

**MONTANA STATE UNIVERSITY-BOZEMAN
COLLEGE OF NURSING**

POLICY # C-1

TITLE: EVALUATION OF FACULTY FOR ANNUAL AND FORMAL REVIEWS

POLICY: The faculty shall be evaluated annually and for formal reviews according to evaluation criteria and standards established by Montana State University and supplemented by the faculty of the College of Nursing. The process for formal review shall be revised, if necessary, and reaffirmed annually by the College of Nursing faculty.

RATIONALE: The purpose of this document is to provide statements of criteria and evaluative standards for faculty that are supplemental to those described in the MONTANA STATE UNIVERSITY FACULTY HANDBOOK and are consistent with the mission of the College of Nursing. The policy was developed by the Faculty Affairs Committee to clarify the College of Nursing's application of the university policy for faculty review as described in the MONTANA STATE UNIVERSITY HANDBOOK and to facilitate evaluation and specific formal reviews of faculty members.

These criteria and standards, essential for the selection, recognition and retention of faculty, are derived from the mission statement of the College of Nursing.

The annual review process will (1) assist the faculty member plan activities congruent with the mission, role and scope of the College of Nursing (2) help the faculty member examine strengths and focus on potential growth areas, (3) provide a written basis for salary recommendations, and (4) serve as part of the data base for other reviews.

Retention, promotion and/or tenure review of a faculty member's performance is required to determine whether his/her qualifications merit the awarding of continued employment, promotion and/or tenure at Montana State University.

DEFINITIONS: The following relevant definitions were derived from the MSU Promotion and Tenure policy (effective July, 1995, per the MSU Faculty Handbook). A complete listing of definitions can be found in the MSU Faculty Handbook.

"Criteria and Standards": "Criteria" are the variables examined in an evaluation. "Standards" means the levels or degrees of performance which measure the success in accomplishing criteria.

"Effectiveness": means meeting or exceeding the standards of the department and college, discipline or profession as appropriate for the individual's assignment.

"Excel/Excellence": means achieving substantial recognition from students, clients, colleagues and/or peers in the profession, appropriate to the activity.

"Research": is a form of scholarship which involves discovery, application and/or integration of new knowledge and the presentation of that knowledge for review and evaluation by peers in the academic and scientific communities.

"Service": assists individuals or organizations in solving problems through consultation and information transfer. Service activities fall into three categories: professional service such as holding office in a professional society, serving on an editorial board and reviewing manuscripts for professional journals; public service which means serving the general public rather than students, the institution or the profession; and University service which facilitates the effective operation of the institution. Service shall be formally evaluated through means which shall, at a minimum, include review by peers, colleagues and/or clients.

"Teaching": fosters critical thinking, develops creativity and promotes citizenship and professional competency. It includes classroom and independent instruction, off-campus instruction, academic advising, graduate advising and mentoring of students. Teaching must be formally evaluated.

ATTACHMENT #1: Candidate's Cover Sheet Sample

ATTACHMENT #2: College Role, Scope, Criteria, Standards and Procedures Documents

Reviewed/Approved by:

Level I: Faculty Affairs Committee (March, 2000)

Level II: L. Acord, Dean (May, 2000)

POLICY #C-1
ATTACHMENT #1

CANDIDATE'S COVER SHEET
(See Dean's Office for current copy)

POLICY #C-1
ATTACHMENT #2

COLLEGE ROLE, SCOPE, CRITERIA, STANDARDS AND PROCEDURES DOCUMENTS
(follows)

SECTION 100

ROLE AND SCOPE STATEMENTS (College of Nursing C1)

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

Montana State University is a land grant institution; therefore, the College of Nursing recognizes its responsibility to provide education, service, and research toward meeting the health care needs of the citizenry. The faculty of Montana State University College of Nursing accepts as its primary mission the preparation of persons for the practice of professional nursing at the baccalaureate and master's degree level. The University provides a foundation in liberal arts and sciences. Baccalaureate nursing education builds on that foundation in the development of nursing's unique art and science. The master's degree program builds on baccalaureate education and provides for the refinement of existing skills, expansion of knowledge, and development of competencies in a specific area of nursing practice.

Montana State University College of Nursing assumes the responsibility through its baccalaureate program to prepare persons for beginning positions in professional nursing. Graduates of the baccalaureate program have the knowledge, skills, and competencies necessary for assuming responsibility for practicing professional nursing in any health care agency. The master's degree program prepares graduates for leadership positions in professional nursing with special emphasis in identifying and meeting the health needs of persons in rural areas. Applicants to the graduate program choose either the rural family nurse practitioner or nursing administration option. The educational and research programs of the College of Nursing are responsive to the evolving health needs of the people of Montana and the nation. Nursing education and nursing research enhance nursing practice as knowledge is advanced and social values change. The faculty of Montana State University College of Nursing accepts responsibility to serve as leaders in nursing; to educate knowledgeable, skilled, competent persons in nursing; to generate knowledge through research; to disseminate knowledge through scholarly writing and presentations; and to serve the community by providing expert consultation and education as well as leadership regarding health care issues.

112.2 Role and Scope of the Department

Not Applicable

113 ACADEMIC PROGRAMS

113.1 Academic Programs of the College

The College of Nursing offers undergraduate education leading to the Bachelor of Science in Nursing (B.S.N.) degree and graduate education leading to the Master of Nursing (M.N.) degree with rural family nurse practitioner and nursing administration options.

113.2 Academic Programs of the Department

Not Applicable

114 RESEARCH AND CREATIVE ACTIVITY

114.1 Special Areas of College Research and Creative Activity

The College of Nursing has been nationally recognized for excellence in rural nursing practice, theory development, and research. The College's research and scholarship focus is on the assessment and management of health needs and the delivery of health care services in sparsely populated areas.

114.2 Special Areas of Department Research and Creative Activity

Not Applicable

115 OUTREACH/PUBLIC SERVICE

115.1 Special Areas of College Outreach/Public Service

Service includes assisting individuals, organizations, or communities in solving problems and/or fulfilling their mission or purpose through leadership, consultation, and information transfer. Consultative activities include public and professional service and continuing education to rural health, community service providers, and professional organizations in Montana.

115.2 Special Areas of Department Outreach/Public Service

Not Applicable

116 DEFINITIONS

116.1 Campus Director

The Campus Director in the CON functions in an administrative capacity within the College. She/he is responsible for the management of the faculty, student, and facility affairs of the local campus. The Campus Director is responsible for evaluation of faculty members. The four campuses within the CON are each administered by a Campus Director upon assignment of the dean.

116.2 Clinical Competence

Faculty members are prepared through education, experience, and professional development to deliver effective nursing care.

116.3 Clinical Teaching

Clinical teaching is the usual, expected activity of nursing faculty members consistent with their clinical area of expertise including teaching; application of classroom content; psychomotor skill development and evaluation; development, maintenance, and evaluation of clinical sites; and facilitation of clinical agency multi-disciplinary team interaction.

116.4 Period of Review

The official period of review is the time between hiring and the review. The CV, however, relates to the entire career and some of the reviewee's "best work" prior to hire may be included in the current review.

116.5 Outside Employment

Outside employment, except as consultation, is not included in the dossier but may be listed in the CV.

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 and Clinical Teaching Criteria

Criteria to be examined relate to teaching that fosters critical thinking, develops creativity, and promotes socialization into the professional nursing role, including the development of professional competence and the acquisition of professional values. Teaching activities include classroom and clinical teaching, independent study, academic advisement, graduate thesis/project advising, and the mentoring of students. Teaching criteria will be evaluated in terms of:

- A. Course Development
 - 1. Development of course outline/syllabus
 - 2. Organization of learning activities
 - 3. Provision of resource materials
 - 4. Planning of teaching strategies
 - 5. Planning of learning activities
 - 6. Preparation of classroom/clinical teaching
 - 7. Development of objectives and standards

8. Development of evaluation tools
 9. Revision and upgrading of courses
- B. Implementation of Course
1. Orientation of students to courses
 2. Development of learning climate
 3. Content presentation
 4. Delivery of learning activities
 5. Recognition of level and needs of learner
 6. Coordination of clinical learning environment
 7. Role modeling of clinical behaviors
 8. Enthusiasm for student learning
 9. Risk-taking for student learning activities
- C. Evaluation of Students
1. Utilization of clinical and classroom evaluation tools
 2. Feedback to students
- D. Student-Teacher Relationships
1. Appropriate and professional student/faculty relationships including respect for students and demeanor conducive to student learning
 2. Emphasis on student accountability
 3. Promotion of independent thinking appropriate to curricular level
 4. Professional role modeling
- E. Advisement
1. Communication of correct information
 2. Assistance with student self-assessment
 3. Appropriate and timely referral of students
 4. Availability to students
 5. Recognition of students' own responsibilities
- G. Ability to Work as a Member of a Teaching Team
1. Respectful collegial relationships
 2. Timely and appropriate communication with colleagues

211.3 Department Teaching Criteria

Not Applicable

212 RESEARCH CRITERIA

212.1 University Research/Creative Activity Criteria

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

212.2 College Research/Creative Activity Criteria

Criteria to be examined relate to research and creative activity that involve discovery, application, and/or integration of new knowledge. Criteria also relate to the presentation/modeling of that knowledge for review and evaluation by peers in the academic, scientific, and practice communities of nursing. Research and creative activity can be evaluated in terms of:

- A. Development of research proposals
- B. Implementation of research projects
- C. Acquisition of funds for research projects
- D. Collaboration, support, or consultation in relation to the research of other faculty members and other professional colleagues
- E. Dissemination of scholarly work:
 - 1. Publication in books and/or journals (refereed)
 - 2. Paper/poster presentations (refereed)
- F. Utilization of reviewee's research by other scholars
- G. Acquisition of funds for scholarly projects
- H. Development and dissemination of scholarly material such as:
 - 1. the study of crucial issues in the nursing field,
 - 2. technologically oriented teaching modalities,
 - 3. innovative practice strategies and models, or
 - 4. innovative teaching strategies and models.

212.3 Department Research Criteria

Not Applicable

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

Criteria to be examined relate to outreach and public service that assist individuals, organizations, or communities in solving problems and/or fulfilling their mission or purpose through leadership, consultation, and information transfer. Service activities fall into three categories: (1) professional service, (2) public service, and (3) College and University service.

Documentation of service will include evidence of the faculty member's effectiveness in fulfilling service obligations as well as ability to work collaboratively with others. Outreach/public service criteria can be evaluated in terms of:

- A. Professional Service
 - 1. Contributions to the advancement of nursing and health care organizations--national, state, and local
 - 2. Consultation to nursing and health care groups
 - 3. Continuing education offerings

- B. Public/Community and Government Service
 - 1. Contributions to the advancement of health-related organizations
 - 2. Consultation to nursing and health care groups
 - 3. Health-related program development

4. Contributions to the advancement of community organizations
 - a) Advocating health-related agendas
 - b) Implementing health-related projects
 5. Participation or leadership in:
 - a) Political activities related to national, state, and local issues associated with health and nursing education
 - b) Legislative activities that affect health and nursing education
- C. University/College
1. Participation or leadership in University committees and functions
 2. Active participation and/or leadership in the College's Faculty Organization, committees, and specialty groups
 3. College service in the faculty role through consulting, guest lecturing, orienting, and/or mentoring

213.3 Department Criteria

Not Applicable

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

220 GENERAL UNIVERSITY STANDARDS

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

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

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

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

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

220.1 Standards for Faculty with Instructional Expectations

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

220.2 Standards for Faculty with Professional Practice Expectations

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

221 EFFECTIVENESS IN TEACHING

221.1 University Standard of Effectiveness in Teaching

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

221.2 College Standard(s) of Effectiveness in Teaching

Based upon the criteria given in Section 211.2, teaching will be judged effective if it is consistent over time and of high quality. (See 241.2 for the method of conducting an in-depth assessment and the specific materials required to document effectiveness in teaching.)

221.3 Department Standard(s) of Effectiveness in Teaching

Not Applicable

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. [FH 633.01]

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

Effectiveness in research and creative activity is evidenced by work which is meritorious, appropriately focused, and of high quality. (See 242.2 for the method of conducting an in-depth assessment and the specific materials required to document effectiveness in research/creative activity.)

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

Not Applicable

223 EFFECTIVENESS IN OUTREACH/PUBLIC SERVICE

223.1 University Standard of Effectiveness in Outreach/Public Service

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

223.2 College Standards of Effectiveness in Outreach/Public Service

Effectiveness in outreach and public service is evidenced by meritorious, appropriately focused contributions to the College, University, profession and community. (See 243.2 for the method of conducting an in-depth assessment and the specific materials required to document effectiveness in outreach and public service.)

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

Not Applicable

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

Excellence in teaching means that a faculty member has received substantial recognition from colleagues, students, and/or peers in the profession. Excellence is usually achieved by the faculty member exhibiting unusual creativity and exemplary professional commitment and leadership. (See 241.2 for the method of conducting an in-depth assessment and the specific materials required to document excellence in teaching.)

231.3 Department Standard(s) of Excellence in Teaching

Not Applicable

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

Excellence in research and creative activity is evidenced by a significant record of research and publications, invited papers, or refereed presentations. (See 242.2 for the method of conducting an in-depth assessment and the specific materials required to document excellence in research and creative activity.)

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

Not Applicable

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

Excellence in outreach and public service is evidenced by contributions, including leadership roles at the College, University, state and national levels which are significant, appropriately focused and of high quality. (See 243.2 for the method of conducting an in-depth assessment and the specific materials required to document excellence in outreach and public service.)

233.3 Department Standards of Excellence in Outreach/Public Service

Not Applicable

240 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE

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

241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.1 University Policy and Procedures

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

241.2 College Policies and Procedures

Section 241.2 addresses documentation required to demonstrate effectiveness and excellence in the area of teaching appropriate to each level of review. Performance criteria are found in section 211. Performance standards related to “effectiveness” and “excellence” are found in sections 220, 221 and 231. The standards for appointment, promotion, retention, and tenure are given in section 300. The established procedure for obtaining internal and external written evaluative input must be followed and is given in section 413.2. When preparing data for demonstration of effectiveness and excellence in teaching, all review letters from students, faculty, peers, and professional colleagues must be requested by the Chair of the College of Nursing Formal Review Committee and must not be solicited by the reviewee.

A. Retention Reviews at the Ranks of Assistant Professor or Associate Professor

Evaluative Category: Teaching

Standards for retention of faculty members in their third year of service include “effectiveness in the performance of their responsibilities, promise of continuing effectiveness, and, if appropriate to the level of review (Associate Professor), the promise of attainment of the standards for tenure and promotion, as demonstrated by a clear progression of accomplishment.” [FH 640].

Documentation Category: Effectiveness in Teaching

To determine a faculty member's effectiveness in teaching, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that addresses the reviewee's teaching and advising activities. This input must be related to College criteria and standards of effectiveness in teaching.
2. Written evaluative input (internal review letters) from three faculty colleagues that addresses the reviewee's teaching abilities. This input must be related to teaching criteria and standards of effectiveness. Overall, the input must address both classroom and clinical teaching and at least one of the faculty colleagues providing input must be in the same clinical specialty area as the faculty member.
3. Student evaluations of courses taught at MSU during the two years preceding the review. In those instances when the individual has done a substantial amount of guest lecturing, evaluative data

which have been solicited appropriately and anonymously from students may be included [FH 610].

4. Student evaluations of advising during the previous two years.
5. In depth self-evaluation that identifies the reviewee's strengths and limitations in relation to teaching and advising; analyzes previous evaluative input from student, peers, colleagues, and supervisor; discusses rationale for any identified teaching problems; and identifies specific strategies to improve areas of weakness in teaching. Include a "vision" statement of the reviewee's teaching with a specific plan for sustaining effectiveness in teaching.

B. Review for Tenure and/or Promotion to the Rank of Associate Professor

Evaluative Category: Teaching

Standards for tenure and/or promotion to the rank of Associate Professor are "(a) demonstrated and sustained effectiveness in the performance of their responsibilities in the three areas of teaching, research and creative activity, and service appropriate to the assignment as set forth in the letter of hire and role statements, (b) demonstrated potential for sustained effectiveness in each of these areas in the future, and (c) demonstrated potential for achieving excellence in teaching and/or research/creative activity." (FH 651).

Documentation Category: Sustained Effectiveness in Teaching

To determine a faculty member's effectiveness in teaching, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that address the reviewee's teaching and advising activities. This input must be related to College criteria and standards of sustained effectiveness in teaching.
2. Written evaluative input (internal review letters) from three faculty colleagues that addresses the reviewee's teaching abilities. This input must be related to College criteria and standards of sustained effectiveness in teaching. Overall, the input must address both classroom and clinical teaching as appropriate to the reviewee's teaching assignment. At least one of the faculty colleagues providing input must be in the same clinical specialty area as the faculty member.
3. Written evaluative input from three professional colleagues outside the College of Nursing that addresses the reviewee's teaching abilities. This input must be related to College criteria and standards of sustained effectiveness in teaching and should address competence in clinical teaching if appropriate to the reviewee's assignment.
4. Student evaluations of courses taught at MSU during all years preceding the review. In those instances when the individual has done a substantial amount of guest lecturing, evaluative data which has been solicited appropriately and anonymously from students may be included.
5. Student evaluations of advising during all years prior to the review.
6. Written evaluative reviews from three students (internal review letters) or graduates taught or advised by the reviewee that address the reviewee's teaching abilities.
7. In-depth self-evaluation that identifies the reviewee's strengths and limitations in relation to teaching and advising; analyzes previous evaluative input from students, peers/colleagues, and supervisor; discusses rationale for any identified teaching problems; and identifies specific

strategies to improve areas of weakness in teaching. Include a “vision” statement of the reviewee’s teaching with a specific plan for continuing effectiveness or promise of excellence in teaching.

Documentation Category: Excellence/Potential for Excellence in Teaching

To determine a faculty member's excellence/potential for excellence in teaching, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that addresses the reviewee’s teaching and advising activities. This input must be related to College criteria and standards of excellence/potential for excellence in teaching.
2. Written evaluative input (internal review letters) from four faculty colleagues that addresses the reviewee’s teaching abilities. This input must be related to teaching criteria and standards of excellence or potential for excellence. Overall, the input must address both classroom and clinical teaching as appropriate to the reviewee’s teaching assignment. At least one of the faculty colleagues providing input must be in the same clinical specialty area as the faculty member.
3. Written evaluative input from four professional colleagues outside the College of Nursing that addresses the reviewee’s teaching abilities. This input must be related to teaching criteria and standards of excellence or potential for excellence and should address competence in clinical teaching if appropriate to the reviewee’s assignment.
4. Student evaluations of courses taught at MSU during all years preceding the review. In those instances when the individual has done a substantial amount of guest lecturing, evaluative data which have been solicited appropriately and anonymously from students may be included.
5. Student evaluations of advising during all years prior to the review.
6. Written evaluative reviews from six students (internal review letters) or graduates taught or advised by the reviewee that address the reviewee’s teaching abilities.
7. In-depth self-evaluation that identifies the reviewee’s strengths and limitations in relation to teaching and advising; analyzes previous evaluative input from students, peers/colleagues, and supervisor; discusses rationale for any identified teaching problems; and identifies specific strategies to improve areas of weakness in teaching. Include a “vision” statement of reviewee’s teaching with a specific plan for continuing excellence in teaching.

C. Review for Tenure and/or Promotion to the Rank of Professor

Evaluative Category: Teaching

Standards for promotion to the rank of Professor are (a) a record of demonstrated and sustained effectiveness in each of the three areas of teaching, research, and creative activity and service appropriate to the assignment and (b) a record of excellence in teaching and/or research and creative activity.

Documentation Category: Sustained Effectiveness in Teaching

To determine a faculty member's sustained effectiveness in teaching, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that addresses the reviewee's teaching and advising activities. This input must be related to College criteria and standards of effectiveness in teaching.
2. Written evaluative input (internal review letters) from three faculty colleagues that addresses the reviewee's teaching abilities. This input must be related to teaching criteria and standards of sustained effectiveness. Overall, the input must address both classroom and clinical teaching as appropriate to the reviewee's teaching assignment. At least one of the faculty colleagues providing input must be in the same clinical specialty area as the faculty member.
3. Written evaluative input from three professional colleagues outside the College of Nursing that addresses the reviewee's teaching abilities. This input must be related to teaching criteria and standards of sustained effectiveness and should address competence in clinical teaching if appropriate to the reviewee's assignment.
4. Student evaluations of courses taught at MSU during all years following the candidate's previous formal review. In those instances when the individual has done a substantial amount of guest lecturing, evaluative data which have been solicited appropriately and anonymously from students may be included.
5. Student evaluations of advising during all years following the candidate's previous formal review.
6. Written evaluative reviews from five students (internal review letters) or graduates taught or advised by the reviewee that address the reviewee's teaching abilities.
7. In-depth self-evaluation that identifies the reviewee's strengths and limitations in relation to teaching and advising; analyzes previous evaluative input from students, peers/colleagues, and supervisor; discusses rationale for any identified teaching problems; and identifies specific strategies to improve areas of weakness in teaching. Include a "vision" statement of reviewee's teaching with a specific plan for continuing effectiveness in teaching.

Documentation Category: Excellence in Teaching

To determine a faculty member's excellence in teaching, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that addresses the reviewee's teaching and advising activities. This input must be related to College criteria and standards of excellence in teaching.
2. Written evaluative input (internal review letters) from four faculty colleagues that addresses the reviewee's teaching abilities. This input must be related to teaching criteria and standards of excellence. Overall, the input must address both classroom and clinical teaching as appropriate to the reviewee's teaching assignment. At least one of the faculty colleagues providing input must be in the same clinical specialty area as the faculty member.
3. Written evaluative input from four professional colleagues outside the College of Nursing that addresses the reviewee's teaching abilities. This input must be related to College criteria and standards of excellence and should address competence in clinical teaching if appropriate to the reviewee's assignment.
4. Student evaluations of courses taught at MSU during all years following the candidate's previous formal review. In those instances when the individual has done a substantial amount of guest

lecturing, evaluative data which have been solicited appropriately and anonymously from students may be included.

5. Student evaluations of advising during all years following the candidate's previous formal review.
6. Written evaluative reviews from six students (internal review letters) or graduates taught or advised by the reviewee that address the reviewee's teaching abilities.
7. In-depth self-evaluation that identifies the reviewee's strengths and limitations in relation to teaching and advising; analyzes previous evaluative input from students, peers/colleagues and supervisor; discusses rationale for any identified teaching problems; and identifies specific strategies to improve areas of weakness in teaching. Include a "vision" statement of reviewee's teaching with a specific plan for sustaining excellence in teaching.

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, and 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

Section 242.2 addresses documentation required to demonstrate effectiveness and excellence in the area of research and creative activity appropriate to each level of review. The performance criteria for research and creative activity are found in section 212.2. Performance standards related to "effectiveness" and "excellence" are found in sections 200, 222 and 232. The standards for appointment, retention, promotion, and tenure are given in section 300. The established procedure for obtaining internal and external written evaluative input must be followed and is given in section 413.2. When preparing data for demonstration of effectiveness and excellence in research and creative activity, all review letters from students, faculty, peers, and professional colleagues must be requested by the Chair of the College of Nursing Formal Review Committee and must not be solicited by the reviewee.

A. Retention Reviews at the Ranks of Assistant Professor or Associate Professor

Evaluative Category: Research/Creative Activity

Retention standards for retention of faculty members in their third year of service include "effectiveness in the performance of their responsibilities, promise of continuing effectiveness, and, if appropriate to the level of review (Associate Professor), the promise of attainment of the standards for tenure and promotion, as demonstrated by a clear progression of accomplishment."

Documentation Category: Effectiveness in Research/Creative Activity

To determine a faculty member's effectiveness in research/creative activity the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that addresses the reviewee's research and creative activities. This input must be related to College criteria and standards of effectiveness in research and creative activity.

2. At least one externally peer-reviewed scholarly product published or accepted for publication in a refereed journal, or two submitted grant proposals or one funded grant, or one invited regional, national, or international presentation shall be included in the candidate's dossier. Candidates shall submit for review a set of articles, publications, proposals submitted or funded, or other creative endeavors that, in their judgment, represents their best efforts to advance the profession.
3. Written evaluative input from one faculty colleague (internal review letter) that addresses the reviewee's research and creative activities. Input must be related to the College criteria and standards of effectiveness in research and creative activity. (See 413.2 for the established procedure for obtaining internal reviews).
4. In-depth self-evaluation that addresses the candidate's effectiveness and promise of continuing effectiveness. The self-evaluation should include a discussion of strengths and limitations and a statement of the reviewee's "vision" for a sustained program of research and creative activity and progress toward achievement of the vision.

B. Review for Tenure and/or Promotion to the Rank of Associate Professor

Evaluative Category: Research/Creative Activity

Standards for tenure and/or promotion to the rank of Associate Professor are "(a) demonstrated and sustained effectiveness in the performance of their responsibilities in the three areas of teaching, research and creative activity, and service appropriate to the assignment as set forth in the letter of hire and role statements, (b) demonstrated potential for sustained effectiveness in each of these areas in the future, and (c) demonstrated potential for achieving excellence in teaching and/or research/creative activity." (FH 651).

Documentation Category: Sustained Effectiveness in Research/Creative Activity

To determine a faculty member's sustained effectiveness in research/creative activity, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that addresses the reviewee's research and creative activities. This input must be related to College criteria for research and creative activities and the standard of sustained effectiveness in research and creative activity.
2. A cumulative record of (a) at least two externally peer-reviewed scholarly products published in refereed journals, (b) two submitted grant proposals or one funded grant, and (c) one invited regional, national, or international presentation shall be included in the candidate's dossier. In addition, candidates shall submit for review a set of articles, publications, proposals submitted or funded, or other creative endeavors that, in their judgment, represents their best efforts to advance the profession.
3. Written evaluative input from one faculty colleague (internal review letter) that addresses the reviewee's research and creativity record. Input must be related to College criteria and standards of sustained effectiveness in research and creativity. (See 413.2 for the established procedure for obtaining internal reviews).
4. In-depth self-evaluation that addresses the candidate's sustained effectiveness and promise of continuing effectiveness. The self-evaluation should include a discussion of strengths and

limitations in relation to research/creative activity and a “vision” statement of the reviewee’s research/creative activities with a specific plan for sustaining effectiveness in this area.

5. Written evaluative input from three external peer reviewers (external review letter that addresses the candidate’s sustained effectiveness and excellence or potential for excellence in research activity. This input must relate to College criteria and standards of sustained effectiveness in research and creative activity.

Documentation Category: Excellence/Potential for Excellence in Research and Creative Activity

To determine a faculty member’s excellence/potential for excellence in research/creative activity, the NFRC will consider

1. Written evaluative annual reviews from the Campus Director that addresses the reviewee’s research and creative activities. This input must be related to College criteria and standards of excellence or potential for excellence in research and creative activity.
2. A cumulative record of (a) at least three externally peer-reviewed scholarly products published in refereed journals, (b) one funded grant, and (c) one invited regional, national, or international presentation shall be included in the candidate’s dossier. Candidates shall submit for review a set of articles, publications, proposals submitted or funded or other creative endeavors that, in their judgment, represents their best efforts to advance the profession.
3. Written evaluative input from at least one faculty colleague (internal review letter) that addresses the candidate’s activities in research and creativity. Input must be related to College criteria and standards of excellence or potential for excellence in research and creativity. (See 413.2 for the established procedure for obtaining internal reviews).
4. In-depth self-evaluation that addresses the candidate’s excellence or potential for excellence. The self-evaluation should include a discussion of strengths and limitations and a “vision” statement of the reviewee’s research/creative activities with a specific plan for achieving and/or sustaining excellence in this area.
5. Written evaluative input from three external peer reviewers (external review letter) that addresses the candidate’s record of research and creative activity. Input must relate to College criteria and standards of excellence or potential for excellence. (See 413.2 for the established procedure for obtaining external reviews).

C. Review for Tenure and/or Promotion to the Rank of Professor

Evaluative Category: Research/Creative Activity

Standards for promotion to the rank of Professor are “(a) demonstrated and sustained effectiveness in each of the three areas of teaching, research and creative activity, and service appropriate to the assignment as set forth in the letter of hire and role statements, (b) a record of excellence in teaching and/or research and creative activity.” (FH 651).

Documentation Category: Sustained Effectiveness in Research/Creative Activity

To determine a faculty member’s sustained effectiveness in research/creative activity, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that addresses the reviewee's research and creative activities. This input must be related to College criteria and standards of sustained effectiveness in research and creative activity.
2. A cumulative record of (a) at least six externally peer-reviewed scholarly products published or accepted for publication in refereed journals, (b) two funded grants, and (c) two invited regional, national, or international presentations shall be included in the candidate's dossier. Candidates shall submit for review a set of articles, publications, proposals submitted or funded, or other creative endeavors that, in their judgment, represents their best efforts to advance the profession.
3. Written evaluative input from at least three faculty colleagues (internal review letters) that addresses the reviewee's record of research and creative activity. Input must relate to the criteria and standards of sustained effectiveness for research and creative activity. (See 413.2 for the established procedure for obtaining internal reviews).
4. In-depth self-evaluation that addresses the candidate's sustained effectiveness in research/creative activity. The self-evaluation should include a discussion of strengths and limitations and a "vision" statement of the reviewee's research/creative activities with a specific plan for achieving and/or sustaining excellence in this area.
5. Written evaluative input from three external peer reviewers (external review letter) that addresses the candidate's record of research and creative activity. Input must relate to College criteria and standards of sustained effectiveness in research and creative activity. (See 413.2 for the established procedure for obtaining external reviews).

Documentation Category: Excellence in Research/Creative Activity

To determine a faculty member's excellence in research/creative activity, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that addresses the candidate's research and creative activity. Input must be related to College criteria and standards of excellence in research and creative activity.
2. Evidence of an extensive and meritorious program of research and creative activities must be reflected in the candidate's dossier, including a consistent record of publication in refereed journals and a consistent record of peer-reviewed presentations at major national and/or international meetings.
3. Written evaluative input from at least three faculty colleagues (internal review letters) that addresses the reviewee's record of research and creative activity. Input must be related to College criteria and standards of excellence in research and creative activity. (See 413.2 for the established procedure for obtaining internal reviews).
4. In-depth self-evaluation that addresses the candidate's record of excellence in research and creative activity. The self-evaluation should include a discussion of strengths and limitations and a "vision" statement of the reviewee's research and creative activities with a specific plan for sustaining excellence in this area.
5. Written evaluative input from three external peer reviewers (external review letters) that addresses the candidate's record research and creative activity. Input must be related to College criteria and standards of excellence in research and creative activity. (See 413.2 for the established procedure for obtaining external reviews).

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

Section 243.2 addresses documentation required to demonstrate effectiveness and excellence in the area of outreach and public service appropriate to each level of review. Performance standards related to “effectiveness” and “excellence” are found in sections 220, 221 and 231. The standards for appointment and promotion, retention, and tenure are given in section 300. The established procedure for obtaining internal and external written evaluative input must be followed and is given in section 413.2.

When preparing data for demonstration of effectiveness and excellence in outreach and public service, all review letters from students, faculty, peers, and professional colleagues must be requested by the Chair of the College of Nursing Formal Review Committee and must not be solicited by the reviewee.

A. Retention Reviews at the Ranks of Assistant Professor or Associate Professor

Evaluative Category: Outreach/Public Service

Retention standards for retention of faculty members in their third year of service are “(a) effectiveness in the performance of their responsibilities, promise of continuing effectiveness, and 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].

When preparing data for demonstration of effectiveness and excellence in outreach and public service, all review letters from students, faculty, peers, and professional colleagues must be requested by the Chair of the College of Nursing Formal Review Committee and must not be solicited by the reviewee.

Documentation Category: Effectiveness in Outreach/Public Service

To determine a faculty member's effectiveness in outreach/public service, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that address the reviewee's contributions and/or potential for future contributions in outreach and public service. Input must be related to the College criteria and standards of effectiveness in outreach and public service.
2. Written evaluative input (internal review letters) from two faculty colleagues that addresses committee work or work in the faculty organization. Input must be related to service criteria and standards of effectiveness in outreach and public service.

3. Written evaluative input from professional colleagues (internal or external review letters) that addresses the reviewee's outreach and public service. Input must relate to the College criteria and standards of effectiveness in outreach and public service.
4. In-depth self-evaluation that identifies the reviewee's strengths and limitations in relation to outreach and public service. Include a "vision" statement of reviewee's outreach/public service activities with a specific plan for sustaining effectiveness in outreach and public service.

B. Review for Tenure and/or Promotion to the Rank of Associate Professor or Professor

Evaluative Category: Outreach/Public Service

Standards for tenure and/or promotion to the rank of Associate Professor are "(a) demonstrated and sustained effectiveness in the performance of their responsibilities in the three areas of teaching, research and creative activity, and service appropriate to the assignment as set forth in the letter of hire and role statements, (b) demonstrated potential for sustained effectiveness in each of these areas in the future, and (c) demonstrated potential for achieving excellence in teaching and/or research/creative activity." (FH 651).

Documentation Category: Sustained Effectiveness in Outreach/Public Service

To determine a faculty member's sustained effectiveness in outreach/public service, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that addresses the reviewee's contributions and/or potential for future contributions in outreach and public service. This input must be related to the College criteria and standards of sustained effectiveness in outreach and public service.
2. Written evaluative input (internal review letters) from two faculty colleagues that addresses the reviewee's leadership in the College of Nursing and/or University through committee work and/or participation in related work of the faculty organization.
3. Written evaluative input from two professional colleagues (internal or external review letters) that addresses the reviewee's contribution to a professional organization and the community. Input must be related to College criteria and standards of sustained effectiveness in outreach and public service.
4. In-depth self-evaluation that identifies the reviewee's strengths and limitations in relation to outreach/public service. Include a "vision" statement of reviewee's outreach/public service activities with a specific plan for sustaining effectiveness in outreach and public service.

Documentation Category: Excellence/Potential for Excellence in Outreach/Public Service

To determine a faculty member's excellence/potential for excellence in outreach/public service, the NFRC will consider:

1. Written evaluative annual reviews from the Campus Director that addresses the reviewee's contributions and/or potential for future contributions in outreach and public service. Input must be related to College criteria and standards of excellence or potential for excellence in outreach and public service.

2. Written evaluative input (internal review letters) from three faculty colleagues that addresses the reviewee's leadership in the College of Nursing and/or University through committee work and/or participation in related work of the faculty organization. Input must be related to College criteria and standards of excellence or potential for excellence in outreach and public service.
3. Written evaluative input from two professional colleagues (internal or external review letters) that addresses the reviewee's leadership roles and significant contributions to a professional organization at state and national levels. Input must be related to College criteria and standards of excellence or potential for excellence in outreach and public service.

--OR--

Internal or external review letters from two professional colleagues that address the reviewee's leadership and significant contributions to public/community or government service or potential for leadership and significant contributions. Input must be related to College criteria and standards of excellence or potential for excellence in outreach and public service. (See 413.2 for the established procedure for obtaining internal and external reviews).

4. In-depth self-evaluation that identifies the reviewee's strengths and limitations in relation to outreach/public service. Include a "vision" statement of reviewee's outreach/public service activities with a specific plan for achieving and/or sustaining excellence in outreach and public service.

243.3 Department Policies and Procedures

Not Applicable

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/or 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/or promotion, as demonstrated by a clear progression of accomplishment. [FH 640.00]*

310.2 College Standards for Retention

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

310.3 Department Standards for Retention

Not Applicable

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

The College standards for tenure are the same as the University standards.

C. Department Standards

Not Applicable

321.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. College Standards

Not Applicable

C. Department Standards

Not Applicable

330 APPOINTMENT AND PROMOTION

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

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

In addition to the University standards, the College requires:

1. a master's degree in nursing and a doctoral degree in nursing or related field,
2. a Montana professional nursing license in good standing obtained prior to assuming teaching responsibilities,
3. if appropriate to assignment per letter of hire, evidence of clinical competence to deliver effective nursing care as documented in the candidate's record of education, experience, and professional development, and

4. qualifications to conduct research and creative activity that is relevant to nursing.

C. Department Standards

Not Applicable

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

Not Applicable

C. Department Standards

Not Applicable

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

A candidate of Associate Professor rank shall be expected to be approved for tenure and/or 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

In addition to the University standards, the College requires:

1. a master's degree in nursing and a doctoral degree in nursing or related field,
2. a Montana professional nursing license in good standing obtained prior to assuming teaching responsibilities,
3. if appropriate to assignment per letter of hire, evidence of clinical competence to deliver effective nursing care as documented in the candidate's record of education, experience and professional development and
4. qualifications to conduct research and creative activity that is relevant to nursing.

C. Department Standards

Not Applicable

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

Not Applicable

C. Department Standards

Not Applicable

333 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF PROFESSOR

333.1 Standards for Faculty with Instructional Expectations

A. University Standards

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

1. *a terminal degree appropriate to the field or 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

In addition to the University standards, the college requires:

1. a master's degree in nursing and a doctoral degree in nursing or a related field,
2. a Montana professional nursing license in good standing obtained prior to assuming teaching responsibilities,
3. if appropriate to assignment per letter of hire, evidence of clinical competence to deliver effective nursing care as documented in the candidate's record of education, experience, and professional development, and
4. qualifications to conduct research and creative activity that is relevant to nursing.

C. Department Standards

Not Applicable

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

Not Applicable

C. Department Standards

Not Applicable

SECTION 400

PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE

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

400 GENERAL PROCEDURES

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

401 REVIEW BASED ON EVALUATION OF TOTAL PERFORMANCE

Third year, tenure and/or 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/or promotion shall be conducted according to the procedures outlined in this section.

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

411 MANDATORY CONSIDERATIONS AT ALL LEVELS OF REVIEW

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

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

412 RESPONSIBILITIES OF THE 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.*

The Chair of the Nursing Formal Review Committee will inform the Dean, Campus Director, faculty, and committee members of the dates, time, and place for review committee meetings.

The dean will announce the deadlines for submission of retention and/or promotion material with sufficient lead time to begin preparing documentation, ordinarily by the end of Spring semester.

Retention reviews occur in the fall of the third year of employment and are based upon no fewer than three (3) preceding semesters' activities [FH 610].

Review for tenure occurs in the Autumn of the faculty member's sixth year ("or equivalent year if credited for prior service") of full-time service in a tenurable position [FH 613].

All review materials are due to the Nursing Formal Review Committee in early Autumn. Exact dates are provided in advance. Deadlines are strictly enforced.

Nursing Formal Review Committee (NFRC) reviews will be concluded no later than 45 days preceding the published dates for submission of College and Dean's materials to the office of the Provost. The NFRC Chair will be responsible for publishing College review dates and informing reviewees and reviewers of deadlines for submission of materials.

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

Timely elections of representatives to serve on the College's Nursing Formal Review Committee (NFRC) and the University Promotion and Tenure (UPT) Committee are conducted according to procedures outlined in 413.1 and 413.4 below.

- 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 College of Nursing Faculty Organization Bylaws establish the membership and procedures for selection of the Nursing Formal Review Committee.

- A. The NFRC will consist of three (3) faculty members elected from the tenured faculty and two (2) tenured faculty appointed by the Dean. The Dean, in consultation with the Chair of the Nursing Formal Review Committee (NFRC), appoints two additional tenured faculty members for each person being reviewed. The Dean's appointments will attempt to achieve a broad representation of faculty in the College, as well as representation of the specialty of the reviewee (if not represented among the elected members). The Dean's appointments shall be announced following selection.
- B. No faculty member shall serve for more than two consecutive terms.
- C. The Chair is the elected member who receives the most votes in the faculty election.

- D. The Chair of the previous year is responsible for orienting the incoming Chair.
- E. Elections for NFRC are held annually.
- F. No faculty member may serve on the NFRC during the year of the review of his or her own dossier.
- G. The Campus Director may be present at NFRC 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.

(From College of Nursing Bylaws, Article IX, Nursing Formal Review Committee)

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.*

(NOTE: In the College of Nursing, the responsibility for A. above rests with the Faculty Organization.)

- C. *The [College of Nursing NFRC] 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 qualification. No materials may be added to the dossier without notice to the candidate and opportunity for the candidate to respond. The committee shall prepare its written recommendation, with vote tally concerning the retention, tenure, and/or promotion of each candidate. This recommendation will be placed into the dossier with a copy sent to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the [campus] and college offices. [FH 813.02]*

Confidentiality

- A. All materials related to the formal review process are to be submitted to the Dean's Administrative Assistant and held confidentially in the Dean's Office during the review process.
- B. All data submitted by the reviewee will be returned following the review.

- C. Copies of the review material will be retained by the College of Nursing Dean's Office. Review material will contain:
- UPTC recommendation (letter from Provost)
 - Nursing Formal Review Committee (NFRC) recommendation (letter from NFRC Chair)
 - NFRC justification
 - Dean's recommendation
 - Campus Director's review and recommendations
 - Curriculum vitae with refereed status of all publications indicated.
 - Self-evaluation by reviewee
 - Summarized student course evaluation data
 - Letters submitted for the review
- D. Internal and external review letters are maintained separately and confidentially in the Dean's Office.
- E. The chair of the NFRC will submit a full list of solicited internal and external reviewers names as a preamble to the "Peer Review" section of the dossier at the time of the committee review meeting. This list will indicate those letters submitted for specific solicitation and the area of review requested. Letters from "general faculty solicitation" will be so identified.
- F. The review material, except for letters, is available to the reviewee upon request.
- G. Access to the complete set of review materials is limited to the Campus Director, Dean of the College of Nursing, Provost, and President, and appropriate review committees (NFRC and the UPTC) based on need to know.
- H. Letters will be released to appropriate parties in a summary or other form that satisfies confidentiality, if necessitated by grievance and/or legal procedure.

Establishing Procedures for Obtaining External Peer Reviews

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

No later than 60 days prior to the date of review, the reviewee is to submit to the Nursing Formal Review Committee chair a list of names, addresses, and telephone numbers of five individuals who are appropriate to serve as external peer reviewers. The reviewee names two of the five named external reviewers as her/his choice, and the Committee Chair will solicit from at least one of the two individuals named by the reviewee. The College Review Committee will then select two additional external reviewers from the list provided by the reviewee or from persons deemed appropriate by the committee. One letter may speak to more than one area of review.

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]

Internal Review Letters (including clinical agency/professional colleagues): No later than 45 days prior to the date of review, the reviewee is to submit to the Nursing Formal Review Committee Chair a list of names, addresses, and telephone numbers of individuals who could serve as internal reviewers based on

type of review and rank (see section 240). The Chair of the NFRC will utilize a standard letter format for soliciting review letters and will include appropriate sections of College of Nursing criteria that are to be addressed. Review letters may speak to more than one area of review. According to the MSU--Bozeman Faculty Handbook (813.04), candidates shall not solicit letters of support or internal reviews for themselves.

In each category, the reviewee is to submit the names, addresses, and telephone numbers of appropriate internal reviewers (faculty, students and/or graduates and clinical setting/professional colleagues). The reviewee should identify the specific category for which each reviewer is qualified (e.g., teaching--faculty, teaching--students, clinical agency colleagues, community-based professionals, etc.) The NFRC will select internal reviewers, clinical agency reviewers, and other professional colleague reviewers from the names provided by the reviewee or from persons deemed appropriate by the committee. (The committee may consult with the reviewee's Campus Director or the Dean regarding this selection process.) At least one reviewee-recommended reviewer will be included for each category.

Student Evaluative Input: The reviewee is to submit student evaluative data from each course taught in which the faculty member had a major role (i.e., lead faculty, greater than or equal to one third of didactic course content, or supervisor of one or more clinical groups). These data should include both quantitative scores and qualitative comments from the Knapp teaching evaluation form. The reviewee is expected to summarize these evaluative data by means of tables, graphs, narratives, etc., and to provide all raw data. Guest lecture evaluations may also be addressed (see section 240).

Campus Director Annual Administrative Reviews: The Campus Director prepares annual administrative reviews (See Section 500) which the candidate places in the dossier prior to its submission for NFRC review.

Additional Solicitation: No later than 45 days prior to the date of the College review, the Chair of the Nursing Formal Review Committee will solicit input from faculty members in the College (general solicitation) by means of a notice of all individuals being considered for review and the type of review (retention, tenure, or promotion). Faculty within the College may submit written input regarding any reviewee. The input provided must specifically address the College's published criteria for teaching, research, and/or service and must be objective and based upon direct observation or experience.

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]*

Additional College Review Procedures (See Addendum Flow chart)

- A. The Nursing Formal Review Committee (NFRC) Chair appoints the primary and secondary reviewers. An attempt will be made to have either a primary or secondary reviewer in the same specialty area as the reviewee.
2. The NFRC collects material for the dossier in the area of in-depth assessment of teaching. @ The NFRC identifies such evidence to solicit from peers, students, alumni

- or colleagues which will provide sufficient evidence for substantive review. (See 413.2.C)
- C. The Chair informs the reviewee of the committee=s recommendations.
 - D. Materials shall be reviewed by committee members prior to the NFRC review meeting. Primary and secondary reviewers may have early access to the materials in order to write a substantive report.
 - 1. All materials are to be considered in strict confidence. Committee members are not to discuss reviewees with non-committee members or with committee members outside of formal proceedings.
 - 2. All review materials are to be returned to the Dean=s Administrative Assistant at the conclusion of the review process.
 - E. The report by the primary reviewer shall commence the discussion. The secondary reviewer adds further commentary. All comments must be based upon submitted written data. Any inference, hearsay, or unfounded statements shall be retracted by the speaker. Other committee members comment following these individual reports. Following discussion, additional information may be requested from the Campus Director or Dean if present.
 - F. After the discussion is completed, the primary reviewer makes a recommendation. The chair will distribute ballots to the voting members. Voting occurs by closed written ballot. After each member has voted, the Chair and one other committee member will tabulate the vote and report the tally to the committee. The Chair destroys the ballots.
 - G. On the first working day following the committee=s decision, the Chair notifies the reviewee orally of the committee=s recommendation. The written recommendation, justification, and vote tally are forwarded by the Chair to the reviewee and the Campus Director in a timely manner (within two weeks) and added to the candidate=s dossier.
 - H. The Campus Director reviews the candidates dossier, the NFRC=s recommendation and justification and forwards her/his recommendation and justification to the reviewee on the first working day following this the CD=s review. The Dean and the reviewee receive the written recommendation and justification in a timely manner (within two weeks), and the review is added to the candidate=s dossier.
 - 1. The Dean reviews the NFRC=s and the Campus Director=s recommendations and justification and conducts an independent review. If the Dean does not concur with these recommendations, the reasons for nonconcurrence, based on the College

Criteria and Standards, shall be provided to the University Promotion and Tenure Committee, the Provost, the Campus Director, the Nursing Formal Review Committee and the reviewee.

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

Election will be conducted in compliance with College of Nursing Bylaws.

- A. The Nominating Committee shall prepare a slate of candidates for the offices to be filled at the annual meeting.
- B. Nominees will be solicited to fill positions requested by the MSU Faculty Council.
- C. College Council shall set dates of elections annually.
- D. College Council chair shall appoint the tellers.
- E. Officers will be determined by a majority of those faculty members present and voting. There shall be no absentee or proxy votes.
- F. In the event of a no-majority vote, the run-off will be among the top three. The run-off vote will be determined by plurality.
- G. In the event the College=s representative to the University Promotion and Tenure Committee resigns, College Council will appoint a tenured faculty member (Associate or Full Professor) to assume the vacancy until the next regular election.

(From College of Nursing Bylaws, Article VII, Nominating Committee/Elections)

NOTE: THE COLLEGE OF NURSING DOES NOT HAVE DEPARTMENTS. THE FOLLOWING RESPONSIBILITIES ARE THOSE OF THE COLLEGE DEAN, CAMPUS DIRECTOR, OR NURSING FORMAL REVIEW COMMITTEE.

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.*

The Campus Director insures that faculty receive a copy of the Role, Scope, Criteria, Standards and Procedures for Formal Review of Faculty and is responsible for facilitating and orienting the candidate to the review process. This might include the suggestion of appropriate mentors as additional resources.

- 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.*

(Refer to section 412 for specific information on time lines for review.)

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

The Campus Director performs formal annual reviews (See Section 500) which are placed in the dossier for deliberations by the NFRC. The Campus Director then performs an independent review as the first level of administrative review, immediately following the NFRC=s peer review (See 413.3), and prior to the Dean=s administrative review.

- 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]*

NOTE: THE FOLLOWING SECTION IS NOT APPLICABLE TO THE COLLEGE OF NURSING.

(See section 413 for the College of Nursing's review process.)

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]

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 candidate's dossiers based on department, college, and University criteria and standards. (See 600.00.) [FH 813.00]

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

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

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

415.3 Establishing Procedures for Obtaining External Peer Reviews

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

415.4 Establishing Procedures for Obtaining Internal Reviews

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

415.5 Actions of the Committee

The department review committee:

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

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 candidate is to submit to the Dean and the Chair of the NFRC the selected level of review as either Aeffectiveness@ or Apromise of excellence@ or Aexcellence@ as appropriate to the standards and criteria for that specific review. This notification is to occur no later than 60 days prior to the date of the NFRC review.

The reviewee is expected to prepare and submit an in-depth self-evaluation which addresses the reviewee=s teaching (including advising), research and creativity, and outreach and public service according to the College criteria and standards pertinent to the review.

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 profclession.

The Acover Sheet--Candidate=s Dossier,@ available from the office of the Provost shall be used as the cover page of the dossier.

The aforementioned Acover Sheet...@ lists the material that should be included in the dossier submitted by the faculty candidate and sent to the Dean=s office, namely:

- I. Review documents
- II. Peer Reviews
- III. In-depth Assessments (this section prepared by the NFRC)
- IV. Curriculum vitae
- V. Self-Evaluation
- VI. Role, Assignment and Performance (include letter of hire)
- VII. Teaching
- VIII. Research and Creative Activity
- IX. Outreach and Service
- X. Professional Development

Appendix. Supporting documentation (if provided, list on the reverse of the cover sheet)

Notebooks containing the materials for the dossier presented by the candidate are sent to the Dean=s office. The material should include the dossier and additional documents such as solicited confidential letters.

At each level of review, the person responsible for the review signs and dates the cover sheet in the appropriate place.

Once the notebooks have been submitted to the Dean=s office, no materials may be added or deleted except as requested by the NFRC.

All files are confidential.

The candidate should assemble the dossier in the form of a loose-leaf notebook containing a detailed table of contents that describes the contents of each section. Section dividers should be used to allow reviewers to locate specific sections easily. Appendices (in separate notebooks) may be used for supporting documentation that is voluminous or not essential for deliberations by the college committee. A summary page for such material should be included in the dossier and identified in the Table of Contents. Each appendix should be clearly labeled with the candidate=s name and the general contents. Such material should be made available by the Dean=s secretary on request of the UPT committee.

421.3 Requests for Additional Documentation

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

421.4 Prohibition Against Altering Dossier Once It Has Been Submitted

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

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

421.5 Soliciting Letters of Support Prohibited

Each candidate shall submit a list of persons from whom the department committee or department head may solicit evaluations and letters of support. Candidates shall not themselves solicit letters of support. [FH 471.01]. [See Section 415.2 above for description of department and/or college policy regarding soliciting and handling letters of support and other confidential materials.]

421.6 Deadline for the Submission of Dossiers

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

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

422 CANDIDATE=S RIGHT TO GRIEVE/TIME LIMITS

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

SECTION 500

ANNUAL REVIEW

500 PURPOSE OF ANNUAL REVIEW

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

501 LETTER OF HIRE/FACULTY ROLE STATEMENT

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

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

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

Annual reviews assess the faculty member=s performance over the preceding calendar year and are based upon the faculty member=s letter of hire, role statements (see CON Policy A-5, Attachment #8), annual assignments, self-evaluation, annual and long-term goals, and the Campus Director=s evaluation of the individual=s performance.

- A. Annual reviews are based upon College of Nursing criteria.
- B. Individual goals shall be established annually by each faculty member in consultation with her/his Campus Director. The annual goals statement will be signed and dated by both the Campus Director and the faculty member. In the event that the faculty member=s assignment in the College changes as a result of new opportunities or unforeseen difficulties, the goals statement may be amended. Any such changes shall be noted in writing and signed by the faculty member and the Campus Director.

If there is a disagreement regarding the goals statement, this should be noted by the Campus Director and/or faculty member at the time of signing. Appeal may be made to the College Dean.

- C. The faculty member=s goals shall be congruent with the College=s mission, administrative assignment, and own professional development. The faculty member is responsible for developing annual goals and her/his long-term professional objectives. The annual goals should lead one toward achieving the institutional goals of teaching, research/ creative activity, and service at a level appropriate to one=s rank.
- D. A concise annual self-evaluation in relation to the established goals in performance areas should address the reviewee=s strengths and areas for improvement. Supporting data (e.g., course syllabi, student course evaluations, manuscripts, etc.) should accompany the annual self-evaluation as appropriate.
- E. Annual evaluations are based upon established goals and in consideration of the reviewee=s rank and annual assignment.
- F. Annual reviews of all faculty in the College shall occur prior to March 1 of each year and be based on data collected from the previous fall and spring semesters (and summer, if applicable). A faculty member in the first year of employment will be evaluated on the basis of performance in the previous fall semester.

- G. The Campus Director will initiate the annual review process and establish the time table and deadlines for her/his campus.
- H. The Campus Director reviews all data submitted and may obtain other data if needed.
- I. The annual evaluation is written by the Campus Director and shall identify the reviewee=s strengths and areas for improvement. This written review is discussed with the faculty member. If there is disagreement, resolution should be sought. The final document is signed and dated by both participants. (The faculty signature indicates awareness, not necessarily agreement.) The faculty member receives a copy of the evaluation. The written evaluation is forwarded to the Dean by the Campus Director.
- J. If there is a disagreement which is unresolved, the faculty member has the right to forward a defense of her/his position to the Dean. If the disagreement is not resolved, the grievance procedure of the MSU--Bozeman Faculty Handbook may be followed.
- K. Copies of all annual evaluations for an individual will be maintained on the campus by the Campus Director, and maintained in the Dean=s central files.
- L. If the faculty member does not receive a written annual evaluation by March 1, s/he has a right to bring the matter to the attention of the Campus Director in writing. If the Campus Director does not provide a written annual evaluation by March 15, a written request for a written annual evaluation may be presented to the Dean, and, if necessary, to the Provost.

510.02 Department Procedures

| Not Applicable

NOTE: THE COLLEGE OF NURSING DOES NOT HAVE DEPARTMENTS. THE FOLLOWING RESPONSIBILITIES ARE THOSE OF THE COLLEGE CAMPUS DIRECTOR

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]

It is the responsibility of the Campus Director to assign specific duties and responsibilities which collectively meet the obligations of the College and University.

NOTE: In the College of Nursing, salary recommendations are the responsibility of the Dean with input from the Campus Directors.

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 III1314.00). [FH 462.00]

Modifications to the Role and Scope document relating to the College of Nursing were approved by the general faculty on March 23, 1998 and forwarded to the UPTC and the Office of Affirmative Action for review. Additional modifications as requested by the UPTC were approved by faculty of the CON May 8, 1998.