111   COLLEGE ROLE AND SCOPE STATEMENTS

The role and scope statement of the 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]

112.1  Role and Scope of the College

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

"Montana State University (--Bozeman) adheres to the principle that a community of teachers and scholars can achieve its goals only if it maintains an atmosphere conducive to free inquiry, unfettered exploration of the unknown, and honest examination and evaluation of hypotheses and accepted bodies of knowledge (Role and Scope, 1978)."

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

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

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

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

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

**Academic Programs**
- Biological Sciences, BS, MS, PhD
- Biochemistry, MS, PhD
- Chemistry, BS, MS, PhD
- Earth Sciences, BS, MS
- Economics, BS
- English, BA, MA
- History, BA, MA
- Mathematics, BS, MS, DEd, MEd, PhD
- Microbiology, BS, MS, PhD
- Modern Languages and Literatures, BA
- Native American Studies, MA
- Philosophy, BA
- Physics, BS, MS, PhD
- Political Science, BA, MPA
- Psychology, BS, MS
- Sociology, BS
- Statistics, MS, PhD
- Women's Studies Minor

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

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

114 **RESEARCH AND CREATIVE ACTIVITY**

114.1 **Special Areas of College Research and Creative Activity**

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

115 **OUTREACH/PUBLIC SERVICE**

115.1 **Special Areas of College Outreach/Public Service**

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

211 TEACHING CRITERIA

211.2 College Teaching Criteria

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

212 RESEARCH CRITERIA

212.2 College Research Criteria

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

213 OUTREACH/PUBLIC SERVICE CRITERIA

213.2 College Criteria

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

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

220.1 a. General College Standards for Instructional Faculty

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

220.2 a. General College Standards for Faculty with Professional Practice Expectations
Faculty with professional practice expectations will advance the mission of their departments through activities appropriate to their specific assignments. [FH 632.00]

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

221 EFFECTIVENESS IN TEACHING

221.2 College Standard(s) of Effectiveness in Teaching

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

222 EFFECTIVENESS IN RESEARCH/Creative Activity

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

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

223 EFFECTIVENESS IN OUTREACH/Public Service

223.2 College Standard(s) of Effectiveness in Outreach/Public Service

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

230 STANDARDS OF EXCELLENCE

231 EXCELLENCE IN TEACHING

231.2 College Standard(s) of Excellence in Teaching

Faculty performance in teaching will be judged excellent if it has an innovative component and if it receives substantial recognition from students, colleagues, and/or peers in the profession.

232 EXCELLENCE IN RESEARCH/Creative Activity

232.2 College Standard(s) of Excellence in Research/Creative Activity

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

233 EXCELLENCE IN OUTREACH/Public Service

233.2 College Standards of Excellence in Outreach/Public Service
Faculty performance in service will be judged excellent if it receives substantial recognition from colleagues and peers outside the University.

240.1 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE

241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.2 College Policies and Procedures

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

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

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

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

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

(2) The department has the option to use its own evaluation form if comparative data can be made available. If the Department uses its own teaching evaluation form (rather than one of the standard university instruments), a copy of this instrument should be included in the file. One common teaching evaluation instrument must be used by all department members. The use of standardized student evaluation forms (such as the Knapp or Alemanoni forms) to solicit student feedback is strongly encouraged. Whatever the instrument used, an official "summary" sheet (such as the cover sheet that is part of each Knapp form or Alemanoni form) for each course should be included in the candidate's dossier, one which summarizes the raw statistical data of student responses--rather than merely a statement of such results prepared by the candidate. In addition, a complete set of actual student evaluations for every course taught during the review period should be available for review by the CLSPTRC if requested.

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

(4) Peer evaluations, such as observation of teaching and/or reviewing teaching materials, are a form of reciprocal faculty development among and between staff members, and may be a regular part of the review process.

(5) Academic advising of students is an important component of teaching effectiveness in cases where faculty are assigned this responsibility. In such cases, the amount and quality of advising must be documented by the Department Head or Department Promotion and Tenure Committee.

(6) General statements about credit or contact hours taught or about numbers of students taught have little meaning for committee members outside the candidate's field. For example, a 4-credit lecture course given to 200 students may involve less time per week than a 4-credit discussion course taught to 25 students if the discussion course involves many hours of individual conferencing. The CLSPTRC thus needs to have quantitative data interpreted. For example, approximately how many actual hours per week does the candidate spend directly on teaching or advising duties (this includes class preparation, in-class teaching, conferencing, direct supervision or laboratory work, grading and so forth).

(7) The departmental P&T committee should present the following information for each faculty member being reviewed: list of courses taught during the review period, number of credit and/or contact hours for each course, number of students per course, student evaluation data for every course, and some comparative information contextualizing the candidate's teaching within the department.

(8) Some departments may choose to supplement other empirical information by conducting a Danforth Review of teaching. Such a review should not be presented in lieu of other empirical evidence. In this type of review a well respected faculty member from another department who is not acquainted with the candidate interviews a dozen or so students who have had the candidate for a teacher. The reviewer asks penetrating questions of the students to assess the qualities of the candidate's teaching performance. A report is prepared and the reviewer is made known to the departmental committee and head but is anonymous to the candidate. If a department wishes to conduct a Danforth Review, the review should be conducted in accordance with CLS guidelines available in the office of the dean.

b. Teaching excellence must be demonstrated as above; however, excellence in teaching differs from effectiveness in teaching in that for excellence 1) there is an innovative component and 2) the work receives substantial recognition from peers, students, former students, and/or clients. An innovative component might include such accomplishments as making novel connections among bodies of knowledge, linking theory and practice, or developing inventive approaches to critical thinking, problem-solving, oral and written communication, or awareness of other cultures and epochs.

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

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

242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

242.2 College Policies and Procedures

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

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

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

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

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

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

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/PUBLIC SERVICE

243.2 College Policies and Procedures

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

In addition to the university policy and procedures, the department report should describe the candidate's professional service activities to the University, the profession, and the people of the state of Montana. Information about committee assignments, offices held, editing duties, service to professional organizations, outreach, and other professional tasks relevant to the candidate's defined role should be provided. Citizenship activities (e. f. service clubs, coaching, church involvement, etc.), while valuable in the community, are not considered as part of the promotion and tenure process unless an express part of the candidate's assigned role. Review of service will be conducted internally and by external reviewers as required by university policy in Section 243.1. Guidelines for the solicitation of reviewers are the same as for teaching and research/creativity.
SECTION 300

STANDARDS FOR APPOINTMENT, PROMOTION, RETENTION AND TENURE

300  RESPONSIBILITY TO ESTABLISH STANDARDS

310  RETENTION AND SPECIAL REVIEW

310.2 College Standards for Retention

The College 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.

320  TENURE

321  STANDARDS FOR TENURE

321.1 Standards for Faculty with Instructional Expectations.

B. College Standards

The College 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.

321.2 Standards for Faculty with Professional Practice Expectations

B. College Standards

The College 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.

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

331.1 Standards for Faculty with Instructional Expectations

B. College 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.

331.2 Standards for Faculty with Professional Practice Expectations

B. College 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.

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

332.1 Standards for Faculty with Instructional Expectations

B. College 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.

332.2 Standards for Faculty with Professional Practice Expectations

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

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

333 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF PROFESSOR

333.1 Standards for Faculty with Instructional Expectations

B. College 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.

333.2 Standards for Faculty with Professional Practice Expectations:

B. College 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.
College Procedures for Formal Review of Faculty Performance

A. Departments should follow the Uniform Data Format for departments presented in Section 421.2. For third year, tenure, promotion and special reviews, the faculty member must submit to the departmental committee all previous goal statements, annual review documents and previous promotion and tenure review summaries and other materials relevant to his/her performance.

B. Departments must indicate explicitly the means by which their recommendations are determined. Since different departments may use different methods, it is essential to CLSPTRC and to the University Promotion and Tenure Committee to know what those methods are. For example, does the entire department vote, or only certain ranks, or only a departmental promotion and tenure committee? What documents are made available to the voters? What is the vote tally? In addition, the department head's vote and recommendation should be clearly differentiated from the departmental committee's; and the head's degree of concurrence with the candidate's peers should be clearly stated and supported.

C. Departments must describe the standards used in their department for evaluating candidates in each of the three criteria areas. Included should be a general statement as to what the department expects from all faculty in terms of teaching, scholarship/creativity, and service. Departments should include the candidate's departmental role statement.

D. Dissenting or minority opinions about the candidates by members of the department committee must be explained within the report.

412 RESPONSIBILITIES OF THE COLLEGE DEAN

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

The college dean is also responsible for:

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

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

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

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

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

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

413 REVIEW BY THE COLLEGE PROMOTION AND TENURE COMMITTEE
Each college shall establish a "college review committee" to consider the dossier submitted by each candidate and formulate its recommendation for retention, tenure, and/or promotion. [FH 815.00]

### 413.1 Membership and Procedures for Selection

Each college shall establish the policies and procedures by which the membership of the committee shall be established. The college review committee shall be composed only of tenured faculty, at least a majority of whom shall be elected by college faculty. A department head may serve on the committee only if elected by the college faculty. Whenever possible, the committee shall have 25% female and/or minority representation. If that representation is not achieved by election, the dean shall appoint such additional members as may be necessary to achieve that representation.

No faculty member shall serve on the committee during the review of her or his own dossier.

The college dean may be present at committee meetings, at the discretion of the committee, to present data that is essential to the committee's deliberations but shall not be present when the committee votes. [FH 815.00]

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

### 413.2 Responsibilities of the Committee

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

The college review committee is also responsible for:

A. reviewing, making suggestions for modification, and approving the role and scope, criteria and standards documents of the departments and

B. preparing a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate for review. [FH 815.00]

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

### 413.3 Actions of the Committee

The college review committee:

A. prepares a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate and

B. forwards the recommendation to the dean, sending a copy to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the dean's office. [FH 815.02]
C. for formal review of a candidate, the college committee first reviews the criteria listed in this document and the appropriate Departmental Role and Scope, Procedures, Standards and Criteria documents.

D. following detailed discussion of the merits of each case, each member indicates her/his vote and the reasons for that vote. If the college committee supports the departmental recommendation, the college committee's first vote becomes its recommendation to the Dean. For those cases in which the college committee is divided or in which the college committee disagrees with the departmental recommendation, additional deliberations are scheduled (see below).

E. if the CLSPTRC has questions or has not concurred with the department's recommendations, the committee may invite the respective department head and/or department P & T committee chair to discuss those cases with the college committee, or may solicit written information from them.

F. after additional discussions on all cases in dispute, CLSPTRC takes final votes on each and makes final recommendations to the Dean.

G. all recommendations are summarized by the college committee in a letter to the Dean and to each individual member under review. Copies of these letters are included in the files sent to the Provost and to the appropriate department head.

H. each year, the college committee reports to the faculty the total number of recommendations received from the CLS departments, the number with which the college committee agrees or disagrees, and the degree to which the CLS Dean, the University Promotion and Tenure Committee, and the University President agree.

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

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

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