's area of research/creativity.
- The prestige of the academic conferences where papers are presented.
- Evaluations of academic work by peers inside and outside the Department.
- The extent and quality of the individual's contribution to research published by multiple authors.

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

The standards of effectiveness in this area are the same as for faculty with instructional expectations. The amount, but not the quality, of scholarly output will be considered as it is affected by the conditions of the assignment of the faculty member. Note: The Department of Modern Languages will not normally employ persons with Professional Practice Expectations.

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 Standard(s) of Effectiveness in Outreach/Public Service

Faculty performance in service as appropriate to the candidate's discipline, assignment, and rank, will be judged **effective** if it is significant and of high quality and if it meets or exceeds the standards of the candidate's department.

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

Faculty performance in Outreach/Public Service will be judged effective if it meets or exceeds the standards of the Department and the College, as appropriate to the Candidate's discipline, assignment and rank.

A. Standard(s) of Effectiveness in Outreach/Public Service for Faculty with Instructional Expectations

Effectiveness in service shall be demonstrated by the efficacy of the service and through self evaluation and evaluation by peers and colleagues within the University, and when appropriate outside the University.

B. Standard(s) of Effectiveness in Outreach/Public Service for Faculty with Professional Practice Expectations

The standards of effectiveness for Faculty with Professional Practice will be the same as for Faculty with Professional Expectations if the faculty member in this category is given a service assignment. The amount of service activity will be determined by the letter of appointment. Note: Faculty members in this category will not normally be made in the Department of Modern Languages.

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 has an innovative component and if it receives substantial recognition from students, colleagues, and /or peers in the profession.

231.3 Department Standard(s) of Excellence in Teaching

Excellence in teaching must be demonstrated in part through evaluation of the faculty member's course materials and contributions. Evaluations by outside reviewers may be solicited.

A. Excellence in Teaching for Department Faculty with Instructional Expectations

A standard measure of teaching excellence is the Department's course evaluation form. This form generates data that can be compared to the over-all Department mean for course evaluations and to the mean scores for each item on the evaluation. The Department considers individual ratings in comparison to the mean scores for peers in the Department as one way of determining excellence in performance. Excellent performance is also demonstrated by written student commentary. The following items should be considered in gathering evidence of teaching excellence:

-- Teaching awards and peer evaluations in team-teaching efforts.

-- Self evaluation. The self evaluation of teaching excellence is an important factor in review.
-- Innovative teaching components.
-- Peer evaluation. When appropriate, as determined by the Department Executive Committee and the Department Head, peer evaluation shall be considered in the review. Exceptionally positive peer evaluation will serve as a measure of excellence in teaching. When deemed appropriate, Danforth reviews will be employed in the process to determine excellence in teaching.

B. Excellence in Teaching for Department Faculty with Professional Practice Expectations

If a faculty member in the Department receives a teaching assignment, the faculty member will be held to the same standards of excellence that are expected of those with instructional expectations, i.e. to the extent that teaching plays a role in that faculty member's over-all assignment within the Department. Note: Faculty with Professional Practice Expectations will not normally be hired in the Department.

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

Faculty performance in research/creative activity will be judged **excellent** if it receives substantial national or international recognition from peers and colleagues as having made a substantial contribution to the candidate's discipline.

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

Excellence in Research/Creative Activity must be demonstrated in part through evaluation of the faculty member's scholarly materials and contributions. 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]

A. Excellence in Research/Creative Activity for Department Faculty with Instructional Expectations

Excellence in Research/Creative Activity will be demonstrated within the same framework as that for "effectiveness." To achieve the status of excellence, Research/Creative activity must receive substantial national or international recognition from peers and colleagues as having made a substantial contribution to the candidate's discipline or profession.

B. Excellence in Research/Creative Activity for Department Faculty with Professional Practice Expectations

If a faculty member in the Department receives an assignment to be engaged in Research/Creative Activity, the faculty member will be held to the same standards of excellence that are expected of those with instructional expectations, i.e. to the extent that research/creative activity plays a role in that faculty members over-all assignment within the Department. Note: Faculty with Professional Practice Expectations will not normally be hired in the Department.

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 colleagues and peers outside the University.

233.3 Department Standards of Excellence in Outreach/Public Service

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

A. Excellence in Outreach/Public Service for Department Faculty with Instructional Expectations

Evidence of excellence will be sought as documented by peers, administrators, committee chairs or others in a position to assess the Faculty Member's contribution. In addition, the following may be considered:

- Participation in faculty governance and/or administration.
- Consulting services, guest lectures, continuing education participation, conducting workshops, public lectures, institutional visits.

B. Excellence in Outreach/Public Service for Department Faculty with Professional Practice Expectations

If a faculty member in the Department receives an assignment to be engaged in Service Activity, the faculty member will be held to the same standards of excellence that are expected of those with instructional expectations, i.e. to the extent that service activity plays a role in that faculty members over-all assignment within the Department. Note: Faculty with Professional Practice Expectations will not normally be hired in the Department.

240.1 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE

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

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

241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.1 University Policy and Procedures

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

241.2 College Policies and Procedures

Methods for conducting an in-depth assessment of teaching performance are:

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 and curricular enhancement and innovation that draws upon current and former students, graduates, colleagues, and/or clients. Candidates shall follow the methods for in-depth assessment of teaching performance established by the department. Excellence in teaching must be demonstrated in part through evaluation of the candidate's course materials and contributions. Evaluations by outside reviewers may be solicited.

a. **Teaching effectiveness** must be demonstrated, not merely asserted, through a narrative that reports student and peer evaluations of the candidate and by an assessment of advising quality. Specifically, the following methods may be utilized to demonstrate teaching effectiveness. Departments should take extra care to provide detailed information on both the quality and quantity of teaching.

(1) Student evaluations should be both quantitative and qualitative: quantitative in order to allow comparison with other teachers, and qualitative to enable students to elaborate on their perceptions of strengths and weaknesses of the teacher.

In order to interpret the quality of teaching, the CLSPTRC (College of Letters and Science Promotion and Tenure Review Committee) also needs a detailed description of the procedures used in the evaluation of teaching. The CLSPTRC looks for a comprehensive summary of student evaluations for all courses taught by the candidate since the last review/hire, as well as a shorter summary of previous evaluations. The CLSPTRC also needs a narrative analysis of the data. If a departmental scale is used, what is the departmental range and the departmental mean? Whenever possible, comparisons should be made to similar classes, preferably from within the department, and, if appropriate, to college or university experience. Neither random statements from individual evaluations nor generalized, qualitative assertions (for example, "good", "very good", "excellent") are helpful in demonstrating a candidate's abilities as a teacher, without documented supportive evidence to back them up.

(2) The department has the option to use its own evaluation form if comparative data can be made available. If the Department uses its own teaching evaluation form (rather than one of the standard university instruments), a copy of this instrument should be included in the file. One common teaching evaluation instrument must be used by all department members. The use of standardized student evaluation forms (such as the Knapp or Aleamoni forms) to solicit student feedback is strongly encouraged. Whatever the instrument used, an official "summary" sheet (such as the cover sheet that is part of each Knapp form or Aleamoni form) for each course should be included in the candidate's

dossier, one which summarizes the raw statistical data of student responses--rather than merely a statement of such results prepared by the candidate. In addition, a complete set of actual student evaluations for every course taught during the review period should be available for review by the CLSPTRC if requested.

- (3) When letters from former students and graduates are employed, they must be solicited by the department head and/or the departmental promotion and tenure committee and must not be solicited by the candidate. The candidate should provide a list of names from which the departmental committee will choose, although the committee also should solicit letters from other students formerly taught by the candidate. (The departmental report should state clearly how the students were chosen; and a copy of the letter soliciting the students' responses should be included in the candidate's file.) The letters should address the lasting effects of the candidate's courses and the degree to which the students were prepared for their professions/further education or their lives were enriched.
- (4) Peer evaluations, such as observation of teaching and/or reviewing teaching materials, are a form of reciprocal faculty development among and between staff members, and may be a regular part of the review process.
- (5) Academic advising of students is an important component of teaching effectiveness in cases where faculty are assigned this responsibility. In such cases, the amount and quality of advising must be documented by the Department Head or Department Promotion and Tenure Committee.
- (6) General statements about credit or contact hours taught or about numbers of students taught have little meaning for committee members outside the candidate's field. For example, a 4-credit lecture course given to 200 students may involve less time per week than a 4-credit discussion course taught to 25 students if the discussion course involves many hours of individual conferencing. The CLSPTRC thus needs to have quantitative data interpreted. For example, approximately how many actual hours per week does the candidate spend directly on teaching or advising duties (this includes class preparation, in-class teaching, conferencing, direct supervision or laboratory work, grading and so forth).
- (7) The departmental P&T committee should present the following information for each faculty member being reviewed: list of courses taught during the review period, number of credit and/or contact hours for each course, number of students per course, student evaluation data for every course, and some comparative information contextualizing the candidate's teaching within the department.
- (8) Some departments may choose to supplement other empirical information by conducting a Danforth Review of teaching. Such a review should not be presented in lieu of other empirical evidence. In this type of review a well respected faculty member from another department who is not acquainted with the candidate interviews a dozen or so students who have had the candidate for a teacher. The reviewer asks penetrating questions of the students to assess the qualities of the candidate's teaching performance. A report is prepared and the reviewer is made known to the departmental committee and head but is anonymous to the candidate. If a department wishes to conduct a Danforth Review, the review should be conducted in accordance with the CLS guidelines available in the office of the dean.

- b. **Teaching excellence** must be demonstrated as above; however, excellence in teaching differs from effectiveness in teaching in that for excellence 1) there is an innovative

component and 2) the work receives substantial recognition from peers, students, former students, and/or clients. An innovative component might include such accomplishments as making novel connections among bodies of knowledge, linking theory and practice, or developing inventive approaches to critical thinking, problem-solving, oral and written communication, or awareness of other cultures and epochs.

Documentation of both innovation and substantial recognition is necessary. Such documentation must include student evaluation, materials from former students and/or clients, and elements of peer review, including internal assessment of course materials to ascertain the degree to which course content is solid and current. (Since CLSPTRC and in some cases even departmental peers may be unable to judge teaching materials in a candidate's specialized area of expertise, departmental committees well may solicit external reviewers from those in the candidate's field. Such reviews should be handled in accordance with CLS guidelines for reviews, Section 242.2.) Documentation of excellence also may include, for example, teaching awards, materials demonstrating curriculum development, evidence of successful collaboration with the public schools or with other institutions of higher education, or teaching materials such as textbooks.

CLSPTRC also encourages candidates who may seek promotion to full professor on the basis of excellence in teaching to prepare teaching portfolios to be reviewed by the department and, if the candidate deems it appropriate, by external evaluators from related fields beyond the department. We suggest such portfolios because they are an effective means of organizing and presenting cumulative evidence of teaching excellence. Such portfolios should include a brief statement from the candidate about teaching responsibilities and teaching philosophy, objectives, and strategies; representative course syllabi, with readings, handouts, and assignments; and summaries of student evaluation data. The portfolio might also include description of curricular enhancement and innovation, with supporting materials; description of steps taken to evaluate and improve teaching; statements from colleagues who have observed classes and reviewed materials; sample student essays, lab work, or creative projects; statements from former students and graduates; teaching honors or recognition; and invitations from outside agencies or other campuses to demonstrate teaching methods or participate in activities related to teaching.

241.3 Department Policies and Procedures

Faculty performance in teaching will be judged **effective** if it meets or exceeds the teaching standards of the Department and the College, as appropriate to the Candidate's discipline, assignment and rank.

Faculty performance in teaching will be judged **excellent** if it can be shown to have a creative/research component receiving substantial recognition as reflected by teaching awards, and research presented at national or international conferences; and/or research published in national and international journals.

Methods for conducting an in-depth assessment of teaching performance are:

Effectiveness and excellence in teaching shall be demonstrated through evaluation by peers and colleagues within the Department, the College and the University and through in-depth assessment of teaching performance and curricular enhancement and innovation that draws upon current and former students, graduates, colleagues. Excellence in teaching must be demonstrated in part through evaluation of the candidate's course materials and contributions. Evaluations by outside reviewers may be solicited.

a. **Teaching effectiveness** must be demonstrated, not merely asserted, through a narrative (annual review documentation, Departmental Executive Committee written reviews for Third Year, Promotion and Tenure reviews) that reports student and peer evaluations of the candidate and by an assessment of advising quality. Specifically, the following methods may be utilized to demonstrate teaching effectiveness and excellence.

(1) Student evaluations will be both quantitative and qualitative: quantitative in order to allow comparison with other teachers, and qualitative to enable students to elaborate on their perceptions of strengths and weaknesses of the teacher.

When The Department conducts an in-depth review, a comprehensive summary of student evaluations for all courses taught by the candidate since the last review/hire is generated, as well as a shorter summary of previous evaluations. A narrative analysis of the data is also provided. Data including the departmental scale, the departmental range and the departmental mean will also be provided. Whenever possible, comparisons will be made to similar classes, preferably from within the department, and, if appropriate, to college or university experience. Neither random statements from individual evaluations nor generalized, qualitative assertions (for example, "good", "very good", "excellent") are helpful in demonstrating a candidate's abilities as a teacher, without documented supportive evidence to back them up.

(2) The Department employs a course evaluation form to solicit student feedback. A "summary" for each course will be included in the candidate's dossier, one which summarizes the raw statistical data of student responses--rather than merely a statement of such results prepared by the candidate. In addition, a complete set of actual student evaluations for every course taught during the review period will be available for review by the Department Executive Committee.

(3) When letters from former students and graduates are employed, they will be solicited by the department head and/or the Department Executive Committee and must not be solicited by the candidate. When letters are solicited, the candidate may provide a list of names from which the departmental committee will choose, although the committee may also solicit letters from other students formerly taught by the candidate. (The departmental report will state clearly how the students were chosen when such a method is employed; and a copy of the letter soliciting the students' responses should be included in the candidate's file.) The letters should address the lasting effects of the candidate's courses and the degree to which the students were prepared for their professions/further education or their lives were enriched.

(4) Peer evaluations, such as observation of teaching and/or reviewing teaching materials, are a form of reciprocal faculty development among and between staff members, and will be a regular part of the review process. Multiple classroom observations of at least three different courses will be conducted according to the departmental procedure for peer observations of teaching, which is available from the Department Head. The observers will be selected by the Head and may be selected from outside the department.

(5) Academic advising of students is an important component of teaching effectiveness. The amount and quality of advising will be documented by the Department Head or Department Executive Committee via a standard evaluation form.

(6) Quantitative data will be interpreted to the College and University review committees. For example, the actual hours per week a candidate spends directly on teaching or advising

duties (this includes class preparation, in-class teaching, conferencing, direct supervision or laboratory work, grading and so forth).

(7) The Department Executive Committee will present the following information for each faculty member being reviewed: list of courses taught during the review period, number of credit and/or contact hours for each course, number of students per course, student evaluation data for every course, and some comparative information contextualizing the candidate's teaching within the department.

(8) It may be advisable under some circumstances to conduct a Danforth Review of teaching in the department. Such a review will not be presented in lieu of other empirical evidence. In this type of review a well respected faculty member from another department who is not acquainted with the candidate interviews a dozen or so students who have had the candidate for a teacher. The reviewer asks penetrating questions of the students to assess the qualities of the candidate's teaching performance. A report is prepared and the reviewer is made known to the Department Executive Committee and Head but is anonymous to the candidate. If the Department wishes to conduct a Danforth Review, the review will be conducted in accordance with the CLS guidelines available in the Office of the Dean.

(9) Statement – A brief (up to 500 words) statement in which the candidate describes her/his approach to teaching and learning is required. Candidates should specifically address how they gauge the level of student learning. The candidate is encouraged to supply a brief narrative offering his or her interpretation of the results of his/her evaluations as well.

(10) Course Materials – For each of two different courses taught by the candidate, he/she will supply the course syllabus listing course goals, a sample student assignment, a sample examination, and other relevant course materials. This will be accompanied by a description from the candidate that explains why the course is designed the way it is, how it coordinates with other courses or programs, and how the evidence presented is designed to help students meet the course goals.

(11) Student Work Samples – Where appropriate, candidates may supply student work samples as evidence of improvements in student understanding or performance. Examples that demonstrate student growth are more useful than exemplary final products and candidates are cautioned against focusing on the work of only their top students. An interpretive narrative describing how the candidate's teaching influenced the work must accompany these work samples.

(12) Letters from Students – A prescribed number of letters from students describing their experiences in the candidate's courses will be collected according to departmental procedures. Although candidates may suggest names of appropriate students from whom to solicit letters, at least half of letters should be from randomly selected students across a range of courses.

b. **Teaching excellence** must be demonstrated, not merely asserted, through a narrative (annual review documentation, Departmental Executive Committee written reviews for Third Year, Promotion and Tenure reviews) that reports student and peer evaluations of the candidate and by an assessment of advising quality. Specifically, the following methods may be utilized to demonstrate teaching effectiveness and excellence.

- (1) Student evaluations will be both quantitative and qualitative: quantitative in order to allow comparison with other teachers, and qualitative to enable students to elaborate on their perceptions of strengths and weaknesses of the teacher.

When The Department conducts an in-depth review, a comprehensive summary of student evaluations for all courses taught by the candidate since the last review/hire is generated, as well as a shorter summary of previous evaluations. A narrative analysis of the data is also provided. Data including the departmental scale, the departmental range and the departmental mean will also be provided. Whenever possible, comparisons will be made to similar classes, preferably from within the department, and, if appropriate, to college or university experience. Neither random statements from individual evaluations nor generalized, qualitative assertions (for example, "good", "very good", "excellent") are helpful in demonstrating a candidate's abilities as a teacher, without documented supportive evidence to back them up.

- (2) The Department uses its own teaching evaluation form. A copy of this instrument will be included in the candidate's file. The Department employs a course evaluation form to solicit student feedback. A "summary" for each course will be included in the candidate's dossier, one which summarizes the raw statistical data of student responses--rather than merely a statement of such results prepared by the candidate. In addition, a complete set of actual student evaluations for every course taught during the review period will be available for review by the Department Executive Committee.

- (3) When letters from former students and graduates are employed, they will be solicited by the department head and/or the Department Executive Committee and must not be solicited by the candidate. When letters are solicited, the candidate may provide a list of names from which the departmental committee will choose, although the committee may also solicit letters from other students formerly taught by the candidate. (The departmental report will state clearly how the students were chosen when such a method is employed; and a copy of the letter soliciting the students' responses should be included in the candidate's file.) The letters should address the lasting effects of the candidate's courses and the degree to which the students were prepared for their professions/further education or their lives were enriched.

- (4) Peer evaluations, such as observation of teaching and/or reviewing teaching materials, are a form of reciprocal faculty development among and between staff members, and may be a regular part of the review process. Multiple classroom observations of at least three different courses will be conducted according to the departmental procedure for peer observations of teaching, which is available from the Department Head. The observers will be selected by the Head and may be selected from outside the department.

- (5) Academic advising of students is an important component of teaching effectiveness. The amount and quality of advising will be documented by the Department Head or Department Executive Committee via a standard evaluation form.

- (6) Quantitative data will be interpreted to the College and University review committees. For example, the actual hours per week a candidate spends directly on teaching or advising duties (this includes class preparation, in-class teaching, conferencing, direct supervision or laboratory work, grading and so forth).

- (7) The Department Executive Committee will present the following information for each faculty member being reviewed: list of courses taught during the review period, number of credit and/or contact hours for each course, number of students per course, student

evaluation data for every course, and some comparative information contextualizing the candidate's teaching within the department.

(8) It may be advisable under some circumstances to conduct a Danforth Review of teaching in the department. Such a review will not be presented in lieu of other empirical evidence. In this type of review a well respected faculty member from another department who is not acquainted with the candidate interviews a dozen or so students who have had the candidate for a teacher. The reviewer asks penetrating questions of the students to assess the qualities of the candidate's teaching performance. A report is prepared and the reviewer is made known to the Department Executive Committee and Head but is anonymous to the candidate. If the Department wishes to conduct a Danforth Review, the review will be conducted in accordance with the CLS guidelines available in the Office of the Dean.

(9) Statement – A brief (up to 500 words) statement in which the candidate describes her/his approach to teaching and learning is required. Candidates should specifically address how they gauge the level of student learning. The candidate is encouraged to supply a brief narrative offering his or her interpretation of the results of his/her evaluations as well.

(10) Course Materials – For each of two different courses taught by the candidate, he/she will supply the course syllabus listing course goals, a sample student assignment, a sample examination, and other relevant course materials. This will be accompanied by a description from the candidate that explains why the course is designed the way it is, how it coordinates with other courses or programs, and how the evidence presented is designed to help students meet the course goals.

(11) Student Work Samples – Where appropriate, candidates may supply student work samples as evidence of improvements in student understanding or performance. Examples that demonstrate student growth are more useful than exemplary final products and candidates are cautioned against focusing on the work of only their top students. An interpretive narrative describing how the candidate's teaching influenced the work must accompany these work samples.

(12) Letters from Students – A prescribed number of letters from students describing their experiences in the candidate's courses will be collected according to departmental procedures. Although candidates may suggest names of appropriate students from whom to solicit letters, at least half of letters should be from randomly selected students across a range of courses.

(13) Evidence of Innovation – Candidates will provide evidence of any innovations and an explanation for why the evidence demonstrates innovation in teaching. Assessment data on the effectiveness of the innovations is strongly encouraged.

(14) Contributions Beyond the Candidate's Classroom – Some candidates might be involved in educational efforts that extend beyond the individual's classroom. This could include such activities as textbook writing, K-12 curriculum development, involvement in professional societies, or writing about teaching innovations. In cases where these activities have direct impact on the candidate's classroom, they should be included in section 9: *Evidence of Innovation*. Otherwise, such materials may be included in this section, which will be reviewed separately by the external reviewers. The candidate is encouraged to supply a brief written interpretation of the materials.

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

Methods for conducting an in-depth assessment of performance in research/creative activity are:

The candidate's vita should separately indicate a) refereed books or book chapters, b) refereed journal articles, c) invited conference presentations, d) contributed conference presentations, e) seminars and/or colloquia, f) grant proposals submitted and grants funded, and g) other. Indicate complete authorship on papers, grants funded, etc. The departmental report also should indicate the quality and reputation of the vehicles in which the candidate publishes. When appropriate, the candidate's contribution to papers and grant proposals should be described and interpreted. Note work in progress or in submission/circulation; evaluate its quality. Letters of reference should especially address an evaluation of the candidate's scholarship/creativity.

Confidential external letters of evaluation (from outside Montana State University--Bozeman) are required for tenure and promotion reviews. A minimum of five such letters is required. All letters of evaluation received must be included in the candidate's file. Letters of evaluation should address the candidate's professional potential and accomplishments rather than personal qualities. Specific assessments of scholarship/creativity are essential.

Evaluators should be specialists in the candidate's field and familiar with the usual expectations for faculty performance. Letters from mentors, former colleagues, close collaborators, or personal friends have less credibility and should not be solicited. A majority of the outside evaluators must be selected by the department head and/or departmental committee; a minority may come from a list of names submitted by the candidate. Candidates should not be informed of the identity of outside evaluators in order to protect the confidentiality of the review process.

The external review letters must be requested by the department head and/or the department promotion and tenure committee chair, and must not be solicited by the candidate. The department report should state clearly how external referees were chosen and should include a brief statement of their status in the field. A copy of the letter soliciting outside reviewers must be included in the candidate's file; referees should state either knowledge of or relationship to the candidate, if any.

External evaluators should be sent a copy of the candidate's vita, as well as a selection of relevant publications and/or unpublished manuscripts, along with other materials, as appropriate. They should be asked to comment specifically on the quality of the candidate's written scholarship and his or her productivity.

242.3 Department Policies and Procedures

Faculty performance in research/creative activity will be judged **effective** if it meets or exceeds the research/creative activity standards of the Department and the College, as appropriate to the Candidate's discipline, assignment, and rank.

Faculty performance in research/creative activity will be judged **excellent** if it receives substantial national or international recognition from peers and colleagues as having made a substantial contribution to the Candidate's discipline. Scholarship that focuses on the methods of teaching in a particular discipline is also considered appropriate research/creative activity.

Methods for conducting an in-depth assessment of performance in research/creative activity are:

The Candidate's vita should separately indicate a) refereed books or book chapters, b) refereed journal articles, c) invited conference presentations, d) contributed conference presentations, e) seminars and/or colloquia, f) grant proposals submitted and grants funded, and g) other. Indicate complete authorship on papers, grants funded, etc. The Departmental report also should indicate the quality and reputation of the vehicles in which the candidate publishes. When appropriate, the Candidate's contribution to papers and grant proposals should be described and interpreted. Note work in progress or in submission/circulation; evaluate its quality. Letters of reference should especially address an evaluation of the Candidate's scholarship/creativity.

Confidential external letters of evaluation (from outside Montana State University--Bozeman) are required for tenure and promotion reviews. A minimum of four such letters is required. All letters of evaluation received must be included in the candidate's file. Letters of evaluation should address the candidate's professional potential and accomplishments rather than personal qualities. Specific assessments of scholarship/creativity are essential.

Evaluators should be specialists in the Candidate's field and familiar with the usual expectations for faculty performance. Letters from mentors, former colleagues, close collaborators, or personal friends have less credibility and should not be solicited. A majority of the outside evaluators must be selected by the Department Executive Committee; a minority may come from a list of names submitted by the Candidate. Ratio of letters: 3:1; 4:1; 5:2; 6:2. Candidates should not be informed of the identity of outside evaluators in order to protect the confidentiality of the review process.

The external review letters must be requested by the Department Executive Committee, and must not be solicited by the candidate. The Department report should state clearly how external referees were chosen and should include a brief statement of their status in the field. A copy of the letter soliciting outside reviewers must be included in the Candidate's file; referees should state either knowledge of or relationship to the candidate, if any.

External evaluators should be sent a copy of the candidate's vita, as well as a selection of relevant publications and/or unpublished manuscripts, along with other materials, as appropriate. They should be asked to comment specifically on the quality of the candidate's written scholarship and his or her productivity.

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

Methods for conducting an in-depth assessment of performance in outreach/public service are in accordance with University policy, section 243.1:

In addition to the university policy and procedures, the department report should describe the candidate's professional service activities to the University, the profession, and the people of the state of Montana. Information about committee assignments, offices held, editing duties, service to professional organizations, outreach, and other professional tasks relevant to the candidate's defined role should be provided. Citizenship activities (c. f. service clubs, coaching, church involvement, etc.), while valuable in the community, are not considered as part of the promotion and tenure process unless an express part of the candidate's assigned role. Review of service will be conducted internally and by external reviewers as required by university policy in Section 243.1. Guidelines for the solicitation of reviewers are the same as for teaching and research/creativity.

243.3 Department Policies and Procedures

Faculty performance in outreach/public service will be judged **effective** if it meets or exceed's the outreach/public service standards of the Department and the College, as appropriate to the Candidate's discipline, assignment, and rank.

Faculty performance in outreach/public service will be judged **excellent** if it receives substantial recognition from colleagues and peers beyond the University.

Methods for conducting an in-depth assessment of performance in outreach/public service are in accordance with University policy, section 243.1:

In accordance with the University and College policy and procedures, the Department report should describe the candidate's professional service activities to the University, the profession, and the people of the state of Montana. Information about committee assignments, offices held, editing duties, service to professional organizations, outreach, and other professional tasks relevant to the candidate's defined role should be provided. Citizenship activities (c. f. service clubs, coaching, church involvement, etc.), while valuable in the community, are not considered as part of the promotion and tenure process unless an express part of the candidate's assigned role.

Review of service will be conducted internally and by external reviewers as required by university policy in Section 243.1. Guidelines for the solicitation of reviewers are the same as for teaching and research/creativity.

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 as above.

310.3 Department Standards for Retention

The Department 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]

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

321.1 Standards for Faculty with Instructional Expectations

A. University Standards

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

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

B. College Standards

College-Wide Standards for Tenure are as above.

C. Department Standards

The Department standards for the award of tenure to faculty with instructional expectations are:

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

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

Appointments with Professional Practice Expectations are as above.

C. Department Standards

There are no Professional Practice Appointments in the Department. There are no plans to make such hires. If the Department concludes to hire faculty with Professional Practice Expectations, the Department Standard will be developed at that time.

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 Instructional Expectations

A. University Standards

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

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

2. *demonstrated potential to teach at the undergraduate and/or graduate levels, and*
3. *qualifications to conduct research/creative activity in a specialized field.* [FH 661.01]

B. College Standards

College-Wide Standards for Appointment and Promotion are as above.

C. Department Standards

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

1. a terminal degree appropriate to the field or department,
2. demonstrated potential to teach at the undergraduate and/or graduate levels, and
3. qualifications to conduct research/creative activity in a specialized field. [FH 661.01]

331.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. College Standards

The College of Letters and Science standards for faculty with professional practice expectation include all of the University standards.

C. Department Standards

There are no Professional Practice Appointments in the Department. There are no plans to make such hires. If the Department concludes to hire faculty with Professional Practice Expectations, the Department Standard will be developed at that time.

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

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

[FH 662.00]

332.1 Standards for Faculty with Instructional Expectations

A. University Standards

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

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

B. College Standards

Standards for Rank of Associate Professor are as above.

C. Department Standards

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

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

332.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. College Standards

The College of Letters and Science standards for faculty with professional practice expectation include all of the University standards.

C. Department Standards

There are no Professional Practice Appointments in the Department. There are no plans to make such hires. If the Department concludes to hire faculty with Professional Practice Expectations, the Department Standard will be developed at that time.

333 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF PROFESSOR

333.1 Standards for Faculty with Instructional Expectations

A. University Standards

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

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

B. College Standards

Standards for Rank of Professor are as above.

C. Department 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]

333.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

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

B. College Standards

The College of Letters and Science standards for faculty with professional practice expectation include all of the University standards.

C. Department Standards

There are no Professional Practice Appointments in the Department. There are no plans to make such hires. If the Department decides to hire faculty with Professional Practice Expectations, the Department Standard will be developed at that time.

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]

College Procedures for Formal Review of Faculty Performance

- A. Departments should follow the Uniform Data Format for departments presented in Section 421.2. For third year, tenure, promotion and special reviews, the faculty member must submit to the departmental committee all previous goal statements, annual review documents and previous promotion and tenure review summaries and other materials relevant to his/her performance.
- B. Departments must indicate explicitly the means by which their recommendations are determined. Since different departments may use different methods, it is essential to CLSPTRC and to the University Promotion and Tenure Committee to know what those methods are. For example, does the entire department vote, or only certain ranks, or only a departmental promotion and tenure committee? What documents are made available to the voters? What is the vote tally? In addition, the department head's vote and recommendation should be clearly differentiated from the departmental committee's; and the head's degree of concurrence with the candidate's peers should be clearly stated and supported.
- C. Departments must describe the standards used in their department for evaluating candidates in each of the three criteria areas. Included should be a general statement as to what the department expects from all faculty in terms of teaching, scholarship/creativity, and service. Departments should include the candidate's departmental role statement.
- D. Dissenting or minority opinions about the candidates by members of the department committee must be explained within the report.

411 MANDATORY CONSIDERATIONS AT ALL LEVELS OF REVIEW

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

- A. *the University criteria and standards described above,*
- B. *the previously approved role and scope, criteria and standards document of the college,*
- C. *the previously approved role and scope, criteria and standards document of the department,*
- D. *the letter of hire and any subsequent faculty role statements, including any differential staffing/differential assignment, and*

E. in cases of review for promotion and tenure, the written evaluations of external peer reviewers.

[FH 811.00]

412 RESPONSIBILITIES OF THE COLLEGE DEAN

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

The college dean is also responsible for:

A. Informing faculty members, committee members, and department heads of the applicable time lines for review.

Dates and times will be set by the Dean in accordance with those set by the Provost. In general this means the departmental review will be done by the end of fall semester.

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

The election of the members of the CLSPTRC and the college representation to the UPTC, at the discretion of the CLSPTRC, may be conducted by the Dean's Office.

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

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

413 REVIEW BY THE COLLEGE PROMOTION AND TENURE COMMITTEE

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

413.1 Membership and Procedures for Selection

Each college shall establish the policies and procedures by which the membership of the committee shall be established. The college review committee shall be composed only of tenured faculty, at least a majority of whom shall be elected by college faculty. A 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 college dean may be present at committee meetings, at the discretion of the committee, to present data that is essential to the committee's deliberations but shall not be present when the committee votes.

[FH 815.00]

The Committee is composed of five tenured faculty members of the College above the rank of instructor, three of whom are elected by the academic faculty of the College and two of whom are appointed by the College Dean. At the discretion of CLSPTRC, the Dean may be a non-voting participant and/or may serve as the chair of the committee. The Dean will not be present during votes.

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]
- C. *reviewing, making suggestions for modification, and approving the role and scope, criteria and standards documents of the college.*

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]
- C. *for formal review of a candidate, the college committee first reviews the criteria listed in this document and the appropriate Departmental Role and Scope, Procedures, Standards and Criteria documents.*
- D. *following detailed discussion of the merits of each case, each member indicates her/his vote and the reasons for that vote. If the college committee supports the departmental recommendation, the college committee's first vote becomes its recommendation to the Dean. For those cases in which the college committee is divided or in which the college committee disagrees with the departmental recommendation, additional deliberations are scheduled (see below).*

- E. if the CLSPTRC has questions or has not concurred with the department's recommendations, the committee may invite the respective department head and/or department P & T committee chair to discuss those cases with the college committee, or may solicit written information from them.
- F. after additional discussions on all cases in dispute, CLSPTRC takes final votes on each and makes final recommendations to the Dean.
- G. all recommendations are summarized by the college committee in a letter to the Dean and to each individual member under review. Copies of these letters are included in the files sent to the Provost and to the appropriate department head.
- H. each year, the college committee reports to the faculty the total number of recommendations received from the CLS departments, the number with which the college committee agrees or disagrees, and the degree to which the CLS Dean, the University Promotion and Tenure Committee, and the University President agree.

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

A call for nominations is made to all CLS tenured and tenurable faculty. The nominees must be from among the tenured associate professors and full professors within the college. No faculty member up for review may serve on the committee. No UPTC member may simultaneously serve on either the college or departmental P&T committee. Members normally serve for one three-year term and cannot be reelected to consecutive terms. Each college should elect an alternate to serve if the elected member is unable to serve.

A ballot is drawn up from the list of nominees consisting of those that meet the criteria shown above and who agree to serve on the committee should they be elected. A college-wide election is held with the top vote-getter serving on the committee and the second vote-getter serving as an alternate.

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.*

A copy of this document will accompany the letter of hire presented to each individual hired by the Department.

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.

Dates and times will be set by the Department Head and The Department Executive Committee in accordance with those set by the Dean. In general, this means that the department reviews will begin in late Spring and be completed during the next academic year. Each candidate will be given ample time to assemble the materials to be incorporated in the dossier.

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

The Department follows the Uniform Data Format for Departments presented in Section 421.2). For third year, tenure, promotion and special reviews, the Faculty Member must submit to the Department Committee all previous goal statements, annual review documents and previous promotion and tenure review summaries and other materials relevant to his/her performance. The Department Head provides the Executive Committee with teaching performance data, previous review files, and other materials relevant to the Candidate's performance.

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]

The Department Executive Committee consists of one eligible Faculty Member from each language appointed by the Department Head each year. Where possible, no Faculty Member will be asked to serve two consecutive terms.

-- An eligible Faculty Member must have a full-time tenure-track appointment and be on a regent's contract.

-- In all special reviews, the principle of peer review will be followed so that the Executive Committee is made up of members of appropriate rank to conduct the review.

-- All faculty to be reviewed may request reconsideration of the make-up of the Executive Committee charged with the review.

-- Whenever possible the Committee shall have at least 25 percent female/minority representation.

-- For the purpose of presenting data that is essential to the Committee's deliberations, the Department Head may be present at meetings at the request of the Committee or at his/her request.

All members of the Executive Committee, including an "outside member," are eligible to vote.

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]

The Department Executive Committee will solicit confidential materials, including letters of support, letters from external reviewers, letters from internal reviewers and in-depth evaluations of teaching performance when appropriate. The Candidate will not solicit these outside evaluations. The Committee will identify those persons who are qualified to provide confidential outside evaluations, both by consultation with the Candidate and through its own professional acumen, and provide them with a letter describing the type of review, the expectations of the University, the College and the Department for the review being solicited and provide the reviewer with sufficient representative material, eg., scholarly articles, etc., for the reviewer to make a considered and valid response. The reviewer will be provided with the Candidate's Curriculum Vitae. The strictest sense of confidentiality will be maintained.

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

The Department follows the Uniform Data Format for Departments presented in Section 421.2. The documents listed there will become a part of the Candidate's dossier. No other documentation will become a part of the dossier without notification to the candidate and an opportunity for the candidate to respond.

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 four (4) 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 reviews will be mandatory for Tenure and Promotion reviews. When a special review is undertaken outside of the Third Year Review, external reviews may also be required. Reviewers will be selected as in 415.2 above. Deadlines for receipt of materials from the Candidate and others who provide materials for reviews will be given with ample time to respond.

College policies and procedures are described in 410.

415.4 Establishing Procedures for Obtaining Internal Reviews

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

The Department Executive Committee will solicit confidential materials, including letters of support, letters from internal reviewers, and in-depth evaluations of teaching performance when appropriate. The Candidate will not solicit these outside evaluations. The Committee will identify those persons who are qualified to provide confidential internal evaluations, both by consultation with the Candidate and through its own professional acumen, and provide them with a letter describing the type of review, the expectations of the University and the Department in that aspect of the review being solicited and provide the reviewer with sufficient representative material, eg., scholarly articles, etc., for the reviewer to make a considered and valid response. The reviewer will be provided with the Candidate's Curriculum Vitae. The strictest sense of confidentiality will be maintained.

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]
- C. A candidate who receives a negative recommendation from the departmental review committee and/or the department head may submit a response to the negative recommendation and may respond to the summaries of peer reviews. The department head or chair of the departmental review committee will have five working days from the date of notification to the candidate of the negative review to compile the summary and forward it to the candidate. These summaries should convey the substance of the peer review but must protect the identities of the reviewers. The candidate must submit his or her response to the negative recommendation(s) within five working days from the date of receipt of the negative recommendation(s) or peer review summary, whichever is later. The candidate's response will be submitted to the Chair of the college review committee and will be added to the dossier if received within the time frame set forth above.

[FH 812.00]

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, research, creative activity, outreach and service and provide the framework for the review of the dossier. This personal narrative shall be included in the dossier and may be forwarded to external and internal reviewers according to the procedures of the college and/or department.

The Department will send the Self-Evaluation Statement along with other materials to internal reviewers.

421.2 Other Materials to be Submitted with the Dossier

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

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

Procedures for the Conduct of Formal Review

A. Mechanical Procedures

1. Notebooks containing the materials presented by the Departments are prepared by the Dean's Office. The material should include the dossier assembled in the order listed on the "Candidate's Cover Sheet," namely:
 - I. Title Page (listing name, department and college)
 - II. Review documents (for review committees and administrators)
 - III. Letter of Hire; Role Statements
 - IV. Curriculum Vitae
 - V. Self-Evaluation or Personal Statement
 - VI. Teaching Performance
 - VII. Research/Creative Activity
 - VIII. Service

Plus the additional documents, such as solicited confidential letters.

2. Once the notebooks have been submitted to the Dean's Office, no materials may be added or deleted except as requested by the CLSPTRC.
3. All files are confidential.

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 or reviewing administrator'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 from an reviewing administrator or review committee.*

[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]

At the beginning of each calendar year the Department Head presents the Faculty Member with the preceding year's role statement for review and reconsideration. The Department Head and the Faculty Member arrive at the specific nature of the role of the Faculty Member in the Department for the new year based on the Department role in the University, its needs, and the Faculty Member's professional goals in the areas of Teaching, Research and Outreach/ Public Service. The Department makes new committee assignments from time to time, and these are reflected in the role statement. The role statement is signed by both the Department Head and the Faculty Member to show acceptance of the agreement reached.

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

At the conclusion of each calendar year, the Department Head solicits a self-evaluation from each tenure-track faculty member. This evaluation speaks to the assignments, duties, and accomplishments of the Faculty Member relevant to the Role Statement for the period under consideration. After reviewing the self-evaluation, the Department Head holds a personal interview with the Faculty Member to discuss the review year and the particular elements of the Faculty Member's past year that might need further clarification. After the interview, the Department Head writes a draft of the annual review using the self-evaluation, the interview and other resources such as the written and numerical data from course evaluations, and presents the draft to the Faculty Member. If the Faculty Member is in agreement with the draft, it is signed by both the Faculty Member and the Head and the process of annual review is complete for that Faculty Member. If the Faculty Member is not in accord with parts of the document, these are then discussed in another personal interview. Depending on the perspectives arising out of this second interview, the Department Head can either alter the draft or stand by the original writing, in which case the Faculty Member, if not satisfied, can appeal to the Department Executive Committee for a hearing. If the Executive Committee finds evidence to support the Faculty Member's position, interaction between the Department Head and the Executive Committee will attempt to resolve the issue within the Department. If the difference is resolved, the annual review will reflect only the agreement between the Department Head and the Executive Committee. If a resolution cannot be reached, the review document, a statement by the Executive Committee, and, if desired, a statement by the Faculty Member will be forwarded to the Dean of the College who will decide the matter.

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]

See 510.02 above.

511.1 Procedures for Making Salary Recommendations

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

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

512 RESPONSIBILITIES OF THE SALARY REVIEW COMMITTEE

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

513 CANDIDATE'S RIGHTS RELATIVE TO ANNUAL REVIEW

513.1 Right to Timely Review

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

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

513.2 Right to Appeal Annual Performance Evaluation

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

A faculty member who disagrees with a salary recommendation may send a letter with a rationale for his or her disagreement to the college dean. Disagreements must be filed with the dean within ten (10) days of learning of the department head's salary recommendation. The dean shall consider the disagreement and prepare the salary recommendation to be sent to the Salary Review Committee. The dean shall notify the faculty member, in writing, of the decision regarding the disagreement.

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

513.3 Right to Appeal Annual Performance Evaluation

See 510.02 for description of the right to and process for appeal if the faculty member disagrees with the annual performance evaluation of the Department Head.