DEPARTMENT OF ANIMAL SCIENCE

MICHIGAN STATE UNIVERSITY

BY LAWS

2012
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STATEMENT OF PURPOSE

The Bylaws for Academic Governance, Michigan State University, which were approved by the Board of Trustees, specify certain responsibilities and required actions of the faculty of each department.

The major purpose of these bylaws are 1) to implement the requirements of the Bylaws for Academic Governance, Michigan State University, August, 1992, with reference to Department structure and procedures; 2) to provide a structure and procedure for faculty and student participation in Department matters; and 3) to provide an environment whereby each faculty member of the department may make his/her best contribution in his/her own work as well as in the general operations of the Department.

Nothing in these bylaws shall be construed as 1) limiting or discouraging the rights of groups or individuals in the Department from initiating actions or resolving problems through direct consultation with administrative officers; 2) limiting the rights of the Chairperson to discuss and formulate programs of action with such individuals or groups as he/she may choose, acting within the general framework of these bylaws; or 3) relieving the Department faculty or its administrative officers from fulfilling their total educational responsibilities to off-campus, as well as on-campus people, through the teaching, research and extension activities of the Department.

1. THE FACULTY

1.1 Composition of the Faculty

1.1.1 Regular faculty of the Department of Animal Science shall be composed of all persons holding Board of Trustees appointments in the Department of Animal Science under the rules of tenure with the rank of professor, associate professor, assistant professor or instructor, as well as academic specialists appointed under the continuing employment system. The Chairperson and Associate Chairperson shall be considered members of the regular faculty.

1.1.2 Temporary faculty of the Department of Animal Science shall consist of all persons with the rank of professor, associate professor, assistant professor or instructor not appointed under the rules of tenure as well as academic specialists not appointed under the continuing employment system. Persons requesting temporary faculty status will contact the Chairperson with the approval from their regular faculty sponsor. The Chairperson must agree with this request before approval. The Chairperson will announce to the faculty persons achieving such status. To become a regular faculty member, temporary faculty must proceed through the normal channels of the department and university for hiring persons for regular faculty positions.

1.1.3 Persons designated as Lecturers, Distinguished Lecturers, Visiting Professors in Animal Science or holding an emeritus rank shall have honorary faculty status.

1.2 Composition of the Voting Faculty

The voting faculty shall be composed of the regular faculty. Where a person has an appointment in more than one Department, he/she shall be a voting member of the Animal Science Department if he/she is listed in this Department by the payroll section of the University.

1.3 Rights and Responsibilities of the Faculty

The voting faculty of the Department shall have rights and responsibilities as defined in Section 1.1.2 of the University Bylaws for Academic Governance and those delegated to it by the Chairperson and/or Dean.

(Revised May 2012)
2. THE STUDENTS

2.1 The Student Constituencies

2.1.1 Undergraduate Student Constituency

In addition to the Department of Animal Science majors presently enrolled at Michigan State University, freshman and sophomore students presently enrolled at Michigan State University with the declared major of Animal Science shall be considered as the undergraduate student constituency.

2.1.2 Graduate Student Constituency

Graduate Students presently enrolled to study toward an advanced degree in the Department of Animal Science shall be included in the graduate student constituency.

2.2 Student Grievances

Student grievances will be handled according to procedures set forth in section 4.3.1.3 (undergraduate), 4.4.5 (graduate).

3. DEPARTMENT MEETINGS

3.1 Schedule of Meetings

Regular meetings shall be conducted at least once per month during fall and spring semesters. Additional meetings may be called by the Department Chairperson, the Department Advisory Committee or by petition of at least 15% of the regular faculty.

3.2 Agenda

A copy of the meeting agenda shall be made available to each faculty member at least 4 days prior to the time of the meeting. Items may be placed on the agenda of meetings by the Chairperson, Department Advisory Committee or by faculty members through the Department Advisory Committee.

3.3 Conduct of Meetings

The Chairperson or his/her designated representative shall preside at all regular Department meetings. Meetings called by the Advisory Committee shall be chaired by the Advisory Committee Chairperson or his/her designate. Business conducted shall follow the revised Roberts' Rules of Order, except as modified by vote of the faculty.

3.4 Meeting Minutes

The secretary of the Department Advisory Committee shall serve as the secretary of Department faculty meetings and shall distribute the minutes of each meeting to Department faculty.

3.5 Voting

3.5.1 Action may be taken by a majority of the voting members present and voting at a meeting for which an agenda has been distributed in advance. An eligible voter may cast a vote in absentia by notifying the meeting secretary, in writing, of his/her ballot before the vote is taken. Student representatives on Department standing committees may participate according to paragraph 1.2.3 of the University Bylaws for Academic Governance.

3.5.2 By a request of two voting faculty, a secret ballot shall be taken. However, this request must be made before the final vote on a motion.

(Revised May 2012)
3.6 Department faculty meetings shall generally be open meetings. Speaking privileges at Department faculty meetings shall be accorded student representatives on the Department Advisory Council, Curriculum and Graduate Committees. Except by invitation, no other persons who are not regular faculty members of the Department of Animal Science (as defined in 1.1.1) shall be accorded speaking privileges. At the discretion of the Chairperson or the Department Advisory Council, Department faculty meetings devoted to particular subjects may be closed to all except the voting faculty of the Department.

4. DEPARTMENT ORGANIZATION

4.1 Chairperson

The administrator of the Department of Animal Science shall be designated as the Chairperson.

4.1.1 Selection

4.1.1.1 The Chairperson shall be appointed by the Board of Trustees upon recommendation of the President upon nomination by the Dean of the College of Agriculture and Natural Resources.

4.1.1.2 The Dean shall make his/her nomination with the advice of, and in consultation with, the Department faculty.

4.1.1.3 The procedures for consultation with the Dean to select a Chairperson will be developed by the Departmental Advisory Committee, be approved by the voting faculty within the Department and submitted to the Dean for input and approval.

4.1.1.4 Procedures for selecting the Chairperson are outlined in Appendix A attached to this document.

4.1.2 Tenure

4.1.2.1 The Chairperson of the Department shall not have tenure in his/her office.

4.1.2.2 At intervals not to exceed 5 years the Dean of the College of Agriculture and Natural Resources shall review the desirability of continuance of the Department Chairperson with the members of the voting faculty. There shall be no limit to the number of times an individual may be reappointed as Chairperson except as limited by the University rules on retirement from administrative positions.

4.1.2.3 Members of the voting faculty may petition the Dean for review of the Department Chairperson at intervals of less than 5 years when a majority of the voting faculty approve.

4.1.3 Associate Chairperson

The Chairperson may appoint an Associate Chairperson to assist in performing his/her duties and functions.

4.1.4 Acting Chairperson

In the event the Chairperson position becomes vacant, the voting faculty shall elect by majority vote one or more nominees from among their number and these names shall be submitted to the Dean for consideration as Acting Chairperson.

4.1.5 Counsel with Department Faculty

4.1.5.1 The Chairperson of the Department shall seek the counsel of the voting faculty through the Department Advisory Committee in formulating major policy decisions.
affecting programs and personnel within the Department, especially on matters concerning appointments, transfer of responsibilities, promotions, curricula, and research and extension programs.

4.1.5.2 In the event any faculty position becomes available in the Department, the Chairperson shall appoint a Search Committee to solicit and evaluate candidates for the position. The Chairperson of the Search Committee shall be a faculty member who is familiar with the specialty area of the vacant position. Qualifications of the candidates shall be reviewed by the Search Committee, and the Department Chairperson shall select from among those candidates who receive a majority endorsement by the Search Committee.

4.1.6 Counsel with the Students

4.1.6.1 The Chairperson of the Department shall solicit student opinion on the Department’s academic program. To aid in evaluating the teaching activities, the students’ instructional rating reports shall be obtained and made available to the Chairperson.

4.2 Department Advisory Committee

4.2.1 Functions

4.2.1.1 To serve as an open channel of communication between the Animal Science Department faculty, staff, students and the Department Chairperson.

4.2.1.2 Advise the Department Chairperson in the discharge of his/her other responsibilities by a direct representation of faculty, staff and student opinion.

4.2.1.3 To prepare, in cooperation with the Department Chairperson the agenda and make all necessary arrangements for the Department faculty meetings.

4.2.1.4 To be responsible for the supervision and conduct of Department faculty nominations and elections.

4.2.1.5 To receive grievances and set up the grievance procedure as defined in Appendix B.

4.2.2 Composition

4.2.2.1 Faculty representation shall consist of five members elected from the regular faculty of the Department. The Chairperson and Associate Chairperson will serve as non-voting ex-officio members.

4.2.2.2 Student representation shall consist of one undergraduate and one graduate student. Student members shall not participate in matters of policy as defined in paragraph 1.2.3 of the University Bylaws for Academic Governance. In general, this will include matters of faculty benefits, appointments, promotions, tenure, dismissals and any matters affecting the professional responsibility of the faculty.

4.2.2.3 Staff representation shall consist of one non-academic staff member with a fixed term or continuing appointment. The staff member will represent administrative non-academic staff composed of all regular staff positions in support of Departmental administrative and faculty programs, and research/technical non-academic staff composed of all persons working in research laboratories, farm units, or the field in support of Animal Science programs. The staff representative shall not participate in matters of faculty benefits, appointment, promotions, tenure, dismissals and any matters affecting the professional responsibility of the faculty.

(Revised May 2012)
4.2.3 Terms of Office and Elections

4.2.3.1 Refer to Section 6 of the Department Bylaws.

4.2.4 Procedures

4.2.4.1 The committee shall determine its own operating rules and procedures, and annually shall elect a Chairperson and a Secretary from its membership following the election of committee members each spring semester.

4.2.4.2 The committee shall meet on a regular basis as required to perform its duties.

4.2.4.3 The chair shall be responsible for conducting the Department Advisory Committee meeting.

4.2.4.4 The secretary shall be responsible for keeping minutes of the Department Advisory Committee meetings and will distribute the agenda of the Department meetings prior to the conduct of the meeting.

4.3 Undergraduate Student Affairs and Curriculum Committee

4.3.1 Functions

4.3.1.1 Review and evaluate courses, curricula and degree requirements for undergraduate students. It shall take leadership in considering the establishment and deletion of courses and curricula. The committee shall present to the Department faculty those curriculum matters which it deems appropriate for discussion and/or action.

4.3.1.2 Review and make recommendations to the Department on matters relative to advising undergraduate students.

4.3.1.3 Receive complaints made by undergraduate students relative to classroom instruction. The student may take any complaint relative to instruction directly to the Department Chairperson. If the Chairperson is unable to resolve the matter to the student's satisfaction, the Chairperson shall refer the unresolved complaints in writing to the Undergraduate Student Affairs and Curriculum Committee. A hearing shall be scheduled within 2 weeks involving the student, faculty or staff member and Undergraduate Student Affairs and Curriculum Committee. A written report of the action or recommendations of the committee will be forwarded to the Dean, Chairperson, instructional staff member, student and university Ombudsman within ten working days of the receipt of the complaint. Students wishing to appeal a Departmental action or recommendation may do so as outlined in provisions 2.2.8.1 of the Academic Freedom Report.

4.3.2 Composition

The Undergraduate Student Affairs and Curriculum Committee shall be composed of four elected regular faculty members, at least one of which has a half-time, or more, appointment in Extension, one graduate student, and two undergraduate students. In addition, the ANS Undergraduate Student Program Coordinator shall serve as a non-voting, ex-officio member of the committee.

4.3.3 Elections and Terms of Office

(Revised May 2012)
See Section 6.

4.3.4 Procedures

Procedures for this committee are the same as defined in 4.2.4.1.

4.4 Graduate Student Affairs and Curriculum Committee

4.4.1 Functions

4.4.1.1 Develop and oversee graduate curriculum and program.

4.4.1.2 Implement policies and requirements concerning Graduate Student affairs established by the University, College and Department.

4.4.1.3 Act as advisory committee to the Department Chairperson and to the ANS Graduate Student Program Coordinator.

4.4.1.4 Advise Department Chairperson on the allocation of assistantships.

4.4.2 Composition

The Graduate Student Affairs and Curriculum Committee shall be composed of three elected faculty members holding the rank of professor, associate professor, or assistant professor, and one graduate student. In addition, the ANS Graduate Student Program Coordinator shall serve as a non-voting, ex-officio member of the Committee.

4.4.3 Elections and Terms of Office

See Section 6.

4.4.4 Procedures

Procedures for this committee are the same as defined in 4.2.4.1.

4.4.5 Graduate Student Grievance Procedure: Graduate students or faculty with concerns or problems should seek resolution at the levels and in the sequence listed below. Plaintiffs may seek the next level of consideration until concern is resolved or no higher levels exist. (See Council of Graduate Students Handbook Article 5)

4.4.5.1 Sequence

4.4.5.1.1 Graduate students and faculty should seek resolution of concerns by direct dialogue with each other.

4.4.5.1.2 Consultation with Departmental Graduate Coordinator who will comment on the merit of the concern.

4.4.5.1.3 Consultation with University Ombudsman.

4.4.5.1.4 Consultation with Departmental Chair or designate.

4.4.5.1.5 Departmental Board for Adjudication (see 4.4.5.2).

4.4.5.1.6 College Graduate Hearing Board.

4.4.5.1.7 University Graduate Judiciary.

(Revised May 2012)
4.4.5.2. Departmental Board of Adjudication (DBA)

4.4.5.2.1 Membership shall consist of officers (3) of the departmental graduate student association (determined by the graduate association members), faculty (3) serving on the departmental graduate committee, and departmental graduate coordinator. If a member of the DBA is involved in the concern, they will be removed from the DBA and appropriately replaced. Replacement members will be selected by the remaining DBA members.

4.4.5.2.2 Process

4.4.5.2.2.1 The DBA shall elect a chairperson and secretary and operate in accordance with the College and University grievance procedure guidelines.

4.4.5.2.2.2 The DBA may consider concerns presented informally but has the right to request formal (written) presentation. The DBA may request that parties on each side of a concern are present at hearing simultaneously or separately.

4.4.5.2.2.3 After all testimony is submitted, the DBA will prepare a recommendation based on majority view of DBA. This recommendation will be communicated to all parties involved in the concern and to the departmental chair.

4.4.5.2.2.4 If action proposed by departmental chair is not satisfactory the concerned parties should pursue further consideration with the College Graduate Hearing Board.

4.5 Safety Coordinator:

The Department of Animal Science shall have a Safety Coordinator who will be accountable for safety protocol of the department and assure compliance with procedures required by the University and College of Agriculture and Natural Resources. The Safety Coordinator shall be appointed by the Chairperson of the Department of Animal Science.

4.6 Other Department Committees

4.6.1 The Department Chairperson, in consultation with the Advisory Committee, shall appoint such other committees as he/she deems appropriate.

4.6.2 Committees established for such purposes shall report their findings at a Department meeting. If the committee functions for longer than a year, the committee shall make an annual report to the faculty during the spring semester.

5. Employment, Terms and Conditions

5.1 Appointments

The terms and conditions of employment shall be provided in writing to the faculty member at the time of appointment by the Chairperson of the Department. These terms are to include:

a. The time period covered by the appointment.

b. Salary provision.

(Revised May 2012)
c. The professional responsibilities of the faculty member being appointed and general expectations of performance.

d. Conditions other than the appointees performance that may influence further appointment, promotion or acquisition of tenure.

e. At the time of appointment, the Chairperson of the Department shall provide faculty members with a copy of the Department of Animal Science Bylaws.

5.2 Reappointment, Promotions and Tenure.

5.2.1 Reappointment, promotion and tenure decisions will be based upon productivity, effectiveness and quality in teaching, research and extension programs as defined in Promotion, Tenure, and Merit in Animal Science at MSU (APPENDIX C). Contributions to international or domestic programs will be given equal consideration. To a lesser extent, public service outside the University will also be considered. Faculty members will be evaluated according to their appointment allocations in teaching, research and extension. Collaboration with colleagues, committee service and support of student activities will be viewed as positive performance attributes. Discriminatory behavior, in any form, is not acceptable.

5.2.2 Assistant and Associate Professors will have a mentoring committee appointed by the chairperson in consultation with the new faculty within the first 6 months of appointment.

5.2.2.1 The mentoring committee will consist of a minimum of 2 higher ranking faculty members.

5.2.2.2 The mentoring committee will meet at least annually with the faculty member and submit a written progress report to the Chairperson and the faculty member.

5.2.2.3 When a faculty member is to be considered for reappointment/promotion/tenure:

5.2.2.3.1 Faculty members will schedule a presentation to members of the Department 30 days before the faculty promotion and tenure meeting. Faculty members shall contact the Chairperson of the Seminar Committee to schedule their presentations at the beginning of Fall semester. Presentations shall address progress, accomplishments, and future direction related to each area of the faculty member’s appointment.

5.2.2.3.2 Documents will be available electronically and letters of assessment will be available in the main office for 2 weeks for review by higher ranked faculty.

5.2.2.3.3 Following the review period, a meeting of higher ranked faculty will be called to evaluate the candidate and make recommendations for or against reappointment/promotion/tenure. At this meeting the mentoring committee will represent the faculty member and give a brief review of the candidate’s progress and accomplishments and serve as an information resource.

5.2.2.3.4 Every faculty member of higher rank in the Department will be given the opportunity of submitting a written statement about the candidate’s performance along with a signed ballot indicating recommendation for or against the awarding of reappointment/promotion/tenure.

5.2.2.3.5 The Department Chairperson will forward a summary of the faculty’s recommendation along with his/her recommendation for awarding reappointment/promotion/tenure to the Dean of the College.

5.2.3 A faculty member who is not recommended for reappointment by his/her Department
Chairperson and Dean must be so notified in writing by the Department Chairperson by December 15, preceding the expiration of his/her appointment. Copies of the notification are to be sent to the Dean and Provost. Upon written request of the faculty member, the Department Chairperson shall transmit in writing the reasons for not recommending reappointment.

5.2.4 The faculty member not being reappointed has 30 days to petition the Department Advisory Committee for a hearing. The request for a hearing must be given in writing outlining the grievance.

5.2.5 A hearing, involving members of the Advisory Committee, Department Chairperson and the faculty member in question, will be held within 2 weeks after the Chairperson receives the written grievance.

5.2.6 Within 2 weeks following the hearing, a written disposition recommendation from the Advisory Committee will be sent to the faculty member in question, the Chairperson of the Department, the Dean of the College and the University Provost.

5.2.7 If a non-tenured faculty member believes that the decision not to reappoint has been made in a manner which is at variance with established evaluation procedures, he/she may, following efforts to reconcile the differences at the level of the basic administrative unit and the Dean of his/her College, submit a written petition to the University Tenure Committee for a review of his/her case.

5.3 Performance Review of Faculty

5.3.1 The Department Chairperson will provide annually an opportunity for faculty to discuss professional activities and accomplishments.

5.3.2 These discussions between individual faculty and the Chairperson will be used in decisions regarding adjustment of salary, promotion and tenure.

5.4 Faculty Grievance Procedure

5.4.1 All Animal Science faculty members shall have the right to due process in settling grievances which may arise.

5.4.2 Procedures for resolving grievances are outlined in Appendix B attached to this document.

6. ELECTIONS

6.1 Faculty

6.1.1 Procedure

During the spring semester the Advisory Committee will supervise an election to fill all faculty vacancies on elected committees. The Advisory Committee shall mail to each faculty member a list of all vacancies and members eligible to be elected to each committee. It is recommended but not required that a faculty member be elected to serve on only one committee at a time. Each faculty member may submit one name for each vacancy. Any faculty member who receives a majority of the votes cast for any vacancy shall be elected to the committee. In all cases where a position is not filled by the first ballot, the Advisory Committee shall make and distribute a second ballot, which lists at least two members that received the highest number of votes for each vacancy. The member with the largest number of votes will be elected to fill each vacancy. Time for completion of each ballot is ten (10) working days.

6.1.2 Term of Office

The term of office shall be 3 years. The term shall start after the election on August 16 and the

(Revised May 2012)
terms shall be staggered to provide continuity. After serving a three year term, faculty members are ineligible for re-election to that committee for one year. Faculty members serving less than a full-term are eligible for re-election.

6.1.3 Vacancy

In the event that a vacancy develops on a committee mid-term, the Advisory Committee will supervise an election to fill the specific vacancy following the procedures described in 6.1.1. The individual elected to fill the vacancy will serve the remainder of the three-year term.

6.2 Students

6.2.1 Procedure

The undergraduate students and the graduate students shall establish the procedure that their own group will follow in electing their members to serve on Department committees.

6.2.2 Term of Office

The term of office shall begin August 16 after the elections held during spring semester and will continue for 1 year. A member may be elected to succeed himself/herself.

6.3 Staff

6.3.1 Procedure

During the spring semester, the Advisory Committee will solicit self-nominations from staff with fixed term and continuing appointments. It is advisable for staff to have the support of their supervisors prior to nomination. The Advisory committee shall mail to each staff member a ballot that includes a list of nominees. Each staff member may submit one name for the vacancy. Any staff member who receives a majority of the votes cast for the vacancy shall be elected to the committee. In all cases where a position is not filled by the first ballot, the Advisory Committee shall make and distribute a second ballot, which lists at least two staff members that received the highest number of votes. The member with the largest number of votes will be elected to fill the vacancy. Time for completion of each ballot is ten (10) working days.

6.3.2 Term of Office

The term of office shall begin August 16 after the elections held during spring semester and will continue for 1 year. A member may be elected to succeed himself/herself for a maximum of three full consecutive terms, after which a staff member will be ineligible for re-election to the committee for one year.

7. The Department Bylaws shall be reviewed by the Advisory Committee and revised at least every 5 years or as needed.

8. AMENDMENTS

8.1 Amendments may be adopted by a majority of those voting on a mailed ballot following a Department faculty meeting at which both the amendment is discussed and mail balloting is approved by the majority present.

8.2 Complete revision of Bylaws shall be considered as amending the Bylaws.

(Revised May 2012)
PROCEDURES FOR SELECTING THE CHAIRPERSON OF THE DEPARTMENT OF ANIMAL SCIENCE

A.1 Composition of the Consultative Committee

A.1.1 The Committee shall be composed of five elected Animal Science regular faculty members, one Animal Science staff member, one Animal Science graduate student and one Animal Science undergraduate student.

A.1.2 Selection of Committee Members

A.1.2.1 The five faculty members shall be elected by ballot by the voting faculty. The Department Advisory Committee shall conduct the election. Each voting faculty member shall vote for five representatives. The five with the largest number of votes shall be declared elected. In the event of ties, which preclude the election of five, a run-off election will be held to determine the committee of five. The results of the vote shall be preserved. In the event an elected member becomes a candidate for Chairperson, the candidate shall be replaced on the committee by the person with the next highest vote.

A.1.2.2 The staff member shall be elected by ballot by staff with fixed term and continuing appointments in an election conducted by the Department Advisory Committee. Each voting staff member shall vote for one representative. The individual with the largest number of votes will be elected. In the event of a tie, a run-off election between the two individuals receiving the largest number of votes will be held to determine the staff representative. The results of the vote will be preserved.

A.1.2.3 The graduate students and undergraduate students shall be responsible for selecting their respective representative according to methods of their choice.

A.2 Organization of the Consultative Committee

A.2.1 The Consultative Committee shall be called into session by the Chairperson of the Department Advisory Committee and the committee shall elect a Chairperson from its membership.

A.2.2 The Consultative Committee shall meet with the Dean of the College of Agriculture and Natural Resources for a discussion of procedures and to receive the charge from the Dean.

A.3 The Function of the Consultative Committee

The function of the Committee shall be to solicit and receive nominations for the position of Chairperson of Animal Science, interview the nominees if deemed advisable, evaluate the qualifications of the nominees, receive endorsement of nominees by two-thirds of the Department voting faculty and submit the approved names to the Dean for consideration.

A.4 The above procedures shall do nothing to abrogate the freedom or the responsibility of the Dean, Provost or the President concerning the appointment. However, when the Dean's recommendation is not in conformity with the Department members’ judgement, the Dean shall explain to the Department members and to the Provost and President the reason for his/her nomination.
B.1 Any Department of Animal Science faculty member with the rank of professor, associate professor, assistant professor, lecturer, instructor, assistant instructor, research associate, or specialist, may initiate a grievance procedure, alleging violation of existing policies or established practices by an administrator, by filing a complaint with the FGO pursuant to the procedures set forth in the Faculty Grievance Procedure in accordance with the policy endorsed by Academic Governance (http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/facultygrievance.htm).
APPENDIX C

PROMOTION AND MERIT IN ANIMAL SCIENCE AT MSU
Approved May 17, 2013

The goals for the University, Colleges, and Academic Units are constantly evolving, as well as the means by which we execute our mission. It does not mean that approaches and achievement of the past do not have value, but that we must also modify how we do things in order to meet our objectives and be effective as a department at the national and international level. Therefore, we have approached this discussion of promotion and merit from the perspective of what will position us best for the future. As a result, the Department of Animal Science has prepared this document to: 1) further define the requirements for promotion and merit in the department and 2) recognize that changes in technology have brought about new modes of communication that can have tremendous value both in demonstrating scholarship and in assessing impact.

Scholarship across the mission—irrespective of whether it is associated with teaching, research, or extension-outreach-engagement—involves:

1) Creating something “valuable” or making a contribution in a disciplinary, professional, multidisciplinary, or interdisciplinary field;
2) Having the work validated as such by peers;
3) Making the work public, that is, available in an academically legitimate location for use in teaching, research, or extension-outreach-engagement work.

(MSU CANR Strengthening Scholarship Across the Mission – 1/25/08)*

Creating something “valuable” includes adapting and developing ideas, concepts, or materials to fit unique situations, audiences, clientele groups, or synthesizing known concepts and ideas for the same purpose. Scholarship leads to advancements in the field.

Scholarly activity across the mission - irrespective of whether it is associated with teaching, research, or extension-outreach-engagement means that one undertakes work that meets only two of the three requirements stated above that defines scholarship:

Faculty are expected to contribute across the mission, maintain a balance between scholarship and scholarly activities, and divide their time among research, teaching, and extension as defined by their assignment. All tenured and probationary faculty members are expected to engage in scholarship. A faculty member’s programmatic and scholarship emphasis should reflect their assignment.

Meaning of Scholarship

Scholarship is creative, systematic, rational inquiry into a topic and the honest, forthright application or exposition of conclusions drawn from that inquiry. It builds on existing knowledge and employs critical analysis and judgment to enhance understanding. Scholarship encompasses creative activities, teaching, and extension/professional practice. Scholarship results in a product that is shared with others and is subject to the evaluation and criticism of
individuals professionally qualified to judge the product.¹

A faculty member is expected to have a programmatic focus to their scholarship and needs to provide evidence of independent scholarship. That is, when reviewing the faculty member's record of scholarship, there is a central theme or a headline that captures the essence of their contribution to scholarship. This does not preclude a scholar from extending his or her scope of topics beyond those traditional to a particular discipline or changing programmatic focus as one's career progresses. Scholarship often requires teamwork and collaboration. When work that is a result of joint effort is presented as evidence of scholarship, clarification of the faculty member's role in the scholarship must be provided.

Table 1 describes the broad continuum of scholarship. It is adapted from Conrad J. Weiser, "The Value of a University - Rethinking Scholarship," draft version; and Ernest L. Boyer, Scholarship Reconsidered - Priorities of the Professoriate (Princeton, New York, The Carnegie Foundation for the Advancement of Teaching, 1990).

**Scholarship is framed by all 5 principles in the table**

**Table 1. The Framework for Scholarship**

<table>
<thead>
<tr>
<th>Character of scholarship</th>
<th>Develops and communicates new understanding and insights. Generates, synthesizes, interprets, critically analyzes, and communicates new knowledge, methods, understandings, technologies, materials, uses, and so forth.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience for scholarship</strong></td>
<td>Peers, undergraduate and graduate students, post-doctoral associates, users, stakeholders, and the public.</td>
</tr>
<tr>
<td><strong>Means of Communicating Scholarship</strong></td>
<td>Teaching materials and methods, workshops, classes, curricula, publications, presentations, exhibits, patents, copyrights, distribution of materials or programs.</td>
</tr>
<tr>
<td><strong>Criteria for Validating Scholarship</strong></td>
<td>Originality, significance, accuracy, scope, applicability, breadth, depth and duration of influence, persistence of influence or use, adoption by peers, impact or public benefits.</td>
</tr>
<tr>
<td><strong>Means of Documenting Scholarship</strong></td>
<td>Present evidence that new, creative intellectual work is validated by peers; communicated to peers and broader audiences; recognized, accepted, cited, adopted, or used by others. In other words, that it made a contribution. For example:</td>
</tr>
<tr>
<td></td>
<td>What actions or changes in behavior did the intended audience take as a result of this work?</td>
</tr>
<tr>
<td></td>
<td>What measurable impacts occurred as a result of the effort (e.g. individual, family, scientific community–knowledge gained, information shared, behavior changed)?</td>
</tr>
</tbody>
</table>

¹ The description of scholarship is edited from the Iowa State website: [http://www.provost.iastate.edu/faculty/handbook/faculty_handbook/section5.html#section-5.2.2.2](http://www.provost.iastate.edu/faculty/handbook/faculty_handbook/section5.html#section-5.2.2.2).
The promotion and annual review process evaluates the success of the candidate in development and completion of his or her assignment, emphasizing the verification and validation of one’s scholarship. Professional peers external to the university as well as internal peers of higher rank evaluate the candidate’s achievements. Evidence should be presented as to the impact of the scholarship in terms of its depth, duration, and/or persistence of influence or use (e.g., citations, adaptations or use by others), as well as its public and critical appreciation. Faculty also will submit evidence of scholarly activity that has not been documented by peers in the discipline, even though this evidence alone would not be sufficient to justify promotion and annual review.

Teaching

Scholarship of Teaching and Learning (SoTL)
The scholarship of teaching and learning requires that something valuable is created that advances the field and is validated by peers and made public. Outcome assessment is an important part of scholarship.

The evolving body of research on learning has fostered new forms of inquiry into teaching. Every faculty member with a teaching assignment should engage in scholarly teaching because it is central to the university’s mission. SoTL ultimately improves student learning and occurs when our work as teachers becomes public, peer-reviewed and critiqued, and exchanged with other members of our professional communities so they, in turn, can build on our work. [This quote is derived from work by the Research University Consortium for the Advancement of Scholarship of Teaching and Learning and Lee Shulman, President of the Carnegie Foundation for the Advancement of Teaching.]

Faculty members with an assignment in teaching are expected to engage in scholarship, in the area of teaching and learning, as well as scholarly teaching. The expectation for faculty with a minor teaching appointment is to engage in scholarly teaching and develop scholarship in the area where their majority assignment resides. This, of course, does not preclude a faculty member with a minor teaching appointment to engage in the scholarship of teaching as long as scholarship is also demonstrated in the majority assignment.

Scholarly Teaching

Many faculty have significant teaching responsibilities, and the quality of their teaching is a major factor in evaluating their accomplishments and performances. Teaching is a scholarly and dynamic endeavor and covers a broad range of activities. When teaching is part of the faculty assignment, effectiveness is an essential criterion for promotion and annual review. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and an ability to create an instructional environment to promote student learning.

Some examples of scholarly activities in teaching include:

- Presenting resident credit courses, extension and international programs or courses, non-credit seminars and workshops
- Delivering continuing-education and distance-learning programs
- Directing undergraduate and graduate projects, internships, theses, and dissertations
- Serving on master’s and doctoral committees
- Advising and mentoring undergraduate students, graduate students, and post-doctoral
Teaching styles vary widely and teachers may demonstrate their pedagogical skills in a variety of ways. Some may display these abilities in organized lectures; others may promote collaborative learning or may improvise response to the dynamics of a specific group; still others may be adept in facilitating group discussion. Some have skills in developing highly effective computer/web-based learning tools. Classroom teaching alone will not be viewed as the scholarship of teaching as it is neither peer-validated nor publicly disseminated. SIRS forms must be used as evidence of the quality of teaching but they are not sufficient to support the definition of scholarship.

Teaching Peer Validation and Public Dissemination for the Scholarship of Teaching and Learning:

Faculty members that demonstrate scholarship in their teaching assignment are expected to:

- Publicly disseminate and document the scholarship through:
  - Publication in education or science-based journals
  - Video conferencing, webinars or interactive media

- Present work at regional or national meetings.

- Apply for competitive funding related to the scholarship of teaching.

- If faculty choose to engage in on-line or classroom-based scholarship that is new and creative, evidence of peer assessment external to MSU is essential for evaluating scholarship. Examples include using technology to enhance learning or exploiting technology to create a new learning product.
  - Peer validation of scholarship requires that the following peer review process is applied: Invite external peer-reviewers (external to the department and, if feasible, external to MSU) to evaluate new teaching methods or other scholarship. This could include some internal reviewers if someone has the expertise in the pedagogy.

- Provide the outcome (results) of the scholarship and its impact. Outcomes include enhanced learning, engagement of new audiences, and development of new tools for learning, etc.

- Advising and mentoring undergraduate clubs
- Contributing to curricular development, including collaborative courses and programs and service on curriculum committees
- Giving invited presentations as evidence of peer validation
- Serving on grant review panels related to teaching
- Reviewing manuscripts related to teaching
- Becoming a member of a teaching committee
- Moderating a symposium on teaching
- Development of teaching materials
- Involvement in student research projects
- Contributing to professional societies and organizations that seek to improve teaching
- Commitment to advising, which will include knowledge about curricular and extracurricular matters as well as an ability to aid students in using university resources
Research

Faculty members who engage in research are expected to make original contributions that are appropriate to their chosen area of specialization and that are respected by peers within and outside the university.

The effectiveness of the candidate's research/creative activities is determined by evaluating the scholarship of these activities using the criteria described in the scholarship section and in Table 1.

Scholarship resulting from research/creative activities is documented through means appropriate to the specialty, such as peer-reviewed publications, lectures, demonstrations, invited lectures, conference papers, etc. Evaluation of scholarship considers its impact as judged by its influence using a citation index or impact factor, use or adoption by peers and originality.

Research Peer Validation and Dissemination for Scholarship:

Faculty members with a research assignment are expected to do scholarship in research including:

- Publish in peer-reviewed journals that are relevant and have a high impact for the field of study.
- Apply for and receive competitive funding (emphasis is on applying for federal funding because of the rigid peer review process, although other sources of competitive funding will count towards scholarship).
- Develop patents
- Write book chapters and/or books

Faculty members with a research assignment are also expected to demonstrate scholarly activity to enhance their national and/or international reputation. Examples include:

- Receive gifts or company support (when results of this support is published, it represents scholarship but the award itself is not scholarship as it has not necessarily been peer validated)
- Give invited presentations
- Review grants/serve on review panels
- Review manuscripts
- Serve as a member of an editorial board
- Serve as a member of an advisory board
- Serve as a member of a symposium committee
- Moderate a symposium
- Demonstrate leadership in research within an Extension Institute

Extension

Scholarship of Extension

Scholarship should encompass creative, systematic and rational inquiry into a topic that directly impacts stakeholders. This can include the completion of application-based research and/or the
synthesis of pertinent research findings in a way that is meaningful for stakeholders and that can help them make meaningful decisions. Scholarship outputs should be peer validated/reviewed and made public. The impact of scholarship or benefit to stakeholders should be assessed. Leadership through demonstration of a high level of disciplinary expertise as well as the ability to instruct, inform, and assist stakeholders is critical. Evaluation of scholarship should consider breadth, depth, and duration of influence or use; public appreciation and benefit; and applicability or adoption by peers.

**Scholarly Activity in Extension**

Faculty members utilize their professional expertise to disseminate information that improves the knowledge and skills of their clientele (i.e., the public they serve) or the environment in which they live and work. They develop and maintain professional relationships with their clientele in order to identify and serve their needs. The faculty member should demonstrate an ability to interpret and apply this knowledge to advance the field by meeting immediate needs and to help prepare stakeholders for future needs.

Examples of activities include the following:

- Organizing/leading workshops or training sessions
- Acquiring, organizing, and interpreting information resources
- Engaging in technology transfer
- Demonstrating leadership in extension related societies, organizations or industry
- Demonstrating leadership in MSU Extension Institutes
- Reviewing manuscripts of extension and research writings

**Extension Peer Validation and Dissemination of Scholarship:**

Faculty members that have an *extension assignment* are expected to engage in the scholarship of extension including:

- Publishing in peer-reviewed journals that have either a societal focus or focus on extension issues. This may include publishing new approaches to programming as well as publishing applied research results/case studies done on-farms as part of extension program/demonstration.
- Developing and releasing of new tools/information and use the tools/information into the public domain.
  - These tools might include:
    - Software packages
    - Video products
    - Distance education programs
    - Decision tools and worksheets
    - Electronic educational materials including websites
    - Presentations or webinars
    - End-user oriented materials including conference proceedings, fact sheets, blogs
    - Patented or copyrighted intellectual properties
- Peer validation of scholarship requires a peer review process that should include the following elements:
  - Peer-review comments and criticism must be used to improve the scholarship before
release to the public and must be documented in some way
  ○ Peer-reviewers should not be involved in the scholarship development
- Development of patents
- Presentation of new concepts at national and international meetings
- Evidence of impact is essential for Extension and can result from scholarship or scholarly activity. This in and of itself is not scholarship but is an essential outcome of scholarship; due in whole or part to the contributions made by the faculty member.

Examples are given below.
- Document changes in practices/and or behavior or change in the law or other public policy
- Measure adoption of scholarship by industry, clientele, or extension professional
- Peer-review manuscripts
- Receive letters of evaluation and impact from commodity groups served
- Document significant improvements in economic or environmental performance of an industry sector

State, national, or international Extension programs are essential for Extension; reflecting broad acceptance for and value in the scholarship and (or) scholarly activities of an individual. Evidence should document statewide, national and (or) international reputation. Examples are given below.
- Document requests to use the information by faculty from other Universities or industry personnel
- Adoption or use of work by peers
- Give invited presentations or prepare invited documents
- Maintain a record of web hits (This is a good measure of public availability and is not necessarily evidence of impact but can be used as another indicator that people are accessing the information)
- Measure clientele satisfaction (survey instruments)
- Lead a statewide or national initiative and/or provided key information that informed public policy
- Review grants/ serve on review panels
- Citations of work by others

Service

Faculty members play a vital role in the functioning of the University at all levels by participating effectively in faculty governance and in the formulation of academic unit, College, and/or University policies; or by carrying out administrative responsibilities. Therefore, to be promoted and/or tenured, faculty members are expected to have been involved in service for the institution, state and/or nation. Service to the University is an indication that the faculty member is actively engaged in University affairs. Service to the state or nation helps to establish that an individual's scholarship is recognized by stakeholders and peers as an important part of the discipline and therefore represents an additional form of peer validation. However, service will not be the central basis for promotion and/or tenure.

Examples of University service include:
- Serve on Departmental committees
- Serve on College committees
- Serve on University committees
- Serve on ad hoc committees
- Be an officer in any of the above

Examples of service on a state, regional, national or international level include:

- Serve on a panel, board or committee as a reviewer because of expertise
- Serve as a referee or editor for journals, books, grants, exhibitions, etc.
- Serve as an elected officer or in a leadership role on a committee for societies, associations and organizations
- Serve as an organizer of a state, national or international meeting

Although not common, scholarship can be a byproduct of service on committees. Evaluation of the scholarship would be similar to that used in Extension.

**Advising**

Faculty members are key to the advancement of our students culminating in the undergraduate degree. This can be achieved through the academic advising of students as well as advising student clubs. Therefore, advising should be evaluated to determine the efficacy of the advisor and provide feedback so faculty can improve. Academic advising helps to establish a rapport with undergraduate students but will not be the main reason for promotion and/or tenure. Academic advisors should exhibit proficiency in the curriculum as well as University policies and procedures. In addition to providing advice on the selection of appropriate courses that align with student interests and professional goals, advisors should be knowledgeable of student services provided at the College and University level.

Scholarship in advising may include, but not limited to:

- Participating in professional development activities, both within and outside of the University, that enhance the ability and knowledge to perform as an advisor
- Serving on committees directly related to the curriculum
- Supervising and training new academic advisors, and presenting on advising related materials at conferences.

Advising surveys can serve as a starting point to further develop an evaluation tool to assess the academic or club advising as needed for the faculty member.

**Annual Review of This document**
The department’s advisory committee (DAC) will review this document every fall and present it for discussion at a subsequent faculty meeting to ensure it remains up-to-date.
Appendix C1

Peer Evaluation to assess the Scholarship of Teaching and Extension:

The purpose is to conduct a peer evaluation of a faculty member’s scholarship in the area of teaching or Extension. We have mirrored the process used for publications in an academic journal in order to use a system that has been established by the academic community and also will provide the scholar with substantive comments that can be used to improve the scholarship.

Your name will remain confidential to the extent possible as your comments are sent to an independent reviewer who will summarize them for the scholar. Please rate the scholarship using the following criteria, make a recommendation, and provide comments.

Please address the following and rate them as: Excellent Good Fair Poor

Originality

Clarity of Presentation, Production, or Work

Completeness

Soundness of Interpretation

Importance to field/industry

Recommendation - Please circle one of the following and comment:

This work is new* and advances the field and should be or continue to be publicly disseminated

This work is worthy of dissemination but provides only a minor new* concepts.

This work should not be publicly disseminated at this time

*New includes adapting and developing ideas, concepts or materials to fit unique situations, audiences, clientele groups or a synthesis of previous concepts and ideas in a topic and subject that has not been addressed. Scholarship leads to advancements in the field.

Additional comments
The College of Agriculture and Natural Resources requires that mentoring committees be established to assist in the academic/professional development of tenure system candidates for reappointment, tenure and promotion through the time of advancement to the rank of professor. The department will also use a mentoring system for academic specialists in the continuing appointment or fixed term system who has not yet earned Continuing Status. The purpose of the mentoring committee is to assist the candidate in their academic/professional development by providing advice and assessment including the provision of support in the development and sustaining of excellence in his/her mission assignments, encouragement in professional activities, strengthening of institutional and disciplinary leadership, and providing a safe haven to discuss issues and challenges. The Committee must provide feedback at least once per year to the candidate in accordance with a professional development plan developed by the candidate with the mentors. The expectations of the mentoring committee follow.

Each tenure-track assistant and associate professor or fixed term faculty of similar ranks and fixed term and continuing academic specialists (not yet of continuing status) will have a mentoring committee. It is understood that mentoring is voluntary but strongly encouraged for the candidate faculty and academic specialists. From here on the term “faculty”, unless otherwise qualified, will be used in the broadest sense to include both tenure track and fixed term faculty in the rank of assistant or associate professor and fixed term and continuing academic specialists.

- Each tenure-stream faculty will have a mentoring committee consisting of at least two tenured faculty that are more senior in rank to the candidate. Mentoring committees for specialists will have at least one specialist that is more senior in rank and one other faculty member that is senior in rank to the candidate. The mentors are appointed by the department chairperson in consultation with the candidate within 4 months after a candidate has joined the department. The lead of the mentoring committee will be assigned by the Chair. The candidate may also wish to and/or be assigned mentors outside the department to complement the existing expertise within the department, however at least one mentor must be in the department.

- Faculty with joint appointments must have at least one mentor from each department forming a single mentoring committee. Leadership of mentoring of the candidates will be assumed by the lead department.

- The mentoring committee is expected to assist the faculty mentee to understand the expectations of the department, college and university: facilitate understanding of the university and unit mission, rules and regulations and help faculty mentees to develop a professional development plan. Mentors will assist the faculty mentee in establishing aggressive but realistic professional goals. It is the responsibility of the mentee to call regular meetings of the committee (with a minimum of 1 meeting per calendar year).
• Mentors will be expected to be sensitive to the diverse challenges faced by each candidate and that some discussions between mentors and mentees should be considered as confidential. Confidentiality may be extended to discussions regarding personal information (unless directly permitted to disclose to a designated party), interpersonal conflicts, and special challenges that the mentee expressed a desire to remain confidential. At the outset mentors and mentees should define what is to be considered as confidential and put it in writing. Questions that may help define and clarify what is confidential (as per Luz, 2011 p. 18):
  o What topics or issues are most in need of protection?
  o Are there individuals with whom information may or may not be shared (including spouses/partners)?
  o Mentors and mentees should disclose if a partner is a faculty at MSU and in which department.
  o In what situations might the mentor or mentee need to disclose information, what information and to whom?

With respect to accomplishments and progress in faculty assignment, mentors will be expected to answer questions in the context of understanding and assessing faculty reappointment, promotion, tenure or rewarding of continuing status.

• The mentoring committee is expected to prepare and submit to the Department Chair (lead chair in the case of joint appointments) and to the mentee a report that outlines the mentee’s progress toward established goals as well as suggestions for improvement one time per year. The mentee shall confirm to the chair receipt of this report. This report should be completed by March/April to coincide with the annual professional accomplishments report.

• The Department Chairperson will maintain these mentor committee evaluations in a file, with other relevant information, to assist in the decisions on reappointment, tenure and/or promotion or continuing status. The report will not be part of the official documentation for reappointment, tenure or promotion or continuing status. The reports are considered confidential.

• At the time that the tenure and/or promotion package is due for tenure stream faculty, the mentoring committee members will present the tenure and/or promotion package to the rest of the faculty so the members of the committee must be familiar with the candidate’s performance.

• Once the candidate becomes a Full Professor or Sr. Academic Specialist, the mentoring committee will no longer have any formal responsibilities.

• If the faculty mentee wishes to be assigned different mentors or the mentors would like to terminate the relationship, the mentee or mentors must discuss with the department chair before reassignment of new mentors. Changes can be made without negative consequences to the mentee. Mentor-mentee relationships will be reviewed on an annual basis to ensure a “best-fit” for the mentee’s assignment and stage of development.

• Mentoring is considered a service to the department. Service is part of the annual evaluation process. Leadership and excellence in mentoring will be considered in the
report of annual accomplishments. Professional development activities such as attendance to mentoring workshops are strongly encouraged.

- A faculty (potential mentee) may chose not to participate in the mentoring program offered by the department without penalty. The faculty may opt out and should designate in writing his/her decision to opt out. The faculty may join or rejoin the mentoring program at a later date.

- A form for the report of the mentoring committee is attached.

Report of the Mentoring Committee  
Department of Animal Science

Name: ____________________________ Date of Meeting: ____________________
Committee Members: __________________ (Chair)  
Other members: ___________________________ ____________________________

Assignment: Teaching _____%  Research _____% Extension _____% Service _______% 
If this is a joint appt, add name of other unit: ____________________________

Committee Report

Performance/Scholarship Relative to Assignment:

Leadership Development:

Issues Raised by Candidate:

Other issues discussed:

Suggestions for Improvement:

Signature
Mentors:  Mentee:
ANS Academic Grievance Hearing Procedures for Graduate and Undergraduate Students

Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties. Within that community, the student’s most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. (See AFR, Article 1.)

The Academic Freedom for Students at Michigan State University (AFR) and the Graduate Student Rights and Responsibilities (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the AFR and the GSRR, the Department of Animal Science has established the following Hearing Board procedures for adjudicating academic grievances and complaints. (See AFR Article 6 and 7; GSRR 5.4.1.)

I. JURISDICTION OF THE DEPARTMENT HEARING BOARD:

A. The Hearing Board serves as:

1. The initial Hearing Board for academic grievance hearings involving graduate and undergraduate students who allege violations of academic rights and for graduate students who seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See AFR 6.I.A and 7.I.B; GSRR 2.3.9 and 5.1.1.)

2. Students may not request an academic grievance hearing based on an allegation of incompetent instruction. (AFR 2.II.A-D; GSRR 2.2.2 and 2.2.4.)

II. COMPOSITION OF THE DEPARTMENT HEARING BOARD:

A. The Department shall constitute a Hearing Board no later than the end of the tenth week of spring semester from a pool of faculty and students. The pool shall consist of 12 students, 6 undergraduate and 6 graduate and 12 faculty serving a 2 year term. (See AFR 6.I.B, C, and D; GSRR 5.1.3 and 5.1.6.)

B. For hearings involving graduate students, the Hearing Board shall include the Chair of the Hearing Board and an equal number of 3 graduate students and 3 faculty, including the Department Chair designee the graduate student program coordinator. (See GSRR 5.1.2, and 5.1.5.)
C. For hearings involving undergraduate students, the Hearing Board shall include the Chair of the Hearing Board and 3 faculty and 3 undergraduate students.

D. All members of the Hearing Board shall vote, except the Chair of the Hearing Board, who shall vote only in the event of a tie.

E. By September 1 of each academic year, all new members of the Hearing Board pools will be trained about these procedures and the applicable sections of the AFR and GSRR. (See AFR 7.IV.C; GSRR 5.1.3.)

III. REFERRAL TO DEPARTMENT HEARING BOARD:

A. After consulting with the instructor and the Department Chair, or designee, undergraduate or graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights may request an academic grievance hearing. (See AFR 7.III.A; GSRR 5.3.2.)

B. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing before the Department hearing board. If appropriate, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for a hearing to the College Hearing Board. (See GSRR 5.3.2 and 5.3.6.2.)

C. In cases of ambiguous jurisdiction, the Associate Provost for Undergraduate Education will select the appropriate unit Hearing Board for hearings involving undergraduate students, and the Dean of The Graduate School will select the appropriate unit Hearing Board for cases involving graduate students. (See AFR 7.III.B; GSRR 5.3.)

D. Usually, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled. In cases in which a student seeks to contest an allegation of academic misconduct, and the student’s dean has called for an academic disciplinary hearing, the students has 10 class days to file a written request for a hearing before the appropriate hearing board. (See AFR 7.III.C and 7.V.C; GSRR 5.3.6.1 and 5.5.2.2.)

E. If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See AFR 7.III.C; GSRR 5.3.6.1 and 5.4.9.)

F. A written request for an academic grievance hearing must (1) specify the alleged violation(s), (2) identify the individual against whom the grievance
is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See AFR 7.III.B and C, AFR footnote 35.)

G. At any time in the grievance process, either party may consult with the University Ombudsperson. (See AFR 7.IV.H; GSRR 5.3.)

IV. PRE-HEARING PROCEDURES

A. After receiving a student's written request for a hearing, the Chair of the Department, or designee, will randomly select four faculty members and three students from the hearing board pools to constitute the Hearing Board and will promptly refer the grievance to the Chair of the Hearing Board. The faculty member with seniority or rank shall serves as Chair of the Hearing Board. (See AFR 7.IV.D.1 and 6.III.B; GSRR 5.1.5, 5.3.2, 5.4.3.)

B. Within 5 class days, the Hearing Board Chair will:

1. forward the request for a hearing to the respondent;

2. send the names of Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within 3 class days of this notification;

3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the second faculty chair will be appointed instead. If there is a challenge with regards to the second chair, it shall be filed with the Dean of the College, or designee (see AFR 7.IV.D; GSRR 5.1.7.); and

4. send the Hearing Board members a copy of the request for a hearing and the written response, and send all parties a copy of these procedures.

C. Within 5 class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:

1. accept the request, in full or in part, and promptly schedule a hearing.

2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)

3. invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. (Such a meeting does not preclude a later hearing.)

(See AFR 7.IV.D.4 and AFR footnote 35; GSRR 5.4.6.)
D. If the Hearing Board calls for a hearing, the Hearing Board Chair shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary, and request a written response to the grievance from the respondent.

E. At least 5 class days before the scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; and (3) a copy of the hearing request and the respondent’s reply. (See AFR 7.IV.D.5; GSRR 5.4.7.)

F. At least 3 class days before the scheduled hearing, the parties must notify the Chair of the Hearing Board of the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The Chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See AFR 7.IV.D.6; GSRR 5.4.7.1.)

G. The Chair of the Hearing Board may accept written statements from either party’s witnesses at least 3 class days before the hearing. (See AFR 7.IV.D.10.)

H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Hearing Board at least 3 class days before the scheduled hearing. (See AFR 7.IV.D.9; GSRR 5.4.9c.)

I. Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See AFR 7.IV.D.8; GSRR 5.4.8.)

J. At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case (e.g., 20 minutes), and the Hearing Board Chair must inform the parties of such a time limit in the written notification of the hearing.

K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See AFR 7.IV.D.13; GSRR 5.4.10.4.)

L. Members of the Hearing Board are expected to respect the confidentiality of the hearing process. (AFR 7.IV.D.13, 7.IV.F; GSRR 5.4.10.4 and 5.4.11.)

V. HEARING PROCEDURES:

A. The Hearing will proceed as follows:
1. **Introductory remarks by the Chair of the Hearing Board:** The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:

- In academic grievance hearings in which a student alleges a violation of academic rights, the student bears the burden of proof.

- In hearings involving graduate students seeking to contest allegations of academic misconduct, the instructor bears the burden of proof. [Note: Undergraduate students must contest allegations of academic misconduct before the University Academic Integrity Hearing Board.]

- All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "preponderance of the evidence."

(See AFR 7.IV.D.14, Footnote 37; GSRR 5.4.10.1. For various definitions, see AFR Article 11 and GSRR Article 8.)

2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See AFR 7.IV.D.11; GSRR 5.4.9a.)

3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may postpone the hearing, hear the case in the respondent's absence, or dismiss the case. (See AFR 7.IV.D.11; GSRR 5.4.9-b.)

4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See AFR 7.III.C; GSRR 5.3.6.1.)

5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See AFR 7.IV.D.16; GSRR 5.4.10.2.)

6. **Presentation by the Complainant:** The Chair recognizes the complainant to present without interruption any statements relevant to the complainant’s case, including the redress sought. The Chair
then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent's advisor, if any.

7. *Presentation by the Complainant's Witnesses*: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent, and the respondent's advisor, if any.

8. *Presentation by the Respondent*: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Hearing Board, the complainant, and the complainant's advisor, if any.

9. *Presentation by the Respondent's Witnesses*: The Chair recognizes the respondent’s witnesses, if any, to present, without interruption, and statement directly relevant to the respondent’s case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's advisor, if any.

10. *Rebuttal and Closing Statement by Complainant*: The complainant refutes statements by the respondent, the respondent’s witnesses and advisor, if any, and presents a final summary statement.

11. *Rebuttal and Closing Statement by Respondent*: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.

12. *Final questions by the Hearing Board*: The Hearing Board asks questions of any of the participants in the hearing.

VI. POST-HEARING PROCEDURES

A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Hearing Board Chair shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)

B. Decision:

1. In grievance (non-disciplinary) hearings involving undergraduate and graduate students in which a majority of the Hearing Board finds, based on a "preponderance of the evidence," that a violation of the student’s academic rights has occurred and that redress is
possible, the Hearing Board shall direct the Chair of the Department to implement an appropriate remedy, in consultation with the Hearing Board. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair. (See AFR 7.IV.D and E; GSRR 5.4.11.)

2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on a "preponderance of the evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Chair that the penalty grade be removed, the Academic Dishonesty Report form be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the complainant (instructor), the penalty grade shall stand and the Academic Dishonesty Report form regarding the allegation will remain on file, pending an appeal, if any, to the College Hearing Board within 5 class days of the Hearing Board's decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the complainant, the graduate student's disciplinary hearing before either the College Hearing Board or the Dean of The Graduate School would promptly follow, pending an appeal, if any, within 5 class days. (See GSRR 5.4.12.3.)

C. Written Report

1. The Chair of the Hearing Board shall prepare a written report of the Hearing Board’s findings, including recommended redress or sanctions for the complainant, if applicable, and forward a copy of the decision to the appropriate unit administrator within 3 class days of the hearing. The administrator, in consultation with the Hearing Board, shall then implement an appropriate remedy. (See AFR 7.IV.E; GSRR 5.4.11.)

2. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof that support the Hearing Board’s decision. The report also should inform the parties of the right to appeal within 5 class days following notice of the decision. (See AFR 7.IV.E and 7.IV.F; GSRR 5.4.11 and 5.4.12.3.)

3. The Chair of the Hearing Board shall forward copies of the Hearing Board’s report and the administrator’s redress, if applicable, to the parties involved, the responsible administrators, the University Ombudsperson and the Dean of The Graduate School. (See AFR 7.IV.F; GSRR 5.4.11.)

4. All recipients must respect the confidentiality of the report and of the Hearing Board’s deliberations resulting in a decision. (See GSRR 7.IV.F; GSRR 5.4.11.)

5. At any time during this process, either party may consult with the University Ombudsperson. (See AFR. 7.IV. H.; GSRR 5.3.2.)
VII. APPEAL OF DEPARTMENT HEARING BOARD DECISION:

A. In hearings involving undergraduate students, either party may appeal the decision of the Hearing Board to the University Academic Appeal Board in cases involving alleged violations of student rights, including grade appeals. (See AFR 6.IV.A and 7.VII.)

B. In hearings involving graduate students, either party may appeal a decision by the Hearing Board to the College Hearing Board for cases involving (1) academic grievances alleging violations of student rights heard initially by the Hearing Board and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records). (See GSRR 5.4.12.)

C. All appeals must be in writing, signed and submitted to the Chair of the University Academic Appeal Board for undergraduate students or the College Hearing Board for graduate students within 5 class days following notification of the Hearing Board's decision. While under appeal, the original decision of the Hearing Board will be held in abeyance. (See AFR 7.VII.A; GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)

D. A request for an appeal of a Hearing Board decision to either the University Academic Appeal Board or the College Hearing Board must allege, in sufficient particularity to justify a hearing, that the Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Hearing Board were not supported by the "preponderance of the evidence." The request also must include the redress sought. Presentation of new evidence normally will be ignored. (See AFR 7.VII.A and B; GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.2.)

VIII. RECONSIDERATION:

If new evidence should arise, either party to a hearing may request the Hearing Board to reconsider the case within 30 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See AFR 7.IV.G; GSRR 5.4.13.)

IX. FILE COPY:

The Chair of the Department shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See AFR 7.IV.A.; GSRR 5.4.1.)

Approved by Department of Animal Science

May 18, 2012