


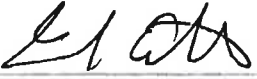




Roles, Scope, Criteria, Standards and Procedures
of the
Department of Psychology/College of Letters and Science

Effective Date: 3-12-2019

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Role and Scope Document for Department of Psychology

Article I. Role and Scope of Unit

The Department of Psychology provides an education in psychology to a large number of undergraduate majors and to Ph.D.-level graduate students, all of whom acquire knowledge of advanced research methods, theories, and concepts in experimental psychology. The Department of Psychology supports the MSU land grant mission: Training students for careers in psychology, advancing the knowledge-base of the discipline, and providing service course offerings to students majoring in other disciplines.

The faculty and staff in the Department of Psychology support the institution's teaching, scholarship, and service mission in the area of Psychological Science, including but not limited to behavioral, biological, cognitive, developmental, health, learning, physiological, and social psychology subdisciplines.

Psychology is the basic and applied scientific discipline from which students gain a comprehension of and appreciation for behavioral, affective and cognitive processes. The psychology curriculum introduces students to both basic and applied scientific areas of the discipline. It emphasizes theories, methods, and terminology, as well as research findings in major psychology subareas. Students learn appropriate research methods to investigate psychological phenomena, as well as the strengths and limitations of different methodological approaches. Through laboratory courses and personal contact with faculty, students are afforded the opportunity to engage in research or to perform fieldwork in an area related to psychology.

Article II. Appointment and Advancement of Research Faculty

The department of Psychology does not currently appoint research faculty.

Article III. Annual Review Process

All tenure-track and non-tenure track faculty who are not subject to the NTT Collective Bargaining Agreement. The department head annually reviews the faculty member's performance relative to the individual's assigned percentages of effort and current responsibilities. Reviews assess the faculty member's performance in each major area of responsibility (teaching, scholarship and service) over the preceding calendar year. Student evaluations of teaching are collected and considered in the evaluation of teaching.

If the faculty member has a split or joint appointment with 20% or more effort assigned to another unit, input from the other unit must be gathered and considered in the evaluation and rating of the faculty member.

The department head rates the performance of each faculty member in all areas of responsibility and calculates an overall rating for the faculty member's performance for the year, weighted by the assigned percentages of effort using the annual review form approved by the Provost. The faculty member will be

given a copy of completed form and will have the opportunity to meet with the department head to discuss his or her review.

The department head and the faculty member will develop goals and assignments for the next calendar year. The goals and assignments for individual members of the faculty will reflect departmental needs and professional opportunities consistent with departmental priorities.

If the assigned percentages of effort are inconsistent with the faculty member's current activities and levels of performance, a revision of the assigned percentages of effort will be discussed. If a modification of the assigned percentages of effort is made it will be documented using the annual review form.

The faculty member and the Dean will receive a copy of or access to the annual review, ratings, and any revision of the assigned percentages of effort. Copies of all annual reviews and performance ratings will be maintained in the faculty member's personnel file in the department by the department head. These files shall be kept confidential and maintained as outlined in the Faculty Personnel Files policy.

Article IV. Primary Review Committee and Administrator

Section 4.01 Primary Review Committee-Composition and Appointment

Only tenured faculty members are eligible to serve on any review committees. Normally, at least one-half of the members will have attained the rank of Professor. If this expectation cannot be met, the department head will request approval from the University Retention, Tenure and Promotion Committee (URTPC) Chair to make an alternate tenured faculty appointment. Emeritus faculty members are ineligible to serve. Before conducting a review, committee members will attend the orientation regarding retention, tenure, and promotion offered by the Provost's office for the review cycle.

The department of psychology encourages diversity in the composition of all review committees. The department will adopt selection procedures for committee members to ensure inclusion of the categories protected by the university Non-Discrimination Policy.

Committee members and administrative reviewers will complete training workshops that promote diversity, inclusion, and bias-literacy in retention, tenure, and promotion reviews. Before conducting a review, they will attend the university's bias-literacy training for the review cycle. Committees will be available for service throughout the academic year. Faculty on leave will be ineligible for service. Committees will be constituted, and their membership reported to the Provost's office by the date established by the Provost.

Section 4.02 Primary Review Administrator

The Primary Review Administrator for the department of psychology is the department head. If a conflict of interest with the candidate is determined, the CLS Dean will appoint an alternative individual to serve as the Primary Review Administrator.

Section 4.03 Identification of responsible entities

(a) Establish the Primary Review Committee either by facilitating the election or appointment of the members as described.

Review Administrator

(b) Select external reviewers and solicit review letters.

Review Committee

(c) If internal Reviews are part of the unit's review process, selecting and soliciting Internal Reviews.

Review Administrator

(d) Assuring the following materials are included in the Dossier:

(i) Internal and external reviewer letters of solicitation, letters from the reviewers and, in the case of external reviewers, a short bio-sketch of the reviewer should be included in the Dossier.

Review Committee

(ii) Applicable Role and Scope Document.

Review Committee

(iii) Letter of hire, any Percentages of Effort changes, all annual reviews, and all Evaluation Letters from prior retention, tenure, and promotion reviews at MSU.

Review Committee

(iv) Candidate's teaching evaluations from the review period. If the evaluations are not in electronic format, the unit will provide evaluation summaries. Upon request by review committees and review administrators, the unit will provide access to the original evaluations to review committees and administrators during the review.

Review Committee

(e) Maintaining copies of all review committee Evaluation Letters and internal, (if applicable), and external review letters after the review.

Administrator

Section 4.04 Next Review Level

Following the review by the department head of psychology, the dossier will be forwarded to the College of Letters and Science review committee.

Article V. Intermediate Review Committee and Administrator

Section 5.01 Intermediate Review Committee - Composition and Appointment

The College of Letters and Science Retention, Tenure and Promotion committee is the Intermediate Review Committee. The composition and appointment will be consistent with University and College requirements.

Section 5.02 Intermediate Review Administrator

The dean of the College of Letters and Science serves as the intermediate review administrator.

Section 5.03 Level of Review following Intermediate Review Administrator

The University Retention, Tenure and Promotion Committee (URTPC) serves as the level of review following the intermediate review administrator.

Article VI. Review Materials

Section 6.01 Materials submitted by Candidate

1. The "Cover Sheet", obtained from the Provost's office.
2. A comprehensive Curriculum Vitae (CV) with teaching, scholarship, and service activities of the candidate.
3. A brief statement that identifies the candidate's area of Scholarship.
4. Selected articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best represents their Scholarship.

5. Materials relevant to teaching

- a. Course List.
- b. A comprehensive statistical summary of all student evaluations along with a narrative assessment of the data upon which this summary is based, and the evaluation form.
- c. Sample course materials (e.g. samples of syllabi, assignments, handouts and supplementary readings).
- d. Examples of professional development and teaching-enhancement activities (if applicable).
- e. Documentation of mentoring activity (e.g., publications and presentations with students, number of advisees, mentored undergraduate and graduate students).
- f. Instructional honors and awards (if applicable).
- g. Student awards related directly to faculty member. (if applicable)
- h. For candidates that are hired with credit towards retention, tenure or promotion, items a-g associated with the review period not at Montana State University should be submitted by the candidate. If the prior institution did not conduct student teaching evaluations, this should be documented by the candidate.

6. Materials relevant to scholarship

- a. List of grant proposals submitted and outcomes.
- b. List of research funding.

- c. List of research products (e.g., reports, conference presentations, refereed journal articles, books, book chapters, conference articles, published abstracts, monographs, CBPR presentations, and textbooks).
- d. Scholarly products that have been accepted for publication but not yet published or published in a journal not readily available through university databases must be included among the candidate's materials.
- e. For candidates engaged in Community-Based Participatory Research (CBPR), documentation of community engagement activities that advance the goals of a CBPR scholarship project.

7. Materials relevant to service

- a. List of participation in professional societies.
- b. List of leadership roles in professional societies.
- c. List of service on University, College, and Department committees.
- d. List of service as reviewer for journals, conferences, and grant proposal.
- e. List of public service activities related to the discipline.
- f. For candidates that are hired with credit towards retention, tenure or promotion, items a-e associated with the review period not at Montana State University should be submitted by the candidate.

8. Materials for external review must include

- a. A comprehensive Curriculum Vitae (CV) with teaching, scholarship, and service activities of the candidate.
- b. A personal statement that includes a description of the candidate's area of Scholarship.
- c. Selected articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best represents their scholarly accomplishments

Section 6.02 Documentation of Collaborative Scholarly Contributions

For each scholarly activity or product that involves collaboration, the candidate will briefly specify their contribution to the activity or product.

Section 6.03 Peer Review Solicitation Procedure

Confidential written peer-faculty evaluations of instruction by Department of Psychology TT faculty, based on classroom visits and/or review of materials are required. The department head is responsible for assigning tenured faculty to conduct these reviews and for submitting these in the dossier and for requesting peer-evaluations on the faculty's behalf. On average, one peer-faculty evaluation will be conducted each year for tenure track faculty at the rank of Assistant and Associate Professor.

External Reviews from at least five (5) respected authorities appropriate to the candidate's area of scholarship are required as part of review for tenure and promotion. External review letters are not required for retention reviews. The committee will identify external reviewers who will provide an independent and objective evaluation of the candidate's Scholarship. Each committee member will propose at least 2 potential reviewers based on citations of and by the candidate and identification of experts via other means, and the committee will discuss the list of potential reviewers and rank

order the possibilities based on overlap with the candidate's programs(s) of research and level of expertise therein. The committee will then proceed down the list until the appropriate number of reviewers have agreed to provide evaluations. The committee will also invite recommendations from the candidate, but the majority of the external reviewers chosen will be reviewers recommended by the primary review committee.

Article VII. Applicable Role and Scope Documents

Section 7.01 Retention Review – Candidates for retention are reviewed under the standards and indicators in the Role and Scope Documents in effect on the first day of employment in a tenurable position.

Section 7.02 Tenure and Promotion to Associate Professor Review – Candidates for tenure are reviewed under the standards and indicators in the Role and Scope Documents in effect on the first day of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope Document by notifying the primary review committee

Section 7.03 Promotion to Professor Review – The faculty member will be reviewed using standards and indicators in the Role and Scope Documents in effect two (2) years prior to the deadline for notification of intent to apply for promotion.

Article VIII. Retention Reviews

Section 8.01 Timing of Retention Review. Faculty are reviewed for retention in the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy.

Section 8.02 University Standard. The standards for the retention of probationary faculty members are:

- (a) effectiveness in teaching, scholarship, and service during the review period, and
- (b) integration of no less than two of the following during the review period: teaching, scholarship, and service, and
- (c) satisfactory progress towards meeting the standards for tenure by the candidate's tenure review year.

Section 8.03 Performance Indicators and Weighting

Performance indicators and weighting are defined in Section 9.03. The same indicators and weights that are used in tenure review are used in retention review.

Section 8.04 Quantitative and Qualitative Expectations

The **Quantitative Expectations** for teaching, scholarship, and service must align with the percentages of effort defined in their letter of appointment, and annual reviews.

The **Qualitative Expectations** for teaching, scholarship, and service are associated with objective and measurable elements (see below).

Effectiveness in scholarship is judged primarily by the quality of published scholarly works, with refereed articles being the most commonly used performance indicator. *Effectiveness* includes, but is not limited to, establishing a research specialty (or specialties) in the candidate's discipline, evidenced by the creation of scholarly products (see Section 9.03) throughout the review period.

It is expected that scholarship be of high quality, be commensurate with the associated discipline, and result in a record of scholarly products at the time of retention. These products shall represent both Group I and Group II indicators, and publications may be submitted, accepted, in press, or published at the time of review. The record must be substantive enough that it is reasonable to expect the candidate to achieve the standards for tenure at the time of tenure review.

Collaborative work is highly valued in the psychological sciences, and there is no expectation that single-authored publications are required to demonstrate effectiveness in scholarship. Standards for determining author order vary within and across groups, so no inferences about level of contribution should be made based on author order. The candidate is expected to identify the level of individual contribution to scholarly works (see Section 6.02).

Effectiveness in Teaching is as described in Section 9.04.

Effectiveness in Service is as described in Section 9.04, except that there is no requirement that service include assignment to a Department, College, or University committee at MSU at the time of retention review.

Section 8.05 Evidence of Performance Indicators

The performance indicators described in section 8.03 represent items that will be documented in the candidate's dossier. For example, evidence of the scholarship performance indicator "publication in a peer reviewed journal" will be the full citation of the article and confirmation by the review committee. It will be the responsibility of the candidate to provide the evidence of the performance indicator, and the role of the primary review committee and administrator to evaluate the evidence.

Section 8.06 Status of Scholarly Products

In case of retention reviews, scholarship products that have been submitted for publication will be considered. Documentation that the manuscript was submitted during the review period will be required. For tenure and promotion reviews, only scholarship products that have been accepted for

publication will be considered. This acceptance of a scholarship product or grant award must be documented.

Article IX. Tenure Review

Section 9.01 Timing of Tenure Review

Faculty are reviewed for tenure in the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy.

Section 9.02 University Standard

The University standards for the award of tenure are:

- (a) sustained effectiveness in teaching and service during the review period, and
- (b) integration of no less than two of the following during the review period: teaching, scholarship, and service, and
- (c) accomplishment in scholarship.

Section 9.03 Performance Indicators and Weighting

Indicators are the categories of scholarly products and activities used to evaluate performance of the faculty undergoing review. The weight for each class of indicator is noted below each area.

Performance indicators that support the attainment of standards in Teaching are:

The performance indicators listed in Group I are considered primary activities by which performance in teaching is evaluated. Those indicators in Group II also contribute to performance, but carry less weight. All items from Groups I and II are referred to as “teaching products.” Candidates are not expected to achieve all of these performance indicators.

Group I

1. Periodic and systematic peer evaluation based on class visitations.
2. Supervision of research, theses, and dissertations.
3. Receiving teaching and/or mentoring awards.
4. Peer-reviewed publications with student co-authors.
5. Periodic and systematic student evaluations appropriately documented and explained.

Group II

1. Conference abstracts and presentations co-authored with students and projects with student collaborators.
2. Professional development through the Center for Faculty Excellence or compatible organizations.
3. Implementation of teaching techniques informed by pedagogical scholarship.
4. Documentation of undergraduate advising activity, student awards and honors.
5. Course materials including syllabi and examinations.
6. Periodic and systematic student evaluation appropriately documented and explained.
7. Pedagogical advancements.
8. Nominations for teaching and/or mentoring awards.

Performance indicators that support the attainment of standards in Scholarship:

The performance indicators listed in Group I are considered primary activities by which performance in scholarship is evaluated. Those indicators in Group II also contribute to performance, but carry less weight. All items from Groups I and II are referred to as “scholarly products.” Candidates are not expected to achieve all of these performance indicators, with the exception of peer-reviewed journal publications.

Group I

1. Publications in peer reviewed journals in psychological science or related fields.
2. Publication of books in psychological science or related fields.
3. Awards of external funding
4. Invited keynote talks
5. Invited high-profile seminars or colloquia.
6. Development of intellectual property.

Group II

1. Manuscript *submissions* for possible publication†.
2. Proposal submissions for internal and/or external funding.
3. Peer-reviewed conference presentations (e.g., talks, papers, and posters).
4. Refereed proceedings published in connection with professional meetings
5. Awards related to scholarship
6. Evidence of broader impacts of one’s research.
7. For candidates that engage in Community Based Participatory Research (CBPR), development of partnerships with communities that represent advancement of a scholarship community program†.
8. For candidates that engage in CBPR, involvement of the community in project management, training, and accountability aimed at increasing community support for the success of the project†.
9. Publication of book chapters or monographs in psychological science or related fields.
10. Awards of internal funding.

†*These indicators are considered Group I for retention reviews. Manuscript submissions do not count toward tenure or promotion.*

Performance indicators that support the attainment of standards in Service:

The performance indicators listed in Group I are considered primary activities by which performance in service is evaluated. Those indicators in Group II also contribute to performance, but carry less weight. All items from Groups I and II are referred to as “service products.” Candidates are not expected to achieve all of these performance indicators.

Group I

1. Participation in governance at the departmental, college, or university levels.
2. Serving as a journal editor
3. Referee of scholarly papers or funding proposals.

Group II.

1. Contributing to departmental projects and programs.

2. Mentoring faculty.
2. Delivery of knowledge and scholarship to constituent groups and the public.
3. Serving in leadership roles in professional organizations.
4. Applying professional expertise in public service activities.

Integration

The candidate for retention, tenure, or promotion is required to provide a statement that describes evidence of combining, in a meaningful and impactful way, scholarship and teaching; teaching and service; scholarship and service; or teaching, scholarship, and service.

Section 9.04 Quantitative and Qualitative Expectations

The **Quantitative and Qualitative Expectations** for teaching, scholarship, and service must align with the percentages of effort defined in the candidate's letter of appointment and annual reviews.

Scholarship Expectations

The Department values intellectual discovery and the generation of new knowledge above all other measures of scholarship.

Accomplishment in scholarship is judged primarily by the quality of published scholarly works, with refereed articles being the most commonly used performance indicator. With respect to publication quality, the Department RTP Committee will assess accomplishment based on the evidence provided by External Reviewers and quality indicators such as prestige of outlet, impact factor, and citation count. *Accomplishment* includes, but is not limited to, ongoing research that has led to a record of publication in refereed journals. It is expected that the results of these findings will be presented at conferences and professional meetings. A record of seeking funds to support research activities is also expected.

It is expected that scholarship be of high quality, be commensurate with the associated discipline, and result in a substantive record of peer-reviewed products at the time of tenure. The usual departmental expectation for scholarly productivity is that tenure candidates during the review period will average between 1 and 2 quality peer-reviewed publications per year, to which they contributed substantially. Additional products may represent both Group I and Group II indicators, and publications may be accepted, in press, or published at the time of review. At the time of tenure review, Group I indicators will provide stronger evidence for accomplishment than Group II indicators. Review committees will consider accomplishment per the candidate's discipline, recognizing the diverse nature of scholarship within the Department.

Regardless of quantity of products, the quality of the candidate's scholarly body of work is of high importance. In particular, the quality and reputation of journals and other scholarly venues, as documented by External Reviewers and disciplinary norms, as well as the relative contribution toward those publications, is considered important in the review process.

A record of seeking funds to support research activities is also expected. As recognition of the intellectual work invested in the early phases of a grant, a candidate who is active as a PI or co-PI

on an awarded external grant during the review period may not be expected to produce as many peer-reviewed papers or to submit as many additional grant proposals. The scope of the grant work and the reputation of the granting agency are qualitative factors that will influence the expectation for number of peer-reviewed papers and other Group I products.

Collaborative work is highly valued in the psychological sciences, and there is no expectation that single-authored publications are required to demonstrate effectiveness in scholarship. Standards for determining author order vary within and across groups, so no inferences about level of contribution should be made based on author order. The candidate is expected to identify the level of individual contribution to scholarly works [see Section 6.02].

Teaching Expectations

Effectiveness in teaching is achieved through the candidate's positive contributions to the design, delivery, and instruction of courses and labs, both in the Department and/or in other venues.

Effectiveness is judged primarily from multiple peer reviews conducted by Departmental faculty who observe the candidate in the classroom or lab during the review period. Written reports from peer reviewers document the candidate's teaching performance and serve as evidence to evaluate effectiveness.

Graduate advising is integral to the Department, and all faculty are expected to contribute to graduate education in the Department. At the time of the tenure review, a candidate is expected to demonstrate evidence of ability to mentor graduate students. Evidence may include chairing or serving on graduate committees, but can also be exhibited through other means such as graduate student awards, honors, and co-authored publications and conference presentations.

Course evaluations serve to provide a measure of student satisfaction. The Department expectation is that normally, for each course taught, the overall mean score from the student evaluation instrument is not less than the indicator for "Average." For example, 3.0 is the "average" evaluation score for "Overall Effectiveness" on an instrument with 5 categories (1=Poor, 2=Below Average, 3=Average, 4=Above Average, and 5 = Excellent). It is expected that any overall mean score below "Average" will be addressed by the candidate. Similarly, any issues related to teaching noted in the retention review should be addressed prior to tenure review.

Service Expectations

Effectiveness in service will be achieved if the candidate demonstrates active participation and competent execution of tasks in any of the areas of service described by the performance indicators. At the time of tenure review, service is expected to include at least one assignment to an MSU Department, College, or University committee. Participation in other activities that contribute to the candidate's discipline or profession (e.g., task forces or special programs) is also valued, especially when such participation raises the stature and reputation of the Department or the University in the state, the nation, or internationally.

Section 9.05 Evidence of Performance Indicators

The performance indicators described in section 9.03 shall be documented in the candidate's dossier. It will be the responsibility of the candidate to provide the evidence of the performance indicator, and the role of the primary review committee and administrator to evaluate the evidence. Only scholarly products that have been accepted for publication, performance, or exhibition within the tenure review period will be considered. For works published in a journal not readily available through University databases, the candidate must include a digital copy of the accepted work in the dossier. For works accepted for publication but not yet published, the candidate must include a digital copy of the accepted work accompanied by an official letter or email indicating acceptance.

Article X. Promotion to Rank of Associate Professor

Section 10.01 University Standards

The University standards for promotion to the rank of Associate Professor are the standards for the award of tenure. Appointment at the rank of Associate Professor or Professor does not demonstrate, in and of itself, that standards for tenure have been met.

Article XI. Promotion to Rank of Professor

Section 11.01 Timing of Review.

Normally, faculty are reviewed for promotion after the completion of five (5) years of service in the current rank, however, faculty may seek promotion earlier if they can establish that they "meet the same standards of effectiveness and accomplishment or excellence used in evaluating candidates after five (5) years in rank."

Section 11.02 University Standard

The University standards for promotion to the rank of Professor are:

- (a) sustained effectiveness in teaching and service during the review period, and
- (b) sustained integration of no less than two of the following areas during the review period: teaching, scholarship, and service, and
- (c) excellence in scholarship.

Section 11.03 Performance Indicators and Weighting

The performance indicators and weighting used for this review are the same as those defined in Section 9.03 of this document, with the following two exceptions. In teaching expectations, an additional weight is placed on mentorship of graduate students. In service expectations, an additional weight is placed on active contributions to Department, College and University committees and programs.

Section 11.04 Quantitative and Qualitative Expectations

Scholarship expectations

The Department values intellectual discovery and the generation of new knowledge above all other measures of scholarship.

Excellence in scholarship is judged primarily by the quality of published scholarly works, with refereed articles being the most commonly used performance indicator. Publication quality will be assessed as in Section 9.04. *Excellence* includes, but is not limited to, having made impactful scholarly contributions to the candidate's discipline. The Department expects that scholarly results will be disseminated through both publications and presentations.

It is expected that scholarship be of high quality, be commensurate with the associated discipline, and result in a substantive record of peer-reviewed scholarly products that impact the field. These products may represent both Group I and Group II indicators, and publications may be accepted, in press, or published at the time of review. At the time of promotion review, Group I indicators will provide stronger evidence for accomplishment than Group II indicators. Review committees will consider accomplishment per the candidate's discipline, recognizing the diverse nature of scholarship within the Department.

Regardless of quantity of products, the quality of the candidate's scholarly body of work is of high importance. In particular, the quality and reputation of journals and other scholarly venues, as documented by External Reviewers and disciplinary norms, is considered important in the review process. In some cases, a relatively small number of products with high impact may be acceptable for satisfying scholarship expectations, while in other cases a large number of products may not be sufficient.

A record of seeking funds to support research activities is also expected. As recognition of the intellectual work invested in the early phases of a grant, a candidate who is active as a PI or co-PI on an awarded external grant during the review period may not be expected to produce as many peer-reviewed papers or to submit as many additional grant proposals. The scope of the grant work and the reputation of the granting agency are qualitative factors that will influence the quantitative expectation for number of peer-reviewed papers and other Group I products.

Collaborative work is highly valued in the psychological sciences, and there is no expectation that first or single-authored publications are required to demonstrate accomplishment in scholarship. Standards for determining author order vary within and across groups, so no inferences about level of contribution should be made based on author order. The candidate is expected to identify the level of individual contribution to scholarly works [see Section 6.02].

Teaching Expectations

The expectation for this review is effectiveness in teaching, and the standard is defined in Section 9.04, with the exception that at the time of promotion review additional weight is placed on mentorship of graduate students.

Service Expectations

The expectation for this review is effectiveness in service, and the standard is defined in Section 9.04, with the exception that at the time of promotion review an additional weight is placed on active contributions to Department, College, and University committees and programs.

Section 11.05 Evidence of Performance Indicators

Applicable performance indicators, and evidence supporting the candidate's performance for each indicator, will be assessed using the contents of the candidate's dossier. The description of evidence of performance indicators is found in Section 9.05 of this document.

Article XII. Procedures for Update and Revision of the Unit Role and Scope Document

Article XIII. Approval Process

Section 13.01 Primary Academic Unit Role and Scope Document

- (a) tenurable faculty and administrator of the primary academic unit;
- (b) promotion and tenure review committee and administrator of all associated intermediate units (usually colleges);
- (c) University Promotion and Tenure Committee (UPTC); and
- (d) provost.

Section 13.02 Intermediate Academic Unit Role and Scope Document

- (a) promotion and tenure review committee and administrator of the intermediate unit;
- (b) University Promotion and Tenure Committee (UPTC); and
- (c) provost.

Section 13.03 University Role and Scope Document

- (a) University Promotion and Tenure Committee (UPTC);
- (b) Faculty Senate;
- (c) Deans' Council; and
- (d) provost.