

SECTION 100

ROLE AND SCOPE STATEMENTS

100 APPROVALS REQUIRED

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

110 UNIVERSITY ROLE AND SCOPE

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

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

111 COLLEGE AND DEPARTMENT ROLE AND SCOPE STATEMENTS

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

112 ROLE AND SCOPE

112.1 Role and Scope of the College.

A. Vision Statement

The Montana State University Libraries will provide information, education, and services in response to the university's teaching, research and outreach programs. Library services will be distinguished by personalized attention offered to students, collections supporting the entire range of the curriculum, and the dedication of library employees to excellence. The Libraries will work in partnership with the entire academic community to create an extraordinary information environment.

B. Mission Statement

The mission of the Montana State University Libraries is to facilitate student and faculty success by providing access to information and knowledge.

To accomplish this, the Libraries:

- Fosters a high level of service that is responsive, accessible, educationally integrated, and makes innovative use of information technologies.
- Provides access to collections that meet the needs of contemporary curriculum and current research
- Encourages critical thinking, information literacy, and the development of new knowledge
- Serves as the primary center for information and informal learning

The Libraries' faculty is committed to the highest level of scholarship, simultaneously engaging in librarianship, teaching and research as defined in 114.1 below. The Libraries value active service and outreach to the entire state of Montana in keeping with the University's land-grant mission.

C. Core Values

1. Intellectual and Academic Freedom. The Libraries upholds the principles of intellectual and academic freedom and resist all efforts to censor library resources. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
2. Instructions and Curriculum. Library instruction and assistance is designed and delivered to enhance students' academic success while fostering life-long learning, critical thinking, and effective use of information.
3. Research and Creative Activity. Faculty members strive for excellence in the profession by maintaining and enhancing their own knowledge and skills. They model life-long learning and critical/creative thinking by engaging in research and creative activity that contributes to the inventory of knowledge and supports the land-grant mission of MSU.
4. Recruiting and Retaining Exceptional Students. The recruitment and retention of exceptional students is advanced by high quality throughout the Libraries as evidenced by qualified faculty, excellent services, diverse collections and a superior learning environment.
5. Organizational Culture. As a collaborative community of faculty with shared vision and goals, individuals treat colleagues and co-workers with respect, fairness, trust, good humor, accountability, and an enthusiasm for change and individual differences.

D. Development of Role and Scope Statement

The Dean of Libraries shall update as needed a written role and scope statement that clearly defines The Libraries' responsibilities. The statement must be consistent with and contributory to the role, scope and mission of the university. Library faculty shall participate in the development and adoption of this statement through their elected representatives on the Library Faculty Advisory Council (LFAC); the final version shall be approved by majority vote of all full-time tenure track faculty.

113 ACADEMIC PROGRAMS

113.1 Academic Programs of the College

The Libraries supports all of the teaching, scholarship, research, service, and outreach programs of Montana State University. The library does this by acquiring, organizing and providing systematic access to information, and by providing courses, individual and group instruction and assistance in identifying, locating and using information.

114 RESEARCH AND CREATIVE ACTIVITY

114.1 Special Areas of College Research and Creative Activity

Research and creative activity are essential to the professional vitality of the College faculty and are central to the mission of the College. The diverse nature of library faculty encourages a wide variety of scholarly activity, including work in other fields and areas of study. While library faculty are encouraged to pursue their interests in research and creative activities wherever they lie, their research record is expected to include contributions that have advanced their discipline or profession.

115 OUTREACH/PUBLIC SERVICE

115.1 Special Areas of College Outreach/Public Service

Since service contributes to the performance of other libraries and their librarians, service to the total profession of information science is an important component of librarianship and such service is emphasized by the library in addition to direct service to the library and the University. Service enhances the development of MSU Library faculty and increases the Effectiveness of the MSU Libraries. See Section 213.2 for outreach/public service criteria.

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 shall be reviewed are teaching, research, and service. The contents of this document are supplemental to the Montana State University-Bozeman Faculty Handbook (FH). If there are amendments to the FH that result in a discrepancy between the Faculty Handbook and this document, the FH takes precedence until changes can be made to this document.

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/Librarianship Criteria

Teaching in the Libraries is multi-faceted. It includes not only teaching courses but also includes providing access to information whether through selecting and purchasing resources, digitizing collections, or organizing information. All of these areas teach and impart knowledge and skills to learners and support student and faculty learning, which is the heart of the College's mission.

Primary criteria for academic teaching in the field of librarianship are multiple and varied. **A candidate should address the following as appropriate to his/her position description or job assignment.** It is not expected that each candidate will address every criteria; each candidate will address only those criteria relevant to his or her position description. Criteria for teaching/librarianship in the library apply to both instructional and professional practice track faculty.

- Developing, selecting, or maintaining the Libraries' collections;
- Providing information and technical assistance;
- Teaching information research skills and critical thinking through consultations, course embedded instruction, reference interactions, and other modes;
- Working with individual faculty, departments or the university to integrate information literacy into the curriculum;
- Developing and delivering library credit courses;
- Developing and/or implementing methods of organizing, classifying, and cataloging of information resources;
- Designing and developing electronic resources that support instruction and knowledge discovery;
- Implementing changes and/or innovations to library collections, services, or methods;
- Negotiating, purchasing and procuring access to information resources;
- Creating, implementing and evaluating policies, procedures, and workflows;
- Managing human resources, material/financial resources, or services;
- Marketing library services.

212 RESEARCH CRITERIA

212.1 University Research Criteria

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

212.2 College Research Criteria

Research and creative activity are essential to the professional vitality of the College faculty and are central to the mission of the College. The diverse nature of library faculty encourages a wide variety of scholarly activity, including work in other fields and areas of study. While library faculty are encouraged to pursue their interests in research and creative activities wherever they lie, their publication record is expected to include contributions to the field of library and information science. Criteria for research and creative activity in the library applies to both instructional and professional practice track faculty.

Appropriate research activities for library faculty include but are not limited to:

- Authorship/coauthorship of a book
- Editorship of a published monograph or thematic journal issue
- Authorship/coauthorship of a published manual, article, or chapter
- Authorship/coauthorship of an article length book review
- Presentation at a state, regional, national, or international conference
- Participation in a conference panel as a presenter (moderating is service)
- Preparation, receipt and completion of a grant
- Producing digital works and computer programs

213 OUTREACH/PUBLIC SERVICE CRITERIA

213.1 University Criteria

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

213.2 College Criteria

Service is important to the profession of library and information science. Library faculty in both instructional track and professional practice track are expected to engage in meaningful service and collectively participate in meeting the land grant mission of the University. Outreach and public service activities include but are not limited to:

- Service to the library through participation in committees or other involvement
- Service to the university through participation in committees or other involvement
- Service to the profession through activities such as committees or other involvement
- Service to the Montana University System libraries
- Service and outreach to the people of Montana

220 GENERAL UNIVERSITY STANDARDS

The university standards on which faculty performance shall 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, Accomplishment 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/Librarianship

Faculty performance in teaching/librarianship for both instructional and professional practice track candidates shall be judged effective based upon the criteria as appropriate for the individual, and as judged by internal and external peer reviewers, the Dean of Libraries, and the Review Committee. While every librarian is expected to have some knowledge of and ability to apply the principles of library and information science, the appropriate level of knowledge and application for each will vary according to the individual's assignment and role. See section 211.2 for criteria.

To achieve Effectiveness in teaching/librarianship (retention), required activities include:

- Continuing record of competent job performance
- Competent execution of activities and products from the criteria outlined in section 211.2 as appropriate to his/her position description or job assignment.

Effectiveness in teaching is shown by competent and satisfactory levels of performance as demonstrated by active engagement in ongoing efforts tied to job assignments.

222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY

222.1 University Standard of Effectiveness in Research/Creative Activity

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

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

Faculty performance in research/creative activity for both instructional and professional practice track candidates will be judged effective as evidenced by a sustained and cumulative record of work completed and published or presented, as well as by works submitted for publication or other types of works in progress.

In general terms, quality is of greater importance than quantity. In cases where the work is a joint effort with others, the individual under consideration should articulate their role and contributions to the work and identify the co-author.

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

Outreach and public service are integral aspects of librarianship. Faculty performance in service shall be judged effective as evidenced by a record of service on library and university committees, task forces, elected offices, or by fulfilling other service activities.

To achieve Effectiveness in outreach/public service, the candidate shall have a record of activities in one or more areas outlined in section 213.2

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 Standards for Accomplishment in Teaching/Librarianship

Faculty performance in teaching/librarianship for both instructional and professional practice track candidates will meet the Accomplishment standard if it receives substantial recognition from peers and colleagues as well as members of other appropriate constituencies [FH 633.02.A] based upon the same qualitative criteria outlined under section 211.2.

To achieve Accomplishment in teaching /librarianship (tenure), required activities include:

- Continuing record of accomplished and commendable job performance
- A faculty member must display commendable execution of activities and products from the criteria outlined in section 211.2 as appropriate to his/her position description or job assignment

Accomplishment is demonstrated by a sustained level of commendable performance in librarianship.

231.3 College Standards of Excellence in Teaching/Librarianship

Faculty performance in teaching/librarianship for both instructional and professional practice track candidates will be judged Excellent if it receives substantial recognition from peers and colleagues as well as members of other appropriate constituencies [FH 633.02.A] based upon the same qualitative criteria outlined under section 211.2.

To achieve Excellence in teaching/librarianship (full promotion), required activities include:

- Continuing record of superior job performance
- A faculty member must display continued superior performance in activities and products from the criteria outlined in section 211.2 as appropriate to his/her position description or job assignment.

Excellence is demonstrated by continued, superior performance and a record of long-lasting influence within the Libraries, the University and the profession at state, regional, national or international levels.

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 Standards for Accomplishment in Research/Creative Activity

Standards for Accomplishment in research/creative activity apply to both instructional and professional practice track library faculty. In addition to formal peer reviews or other measures of quality [FH 633.03.B], recognition may be demonstrated through a continuing commendable record of work published and/or presented by invitation at the national or international level.

In general terms, quality is of greater importance than quantity. While peer review for both published and presented materials is the preferred measure of quality, it is also recognized that in certain areas non-peer reviewed publications or presentations may be more appropriate to the scholarly activity. In such cases, citation impact, height of profile, or national recognition are measures of quality.

In cases where the work is a joint effort with others, the individual under consideration should articulate his/her role and contributions to the work and identify the co-author.

232.3 College Standards of Excellence in Research/Creative Activity

Standards for Excellence in research/creative activity apply to both instructional and professional practice track library faculty. In addition to formal peer reviews or other measures of quality [FH 633.03.B], recognition may be demonstrated through a substantial body of work published and/or presented by invitation at the national or international level.

In general terms, quality is of greater importance than quantity. While peer review for both published and presented materials is the preferred measure of quality, it is also recognized that in certain areas non-peer reviewed publications or presentations may be more appropriate to the scholarly activity. In such cases, citation impact, height of profile, or national recognition are measures of quality.

In cases where the work is a joint effort with others, the individual under consideration should articulate his/her role and contributions to the work and identify the co-author.

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 for Accomplishment in Outreach/Public Service

College standards for the Accomplishment in outreach/public service apply only to professional practice track library faculty. For faculty with professional practice appointments, performance in service shall be judged as meeting the Accomplishment standard if it receives substantial recognition from peers and colleagues as well as members of other appropriate constituencies [FH 633.02.A] based upon the criteria outlined under section 213.2.

To achieve Accomplishment in outreach/public service, the candidate shall have a continuing record of commendable service in at least two of the criteria outlined in section 213.2.

233.3 College Standards of Excellence in Outreach/Public Service

College standards for Excellence in outreach/public service apply only to professional practice track library faculty. For faculty with professional practice appointments, performance in service shall be judged excellent if it receives substantial recognition from peers and colleagues as well as members of other appropriate constituencies [FH 633.02.A] based upon the criteria outlined under section 213.2.

To achieve Excellence in outreach/public services (full promotion), the candidate shall have a record of significant and sustained services that reaches beyond the University and State to the national or international level.

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

The university policy and procedure will be followed in the college. See Section 211.2 for criteria and Section 221.2 for standards. Librarianship and teaching work presented by the candidate as being relevant shall be included and assessed.

242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

242.1 University Policy and Procedures

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

242.2 College Policies and Procedures

The university policy and procedure will be followed in the college. See Section 212.2 for criteria and Section 222.2 for standards. Research or creative work presented by the candidate as being relevant shall be included and assessed.

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/PUBLIC SERVICE

243.1 University Policy and Procedures

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

243.2 College Policies and Procedures

The university policy and procedures will be followed in the college. See Section 213.2 for criteria and Section 223.2 for standards. Service work presented by the candidate as being relevant shall be included and assessed. College standards for Accomplishment and Excellence in outreach/public service apply only to professional practice track library faculty.

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 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

Effectiveness [FH 640.00.A]

The areas for which criteria and standards for Effectiveness in teaching/librarianship apply are determined by the candidate's letter of hire, role statement(s), and assignments. See Section 211.2 for criteria and Section 221.2 for standards.

For retention, Effectiveness in research and creative activity shall consist of a record of research and creative acts. See Section 212.2 for criteria and Section 222.2 for standards.

For retention, Effectiveness in service shall consist of a record of service. See Section 213.2 for criteria and Section 223.2 for standards.

Continuing Effectiveness [FH 640.00.B].

The promise of continuing effectiveness shall be based upon sustained performance thus far, work in progress and continuing commitments.

Promise [FH 640.00.C]

While it cannot be determined for certain that the candidate will be able to attain the standards for tenure and promotion, the peer reviewers should be asked to evaluate the candidate's potential for attainment of the standards for tenure and promotion as appropriate for either instructional or professional practice faculty. The Review Committee will consider both these comments and their own judgment of the candidate's potential for excellence as appropriate.

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.* [FH651.00]

B. College Standards

1. Sustained Effectiveness will be demonstrated by accomplishments of quality and continued productivity acceptably comparable to those of other library faculty (in the instructional track) at the time of their successful tenure reviews and as appropriate as set forth in the letter of hire, role statement(s), and assignments.
2. The potential for sustained Effectiveness in each of these areas shall be judged based upon sustained performance thus far and by evaluation of internal and external peer reviewers. Overall record of performance shall be considered while taking into account individual differences and strengths.

3. The potential for achieving Excellence can be determined by the quality of the past record of achievements as well as by the evidence of new initiatives, work in progress, and leadership potential.

321.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. College Standards

1. Sustained Effectiveness will be demonstrated by accomplishments of quality and continued productivity since the time of the retention review and as appropriate as set forth in the letter of hire, role statement(s), and assignments.
2. The potential for sustained Effectiveness in these areas shall be judged based upon the sustained performance thus far and by the evaluation of internal and external peer reviewers. The overall record of performance shall be considered while taking into account individual differences and strengths.
3. The potential for achieving Excellence can be determined by the quality of the entire record of achievements as well as by the evidence of new initiatives, work in progress, and leadership potential.

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]

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

1. A masters degree from an ALA (American Library Association) accredited graduate program.
2. Demonstrated potential to practice librarianship in an academic environment with undergraduate and graduate students, faculty and the general public as clientele; and
3. Potential to be effective in research/creative activity and service.

331.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. College Standards

1. A masters degree from an ALA (American Library Association) accredited graduate program;
2. Demonstrated potential to practice librarianship in an academic environment with undergraduate and graduate students, faculty and the general public as clientele; and potential to be effective in research/creative activity and service.

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

1. A masters degree from an ALA (American Library Association) accredited graduate program.
2. See Sections 221.2, 222.2 and 223.2 above for the standards by which Effectiveness is to be judged.
3. Demonstrated potential for achieving Excellence in librarianship and/or research/creative activity. [FH 662.01.C]. The Review Committee will consider annual reviews and peer evaluations as well as their own judgment of the candidate's potential as appropriate. See Sections 231 and 232 for the standards by which Excellence in each of these areas is to be judged, and Section 321.2.B.3 for determining potential.
{amended April 18, 2002}

332.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. College Standards

1. A masters degree from an ALA (American Library Association) accredited graduate program.
2. See Sections 221.2, 222.2 and 223.3 above for the standards by which Effectiveness is to be judged.
3. Demonstrated potential for the achievement of Excellence in at least one of the three areas of librarianship, research/creative activity, and service [FH 662.02.C]. The Review Committee will consider annual reviews and peer evaluations as well as their own judgment of the candidate's potential as appropriate. See Sections 231, 232 and 233 above for the standards by which Excellence in each of these areas is to be judged, and Section 321.2.B.3 for determining potential.
{amended April 18, 2002}

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

1. A masters degree from an ALA (American Library Association) accredited graduate program.
2. See Sections 221.2, 222.2 and 223.2 above for the standards by which Effectiveness in each of these areas is to be judged.
3. A record of Excellence in librarianship and/or research/creative activity. The standards for Excellence in librarianship can be found in Section 231 and for research/creative activities in Section 232 In addition to formal reviews, Excellence in librarianship may be demonstrated through receipt or nomination for a professional award or may be demonstrated by the positive professional reputation of the candidate. Excellence in research/creativity is demonstrated through a substantial body of work published and/or presented by formal invitation at the national or international level. {amended April 18, 2002}

333.2 Standards for Faculty with Professional Practice Expectations

A. University Standards

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

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

B. College Standards

1. A masters degree from an ALA (American Library Association) accredited graduate program.
2. A record of demonstrated and sustained Effectiveness in the primary duties of their assignment.
3. A record of Excellence in at least one of the three areas of librarianship, research/creative activity or service.

Faculty performance in librarianship will be judged excellent if it receives substantial recognition from peers and colleagues as well as members of other appropriate constituencies [FH 633.02.A] based upon the same qualitative standards outlined in Section 231.

Faculty performance in research/creative activity will be judged excellent based upon the standards in section 232.
{amended April 18, 2002}

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 is initiated at the primary 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] {Amended June 30, 2006}

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.*
- B. *Any quantitative and qualitative expectations in terms of job performance, teaching, research/creative activity, and/or service. See Section 300.*
- C. *The procedures used in selecting the membership of [college and/or department] review committees. See Section 415.1.*
- 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.*
- 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.*
- 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.*
- G. *The dates and times of review. See Sections 210.01 and 415.2. {Amended June 30, 2006}*

- H. *The procedures for obtaining outside peer reviews and soliciting internal letters of support/evaluation. See Section 415.3.*
- I. *The methods for designating and handling confidential materials. See Section 415.2 and 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:

Primary Review Committee, and Primary Administrative Reviews. These reviews include reviews by a department committee and department head, except in the case of colleges without departments, then the college review committee and dean perform the primary reviews.

Intermediate Review Committee, and Dean's Reviews. This is always a college review committee and college dean. But, when a college has no departments, there is no intermediate level of review.

Final Review Committee (UTP Committee), Provost's and President's Review. [FH 810.00]

The Libraries' formal reviews are conducted at the following levels in the following order: The Libraries' Review Committee, Associate Dean, and Dean. {amended June 25, 1999} {Amended June 30, 2006}

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 college dean, when serving as the administrative reviewer at the intermediate level of review, shall review all submitted materials, provide any required materials, conduct an independent and substantive review of the candidate's dossier and make recommendations regarding retention, tenure, and/or promotion in accordance with [811.00](#). The recommendation shall include a written rationale or statement of concurrence. If the intermediate level administrator's recommendation does not concur with those of the primary review committee or the primary administrative reviewer, the administrator's rationale must explain the point (s) of difference, i.e., the reason for the nonconcurrence. [FH 816.00] {Amended June 30, 2006}

The college dean is also responsible for:

- A. *Informing faculty members, committee members, and department heads of the applicable time lines for review.* [FH 816.00]

Timelines for Review:

All library faculty will be reminded of the review timetable by the Dean in July of each year (the dates of individual's reviews are typically included in letters of hire). Any faculty member to be reviewed shall be notified by the Dean or Library Review Committee of eligibility or requirements for the review.

The candidate who fails to submit the dossier by the established deadline forfeits his or her opportunity for review. In cases of retention, tenure or special review for retention, the faculty member who fails to submit a dossier shall be issued a terminal contract for the next contract term. [FH 471.02] {Amended June 30, 2006}

1. Definitions:

Retention (third year)

This review is conducted in the Fall semester of the faculty member's third year of appointment in a tenurable position and must be based upon no fewer than three (3) preceding semesters' activities [FH 610.00.B].

Tenure

A tenure review commences in the Fall semester of the faculty member's sixth year of full-time service in a tenurable position. The award of tenure automatically advances the candidate to the rank of Associate Professor, unless that rank has been previously awarded [FH 610.00.C].

Promotion

A promotion review is conducted simultaneous with tenure review if promotion to Associate Professor has not previously been awarded or a promotion review is conducted at the request of the faculty member, the department head, or department review committee. Promotion is normally awarded after the completion of no fewer than five (5) years in academic rank [FH 610.00.D].

Special

Special reviews of library faculty will usually be conducted in the Fall semester simultaneously with other reviews. However, circumstances may warrant a different schedule at the President's discretion. The candidate shall be given no less than one month to prepare documentation for the Special Review.

Fifth year

To help prepare for tenure review, a member of the library faculty may request an informal, non-binding fifth year review internal to the library.

(It is understood that this chronology is desirable but not absolutely binding.)

2. Annual Review Process

The period covered by the annual review is the previous calendar year. See Section 510.01 for timeline and annual review process.

3. Retention, Tenure, Promotion and Special Reviews. See above and 415.2.

- B. Providing the intermediate review committee with information and materials essential to their deliberations, according to college and University policies and procedures. [FH 816.00] {Amended June 30, 2006}
- C. *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] {Amended June 30, 2006}

Responsibilities of the Primary Administrative Reviewer (i.e. the Dean of Libraries)

The primary administrative reviewer shall review all submitted materials, provide any required materials, and conduct an independent and substantive review of the candidate's dossier and make recommendations regarding retention, tenure, and/or promotion, in accordance with 811.00. The recommendation shall include a written rationale. If the administrator's recommendation does not concur with that of the primary review committee, the administrator's rationale must explain the point(s) of difference, i.e., the reason for the nonconcurrence. [FH 814.00] {Amended June 30, 2006}

The primary administrator 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.*

Faculty members will receive a copy of this document at the time of hire or when changes are approved by a vote of the faculty. Replacement copies are freely available upon request.

- 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. See Section 412.*
- F. *Providing the department review committee with information and materials essential to their deliberations, according to department, college and University procedures.*

Additionally, ensuring the security of candidate dossiers, which are only available to the review committee members, the Dean, the Associate Dean, and the Administrative Assistant.

- 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]*

413 REVIEW BY THE COLLEGE PROMOTION AND TENURE COMMITTEE

With the exception of the procedures for the election of a representative to the University Promotion and Tenure Committee, The Libraries' procedures are outlined in Section 415.

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

The Library Faculty Advisory Council will conduct an election for the college representative to the UPT when notified of a vacancy in accordance with the guidelines established in the Faculty Handbook. The results of the election shall be determined by plurality.

414 RESPONSIBILITIES OF THE DEPARTMENT HEAD

For specific department head responsibilities see section 412. In the Libraries these duties fall to the Primary Administrative Reviewer. {Amended June 30, 2006}

In The Libraries, the Associate Dean shall conduct an independent and substantive review of the candidate's dossier and make recommendations regarding retention, tenure, and/or promotion. {Amended June 25, 1999}
These recommendations shall be forwarded to the Dean and copies sent to the candidate. {Amended June 30, 2006}

415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE

The department review committee responsibilities, membership, and procedures accrue to The Libraries' Review Committee because there are no departments within the college.

Each department or college without departments 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. Primary review committees shall conduct a fair, objective, independent, and substantive review of the candidates' dossiers based on department, college, and University criteria and standards. [FH 813.00] {amended June 30, 2006}

415.1 Membership and Procedures for Selection

Each department (or college) 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 primary administrative reviewer may be present at committee meetings at the discretion of the committee. The administrator may present data that is essential to the committee's deliberations, but shall not be present when the committee votes. [FH 813.01] {Amended June 30, 2006}

The Libraries Review Committee shall consist of three (3) tenured faculty members who shall be elected by plurality. In mid-June, the Library Faculty Advisory Council (LFAC) shall prepare a ballot listing eligible faculty for the term beginning July 1 and distribute it to the faculty for voting. A run-off election shall resolve a tie vote. The Dean shall appoint a chair from among the members. There are no restrictions on the number of times an individual may be elected to The Libraries' Review Committee. {Amended June 25, 1999} {Amended June 30, 2006}

415.2 Responsibilities of the Committee

The primary review committee shall review all submitted materials, provide any required materials, and solicit and obtain additional materials it deems necessary to make a fair, objective, independent, thorough and substantive review of the candidate's qualifications, in accordance with FH 811.00. The committee shall prepare its written recommendation, concerning the retention, tenure, and/or promotion of each candidate. This recommendation shall include a rationale explaining the reasons for the decision, vote tally and will be forwarded to the primary administrative reviewer with a copy sent to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the department or college offices. [FH 813.02] { Amended June 30, 2006 }

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

The review conducted by the committee will be based upon The Libraries' performance criteria and standards and the librarian's letter(s) of hire, role statement(s), assignments, and annual reviews. It is understood that all the review files and deliberations of the committee are confidential. At the conclusion of its deliberations, the committee shall prepare a written recommendation, with vote tally, concerning the retention, tenure and/or promotion of each candidate for review. Additionally, the committee shall forward the recommendation to the Dean, sending a copy to the candidate. The cover sheet is marked with the committee's vote tally and recommendation of *yes* or *no*. The recommendation becomes a permanent part of the faculty member's personnel files retained in the Dean's Office. The recommendation of the Review Committee is to be forwarded to the Dean and the candidate in compliance with the university's deadlines.

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

The criteria and standards (and all subsequent changes thereof) must be developed and approved by a vote of the library faculty, the Dean of Libraries, and the University Promotion and Tenure Committee [FH 622.00]. This annual review and approval shall be conducted in the spring of each year after a written report to LFAC by the Review Committee completing its term. The report shall evaluate with specifics, the viability, practicality, and general Effectiveness of the libraries' promotion and tenure documentation, criteria, processes and timelines.

The Library Faculty Advisory Council (LFAC) shall use the report provided by the Review Committee to draft possible revisions to the libraries' Role and Scope documentation, criteria, processes and timelines. After the review and approval of the faculty, the changes shall be forwarded by LFAC to the Dean. The Dean shall then forward the revisions to the UPT Committee and the Provost and Academic Vice President in accordance with FH 622.00. This will allow revisions to be completed in advance of any reviews to be undertaken during that year by a new Review Committee. { Amended June 30, 2006 }

July

The newly elected Review Committee will meet with the Dean to clarify procedures and discuss and clarify the contents of the review documentation.

The Review Committee Chair shall notify, in writing, the faculty members required or eligible for reviews after the Dean and the Review Committee have met. The notification shall include the appropriate university deadlines.

A candidate under review may withdraw his or her dossier at any time for revisions up until the deadline for submission to the Review Committee. While a retention or tenure candidate may withdraw his or her dossier after the submission deadline, this would automatically result in the individual failing the review and not being

granted retention or tenure. A candidate under review for promotion-only may withdraw his or her dossier at any time without consequences. {Amended July 30, 2006}

August

The Review Committee shall develop a calendar of deadlines specific to the candidates within the library and notify them in writing. {Amended July 30, 2006}

September-November

Typically, the retention reviews are conducted first. The committee determines appropriate internal reviews based upon each candidate's documentation and the Library procedures. See Section 415.4. The Review Committee identifies appropriate individuals for the reviews and solicits letters using the basic format provided. See the Appendix. The committee proceeds with the Retention reviews and forwards its recommendation to the Dean, sending a copy to the candidate.

Secondly, the Review Committee begins work on tenure and associated promotion (if appropriate) reviews based upon candidates' dossiers. Procedures for in-depth assessments are outlined in Section 415.5. The committee determines the combination of internal and external reviewers based upon each candidate's documentation and the department's procedures. See Section 415.3 and 415.4. The Review Committee identifies appropriate individuals for the reviews and solicits letters using the basic format provided. See the Appendix. The committee proceeds with the tenure reviews and forwards its recommendation to the Dean, sending a copy to the candidate.

Thirdly, the Review Committee begins work on promotion-only reviews based upon candidates' dossiers. Procedures for in-depth assessments are outlined in Section 415.5. The committee determines the combination of internal and external reviewers based upon each candidate's documentation and the department's procedures. See Section 415.3 and 415.4. The Review Committee identifies appropriate individuals for the reviews and solicits letters using the basic format provided. See the Appendix. The committee proceeds with the promotion reviews and forwards its recommendation to the Dean, sending a copy to the candidate.

The Review Committee follows in-depth assessment procedures in Section 415.5. The Review Committee determines the combination of internal and external reviewers based upon each candidate's dossier and library procedures. See Section 415.3 and 415.4.

When the Review Committee forwards a candidate's dossier to the Dean, it is the responsibility of the Dean of Libraries to forward the candidate's dossier, with his or her recommendations, to the University Promotion and Tenure Committee and to send a copy of the written recommendation to the candidate. The specific timing for the recommendation of the Dean to be forwarded to the UPT and the candidate shall comply with the University's deadlines.

Lastly, the Review Committee begins work on optional fifth year reviews. No reviews shall be solicited from either internal or external reviewers. The committee proceeds with the optional reviews and forwards its recommendation to the Dean. {Amended June 30, 2006}

January

The Review Committee shall provide a written report on the viability, practicality, and general Effectiveness of The Libraries' promotion and tenure documentation, criteria, processes and timelines. The report shall be forwarded to the Dean and the chair of LFAC.

February

LFAC shall use the report provided by the Review Committee to draft possible revisions to the libraries' promotion and tenure documentation, criteria, processes and timelines. LFAC shall forward the revised documentation to the Review Committee for its approval. {Amended June 30, 2006}

March After the approval of the Review Committee, LFAC shall take the revisions to the library faculty for their approval. After the review and approval of the faculty, any changes shall be forwarded by LFAC to the Dean. The Dean shall then forward the revisions to the UPT Committee and the Provost and Academic Vice President in accordance with FH 622.00. {Amended June 30, 2006}

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]

For tenure and promotion reviews, the candidate shall submit the names of up to three (3) external peer reviewers. External reviewers should not be mentors, family members, or close personal friends. The Review Committee will use the general form of the sample letters when soliciting letters of review. See Appendix B. {Amended June 30, 2006}

For promotion and tenure reviews, the Review Committee shall solicit at least three (3) external reviews, a minority of which shall be from among those suggested by the candidate. External reviewers should not be mentors, family members, or close personal friends. The reviewers shall be provided with the criteria and standards appropriate for the review. {Amended June 25, 1999} {Amended June 30, 2006}

For special reviews, the review committee shall follow the procedures for the appropriate type or circumstances of the review.

415.4 Establishing Procedures for Obtaining Internal Peer Reviews

Each department (or college) 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 discretion of the Review Committee, each reviewer may be asked to evaluate specific aspects of the candidate's dossier or performance or to comment upon all known or appropriate aspects of the candidate's performance in librarianship, research/creative activity or service. The review committee will provide criteria and standards to the reviewers. {Amended June 30, 2006}

Retention Reviews

For retention reviews, the Review Committee shall solicit letters of support and/or reviews from at least three (3) MSU-Bozeman faculty, a minority of which may be from up to three (3) names submitted by the candidate. The Review Committee will provide criteria and standards to the reviewers. {Amended June 30, 2006}

Promotion and Tenure Reviews

The number of reviewers internal to MSU for promotion and tenure shall be at least two (2). At least one (1) of the internal reviewers shall be from among those recommended by the candidate, and at least one of the internal reviewers shall be from within the MSU Libraries.

The areas to be addressed by each reviewer shall be determined by the Review Committee based upon standards and library criteria. The Review committee will provide criteria and standards to the reviewers. {Amended June 25, 1999} {Amended June 30, 2006}

Special Reviews

For special reviews, the review committee shall follow the procedures for the appropriate type or circumstances of the review.

415.5 Establishing Procedures for In-depth Assessment

An in-depth assessment of librarianship is required for all promotion and tenure reviews. The Review Committee will select one or two members of the library faculty to perform an in-depth assessment on each candidate. This in-depth assessment should include observation of the candidate. The members of the Review Committee and library administrators will not participate in this in-depth assessment because they participate in the review process in other ways. The assessment(s) must be signed and will remain confidential to the extent that all review documentation remains confidential. Amended June 25, 1999} {Amended June 30, 2006}

415.6 Actions of the Committee

The primary review committee:

Each department or college without departments shall establish a "primary review committee" to consider the dossier submitted by each candidate for review and formulate its recommendation for retention, tenure, and/or promotion. Primary review committees 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.](#)) [FH813.00] {Amended June 30, 2006}

Faculty members may be reviewed at times other than those required for third year, tenure, and promotion. A special review may be recommended to the President by the department review committee. Dean, University Promotion and Tenure Committee or the Provost and Vice President for Academic Affairs [FH 615.00].

A faculty member may request a Special Review by submitting a written justification for the review to the Review Committee by March 31st for a review the following Fall semester. The Review Committee will determine if the request should be forwarded to the President.

If the recommendation (by the Dean or the request by the faculty member) 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 primary review committee or by a special review committee composed of academic faculty. [FH 615.00]. {Amended June 30, 2006}

At the time that a special review is approved by the President, who notifies the faculty member, the Dean of Libraries shall request that the Review Committee determine the appropriate standards and criteria to be used for the review and convey that to the faculty member. The criteria and standards shall be consistent with The Libraries' promotion and tenure documents and based upon the individual's letter(s) of hire, role statement(s), and assignments.

420 RIGHTS AND RESPONSIBILITIES OF THE CANDIDATE

421 RESPONSIBILITY TO PREPARE AND SUBMIT DOSSIER

It is the responsibility of the faculty member under review to demonstrate to the satisfaction of colleagues and professional peers that high standards of performance have been met. [FH 603.04]

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] {Amended June 30, 2006}

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 librarianship and teaching, research/creative activity, and service. This personal narrative shall be included in the dossier and may be forwarded to external and internal reviewers by the committee.

The following guidelines should be followed by The Libraries' faculty when gathering and organizing documentation for retention (third year), promotion, and/or tenure reviews. These procedures are intended to guide the candidate in presenting the strongest possible case in the review process and to assure due process in compliance with University guidelines and procedures. In an expository manner the candidate should emphasize **how** and **what** was accomplished and its importance to the University. Discussion of special projects for the library and the University and changes, advances, or innovations that the candidate initiated or helped to fruition should be included.

A. FORMAT FOR REVIEW DOCUMENTATION

The documentation should be submitted in the three-ring binder(s) with the "Cover Sheet--Candidate's Dossier" provided by The Libraries' administrative office (see Appendix). Dossiers shall include only those materials specified in the cover sheet and any other materials required to document compliance with The Libraries' criteria and standards. Pages of the dossier shall be consecutively numbered. In Section VI of the candidate's dossier, library faculty shall address their librarianship which may also include formal teaching performance. {Amended June 30, 2006}

B. EVALUATION AND EVIDENCE

The documentation for librarianship, research, and service should address the quality of contributions as evaluated by library users, peers or others qualified to make such an assessment. In general, all contributions of a library faculty member should promote progress toward The Libraries' and University's mission. *Third year, tenure and promotion reviews are based upon cumulative performance in each area (librarianship, 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]. Specific information on items to document in each section of a candidate's dossier are addressed below. The following guidelines should be considered.

1. Librarianship

An individual's assignment shall determine the aspects of librarianship to be emphasized and shall help to determine appropriate activities. In an expository manner the candidate should emphasize **how** and **what** was accomplished and its importance to the University. Criteria are listed in Section 211.2. {Amended June 30, 2006}

2. Research

The candidate shall list full and accurate citations for any publications and works in progress. All work should be listed chronologically, with the most recent first. For tenure and promotion reviews, the candidate shall identify approximately five (5) of his or her best research or creative activities by placing an asterisk before the items. A complete set of these articles, publications, creative endeavors, or other items that -- in the candidate's opinion represent his or her best efforts to advance the discipline or profession -- shall be included as part of their dossier. Research or creative work outside the field of information science should also be listed here. {Amended June 30, 2006}

3. Service to the libraries, University, profession, and society

Each area of service shall be included in the dossier as a separate subheading. "Service to the University" includes committee and other work at MSU. In-house committee or task force work should be listed as "Service to The Libraries." Library association or other external library professional activities should be listed as "Service to the Profession." Also included in this category are memberships in professional associations. "Service to Society" covers activities the candidate performs for groups or associations external to the professional library setting and which make use of the faculty member's professional training or expertise. Book reviews are generally considered service to the profession rather than research and creative activity, but should be included as part of the candidate's publication list. See examples of appropriate service activities in Section 213.2. {Amended June 30, 2006}

4. Peer reviewers

For retention review, the candidate shall submit the name, title and complete address and telephone number of internal peer reviewers. For promotion and tenure reviews, the candidate shall submit the name, title and complete address and telephone number of at least one (1) but no more than three (3) internal and at least one (1) but no more than three (3) external reviewers. See Sections 415.3 and 415.4 for further information about peer reviews. {Amended June 25, 1999}

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. [FH 471.00 and 813.00]
3. responding to a request for further documentation [FH 812.00]; or
4. responding to a negative recommendation from the Library Review Committee and/or Library Dean as set forth in Section 422. A negative recommendation from the Library Review Committee shall be considered to be a majority of votes against retention, tenure and/or promotion for the candidate.

A negative recommendation from the Library Dean shall be considered to be a recommendation against retention, tenure and/or promotion for the candidate [FH 812.01].

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 Sections 415.2 and 414 for description of department and/or college policy regarding soliciting and handling letters of support and other confidential materials.

421.6 Deadline for the Submission of Dossiers

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

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

422 Candidate's RIGHT TO RESPOND/TIME LIMITS

- A. The candidate under review who receives a negative recommendation from the Library Review Committee and/or the Library Dean may submit a response to the negative recommendation(s) after each review is complete. [FH 812.01] See Section 421.4(4) for definition of negative recommendation.
- B. The candidate who receives a negative recommendation from the Library Review Committee and/or the Library Dean may also respond to peer reviews. The candidate may submit a written request within three working days of the receipt of the negative recommendation to the Library Dean for a summary of all peer reviews contained in the dossier. The Library Dean will have five working days from the date of receipt of the candidate's written request to forward the summary to the candidate.
- C. Within the five working days of the receipt of the request, the Library Dean and one member of the Library Review Committee will compile a brief summary of the strengths and weaknesses of the candidate's record according to peer reviews and a statement of the final recommendations made by the peer reviewers. These summaries should convey the substance of the peer reviews but must protect the identities of the reviewers.
- D. The candidate must submit his or her response to the negative recommendation within five working days from the date of receipt of the negative recommendation or peer review summary, whichever is later. For a response to a negative recommendation, the candidate will submit his or her response letter to the Provost's Office, attention to the Chair of the University Promotion and Tenure Committee for inclusion in the dossier if received within the time frame set forth above.

423. 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.

In The Libraries, the faculty member and Dean are responsible for developing, and updating as necessary, the Role Statement which identifies the broad responsibilities each faculty member is expected to perform.
{ Amended June 25, 1999 }

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

At the time of the annual review, the Dean will confer with the faculty member regarding this assessment and performance review. Together they will review the faculty member's assignments and role, and make any modifications as may be necessary while also determining the faculty member's goals for the coming year. *Each faculty member shall be assigned specific duties and responsibilities which meet department needs and enable the faculty member to fulfill the responsibilities of the position. The department head and/or dean shall ensure that, taken collectively, the assignments of the faculty shall meet the department's and college's obligations to the University [FH 721.00].*

510 PROCEDURES FOR CONDUCTING ANNUAL REVIEWS

The following procedures should be used in conducting annual reviews:

- A. *The faculty member and department head annually review the faculty member's performance relative to the faculty member's role and responsibilities. Evaluations are expected to recognize the requirements and expectations of the position and the proportionate time and resources officially allocated to particular activities.*
- B. *The department head rates the performance of each faculty member and submits the rating card to the college dean using the rating system prescribed by the Salary Review Committee (SRC).*
- C. *The faculty member must sign the card on which the rating is communicated to the SRC. The signature of a faculty member does not indicate concurrence with the rating; rather it signifies that he or she has*

seen the rating. If the faculty member refuses to sign the card, the card shall be forwarded with the notation that the faculty member refused to sign it.

- D. *Copies of all annual reviews and the performance ratings of each faculty member shall be maintained in the faculty member's file in the department. These files shall be kept confidential and maintained in conformity with 453.00. [FH 720.00]*

510.01 College Procedures

The criteria and standards to be used during the annual review to evaluate each faculty member's performance in the areas of librarianship, research/creative activity, and service are those outlined in this document. The timeline and general procedures for the annual review are outlined below.

December 15-31:

Faculty may request a copy of their present role statement(s), assignments, and annual goals to use for the preparation of their documentation for the annual review.

January 1-9:

It is the right and responsibility of the faculty member to provide evidence to their immediate supervisor to substantiate the performance and quality of work done. This evidence should be submitted in writing and should relate to librarianship, research/creative activities and service based upon the criteria as outlined in Section 200. Reference should also be made to the faculty member's role statement(s), assignments and goals for the previous calendar year. *Evaluations are expected to recognize the requirements and expectations of the position and the proportional time and resources officially allocated to particular activities [FH 720.00.A].*

January 10-February 28:

The immediate supervisor and/or Dean shall review the evidence in the areas of research, service, and librarianship. The Dean shall confer with the faculty member regarding this assessment and performance review. Together they shall review the faculty member's assignments and role, and make any modifications as may be necessary while also determining the faculty member's goals for the coming year. *Any substantive changes in the expectations and/or 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 consultation with the faculty member [FH 710.00]. Each faculty member shall be assigned specific duties and responsibilities which meet department needs and enable the faculty member to fulfill the responsibilities of the position. The department head and/or dean shall ensure that, taken collectively, the assignments of the faculty shall meet the department's and college's obligations to the University [FH 721.00]. The Dean rates the performance of each faculty member using the rating system prescribed by the Salary Review Committee [FH 720.00.B].*

By March 15:

The Dean shall furnish the faculty member with a copy of the fully completed evaluation form, revised role statement and goals. At this time, the faculty member shall also be asked to sign the rating card required by the Salary Review Committee. *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 [FH 720.00.C]. The Salary Review Committee does not hear appeals from individual faculty concerning their salaries [FH 253].*

March 16-31:

The faculty member may consult with the Dean regarding the evaluation and/or role statement and goals. *A faculty member who disagrees with a performance evaluation or rating may append to the annual review document a rationale for his/her disagreement according to the procedures outlined in FH 472.00 [FH 732.00]. Faculty members who are not satisfied with the decision of the dean may seek conciliation [FH 462.00].*

511 RESPONSIBILITIES OF THE DEPARTMENT HEAD

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

[FH 721.00]

511.1 Procedures for Making Salary Recommendations

Salary recommendations are based on the faculty member's performance as assessed in the annual review process. Salary recommendations are not guarantees; the faculty member's actual salary may be changed by the 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

Approved by UPTC: Effective July 1, 2010

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]

APPENDIX

A. General model for soliciting an **internal** letter of reference concerning the librarianship of a candidate. This letter could be modified if a blind review is sought.

DATE

Dear _____:

_____ is a candidate in the _____ review process as a library faculty member at Montana State University - Bozeman. As part of the review process, your input is sought regarding _____'s practice of librarianship. This includes any and all aspects of his/her professional library practices and the delivery of library services. It would be most helpful to the Libraries Review Committee and the University Promotion and Tenure Committee if you would provide us with a candid letter. Please assess those aspects of the candidate's librarianship known to you.

Enclosed with this request is appropriate documentation concerning the criteria and standards for this review.

Your letter should reach us on or before _____. We appreciate your willingness to share your time and expertise.

Sincerely,

Chair
Libraries Review Committee

B. General model for soliciting an external letter of reference concerning the research/creative activity of a candidate. This letter could be modified if a blind review is sought.

DATE

Dear _____:

_____ is a candidate in the _____ review process as a library faculty member at Montana State University - Bozeman. As part of the review process input is sought regarding _____'s performance and potential in the area of research/creative activity. It would be most helpful to The Libraries Review Committee and the University Promotion and Tenure Committee if you would provide us with a candid letter addressing the quality of the work based upon your knowledge of the candidate and/or your evaluation based upon the enclosed dossier.

Enclosed with this request is appropriate documentation regarding the area from the candidate's dossier as well as the criteria and standards for this review.

Your letter should reach us on or before _____. We appreciate your willingness to share your time and expertise.

Sincerely,

Chair
Libraries Review Committee