

SECTION 100 ROLE AND SCOPE STATEMENTS

111 COLLEGE AND DEPARTMENT ROLE AND SCOPE STATEMENTS

112 ROLE AND SCOPE

112.2 Role and Scope of the Department

DEPARTMENT OF POLITICAL SCIENCE ROLE AND SCOPE

The mission of the Department of Political Science is threefold. First, the Department provides quality teaching at the undergraduate and graduate level. Second, Department faculty engage in research and creative activity contributing to the general advancement of knowledge about the human condition and human institutions, to the growth of knowledge in the field of political science and allied disciplines, third, the activities of the department contribute to the development of empirical and applied knowledge that serves to meet the knowledge and professional needs of the state and local governments.

Responsibilities: Undergraduate Teaching

The Department of Political Science offers undergraduate education covering the subfields of political science. These are American politics and institutions, public policy, public administration, political theory, and international relations. The Department also administers a legislative and public affairs intern program which grants departmental credit for direct experience achieved in working in government, law, public policy, and other relevant preprofessional opportunities. The Department is the primary source for prelaw advising for students from all disciplines who are contemplating a legal career.

The Department serves the University Core by offering courses in the social science core as well as those designated as multicultural and global. These are PSCI 210: American National Government, PSCI 214: Principles of Political Science, PSCI 230: Introduction to International Relations, PSCI 352: American Political Thought and Popular Culture, PSCI 334: International Law, and PSCI 439: International Human Rights. Consequently, the Department contributes to the College's mission to provide students with (p.1) ". . .an understanding of the social, political, and ethical issues of the modern world; and an appreciation of the cultural diversity of the United States and the world."

The Department serves the state of Montana by offering instruction in local governance, local decision making, and other relevant topics in Montana communities. This is accomplished in large part by the Montana State University Extension Community Development Specialist in the Department. General responsibilities include providing research, technical assistance and trainings and workshops on various community

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

development topics to strengthen the social, economic and environmental well-being of communities across the state.

Responsibilities: graduate teaching

The Department contributes to the teaching and service-outreach mission of the University and College by offering as Masters Degree in Public Administration. The MPA Program serves the educational needs of those wishing to make a career in the public sector and related private associations and, to individuals currently employed in the public sector who wish to upgrade their professional skills.

Responsibilities: research/creative activity

The Department is actively engaged in a wide range of research relevant to the field of political science. Consistent with the role and scope of Montana State University as a Land Grant institution, the Department of Political Science is committed to the development of knowledge that will serve the public policy needs of the state and local communities and is doing so. Members of the Department generate new knowledge of both a theoretical and applied nature at multiple scales from local to global and across a broad array of issue areas.

Responsibilities: public service/outreach

In addition to the development of applied and relevant knowledge, the Department's service/outreach mission includes its faculty making themselves available to present findings and comment on issues relevant to their field of expertise to the public. Notably, the Department is home to the MSU Local Government Center. The activities of the Center include specific outreach activities designed to meet the institutional needs of state and local government. The Center teaches courses leading to several professional certification programs for local government officials, is engaged in problem specific research for local government administration and, publishes a biennial journal, the Montana Policy Review, which provides specific research findings of interest to state and local government.

113 ACADEMIC PROGRAMS

113.2 Academic Programs of the Department

The Department of Political Science offers a baccalaureate degree in Political Science and a masters degree (MPA) in public administration. A non-teaching minor in political science and a teaching minor in political science is also offered.

114 RESEARCH AND CREATIVE ACTIVITY

114.2 Special Areas of Department Research and Creative Activity

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

Faculty of the Department of Political Science engage in research relevant to their respective fields of expertise. These include political theory, constitutional law, campaigns and elections, public administration, public and environmental policy, international relations, and international law.

115 OUTREACH/PUBLIC SERVICE

115.2 Special Areas of Department Outreach/Public Service

The Department of Political Science engages in outreach and public service relevant to the subfield specialties of the faculty. These include state and local politics and public policy. Specific areas of outreach include the Local Government Center offering consulting and research for local governments and the activities of the Extension Community Development Specialist in the Department.

SECTION 200

CRITERIA AND STANDARDS

211 TEACHING CRITERIA

211.3 Department Teaching Criteria

Teaching: Teaching responsibility and workload varies among faculty in the Department based on the criteria set out in their letter of hire. In general, faculty teaching expectations include instructional time in the classroom and student advising concerning their curriculum plans and post-graduation career strategy. Faculty are also expected to assist students in independent study and undergraduate research projects, undergraduate internships, and supervise graduate professional papers. Faculty are expected to participate in departmental deliberations for student awards, scholarships, and may be asked to advise student organizations relevant to political science.

1. Criteria for evaluating evidence of teaching effectiveness may include but need not include all of the following:

- a. scores on standardized student evaluation forms (Knapp form)
- b. in class evaluations of teaching other than standardized student evaluation forms
- c. nomination or receipt of teaching awards
- d. on-site peer evaluation using the departmental form for on-site peer evaluation and approved off-site evaluation forms
- e. letters solicited from current and former students by the review committee
- f. presentation of teaching innovations and new approaches at professional conferences
- g. publication of teaching-related research in relevant professional journals
- h. number of separate preparations in an academic biennium
- i. number of classes taught (workload)

2. Criteria for evaluating evidence of advising effectiveness may include but need not include all of the following:

- a. number of undergraduate and graduate advisees
- b. number of graduate professional paper chairs held
- c. extension and outreach personnel

3. Criteria for evaluating evidence of non-classroom instructional activity effectiveness may include but need not include all of the following:

- a. number of undergraduate and/or graduate internships supervised
- b. supervision of independent study and undergraduate research students
- c. extension and outreach instruction in off-campus settings

212 RESEARCH CRITERIA

212.3 Department Research Criteria

In Political Science, evidence of research/creative activity are operationalized as follows:

- a. publication of a scholarly book in one's field
- b. publication of a book chapter
- c. publication in refereed academic journals
- d. editing a book in one's field
- e. publication of a research monograph of a theoretical, empirical, or applied nature
- f. winning research grants alone or in collaboration with others in a common interdisciplinary research endeavor
- g. preparation, writing and presenting professional papers at professional conferences
- h. publication in non-refereed journals in one's field of expertise
- i. development, production, and publication of instructional media including video, podcast, software, and other innovative teaching materials
- j. ongoing sustaining activity, i.e., research in progress, attending professional workshops, leading to one or more of the above (a through h)

Research and creativity responsibility varies among faculty in the Department based on the criteria set out in their letter of hire. In general, evaluation of each faculty member's research and creative activity is based on the following criteria:

- a. percentage of faculty workload assignment dedicated to research and creativity as set out in the letter of hire
- b. the stature of publishers and journals (refereed and non-refereed) in which the faculty member's work appears
- c. the venue for the faculty member's work with respect to the criteria set out in their letter of hire

- d. the significance of academic conferences where research findings have been presented
- e. the conversion of academic conference presentations to published work
- f. evaluation of the opportunities that exist to obtain internal and external grant funding in one's field

In all instances, tenure-track faculty are expected to maintain a sustained record of research effectiveness when measured against the criteria set out in their letter of hire.

213 OUTREACH/PUBLIC SERVICE CRITERIA

213.3 Department Service and Outreach Criteria

Service and Outreach: Service and outreach responsibility varies among faculty in the Department based on the criteria set out in their letter of hire. In general, evaluation of each faculty member's service and outreach is based on the following criteria:

Evidence of professional service activity may include but not be limited to:

- a. serving as an officer for a professional association or committee within a professional association.
- b. serving on the editorial board of a journal in the profession.
- c. organizing and/or chairing panels at a professional meeting.

Evidence of university service may include but not be limited to:

- a. serving as an officer or serving on university and college faculty councils or committee
- b. serving on university and college promotion and tenure committees, and departmental search committees outside one's department.

Evidence of service within the Department may include but not be limited to:

- a. chairing a promotion and tenure review committee, serving as a member of a university search committee, chairing a departmental search committee.
- b. assuming important administrative duties, i.e., director of a department program.

Evidence of community service may include but not be limited to:

- a. providing professional assistance to public and private consumers of university services.
- b. making one's expertise available to community groups in the form of written and oral presentations.
- c. serving on the governing boards of associations intellectually linked to political science and related fields
- d. testifying before legislative and governmental bodies on topics within one's expertise.

220 GENERAL UNIVERSITY STANDARDS

221.3 Department Standard(s) of Effectiveness in Teaching

Teaching Effectiveness: The Department of Political Science uses a standardized evaluation instrument (the Knapp form). On the form the scale is 4 to 0 with 4=excellent, 3=very good, 2=good, 1=fair, and 0=poor. The department utilizes two items on the Knapp form for evaluating teaching effectiveness: overall effectiveness and mastery of subject matter. Candidates must achieve an overall mean score of "good" or better for all classes for both items to be considered effective. Evaluation for evidence of effectiveness in teaching for tenure, promotion, and special reviews may include additional evaluative processes described above (211.3). These may be included in review documents if applicable based on the nature of the appointment described in the letter of hire.

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

See 221.3 above.

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

See 221.3 above.

222 EFFECTIVENESS IN RESEARCH/CREATIVE ACTIVITY

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

Research/creative activity: Following the expectations articulated in the Faculty Handbook (603.03) the Department necessarily recognizes that: "Faculty review must take into account the resources available to accomplish the faculty member's assignment including released time for scholarly activities, library support, and availability of computing facilities and technical support staff. As an integral part of their assignments, faculty may be expected to seek available extramural funds, appropriate to their field of study." The CLS Role and Scope Statement adds: ". . .[E]ach faculty member is expected to develop and maintain an active program of research and/or scholarship/creative/activity consistent with their professional role [original emphasis] as stated in each faculty member's role statement."

Effectiveness in Research/Creativity: Effectiveness in this area means establishing a record of consistent and sustained activity as revealed in success in publication, grant writing, and conference presentations operationalized above in relation to teaching load and available resources. An effective program of research/creativity means that research is significant (see comments on 332.1 below) and ongoing, has led to a visible product or products presented and/or published as outlined above (212.3) and has been consistent and sustained over time.

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

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

See 222.3 above.

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

See 222.3 above.

223 EFFECTIVENESS IN OUTREACH/PUBLIC SERVICE

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

Effectiveness in Service/Outreach: Effectiveness is demonstrated by competent service on university committees and external activities relevant to the faculty member's area of expertise and role with the department. Effectiveness is also based on rank and tenure. Junior faculty in a tenure-track position should be expected to carry a minimal university service load while senior faculty with tenure are generally expected to carry more.

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

See 223.3 above.

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

See 223.3 above.

230 STANDARDS OF EXCELLENCE

231 EXCELLENCE IN TEACHING

231.3 Department Standard(s) of Excellence in Teaching

A. Excellence in Teaching for Department Faculty with Instructional Expectations

Teaching Excellence: A mean score of "very good" to "excellent" for all classes for two items contained on the Knapp form: overall effectiveness and mastery of subject matter. For tenure, and promotion reviews and special reviews standardized data must be reinforced by other data as outlined in section 221.3 and other criteria including but not limited to being nominated and/or receiving recognized awards for teaching both inside and outside the University, and/or recognition for excellence in teaching by the profession as evidenced by such innovative components as awards, receipt of teaching grants, and/or publication the faculty member's teaching philosophy and techniques in

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

relevant journals, research monographs, book chapters, and books. Innovation may also be evidenced by developing novel approaches in teaching, including problem-solving projects, oral and written communication assignments, development and use of innovations in electronic means of communicating educational material, and new ways to link theoretical knowledge to practice.

B. Excellence in Teaching for Department Faculty with Professional Practice Expectations

Not applicable at this time.

232 EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

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

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

Excellence in Research/Creativity: Faculty performance in research/creative activity may be judged excellent if it receives substantial recognition as evidenced by such things as publication of a faculty member's work as a book, as a book chapter(s), refereed publications, and/or publication of research monographs funded by research grants and/or sponsored by governmental and public policy research institutions. Receipt of research awards and ability to successfully win significant research grants are also indicators of excellence, but such activities must be complemented by presentation and/or publication of results in appropriate venues.

B. Excellence in Research/Creative Activity for Department Faculty with Professional Practice Expectations

Not applicable at this time.

233 EXCELLENCE IN OUTREACH/PUBLIC SERVICE

233.3 Department Standards of Excellence in Outreach/Public Service

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

Excellence in Service/Outreach: Excellence is established by appropriate recognition, from internal and external peers. This may include awards from professional affiliations, university outreach recognition, or other appropriate expressions of excellence.

B. Excellence in Outreach/Public Service for Department Faculty with Professional Practice Expectations

241 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN TEACHING

241.3 Department Policies and Procedures

Evidence of teaching effectiveness can be revealed by documenting faculty member's scores on the Department's standard evaluation form, or other evaluation form appropriate to one's role in the department, for all courses, lower division courses, upper division courses, and graduate courses (if appropriate). Three scores are to be recorded: the total mean score for all classes for two items contained on the Knapp form: overall effectiveness and mastery of subject matter and, the mean score for each class for each time it is taught for overall effectiveness and, mastery of subject matter. These data may be augmented by a combination of the following:

- a. in class evaluations of teaching other than standardized student evaluation forms
- b. nomination or receipt of teaching awards
- c. on-site peer evaluation using the departmental form for on-site peer evaluation
- d. evaluation forms for off-site instruction
- e. letters solicited from current and former students by the review committee
- f. presentation of teaching innovations and new approaches at professional conferences
- g. publication of teaching-related research in relevant professional journals
- h. number of separate preparations in an academic biennium
- i. number of classes taught (workload) including off-campus or other nontraditional delivery including but not limited to distance education, and workshops and training presentations

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

Documentation of teaching shall result from a detailed assessment of teaching performance as outlined above, consideration of enhancement and/or innovation of curriculum and teaching methodology.

Documentation of effectiveness/excellence must include student evaluations of each course taught by the faculty member using the Department's standard evaluation instrument (the Knapp form) or other approved form. For tenure and promotion reviews, confidential letters from current and former students should also be included. Peer faculty evaluations should also be included based on the departmental form for peer on-site evaluations. Peer evaluations include classroom visitations and review of course materials.

To support a claim of excellence in teaching documentation must go beyond the quantitative data revealed in the Department's standardized evaluation form. Additional

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

data supporting the claim may include a teaching portfolio, teaching awards, publication of teaching innovations in relevant journals, confidential letters from present and former students solicited by the department head or the department review committee, in-depth peer evaluation of teaching performance as revealed in visitations and/or review of classroom teaching materials.

242 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN RESEARCH/CREATIVE ACTIVITY

242.3 Department Policies and Procedures

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

The candidate's vita should separately indicate where applicable: (a) books and book chapters published in university and commercial presses (excluding so-called "vanity" presses), (b) refereed journal articles, (c) invited conference presentations, (d) contributed conference presentations, (e) non-refereed journal articles, (f) research monographs, (g) grant proposals funded, and (h) grant proposals submitted. Also relevant are participation in research development seminars and workshops. The vita should also note manuscripts submitted and under review and describe research currently in progress.

Confidential external letters of evaluation (from outside Montana State University-Bozeman) are required for tenure and promotion reviews. A minimum of four and maximum of seven such letters is required. All 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 of faculty performance at Montana State University; each will receive a copy of the departmental role and scope document. Letters from mentors, former colleagues, close collaborators, and personal friends have less credibility and should not be solicited. The department head or the department P&T committee will select evaluators. Candidates may submit a list of potential reviewers to be considered. A description of the candidate's relationship and a statement of why they are appropriate as outside reviewers should accompany the names. A majority of the reviewers must come from the list compiled by the department head or review committee. Candidates should 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 P&T committee, and must not be solicited by the candidate. The department report will state clearly how the external referees were chosen and should include a brief statement of their status in the field as well as their CV. A copy of the

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

letter soliciting outside reviewers must be included in the candidate's file and referees should be asked to state their relationship, if any, with the candidate.

External evaluators will be sent a copy of the candidate's vita as well as a selection of relevant publications, conference papers, and other evidences of research/creativity deemed relevant. Referees will be asked to comment specifically the quality of the candidate's research record.

243 DEMONSTRATION OF EFFECTIVENESS AND EXCELLENCE IN OUTREACH/ PUBLIC SERVICE

243.3 Department Policies and Procedures

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

Methods for conducting an in-depth assessment of performance in outreach/public service will be consistent with those specified in items 243.1 and 243.2. Candidates should describe in detail their outreach/public service activities.

SECTION 300

STANDARDS FOR APPOINTMENT, PROMOTION, RETENTION AND TENURE

300 RESPONSIBILITY TO ESTABLISH STANDARDS

310.3 Department Standards for Retention

The Department standards for retention are:

A candidate must have a terminal degree appropriate to the field or department. Faculty undergoing third-year review are expected to demonstrate effectiveness in the areas of teaching, research creativity, and service and must also demonstrate the potential for continued effectiveness in all three areas proportional to their job description spelled out in the letter of hire. Specific evidence that the faculty member is making appropriate progress toward successfully achieving tenure should be documented. Appropriate progress would include data on conference papers given, manuscripts under review or accepted, manuscripts in print, and/or successfully winning teaching and/or research grants. Further, there should be no demonstrable deficiencies in teaching as revealed by standardized student evaluation forms or others used. If there are, the responsible departmental review committee must gather other evidence that will confirm or deny deficiencies suggested in student evaluations. Finally, one or more annual performance evaluations below the category "met expectations" prior to the third year review places an additional burden of proof on the candidate that previous deficiencies have been addressed and have been overcome.

320 TENURE

321 STANDARDS FOR TENURE

332.1 Standards for Faculty with Instructional Expectations

A. Department Standards for Tenure and Promotion to Associate

Teaching and research responsibility and workload varies among faculty in the Department based on the criteria set out in their letter of hire. Evaluation for granting tenure and promotion to associate professor is based proportionally on those criteria. The candidate will decide whether to be considered for tenure with an emphasis on research/creativity or to be considered for tenure with an emphasis on teaching. The overall standards for tenure are demonstrated and sustained effectiveness in the performance of their responsibilities in the areas of teaching, research/creative activity, and service. Faculty must also have demonstrated potential for sustained effectiveness in each of these areas in the future and have demonstrated the potential for excellence in teaching and/or research/creative activity. In no case will effectiveness in teaching alone be grounds for promotion. Similarly, effectiveness in research/creativity alone, in the absence of corresponding effectiveness in teaching, will not be sufficient to warrant an affirmative promotion decision.

The promotion to the rank of associate professor also means that the faculty member has demonstrated a sustained record of research/creativity as evidenced by publication in refereed journals and/or professional conference presentations, receipt of grants, and publications. In the assessment of the significance of the candidate's research record, the department looks not only at the quantity of research achieved, but also will take into consideration its significance as a contribution to the field by evaluating the relative prestige of venues in which research findings are published, the relative prestige of grants received and the amounts awarded, the value of the work as a contribution to the field, and the evaluative comments of inside and outside peer reviewers. In the latter instance, input from outside peer evaluators is required as part of the evidence needed to establish a favorable tenure decision.

Also important in this evaluative process is to assess the candidate's record in relation to estimations of the availability of grants and other resources within the candidate's field and the quantity and quality of publication opportunities. Finally, in weighing the relative weight given to teaching and research the Department takes into consideration the candidate's role within the Department. Significant administrative responsibilities in managing a program or large grant must be balanced against teaching and research expectations. Finally, it is expected that candidates seeking the associate rank should have demonstrated effectiveness in service and outreach as outlined in the criteria in section 213.3 above.

333 STANDARDS FOR APPOINTMENT AND PROMOTION TO THE RANK OF

333.1 Standards for Faculty with Instructional Expectations

A. Department Standards for promotion to Full Professor

In general, promotion to Full Professor requires evidence that the candidate possesses no demonstrable deficiency in teaching, research, or service. A faculty member may be recommended for promotion to the rank of Full Professor if they have achieved excellence in teaching while maintaining continued effectiveness in research creativity, or may be promoted to a full professorship if they have achieved excellence in research/creativity while continuing to demonstrated sustained effectiveness as a teacher.

In addition to having the appropriate terminal degree, candidates seeking promotion to the rank of Full Professor must have established a continued sustained record of effectiveness in each of the three areas of teaching, research/creative activity, and service appropriate to the faculty member's role in the Department as outlined in the letter of hire, and demonstrated a record of excellence in teaching and/or research/creative activity (F.H., 663.01).

Teaching excellence must be demonstrated. In addition to the candidate's teaching performance as revealed on the Department's teaching evaluation form, teaching quality must be assessed by other indicators. These may include, but are not limited to evaluation of classroom teaching by peers, contributions to the practice of teaching as revealed in the receipt of teaching grants and publication of work on teaching methodology, and solicitation of comments from former students, undergraduate and graduate, as to the candidate's record in teaching, advising and/or supervising professional papers, research projects, and/or internships. Receipt of significant teaching awards is also strong evidence relative to the candidate's teaching performance.

Excellence in research/creativity can be demonstrated by the achievement of substantial national or international recognition as revealed by the quality of presses in which books or chapters have been published by the candidates, the quality and prestige of grants received and the relative amounts, the quality and prestige of refereed and non-refereed journals in which the candidate's work has appeared, the comments of outside peer reviewers as to the significance of the candidate's work. The publication of original research in monographs of an empirical or applied nature may also be considered research/creative activity if relevant to the candidate's field, role, and the land grant mission of Montana State University. Work that also focuses on teaching methodology is also considered research/creativity as is the publication of textbooks in one's field. Finally, it must be recognized that each individual faculty member must be judged individually and with reference to the Department's role and scope and the member's contribution to it.

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

B. Ensuring that each faculty member has a copy of the University, college, and department documents related to annual review, retention, tenure, and promotion.

Faculty may have access to all review, retention, tenure, and promotion documents as electronic media through MSU INFO on the WWW or, as an alternative, the Political Science Department and the department head maintain copies on file. A copy of this document will be given to each new hire.

C. Preparing role statements, after negotiation with the faculty member that accurately describe the faculty member's current responsibilities, including any agreement regarding differential assignments which have been approved by the dean and Provost and Vice President for Academic Affairs.

D. Informing faculty members of the applicable time lines for review.

The department head will provide dates and times consistent with those established by the Dean. In most instances department reviews will be initiated and completed during the fall semester.

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

The department P&T committee will have access to all review materials put forward by the candidate or the department head. These shall include, but not be limited to teaching evaluations, publishing activities and grant activities, outreach, etc.

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

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

SECTION 400

PROCEDURES FOR FORMAL REVIEW OF FACULTY PERFORMANCE

400 GENERAL PROCEDURES

415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE

415 RESPONSIBILITIES OF THE DEPARTMENT REVIEW COMMITTEE

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

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

[FH 813.00]

415.1 Membership and Procedures for Selection

Each department shall establish the policies and procedures for appointing and/or electing the review committee. The departmental review committee shall be composed only of tenured or tenurable faculty. Members will be selected by the department head in consultation with the candidate. The committee shall have twenty five percent (25%) female and/or minority representation whenever possible.

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

The chair of the department review committee shall be appointed by the department head. Department review committees must be composed of at least three members drawn from the ranks of eligible faculty.

415.2 Responsibilities of the Committee

The department committee shall review all submitted materials and may solicit and obtain additional materials it deems necessary to make a thorough and substantive review of the candidate's qualifications. [The] committee shall conduct a fair, objective, independent, and substantive review of the candidates' dossiers based on department, college, and University criteria and standards. (See 600.00.) [FH 813.00]

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

Confidential materials, including letters from external reviewers, will be solicited by the review committee chair. The chair in consultation with the department head and members of the committee will draw up a list of persons in the profession qualified to perform an external evaluation of the candidate's record. From this list the departmental review committee will select the panel of external reviewers who evaluative comments will be solicited. The committee chair will provide external reviewers with a letter that describes the type of external review and the expectations of the University and Department as they relate to the review. External reviewers will be sent a copy of the candidate's vita and representative samples of the candidate's scholarly productivity. All confidential materials will be retained by the review committee chair and made available to committee members on an as-needed basis. Candidates may not see these confidential materials.

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

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

The Department follows the Uniform Data Format for Departments presented in the FH, 431.2.

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

415.3 Establishing Procedures for Obtaining External Peer Reviews

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

Tenure and promotion reviews require external peer review. Any tenure or promotion review requires at least four external referees. External reviewers will be selected in conformity with 415.3 above.

College policies and procedures are described in 410.

415.4 Establishing Procedures for Obtaining Internal Reviews

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

Confidential materials, including letters of support, letters from internal reviewers, and in-depth evaluations of teaching performance may be solicited by the review committee chair in consultation with the review committee.

415.5 Actions of the Committee

The department review committee:

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

B. forwards the recommendation to the department head, sending a copy to the candidate. The recommendation becomes a permanent part of the faculty member's personnel files maintained in the department office.

[FH 813.00]

420 RIGHTS AND RESPONSIBILITIES OF THE CANDIDATE

421 RESPONSIBILITY TO PREPARE AND SUBMIT DOSSIER

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

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

421.1 Personal Statement or Self-Evaluation

The case for retention, tenure and/or promotion shall be made, in part, through a personal statement or self-evaluation in which the candidate shall discuss his or her accomplishments in teaching, research, creative activity, outreach and service and provide the framework for the review of the dossier. This personal narrative shall be included in the dossier and may be forwarded to external and internal reviewers according to the procedures of the college and/or department.

421.2 Other Materials to be Submitted with the Dossier

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

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

Procedures for the Conduct of Formal Review:

A. Mechanical Procedures

1. Notebooks containing the materials presented by the Departments are prepared by the Dean's Office. The material should include the dossier assembled in the order listed on the "Candidate's Cover Sheet," namely:

- I. Title Page (listing name, department and college)
- II. Review Documents (for review committees and administrators)
- III. Letter of Hire; Role Statements
- IV. Curriculum Vitae
- V. Self-Evaluation or Personal Statement
- VI. Teaching Performance
- VII. Research/Creative Activity

VIII. Service

Plus the additional documents, such as solicited confidential letters.

2. Once the notebooks have been submitted to the Dean's Office, no materials may be added or deleted except as requested by the CLSPTRC.
3. All files are confidential.

If the candidate's promotion depends upon the argument of excellence in teaching a teaching portfolio must be assembled and presented to the committee. This portfolio should include course outlines and other instructional materials, evidence of teaching awards, and/or conference presentations and/or publications directly related to teaching.

421.3 Requests for Additional Documentation

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

421.4 Prohibition Against Altering Dossier Once It Has Been Submitted

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

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

421.5 Soliciting Letters of Support Prohibited

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

421.6 Deadline for the Submission of Dossiers

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

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

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

422 CANDIDATE'S RIGHT TO GRIEVE/TIME LIMITS

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

SECTION 500

ANNUAL REVIEW

500 PURPOSE OF ANNUAL REVIEW

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

501 LETTER OF HIRE/FACULTY ROLE STATEMENT

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

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

510 PROCEDURES FOR CONDUCTING ANNUAL REVIEWS

The following procedures should be used in conducting annual reviews:

- A. The faculty member and department head annually review the faculty member's performance relative to the faculty member's role and responsibilities. Evaluations are expected to recognize the requirements and expectations of the position and the proportionate time and resources officially allocated to particular activities.
- B. The department head rates the performance of each faculty member and submits the rating card to the college dean using the rating system prescribed by the Salary Review Committee (SRC).
- C. The faculty member must sign the card on which the rating is communicated to the SRC. The signature of a faculty member does not indicate concurrence with the rating; rather it signifies that he or she has seen the rating. If the faculty member refuses to sign the card, the card shall be forwarded with the notation that the faculty member refused to sign it.
- D. Copies of all annual reviews and the performance ratings of each faculty member shall be maintained in the faculty member's file in the department. These files shall be kept confidential and maintained in conformity with 453.00.
[FH 720.00]

510.01 College Procedures

510.02 Department Procedures

It is the responsibility of each faculty member to supply all needed information regarding his/her activities in teaching, research, and service on the Department's annual review form.

511 RESPONSIBILITIES OF THE DEPARTMENT HEAD

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

[FH 721.00]

C:\Users\dheck\Documents\Provost Web\PTDocs\RoleScopeDocs\L&S College\Political Science\PoliticalSciRSJuly2010.doc

It is the responsibility of the Department Head to insure to the best of his/her ability that all data submitted by faculty are accurate and complete. Annual reviews commence at the beginning of each calendar year with a request from the Department Head to each faculty member to complete the Department's annual review form detailing his or her activities in the previous year. Based on the information contained in the completed form, the Department Head will return a copy of the form to the faculty member with the Department Head's comments on the member's activity in the previous year and indicate the performance category the Department Head has assigned to that activity. Each faculty member will have ample time to respond and appeal the performance category assigned. The faculty member's appeal must be in writing and the Department Head's response and final recommendation to the Dean must also be in writing.

511.1 Procedures for Making Salary Recommendations

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

- A. The department head shall submit a proposed salary recommendation for each faculty member to the college dean.
- B. The dean will approve or modify the salary recommendation, and submit it to the Salary Review Committee by the established deadline.
- C. A written copy of the salary recommendation will be given to the faculty member. [FH 722.00]

512 RESPONSIBILITIES OF THE SALARY REVIEW COMMITTEE

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

513 CANDIDATE'S RIGHTS RELATIVE TO ANNUAL REVIEW

513.1 Right to Timely Review

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

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

513.2 Right to Appeal Annual Performance Evaluation

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

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

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