

Role, Scope, Criteria, Standards, and Procedures for the Formal Review of Tenurable Faculty

**College of Arts and Architecture
School of Film and Photography**

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SECTION 100

ROLE AND SCOPE STATEMENTS

100 APPROVALS REQUIRED

Role, scope, criteria, standards and procedures documents shall be approved by the department faculty, department head, the college review committee, the college dean, the UPT Committee, and the Provost and Vice President for Academic Affairs. [FH 622.00]

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]

A candidate for retention will be subject to the department's criteria and standards (as detailed in the department's Role, Scope, Criteria, Standards, and Procedures document) in effect at the date of hire. A candidate for tenure will be subject to the department's criteria and standards in effect on the first day of the academic year in which retention is conferred. This policy does not cover the Procedures section of this Handbook or of any applicable Role, Scope, Criteria, Standards, and Procedures document; a candidate for

retention or tenure will be subject to the Procedures in place at the time of each review.
[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 (UPDATED)

A. The College of Arts and Architecture provides an intellectual and creative environment for the study and production of the visual arts (such as graphic design, painting, sculpture, printmaking, metalsmithing, ceramics, photography, art history, film and photography), performing arts (such as music/music education and theatre), and environmental arts (such as architecture). It offers students the opportunity to develop creative expression and a means by which to apply their knowledge and abilities.

B. The College emphasizes quality instruction as well as creative and cultural activities related to the visual, performing, and environmental arts. The College seeks to insure that the academic needs of students and the community at large are met.

C. The College contributes to the creative and cultural environment of the University, the local community, and the State through each of the academic programs; outreach programs; arts education projects; and the operation of KUSM, Montana's public television station; and Montana

Shakespeare in the Parks.

D. The College currently offers undergraduate degree programs in Architecture, Art, Film and Photography, and Music, and graduate programs in Art and Science and Natural History Filmmaking.

112.2 Role and Scope of the Department

The School of Film and Photography offers academic programs for over four hundred undergraduate majors and approximately sixty graduate students, while providing an ambitious range of research/creativity, service, and outreach. The school's undergraduate curriculum consists of a Bachelor of Arts degree in Film and Photography with curricular options in Motion Picture/Video/Theatre (MPVT) and Photography. Both options emphasize actual production within a framework of ideas shaped by the history and

criticism of these media. Students are encouraged to explore SFP courses outside their specific options, as well as outside of SFP, and the faculty endorses mutually supportive inquiry across the issues confronting these media and their interconnectedness. The school also offers a Minor in Photography and a Master of Fine Arts in Natural History and Science Filmmaking, featuring intensive, specialized training in this form of documentary filmmaking.

The MPVT Option's approach to student creative work is eclectic, encouraging students to explore various film genres and acquire a wide range of related skills, including acting, stage design and theatre production. Students also learn through internships and participation in faculty directed projects. Film and Media Studies courses provide historical and critical contexts for student production activity and develop critical thinking and effective communication skills. The MPVT Option contributes to the MSU Core Curriculum through several courses, seeking to provide non-majors an opportunity to study various aspects of film, video, and TV for their general education.

The Photography Option is accredited nationally through NASAD (The National Association of Schools of Art and Design). Photography students pursue contemporary applications of aesthetics, theory, and technique, using all media from basic black and white through digital imaging. Maintaining a balance between artistic and applied uses of photography, the curriculum prepares students for entry into the profession or for further study. Through its core curriculum offerings, the Photography Option annually gives access to over 300 students from all disciplines to this medium of communication and self-expression.

Faculty in the School of Film and Photography undertake significant programs of research/creativity resulting in original work that is broadcast, exhibited, and/or published. Writing for the media (creative), or about the media (research/publication), may constitute fulfillment, or partial fulfillment, of the expectation in research/creativity. Employment in technical and artistic positions in professional media productions may also constitute partial fulfillment of the expectation in research/creativity. In addition, faculty are expected to obtain and manage internal and external funding for projects-

Since merging with the former Department of Media and Theatre Arts in 1998, Theatre faculty who teach courses in the MPVT Option continue to direct, design, and/or perform in departmental and professional theatrical productions, and/or contribute to theatre scholarship through publication. Departmental stage productions perform a valuable outreach service to the university and local communities. Some Theatre faculty also contribute a portion of their workload to Montana Shakespeare in the Parks, an affiliated, regional touring company that serves a primary outreach service to the university and region.

Professional and Public service is encouraged on the part of all faculty in The School of Film and Photography through avenues such as collaborating with other MSU faculty or non-profit agencies, the presentation of lectures to the public, service on local, state-wide, regional, national, or international boards dealing with media issues, curating and/or

jurying exhibitions and screenings, consulting, etc.-The school also encourages the presentation of exceptional media events on-campus and off, including student film festivals and photography exhibitions, and departmental stage productions, as well as lectures/seminars/forums/discussions by professionals in media production or experts in the field of media study. "Montana Shakespeare In the Parks" is considered an official outreach activity of the College of Arts and Architecture and Montana State University, Bozeman.

113 ACADEMIC PROGRAMS

113.1 Academic Programs of the College (UPDATED)

The College of Arts and Architecture includes the School of Architecture (offering a Bachelor of Architecture), the School of Art (offering a Bachelor of Arts in Art, a Bachelor of Arts in Art History, and a Master of Fine Arts in Art), the School of Film and Photography (offering a Bachelor of Arts in Film and Photography, a minor in Photography, and a Master of Fine Arts in Science and Natural History Filmmaking), and the Department of Music (offering a Bachelor of Music Education).

113.2 Academic Programs of the Department

Bachelor of Arts in Film and Photography. Options in Motion Picture/Video/Theatre (MPVT) and Photography. Minor in Photography. Master of Fine Arts in Science and Natural History Filmmaking.

114 RESEARCH AND CREATIVE ACTIVITY

114.1 Special Areas of College Research and Creative Activity (UPDATED)

The faculty in the College emphasize research and creativity by:

- A. performing, exhibiting, and/or researching personal and professional creative work such as film and television production, theatre, music, architectural design, art history, painting, sculpture, and photography;
- B. coordinating exhibits and events of significant cultural merit;
- C. authoring discipline specific professional and/or pedagogical publications;
- D. participating in competitions or juried exhibitions;
- E. exploring and integrating computing technology within the College disciplines;
- F. promoting professional practice activities;
- G. encouraging interdisciplinary artistic projects;
- H. critiquing contemporary and historical literature within the College disciplines;
- I. presenting juried or invited papers; and
- J. serving as invited lecturers or moderators.

114.2 Special Areas of Department Research and Creative Activity

Published books, articles, scripts. Original films/videos, interactive programs.
Photographs in any medium. Theatrical productions, performances.

115 OUTREACH/PUBLIC SERVICE

115.1 Special Areas of College Outreach/Public Service

The College emphasizes outreach and public service by:

- A. developing the visual, performing, and environmental arts on campus, Statewide, Nationally, and Internationally;
- B. providing opportunities for Montanans of all ages to participate in the arts;
- C. providing and coordinating appropriate volunteer outreach services to the State, as identified by the departments;
- D. providing the opportunity for all University students to gain a basic appreciation of the importance of the arts;
- E. maintaining a strong liaison with professional groups and other organizations; and
- F. working with teachers throughout the State to better educate students in the arts.

115.2 Special Areas of Department Outreach/Public Service

- A. Shakespeare in the Parks
- B. KUSM, Montana Public Television
- C. Theatre Productions
- D. Photographic exhibits of student, faculty, and others' work.
- E. Public screenings of student, faculty, and others' films and videos.

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/creative activity, and service.

211 TEACHING CRITERIA

211.1 University Teaching Criteria

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

211.2 College Teaching Criteria

Each department shall identify criteria that will allow the evaluation of:

- A. the relevance, breadth, and quality of course content;
- B. the currency of the course;
- C. curricular development and innovation;
- D. integration of communications technologies;
- E. student assessment of teaching performance;
- F. peer assessment of teaching performance; and
- G. advising quality including communication of accurate information, assistance with student goal setting, appropriate and timely referral of students, and availability to students.

211.3 Departmental Teaching Criteria

The departmental criteria for teaching are the same as the University Criteria. Teaching, the imparting of knowledge, skills, and abilities to learners, as well as creative work and research in the field are central to the department's mission. Faculty performance in teaching will be evaluated in terms of a wide range of criteria including course content and objectives, classroom effectiveness, student learning and achievement and student advising.

212 RESEARCH/CREATIVE CRITERIA

212.1 University Research Criteria

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

212.2 College Research/Creative Criteria

Each department shall identify criteria that will allow the evaluation of the following, in relationship to 114.1:

- A. the relevance, quality, and breadth of research/creative activity,
- B. the currency of research/creative activity, and
- C. peer assessment of the quality of research/creative activity.

212.3 Department Research/Creative Criteria

SFP faculty will be evaluated on Research/Creative performance based on the quality of their work in these areas:

- A. books, articles published, scripts, script rewrites, published reviews, etc.
- B. films and videos, exhibits of films or videos, festival screenings, etc.
- C. photographs, exhibits of photographs, publication of photographs, etc.
- D. theatre productions/performances; costume, set or lighting design, etc.
- E. other appropriate activities

Such quality is documented by peer statements, published reviews, grants and contracts for productions and publications, invitations to exhibit and present work, awards, comments from adjudicators, and written comments by external peer reviews. All assessment documents should address relevance, breadth and currency of the research/creative activity.

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]

"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]

213.2 College Criteria

Each department shall identify criteria that will allow the evaluation of the following, in relationship to 115.1:

- A. the role played by the faculty member in her or his major professional, public, and/or university level service activity,
- B. the relationship of professional expertise to service performed, and
- C. the potential and/or actual impact of service performed.

213.3 Department Criteria

SFP faculty will be evaluated on outreach/public service performance based on the quality of involvement in:

- A. professional organizations
- B. professional consulting services
- C. the presentation of guest lectures
- D. continuing education activities or workshops
- E. public service in one's own field
- F. faculty governance or committees service both to the campus and the department

Documentation of these activities may include peer statements, published reviews, invitations to service or written assignments of service, awards for service, and written comments by external peer reviewers. Assessment documents should address relevance, breadth and currency of the outreach/public service activity.

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

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

Departments shall develop a series of standards that will allow the determination of the level of performance corresponding to "effectiveness" in each criteria area as listed in Section 211.2. The departmental standards must be reviewed and approved by the College committee.

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

N/A

221.3 Departmental Standard of Effectiveness in Teaching

A. Standard(s) of Effectiveness in Teaching

Effectiveness in teaching is characterized by proficiency in achieving:

Positive Student Outcomes

Students are encouraged to learn to think critically and creatively and to develop effective communication and problem solving skills as well as a desire to behave responsibly and pursue life long learning. Possible evidence of Positive Student Outcomes may include instruction which is well received by students and creates high levels of student learning, evidenced by mastery of subject matter and strong performance in subsequent coursework and creative projects.

Quality Instructional Execution

Possible evidence of quality instruction may include substantive courses that are rigorous, well designed, organized and delivered, currency in subject matter and pedagogy, use of appropriate instructional methods for course learning objectives, skillful communication, and appropriate assessment of students' progress.

Meaningful Interaction with Students

Possible evidence of meaningful interaction with students may include availability to students outside of class, mentoring, effective advising of students on both academic and professional matters, and modeling and promoting integrity and ethical standards.

Other significant teaching outcomes, as proposed by the candidate.

Many factors, including course load, course content, and number of preparations moderate teaching performance. The P&T Committee will consider such factors and other circumstances particular to each candidate in evaluating the candidate's total teaching record.

Standard of Effectiveness in Teaching for Retention

The candidate shall demonstrate a high likelihood that he/she will be able to meet the effectiveness standard by the time of the tenure review.

Standard of Effectiveness in Teaching for Tenure and/or Promotion

The candidate shall meet the effectiveness standard detailed above.

222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY

222.1 University Standard of Effectiveness in Research/Creative Activity

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

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

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

Departments shall develop a series of standards that will allow the determination of the level of performance corresponding to "effectiveness" in each criteria area as listed in Section 212.2. The College committee will approve all standards.

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

N/A

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

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

Film Standards for Research & Creativity

All Film faculty are expected to have an on-going annual program of Research and Creativity. The faculty are required to exercise principal creative responsibility in film, video, TV, or interactive media productions and/or publications. For on-going projects spanning several years, and recognizing that a faculty member may collaborate in an unfinished creative endeavor, the annual review will consider evidence of the contributions made by the faculty member to the project on a year by year basis. Managerial or supervisory responsibilities for established programming at KUSM will be considered a Research/Creative activity.

Grants, contracts, and other forms of revenue received in support of production and/or publication will be assessed annually according to their venues -- i.e., regionally produced programming normally requires considerably less funding than productions intended for national distribution.

Effectiveness in research/creativity for Film faculty may be assessed annually in the following ways:

1. sustained progress leading toward the completion of productions and/or publications;
2. presentation of completed works (and/or works in progress for on-going projects) to professional colleagues, select audiences, or the general public;
3. time frame of the projects; and
4. complexity of the projects.

Photography Standards for Research & Creativity

Tenured and tenure-track photography faculty are expected to have an ongoing annual program of Research/Creativity. This program shall consist of either principal creative responsibility for photographic work/projects or significant participation in group projects. Ongoing projects, which continue beyond significant points of presentation, publication and/or exhibition, reflect a usual way of working and thinking in the

photographic genre. Therefore, it should be considered as the norm that projects are ongoing and not "finished" per se. However, the annual review will consider evidence of the progress and contributions to a project on a year by year basis.

Grants, contracts and other forms of financial support received in support of production/publication/exhibition will be assessed according to significance and within the context of the land grant university's mission. Grant support available only to regional artists can be as significant as national support. Furthermore, the scarcity of funding for photography projects and the fact that the majority of projects are "self funded" should be considered relative to the other department disciplines. Also to be considered is that most photography projects are self generated and without a specific venue within the department structure, such as film/video faculty have with KUSM or theatre faculty have via Mainstage productions.

Finally, productivity in research and creativity should also be assessed with consideration of teaching loads, as teaching loads vary greatly between department options. With these considerations, then, further guidelines for assessment are as below.

Effectiveness in research/creativity for Photography faculty may be assessed annually in the following ways:

1. sustained progress leading toward a substantial body of a photographic project(s), publications and/or exhibitions;
2. presentation/exhibition of completed works or works-in-progress to professional colleagues, select audiences or the general public;
3. projected presentation(s)/publication(s)/exhibition(s);
4. complexity of the project(s)/exhibition(s)/publication(s).

Theatre Standards for Research & Creativity

Each year, each faculty member will agree upon an Annual Goals statement agreement with the department head outlining their individual goals for the next year. Except in unusual circumstances, the normal minimum expectation will include the direction of one mainstage production for the Acting/Directing faculty or the designing or supervision of designs for all design aspects of two mainstage productions for the Design faculty or publication. This agreement will then become the minimum expectation for each individual faculty member. If each member adequately fulfills this goal during the year with an acceptable level of performance, it will be assumed that Minimum Expectations will have been met. Any additional creative projects, research or productions work of significant quality and scope or extraordinary performance on activities within the goals statement will be considered as exceeding expectations.

In order to provide professional assessment of individual faculty members' performance, outside adjudications of mainstage direction or design will occur on a somewhat regular basis. Usually this external review can come under the auspices of a visiting regional theatre representative of ACTF. Each faculty member will be adjudicated annually by the

other Theatre faculty for a qualitative judgement statement relating to their research/creative work for the year under review. At the time of the annual review, each member will provide a qualitative statement appraising each of the other faculty members' performance in research/creativity projects for the year. These statements will be confidential. On the basis of these qualitative judgments, the completion or non-completion of projects outlined in the Annual Goals Statement, the assessed quality of these projects and due consideration given to other creative/research projects faculty members have been involved in during the year, the department head will make an adjudication as to whether individual faculty members have met, not met or exceeded expectations. Faculty members may provide any other evidence they feel appropriate to assist the department head in his/her evaluation.

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

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

Departments shall develop a series of standards that will allow the determination of the level of performance corresponding to "effectiveness" in each criteria area as listed in Section 213.2. The College committee will approve all standards.

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

N/A

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

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

SFP Service Standards

Service is required annually from all tenured and tenure-track faculty at some level, whether at the department, college, university or community level (local, regional, national or international). A narrative description and accounting for service is required in each annual review. Service is to be given as part of one's professional expertise either from the perspective as a member of the academic faculty or as related to one's area of professional practice and expertise and is to be assessed qualitatively also.

Service is less important than either Teaching/Advising or Research & Creativity/Professional

Development in annual review assessment and cannot be used to lower or elevate a rating on its own account.

Effectiveness in Service may be assessed by:

1. sustained participating or successful completion of all department committee assignments;
2. sustained participation or successful completion of any college or university committee or other service activities, whether voluntary, solicited, or elected;
3. service for local, regional or national organizations, requiring professional expertise as described above;
4. complexity of assignment(s).

Professional recognition can include, but is not limited to, the following:

1. solicitation or election for service activities;
2. repeated solicitation or election for service activities;
3. unsolicited letters from colleagues;
4. awards, recognitions and other distinctions.

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

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

Departments shall develop a series of standards that will allow the determination of the level of performance corresponding to "excellence" in each criteria area as listed in Section 211.2. The College committee will approve all standards.

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

N/A

231.3 Departmental Standard of Excellence in Teaching

Excellence in teaching requires both:

1. Sustained high levels of achievement in the following:

Positive Student Outcomes

Students are encouraged to learn to think critically and creatively and to develop effective communication and problem solving skills as well as a desire to behave responsibly and pursue life long learning. Possible evidence of Positive Student Outcomes may include instruction which is well received by students and creates high levels of student learning, evidenced by mastery of subject matter and strong performance in subsequent coursework and creative projects.

Quality Instructional Execution

Possible evidence of quality instruction may include substantive courses that are rigorous, well designed, organized and delivered, currency in subject matter and pedagogy, use of appropriate instructional methods for course learning objectives, skillful communication, and appropriate assessment of students' progress.

Meaningful Interaction with Students

Possible evidence of meaningful interaction with students may include availability to students outside of class, mentoring, effective advising of students on both academic and professional matters, and modeling and promoting integrity and ethical standards.

Other significant teaching outcomes, as proposed by the candidate.

Many factors, including course load, course content, and number of preparations moderate teaching performance. The P&T Committee will consider such factors and other circumstances particular to each candidate in evaluating the candidate's total teaching record.

2. Demonstration of some combination of the following:

A reputation for teaching excellence;

Substantive contributions to pedagogy;

Educational leadership activities, which may include:

An active role in developing and continuously improving the curriculum of the department, mentoring colleagues to help them improve their teaching performance, helping students become involved in research processes, and serving as a role model for teaching excellence in the College, the University, and the discipline.

Standard of Promise of Excellence in Teaching

Promise of Excellence in Teaching is demonstrated by meeting Part 1 of the Excellence Standard and by a demonstrated high likelihood of achieving Part 2 of the Excellence Standard detailed above.

Standard of Excellence in Teaching

Excellence in Teaching is demonstrated by meeting both Part 1 and Part 2 of the Excellence Standard detailed above.

It is anticipated that to demonstrate Excellence in Teaching, a candidate's performance will need to be demonstrated over a substantial period of time, typically the five or more years since tenure and promotion to Associate Professor.

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

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

Departments shall develop a series of standards that will allow the determination of the level of performance corresponding to "excellence" in each criteria area as listed in Section 212.2. The College committee will approve all standards.

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

N/A

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

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

Excellence in Research/Creativity for Film faculty is assessed annually in accordance to the following standards:

1. quantity of productions and/or publications;
2. the venue of productions and/or publications;

3. the complexity and challenge inherent in productions and/or publications; and
4. the demonstration of their quality through professional recognition.

Professional recognition for Film is assessed annually in accordance to the following standards:

1. the distribution venues of the production or publication;
2. external critiques and reviews solicited by the faculty member;
3. unsolicited critiques and reviews;
4. invitations to present work;
5. invitations to lecture based on the work;
6. awards, recognitions, and other distinctions.

Excellence in Research/Creativity for Photography faculty is assessed annually in accordance to the following standards:

1. quality of projects/exhibitions;
2. breadth and significance of exposure (*Note: Local/regional exposure can be equal or greater in significance to national exposure and should be considered within the context of the land grant university mission, as well as breadth of exposure, etc.*);
3. complexity and challenge inherent in projects/publications/exhibitions;
4. demonstration of projects' quality through professional recognition.

Professional recognition for Photography faculty is assessed annually in accordance to the following standards:

1. significance of exhibition, publication or presentation venue;
2. critiques, and reviews;
3. unsolicited letters from colleagues;
4. invitations to lecture based on the work; invitations for presentation/exhibition;
5. awards, recognitions and other distinctions.

Excellence in Research/Creativity for Theatre faculty is assessed annually in accordance to the following standards:

See 222.3

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

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

Departments shall develop a series of standards that will allow the determination of the level of performance corresponding to "excellence" in each criteria area as listed in Section 213.2. The College committee will approve all standards.

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

N/A

233.3 Department Standards of Excellence in Outreach/Public Service

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

Unsolicited letters of assessment of Outreach/Public Service may be included in the faculty presentation. Faculty may solicit letters from outside colleagues and peers from outside the university pertaining to their quantity and quality of Outreach/Public Service activities.

B. Excellence in Service may be assessed by:

1. quantity of activities;
2. complexity and challenge inherent in activities, organizations, etc.;
3. breadth and significance of impact of activity or organization (*Note: while positions in national organizations which meet only occasionally certainly merit recognition, they are not inherently more important or demanding than campus or local activities which have more immediate issues and obligations.*);
4. demonstration of value through professional recognition.

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

In addition to the above University policy and procedures, the candidate shall:

- A. submit documentation of courses taught as appropriate, such as course outlines/syllabi, class schedules, readings, handouts, examinations, and representative examples of student output;
- B. submit material as defined in 421.2.B;
- C. submit a concise statement addressing the criteria in 211.2; and
- D. demonstrate quality of advising as established by each department.

241.3 Departmental Policies and Procedures

Overview

An in-depth assessment of teaching is a required component for all candidates seeking retention, promotion and/or tenure at Montana State University. As a part of that in-depth review of teaching each candidate from the department is required to submit a teaching portfolio (see guidelines below), which will be distributed for review by the Promotion and Tenure Committee. In addition, there will be a required classroom observation of the candidates' teaching by two outside observers. These observations and the teaching portfolio will be the primary information source used by these reviewers and all subsequent reviews in making judgments regarding the candidate's teaching.

Guidelines for in-depth assessment of teaching.

The Teaching Portfolio and Classroom Observation activities must be accomplished according to a specific schedule in order for the P&T Committee to meet College and University timelines. (See Sec 415.1: **Membership and Procedures for Selection**)

Contents of the Teaching Portfolio

1. **Statement** – A brief (up to 500 words) statement in which the candidate describes her/his approach to teaching and learning. A candidate should specifically address his or her philosophy of teaching, how he or she gauges the level of student learning, and the logic which underlies his or her approach to the classroom and student learning. The candidate should include a statement detailing his or her approach to student advising and an assessment of his or her effectiveness in that area.
2. **Course List** – The candidate will supply a list of courses taught during the review period, number of credit and/or contact hours for each course, grade distributions (by course), and number of students per course.

3. **Student Evaluation of Faculty Forms** – A summary of numerical averages, organized by semester in reverse chronological order, for student evaluations and all student comments received in all courses taught at MSU will be included. In general, the following range of numerical scores will guide reviewers in their in-depth assessment:

An Average of Averages in the 2.75-3.25 range is considered as Meets Expectations and is indicative of effective teaching.

The candidate will supply a brief narrative offering his or her interpretation of the results, bringing any extraordinary or unusual circumstances to the attention of readers.

4. **Course Materials** – For each course taught by the candidate at MSU during the review period, the candidate will provide a description that explains why she/he designed the course the way it is, what the learning objectives for the course are and how learning activities and evaluation methods support the learning goals. He/she will supply the course syllabus listing course goals, sample student assignments, representative examples of examinations, and other relevant course materials that support the candidate's description.
5. **Student Work Samples** – The candidate may supply student work samples as evidence of improvements in student understanding or performance. Examples that demonstrate student growth are more useful than exemplary final products and the candidate is cautioned against focusing on the work of only his or her top students. An interpretative narrative describing how the candidate's teaching influenced the work must accompany these work samples.
6. **Evidence of Innovation** – A candidate may provide evidence of teaching innovations. Assessment of the effectiveness of the innovations is encouraged.
7. **Contributions Beyond the Classroom** – Candidates might be involved in educational efforts that extend beyond the classroom. This could include such activities as service learning, writing textbooks or other teaching materials, involvement in professional societies, or writing about teaching innovations.

Guidance to Candidates

The materials presented should represent thoughtful and reflective teaching. There is no expectation that every course design, instructional approach, or student assessment strategy will be flawless in its implementation. Accordingly, the materials presented as evidence will be most informative if they demonstrate growth in one's teaching. The key to demonstrating this growth and improvement as a teacher resides in the accompanying candidate-written explanations. These explanations should succinctly describe how and why courses were designed and structured the way they were; the specific goals of each course; how the instruction attempted to achieve these goals; how the student assessment

approaches supported these goals; and what evidence is available that shows these course goals were met. Evidence of course revisions based on candidate-collected data will be highly valued by most expert reviewers. In short, although this process is known as an in-depth assessment of teaching, a focus on student learning often makes the strongest case for effective and excellent teaching.

Required Classroom Observation of Teaching

- a. All newly appointed tenure-track faculty in SFP will have his/her teaching observed in the fourth semester of their appointment for retention review, and, again, during the academic year prior to the formal review for promotion and tenure. (y) Tenured faculty, who wish to be reviewed for promotion to full professor, must notify the department head in writing one full year before. The department head will notify the chair of the SFP P&T committee immediately. Classroom observation of the candidate's teaching must be completed during the academic year prior to the formal review for promotion.
- b. The elected P&T committee will be solely responsible to organize the process of classroom observation. The P&T committee will identify a tenured (z) SFP faculty whose interests/specialization are closest to the candidate's as one observer. The second observer must be a tenured faculty member at Montana State University outside SFP. The P&T committee will list the names of three possible observers. Before a final selection is made by the P&T committee, these three names will be sent in writing to the candidate who is given five (5) days to respond in writing indicating whether the candidate has any personal or professional relationship to anyone on the list that might be perceived as a conflict of interest or a bias.
- c. The candidate will meet with each of the selected observers separately, to explain the course, the instructor's goals for, and to discuss the syllabus and the point at which the visits will occur, as well as to schedule the classroom visits. These visits will include observation of two separate *types* of classroom activity (e.g., lecture; lab; recitation; discussion; etc.) for at least thirty (30) minutes each. [NOTE: the two observers are encouraged to visit the same *types* of classroom activities, but on different days and times.]
- d. After these visits, each observer will meet separately with the faculty member to discuss what has been observed.
- e. On the basis of their observations, each observer will submit a written report, which may include suggestions for change or improvement if appropriate, to the department chair by the end of the semester in which the classroom observation takes place. All such written observations will be copied to the faculty member and to his/her permanent file in SFP, and must be included in the documentation on teaching when a formal P&T review occurs (retention, promotion and tenure, promotion).

(y) – NOTE: This time schedule will be adjusted by the SFP department head for any candidate who has been appointed in SFP with years credited toward tenure (which should be done in the letter of hire).

(z) – NOTE: If no tenured faculty member is available in a semester when a classroom observation of teaching in the Photography Option is to occur, the P&T committee may appoint an SFP *tenure-track* faculty member in Photography to conduct the classroom observation. Also, members serving on a P&T committee shall be eligible for appointment as the internal SFP reviewer for classroom observation.

242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

242.1 University Policy and Procedures

Effectiveness, excellence and potential for excellence in research/creative activity shall be demonstrated through evaluation by on-campus review committees and administrators and external reviewers. Candidates shall list all publications, presentations, exhibits, and performances in their dossiers and, in addition, shall submit for review a set of articles, publications, creative endeavors, or other evidence that, in their judgement, represents their best efforts to advance the discipline or profession. [FH 633.03]

242.2 College Policies and Procedures

In addition to the above University policy and procedures, the candidate shall submit a concise statement addressing the criteria in 212.2.

242.3 Department Policies and Procedures

The file will include copies of books, articles published, or scripts, as well as publishing reviews; copies of letters of agreement to produce scripts, requests for script rewrites, etc.. The department assumes expenses for duplication of such materials.

Films and tapes should be presented with documentation of funding and support, places where exhibited (including broadcast), list of festivals and other exhibition venues to which they have been submitted. Letters from panel chairs or screening judges are an excellent form of documentation. Copies of written reviews or letters of response are valuable. The department assumes expenses for duplication of such materials.

Photographs should be accompanied by documentation of publication or exhibition, any printed reviews, commentary, or other written responses, etc.. Invitations to exhibit, applications for grants and exhibitions, copies of contracts with publishers, or contracts with galleries may be included. The department assumes expenses for duplication of such materials.

Theatre productions/performances may be videotaped for possible review by outside peers. Costume and set design should be documented by slides and/or portfolio. Any

written reviews, commentary, and other such responses as may be available. Most SFP theatre productions will have no visibility beyond the local community. Therefore, evaluator(s) will be invited, in the semester prior to any anticipated review, to campus to view selected productions by the school Director after consultation with the Theatre faculty. The school assumes expenses for such visits.

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

See 222.3

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/PUBLIC SERVICE

243.1 University Policy and Procedures

Effectiveness in outreach/public 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 judgment, represents their best efforts to contribute to and advance the University, public, and profession. [FH633.03]

243.2 College Policies and Procedures

In addition to the above University policy and procedures, the candidate shall submit a concise statement addressing the criteria in 213.2.

243.3 Department Policies and Procedures

Methods for conducting an in-depth assessment of performance in outreach/public service are:

See 223.3

SECTION 300

STANDARDS FOR APPOINTMENT, PROMOTION, RETENTION AND TENURE

300 RESPONSIBILITY TO ESTABLISH STANDARDS

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

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

310 RETENTION AND SPECIAL REVIEW

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

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

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

310.1 University Standards for Retention

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

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

310.2 College Standards for Retention

In addition to the above University-wide standards, effectiveness in making a constructive contribution to the spirit of the faculty community shall be demonstrated. The crucial factor in the success of any department is the development and maintenance of an atmosphere of professional respect. This atmosphere must allow for professional differences and divergent views, but always in the context of a respectful relationship between faculty members. An effective faculty member exhibits professional, ethical behavior by respecting the confidential nature of such matters as personnel files, departmental meetings, student confidences in advising, and evaluation of other faculty. An effective faculty member also makes an ongoing, positive contribution to the team efforts of the department.

Each department shall establish a means for demonstrating effectiveness of this standard.

310.3 Department Standards for Retention

The candidate must "meet expectations" in all areas of performance, with primary emphasis on the categories of Teaching and Research/Creativity.

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

In addition to the above University-wide standards, sustained effectiveness in making a constructive contribution to the spirit of the faculty community shall be demonstrated. The standards in 310.2 apply to this section as well.

Each department shall establish a means for demonstrating sustained effectiveness of this standard.

C. Department Standards

The Department standards for tenure are:

1. demonstrated and sustained effectiveness by "meeting expectations" 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 by "meeting expectations" in each of these areas in the future, and
3. demonstrated potential for achieving excellence by "exceeding expectations" in teaching and/or research/creative activity.

321.2 Standards for Faculty with Professional Practice Expectations

N/A

330 APPOINTMENT AND PROMOTION

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

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

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

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

331.1 Standards for Faculty with 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

No additional College standards for appointment or promotion to Assistant Professor apply.

C. Department Standards

No additional standards necessary.

331.2 Standards for Faculty with Professional Practice Expectations

N/A

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

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

332.1 Standards for Faculty with 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

No additional College standards for appointment or promotion to Associate Professor apply.

C. Department Standards

No additional standards necessary.

332.2 Standards for Faculty with Professional Practice Expectations

N/A

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

No additional College standards for appointment or promotion to Professor apply.

C. Department Standards

No additional standards necessary.

333.2 Standards for Faculty with Professional Practice Expectations:

N/A

SECTION 400

PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE

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

400 GENERAL PROCEDURES

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

401 REVIEW BASED ON EVALUATION OF TOTAL PERFORMANCE

Third year, tenure and promotion reviews are based upon cumulative performance in each area (teaching, research/creative activity, and service) over the total period preceding review. In contrast, annual reviews assess the faculty member's performance

averaged over all areas within a year. Thus, a record of having met performance expectations as indicated by Annual Reviews does not necessarily guarantee the candidate has assembled and demonstrated a cumulative record that meets the standards for retention, tenure or promotion. [FH 611.00]

402 MANDATED CONTENTS OF DOCUMENTS

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

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

B. Any quantitative and qualitative expectations in terms of job performance, teaching, research/creative activity, and/or service. (See Section 300 above.)

C. The procedures used in selecting the membership of [college and/or department] review committees. (See Sections 413.1 and 415.1 below.)

D. The department's designation as to courses and presentations which are to be evaluated using student evaluation forms and the evaluation instruments to be used. (See Section 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 Section 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 Sections 242 and 243 above.)

G. The dates and times of review. (See 412 below.)

H. The procedures for obtaining outside peer reviews and soliciting internal letters of support/evaluation. (See 243. above and 415.3 below.)

I. The methods for designating and handling confidential materials. [See 415.2 below.][FH 623.00]

410 PROCEDURES FOR THE CONDUCT OF FORMAL REVIEWS OF FACULTY

The formal review of academic faculty supports the mission and goals of Montana State University-Bozeman and assists faculty in meeting the expectations of the institution.

Formal review for retention, tenure and promotion shall be conducted according to the procedures outlined in this section.

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

411 MANDATORY CONSIDERATIONS AT ALL LEVELS OF REVIEW

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

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

412 RESPONSIBILITIES OF THE 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.*

All candidates required to apply for retention or tenure in a given year shall be notified by the Dean of their eligibility, submission requirements, and review schedule by April 30 of the previous academic year. Submission deadlines will be strictly enforced.

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

The Dean is responsible to assure each School/Department is represented, and shall establish deadlines for this election.

The Provost and Vice President shall establish the deadlines for the election of the college representative to the University Promotion and Tenure Committee.

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. No faculty member shall serve on a committee considering a spouse, significant other, or blood relative.

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 Arts and Architecture Promotion and Tenure Committee shall be made up of five (5) tenured faculty. Three are to be elected by the faculty and two are to be appointed by the Dean. Additionally, three alternates shall be selected from the faculty election.

Nominations for membership shall be solicited by the college dean. The names of all nominated faculty shall be placed on the election ballot. College faculty shall vote for six candidates. The three candidates receiving the majority of votes shall be elected as

members to the committee. The three candidates receiving the next largest number of votes shall serve as alternate members.

413.2 Responsibilities of the Committee

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

The college review committee is also responsible for:

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

The college committee shall review all materials and may solicit and obtain additional materials it deems necessary to make a thorough and substantive review of the candidate's qualifications. No materials may be added to the dossier without notice to the candidate and the opportunity for the candidate to respond.

413.3 Actions of the Committee

The college review committee:

- A. prepares a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate and*
- B. forwards the recommendation to the dean, sending a copy to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the dean's office. [FH 815.02]*

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

Nominations for membership shall be solicited by the college dean. The names of all nominated faculty shall be placed on the election ballot. College faculty shall vote for one candidate. The candidate receiving the majority of votes shall be elected as a member to the committee. The candidate receiving the next largest number of votes shall serve as the alternate member.

No faculty member serving on the University Promotion and Tenure Committee can simultaneously serve on either the college or department committees.

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.

Candidates shall be provided a copy of the departmental committee recommendation letter in a timely manner, but in no case more than two (2) working days after the date of that document. The candidate shall be provided a copy of the department head's recommendation in a timely manner, but in no case more than two (2) working days after the date of that document.

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.

Candidates will be notified of required reviews, and/or reviews for which they are eligible, in writing on or before September 1st of the Fall semester in the academic year in which such review must or may occur.

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

G. Forwarding the candidate's dossier, including recommendation(s), to the college dean and sending a copy of the recommendation(s) to the candidate.

H. Maintaining complete, accurate and up-to-date files on each faculty member. [FH 814.00]

415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE

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

415.1 Membership and Procedures for Selection

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

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

An SFP P&T Committee will be elected each year during the month of April. That committee will serve from May 1 of that year through April 30 of the following year. Only tenured SFP faculty, and who will be on staff and present on campus during the following fall semester, will be eligible for election. This election will be conducted by the administrative assistant by paper ballot, listing all eligible faculty alphabetically and requiring that each voter rank each candidate numerically by preference. (Each elected P&T Committee *must* include at least one Full Professor and at least one faculty member from the option of the candidate under review.)

A fifth member of each SFP P&T review committee, who must be a tenured faculty member at Montana State University, will be selected by the committee for each review in the department. This selection should be made in consideration of minority/gender representation on the committee. The names of three (3) faculty being considered for such service will be sent to the candidate, who will have five (5) days to respond in writing to the P&T Committee chair whether the candidate has any personal or professional relationship to that individual that might be perceived as a conflict of interest or bias.

415.2 Responsibilities of the Committee

The department committee shall review all submitted materials and may solicit and obtain additional materials it deems necessary to make a thorough and substantive review of the candidate's qualifications. [The] committee shall conduct a fair, objective,

independent, and substantive review of the candidates' dossiers based on department, college, and University criteria and standards. (See 600.00.) [FH 813.00]

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

Departmental procedures must be consistent with college and university policy.

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

Each department committee shall determine the method for handling the unsolicited materials not submitted by the candidate.

Unsolicited materials shall be treated in accord with the Faculty Handbook 453.00. "Letters of recommendation provided on a confidential basis. (Access to letters of recommendation and letters of peer review is limited to the President, Provost and Vice President for Academic Affairs, deans, department heads, search and screening committee members, and appropriate promotion, tenure, conciliation and/or grievance committees.)" Discretion to include laudatory unsolicited letters rests with the departmental P&T committee that is conducting the specific review.

The departmental secretary will receive all internal submissions, as well as letters from outside reviewers, mark them in a manner so that they may be cited in recommendations by "Letter" or "Number" and will photocopy duplicates of all materials received and keep these copies in a locked place.

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]

The candidate must submit with the dossier a list of five professionals in the field from outside Montana State University to serve as external reviewers. This list should be alphabetical, unranked, and the P&T committee will select two (2) external reviewers from it. The P&T Committee will assemble its own list of external reviewers and enlist four (4) of them for the review. All external reviewers will be sent the candidate's

Personal Statement, c.v., and all such Research/Creativity or Teaching materials as the candidate elects.

It is the responsibility of the SFP P&T Committee chair to make sure that the letter of solicitation to each external reviewer clarifies the category for “Promise of Excellence” or “Excellence” in Teaching or Research/Creative Activity that the candidate has chosen. That letter must also request that each external reviewer submit an updated resume, c.v., or similar professional bio with his/her external review letter.

In the event that the committee chair or other committee members are unavailable during the summer before a review, the department head may communicate with external reviewers in place of the committee chair.

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]

At the beginning of the formal review, the P&T committee chair will write a letter to all tenured/tenure-track SFP faculty not formally involved in the specific review cycle, inviting written comments to the candidate’s file within a thirty (30) day deadline, and inquiring specifically for comments on his/her perception of the candidate. **In response, to these calls, all SFP faculty are strongly encouraged to consider writing their comments on a candidate’s Teaching, Research/Creativity, and Service within these deadlines, in order for them to be included for consideration in all formal P&T reviews within the department.**

On the first day of fall semester classes, the P&T committee chair will post open calls to all SFP students to comment to the candidate’s file with regard to teaching and advising effectiveness of the candidate. Multiple copies of this call will be posted in SFP student areas. There will be a twenty-one (21) day deadline for receipt of any written responses to this call.

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

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

In cases of retention, tenure, promotion, or special review, it is the responsibility of the candidate to collect, organize and submit all appropriate data and material at the beginning of the formal review process, in accordance with Section 812.00.

Candidates shall submit the "Cover Sheet--Candidate's Dossier" and Table of Contents available from the Office of the Provost and Vice President for Academic Affairs. Dossiers shall include those materials specified in the Cover Sheet and any other materials required by the department and college criteria and standards document. Pages of the dossier submitted by the candidate shall be consecutively numbered. Candidates may submit supporting documentation in accordance with Section 812.00. [FH 471.00]

The candidate's presentation must clearly state whether he/she is bringing forth a case for "Promise of Excellence" in Teaching or "Promise of Excellence" in Research/Creativity. (Alternatively, for promotion to Full Professor, the candidate's presentation must clearly state whether this promotion is to be based on demonstrated excellence in Teaching or demonstrated excellence in Research/Creativity.)

It is expected that candidates choosing a teaching emphasis will submit their Teaching Portfolio for review by the outside observers. The candidate's presentation must clearly state whether he/she is bringing forth a case for "Promise of Excellence" in Teaching or "Promise of Excellence" in Research/Creativity. (Alternatively, for promotion to Full Professor, the candidate's presentation must clearly state whether this promotion is to be based on demonstrated excellence in Teaching or demonstrated excellence in Research/Creativity.)

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.

In the case of external and internal reviews, the personal statement shall be included with the dossier.

A copy of the personal statement is to be sent to all external reviewers.

421.2 Other Materials to be Submitted with the Dossier

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

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

A. Promotion, Tenure, and Retention Review

Each candidate shall submit a written report including the following items in this order as applicable:

1. Eligibility for consideration to include the following:
 - a. name and rank,
 - b. date of first appointment at the University and special considerations for hire,
 - c. date of last promotion, and
 - d. date of tenure.
2. Letters of appointment.
3. Vitae or resume that includes the following information:
 - a. dated educational and professional background,
 - b. previous experience, and
 - c. awards and recognition.
4. all previously approved goals statements and annual review documents for the individual, and
5. personal statement of self-evaluation.

B. Materials Supporting Teaching Activities

Each candidate for any review shall include the following data or information regarding instruction or related assignments:

1. a list of all courses, including course numbers, course titles, number of contact hours, number of credit hours and any other contributions to the instructional program;
2. evidence related to the quality of instruction (evaluation of instruction, including input of students, must be done at the departmental level using evaluation instruments previously submitted and approved as part of the departmental review procedures; evaluations must be submitted as part of the departmental review of the faculty member);
3. advising (when academic advising constitutes part of assigned responsibilities, assessment shall be addressed as part of the report); and

The following data or information regarding instruction or related assignments may be included:

1. additional information relevant to instruction (e.g. unique course development, experimental course design, innovative course materials and methodology);
2. a description of professional development activities as they relate to teaching such as evidence related to instructional activities which maintain competence, develop new skills, and support development of the faculty member as a professional.

It is expected that candidates choosing a teaching emphasis will submit their Teaching Portfolio for review by the outside observers.

C. Materials Supporting Research/Creative Activities

Each candidate shall include a description of research/creative activities with appropriate documentation. These shall include listings of creative accomplishments; publications; sponsored research; and grants applied for, received and pending, and amount of award. External peer review must be included.

A description of professional development activities as they relate to research/creativity may be included such as evidence related to research/creative activities which maintain competence, develop new skills, and support development of the faculty member as a professional.

D. Materials Supporting Outreach/Public Service Activities

Each candidate shall include documentation of University and public service indicating service accomplishments at appropriate levels such as the Department, College, School, and University, and of appropriate professional contributions at the University, Community, Regional, National or International levels. External peer review may be included.

Materials supporting administrative responsibilities may be included in this section.

E. All materials submitted by the candidate will be reviewed by the Department Promotion and Tenure Committee, Department Head, College Promotion and Tenure Committee, and College Dean. Only the original binder provided to the candidate by the College, with its full contents, will be forwarded to the University Promotion and Tenure Committee for review; all of the candidate's materials will be available to the University Promotion and Tenure Committee upon request.

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]

The candidate's complete dossiers for review, either for retention, promotion to associate professor with tenure, or for promotion to full professor must be submitted by August 16th (or the first weekday after it if the 16th is on a weekend) of the year in which the review takes place. **[Note: although the department assumes all costs of printing, duplicating, coping of tapes, prints of photos, slides, etc. for these materials, it is the candidate's sole responsibility that six sets of these materials are completed and ready by August 16th.]**

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]

Role statement may be reviewed and/or revised by mutual agreement, upon request by either department head or faculty member.

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

Each faculty member shall develop annual written goals based on the department's role and scope statements. The faculty member's annual goal statements and reviews will describe progress towards satisfying promotion and tenure criteria and standards.

The Dean shall notify department heads of the review schedule. Before the annual written review is forwarded to the College Dean, the Department Head shall submit to the faculty member a copy of the review with completed performance rating. Both the faculty member and department head shall sign and date the review.

510.02 Department Procedures

Annual review will be initiated each January and constitutes an assessment of the previous calendar year's performance in teaching, research/creativity, service, professional development and advising. The primary categories of performance evaluation will be teaching, research/creativity and service which will include service to the department, university, community and to the profession.

Development of the Annual Goals Statement

Each faculty member, in consultation with the department head, will develop an annual written statement specifying his/her goals and objectives. This statement will be used in the review process and must be consistent with the role and scope of the department.

The annual goals statement will be signed and dated by both the department head and the faculty member. In the event that the faculty member's role in the department 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 department head. If there is a disagreement regarding the goals statement, appeal may be made to the college dean and then to the Vice President for Academic Affairs.

PROCEDURES

By the 31st of January, all SFP faculty members are required to submit to the departmental office the CAA "Annual Summary of Faculty Activity," complete student

evaluations of teaching from the Knapp forms for all courses taught in the preceding year (January 1 – December 31), and any additional documentation as the faculty member deems appropriate. Possible supporting data may include, but are not limited to: Danforth evaluations initiated by the faculty member on his or her own behalf, additional course evaluations either Aleamoni or self generated, written responses by students either in response to independent study, senior supervision or internship supervision or for any course taught during the review period, evidence of teaching awards, if applicable, and any other documentation the faculty member deems appropriate.

Additional supporting data may also be included for research/creativity and service should the faculty member desire. Possible supporting data may include: reviews of creative works, outside evaluations of creative work initiated by the faculty member, solicited or unsolicited letters of appreciation for service activities, etc. Any faculty member or student in the department is invited to write a confidential letter of evaluation regarding any member of the faculty, which may be submitted to the department head prior to the evaluation.

Annual Review in the School of Film and Photography is conducted by a committee of four (4) elected tenured faculty members (*) serving in an advisory capacity to the department head. These deliberations result in a formal letter of review, with a performance rating from the Department Head that must be transmitted to the faculty member by no later than the first Monday in March. In cases where the Department Head's assessment is not in agreement with the recommendation of the committee, the committee will be given an opportunity to respond in writing. Any such written document will be forwarded, along with the Department Head's recommendation, as a part of the review process.

Although the discussions of the committee are strictly confidential, written notes from the meeting for each faculty member's review will be kept in the department.

(*) Each April, an election will be held for membership on the Annual Review Committee. This committee is separate from all other departmental committees, and the administrative structure of the department. All tenured faculty members are eligible, *except* for the faculty member serving as department head (or chair) at the time of said election. The two (2) faculty members receiving the highest number of votes will each serve two-year terms; the other two (2) will be each elected to one-year terms. The department's administrative assistant will track these service periods, and conduct April elections as needed to keep the committee membership at four (4). Reelection is permitted, and there is no limit on the number of years a tenured faculty member may serve on the SFP Annual Review Committee.

During February of each year, the department head will meet with the Annual Review Committee to discuss the materials presented. Each faculty member's performance will be evaluated [by the department head and the Annual Review Committee] in terms of: (1) his or her annual goals statement (2) his or her performance in prior years (3) the performance of colleagues in the respective option, the department, the university and the

profession. A final evaluation is then forwarded to the Dean by the department head which includes the faculty member's general rating of extraordinary performance, exceeded performance expectations, met performance expectations, below performance expectations or unacceptable performance. The department head may also decide to use a plus/minus system of differentiation among the categories. Regardless, the faculty member will be appraised of the department head's recommendation in writing and both the faculty member and department head must sign and date the review. The faculty member's signature indicates he/she has read the document but does not necessarily indicate agreement. In all cases, the faculty member has the right to append to the signed document an explanation of his/her position and to forward it, within ten (10) days, to the college dean, who shall take this explanation into account when preparing the final salary recommendation. If the faculty member does not receive a copy of the written annual review prior to April 10, he/she has the right to bring, in writing, the matter to the attention of the college dean. No performance rating may be submitted without the faculty member's signature.

Copies of all annual reviews for an individual and substantive supporting documents related to the annual reviews will be maintained in the department. These files will be kept confidential. Access to the file will be restricted to the individual, department head, college dean, Vice Presidents, President, and appropriate review committees, unless the individual releases, in writing, the file for other purposes.

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]

511.1 Procedures for Making Salary Recommendations

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

A. The department head shall submit a proposed salary recommendation for each faculty member to the college dean.

B. The dean will approve or modify the salary recommendation, and submit it to the Salary Review Committee by the established deadline.

C. A written copy of the salary recommendation will be given to the faculty member. [FH 722.00]

512 RESPONSIBILITIES OF THE SALARY REVIEW COMMITTEE

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

513 CANDIDATE'S RIGHTS RELATIVE TO ANNUAL REVIEW

513.1 Right to Timely Review

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

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

513.2 Right to Appeal Annual Performance Evaluation

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

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

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