College of Science and Technology
BY-LAWS
(Approved by College Curriculum Committee March 25, 2004)
(Approved by 60% or more of the Corps of Instruction of the College on Apr. 19, 2004)
(Approved by Provost Tim Hudson in May 2004)
(Approved by President Shelby Thames in June 2004)
(Proposed modifications in April 2005)

ARTICLE I. NAME
Section 1. The name of this administrative unit shall be the College of Science and Technology within The University of Southern Mississippi. In this document the word “College” refers to the “College of Science and Technology.”

ARTICLE II. ROLE AND MISSION
Section 1. The College of Science and Technology operates under the Office of the Provost at The University of Southern Mississippi. The academic units of the College are the Departments of Administration of Justice, Biological Sciences, Chemistry and Biochemistry, Coastal Sciences, , Economic and Workforce Development, Geography and Geology, Marine Science, Mathematics, and Physics and Astronomy; the Schools of Computing, Construction, and Polymers and High Performance Materials; and the Center for Science and Mathematics Education. The constituent units of the College consist of all academic units and those research programs chosen by the Dean.

The role of the College is to implement the University's Mission in science and technology through education, research, economic development and service.

The College fulfills the University's educational aspirations in the following ways:
- Programs in science and technology,
- General Education courses that provide the basic skills and perspectives essential for preparing all university students for effective participation in contemporary life,
- Support for the Honors College and Honors course options,
- Specialized courses that serve the baccalaureate and graduate degree programs of the College and its sister colleges,
- Courses and programs that support teacher preparation,
- Appropriate and responsible integration of technology as a tool for learning, and
- Faculty advisement of students.

The College supports the University's declared aspirations through discipline-related activities that benefit the University, region, state, nation, and the international community, in the following ways:
- Research and scholarly pursuits,
- Faculty and student activities that reach beyond the classroom to a wider audience,
• Faculty and student participation in university governance through involvement in departmental, school, college, and university activities, and
• Economic development through education, discoveries and advances in science, technology and workforce implementation.

ARTICLE III. MEMBERS
Section 1. Membership in the regular faculty of the College of Science and Technology is by virtue of appointment to the Corps of Instruction of University of Southern Mississippi in one of the departments or allied programs of the College. The regular faculty of the College of Science and Technology at The University of Southern Mississippi shall consist of full-time employees holding the ranks of Professor, Associate Professor, Assistant Professor, and Instructor, but the Board may approve other teaching personnel. Full-time extension and research personnel and librarians may be appointed by the President to the faculty on the basis of comparable education and training. All other employees are neither members nor ex officio members of the faculty, do not qualify for a status of continuing employment within a state institution of higher learning, are expressly excluded from the privileges conferred by faculty status, and may not vote in institutional elections or personnel proceedings.

Section 2. Duties and Responsibilities
III 2.1 As provided by the Faculty Handbook, the regular faculty of the College of Science and Technology shall have primary responsibility, within broader policy guidelines of the University, for curricula, courses, methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process.
III 2.2 The regular faculty shall discuss matters relating to the welfare of the College and the University and amend or repeal any part or all of the By-Laws of the College.

ARTICLE IV. ORGANIZATION
Section 1. Officers
IV 1.1 The officers of the College of Science and Technology shall be the Dean, an Associate Dean(s), and an Executive Council. These officers shall perform the duties prescribed by these By-Laws and the Faculty Handbook.
(a) The Dean of the College is the chief administrative officer of the College of Science and Technology and shall serve as Chair of the faculty of the College.
(b) An Associate Dean(s) of the College shall assist the Dean and shall preside in the absence of the Dean or at the request of the Dean.
(c) The Executive Council of the College shall consist of leaders from the constitutive units as designated in Article II, section 1, and additional ex-officio members as designated by the Dean. The Executive Council shall meet at least monthly during the academic year.

Section 2. Duties
IV 2.1 The duties of the Officers are as follows:
(a) The Dean of the College is charged by the President and the Provost to
plan, organize, direct, and control the affairs of the College as its chief administrative officer. The Dean chairs the Executive Council.

(b) An Associate Dean(s) of the College reports directly to the Dean and is responsible for assisting the Dean generally in matters relating to the operation of the College. An Associate Dean represents the Dean's office in the absence of the Dean, attends meetings on behalf of the Dean, and conducts all correspondence including the preparation of reports delegated by the Dean as well as any other function delegated by the Dean.

c. The Executive Council is directly responsible to the Dean. Its responsibility is to develop and maintain programs of excellence.

ARTICLE V. FACULTY COUNCIL

Section 1. The College Faculty Council shall be composed of the Dean of the College who shall serve as Chair, the Associate Dean and one elected member from each academic unit of the College.

Section 2. Term of Membership

V.2.1 Terms shall be three years with succession only after a minimum of one year off.

V.2.2 Initially, approximately 1/3 of the members shall be elected to three-year terms; approximately 1/3 of the members to two-year terms; and approximately 1/3 of the members to one-year terms. Those members elected to one-year terms shall be eligible for immediate re-election.

Section 3. The Faculty Council shall advise the Dean on any matter of concern to the Dean or to any member of the Council.

Section 4. The Faculty Council shall meet at least once each semester, at the call of the Dean, or upon a request addressed to the Dean of at least three of its members.

ARTICLE VI. MEETINGS

Section 1. The regular faculty of the College shall meet at least once each semester during the academic year. Special meetings may also be called by the Dean, and shall be called upon written request to the Dean of ten percent of the members of the regular faculty of the College. All members of the regular faculty shall have the right to vote. The presence of at least 15% of the members of the regular faculty shall be necessary for a quorum.

Section 2. The Dean shall preside at all College-wide meetings of the regular faculty.

Section 3. Purpose of Meetings

VI 3.1 The purpose of the periodic College meetings shall be to advise and discuss with the faculty major priorities within the College and the University. Specific concerns may be referred to appropriate committees within the College.

VI 3.2 The Dean may call for specific committee reports to be presented to the faculty for discussion.
VI.3.3 At least once each academic year the Dean shall present a State of the College address.

VI 3.4 College meetings shall supplement but not replace the work of the Faculty Senate and other units of the faculty governance system. Meetings should provide forums for discussion, shared information, and general policy direction. The goal of the meetings shall be to further the concept of a community of scholars working to improve the College and the University.

ARTICLE VII. COMMITTEES

Section 1. General

VII 1.1 Standing Committees

(a) The College of Science and Technology will have the following Standing Committees drawn from the regular faculty of the College as defined in Article III, Section 1 of these by-laws:

- College Advisory Committee
- Research
- Scholarship
- Curriculum
- Awards

(b) Additional Standing Committees may be constituted by the Dean upon the advice of the Executive Council and/or the Regular Faculty of the College.

VII 1.2 Ad hoc committees may be appointed by the Dean.

VII 1.3 The Dean shall call the first meeting of each standing committee which elects its Chair, and shall preside during the election (this rule does not apply to the Curriculum Committee which will have the Associate Dean of Academic Affairs as a voting member and chair).

VII 1.4 Committee chairs are expected to seek the help of faculty members, administrators, or others who have expertise in the area of their committee's responsibilities. Committee chairs are empowered to form subcommittees, either ad hoc or standing. Subcommittee members may be appointed by the committee chair.

VII 1.5 Terms shall be three years with additional service to occur only after one year off.

VII 1.6 Initially, approximately 1/3 of the members shall be elected to three-year terms; approximately 1/3 of the members to two-year terms; and approximately 1/3 of the members to one-year terms. Those members elected to one-year terms shall be eligible for immediate re-election.

Section 2. College Advisory Committee

VII 2.1 The rules governing the duties and responsibility of the College Advisory Committee are specified in the University Faculty Handbook.

VII 2.2 The rules related to the criteria for tenure and promotion are contained in Appendix 1.

Section 3. College Research Committee
VII 3.1 The rules governing the duties and responsibility of the College research Committee are specified in the By-Laws of the University Research Council and include review of College Faculty Summer Research Grants, administration of College Research Awards, and the promotion of research in the College.

Section 4. College Scholarship Committee
VII 4.1 The Scholarship Committee solicits applicants and determines the allocation of scholarships awarded at the College level.

Section 5. College Curriculum Committee
VII 5.1 The College Curriculum Committee reviews additions, deletions, and changes in courses and curricula submitted by academic units and degree granting programs. This committee’s composition is identical to the College Executive Committee. This committee is chaired by the Associate Dean. This committee submits their recommendations to the Dean.

Section 6. College Awards Committee
VII 6.1 The Awards Committee solicits applicants and determines the recipients of the annual awards so specified by the Dean.

ARTICLE VIII. PARLIAMENTARY AUTHORITY
Section 1. The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern the College in all cases to which they are applicable and in which they are not inconsistent with these By-Laws and any special rules of order the College may adopt.

ARTICLE IX. IMPLEMENTATION AND AMENDMENT OF BY-LAWS
Section 1. These By-Laws shall become effective immediately after their adoption by a three-fifths majority of the regular College faculty and approval of the Dean, Provost(s) and President. Ballots shall be distributed and voting at the college level shall be by secret ballot as regards establishment of these By-Laws.

Section 2. These By-Laws can be amended or repealed, in part or whole, at any called meeting of the College by a two-thirds majority of those present and voting, provided that the amendment has been submitted in writing to each faculty member of the College at least two weeks in advance of the meeting or at the previous meeting.

Section 3. In the event any provisions of these By-Laws should conflict or be inconsistent with the Faculty Handbook, or any other University policy or regulation, the Faculty Handbook and University policies or regulations shall be controlling.

Adopted by the Faculty of the College of Science and Technology on Apr. 19, 2004.
APPENDIX I

The University of Southern Mississippi

THE COLLEGE OF SCIENCE AND TECHNOLOGY

TENURE AND PROMOTION POLICIES

I. Statement of Purpose

The University of Southern Mississippi fulfills its mission by discovering significant new knowledge, imparting knowledge to its students, and cultivating in them the understanding and skills which permit and encourage them to engage in the further pursuit of knowledge.

A university faculty is not merely an assemblage of individual scholars, but a collegial entity with a distinctive atmosphere created by the research, teaching, and communication of its individual members who stimulate and sustain the work of colleagues and students. The faculty looks to the University for provision of resources and administrative services and for the creation and maintenance of an atmosphere of intellectual stimulation and critical debate of new ideas.

The mission of the University is fulfilled though the appointing, retaining, and promoting of quality faculty. Thus, the university’s interest in granting tenure is to see that its faculty members have the freedom to be agents of progress and change as they teach, research, and serve.

The University’s interest in promotion is, likewise, in enhancing its ability to fulfill its mission. Thus, the University will prosper to the extent that it rewards exceptional research, teaching, and service that contribute to the intellectual quality of the University and the wider community.

II. Requirements for Tenure

Successful candidates for tenure must have sustained quality performance in the three university functions of teaching, research and/or other creative activity, and service. The award of academic tenure is a privilege. Tenure is awarded after a thorough review that culminates in the University acknowledging the faculty member’s professional excellence, and the likelihood that excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the University.

Professional excellence is reflected in the faculty member’s teaching, research, and service, including the faculty member’s ability to interact appropriately with colleagues and students. A faculty member might meet the criteria for a given promotion in rank, and achieve promotion, but fail to merit the privilege of tenure. Promotion in academic rank does not imply that one merits academic tenure.
III. Requirements for Promotion
Promotion through successive academic ranks implies an increasing measure of academic and scholarly maturity as evidenced by sustained quality performance in the three university missions of teaching, research and/or other creative activity, and service.

A. Criteria in Assessing Quality in Teaching, Research, and Service

1. Teaching

Effective teaching is one of the three primary functions of the University. It occurs both inside and outside the classroom. Inside the classroom, effective teaching includes the presentation of current forms of knowledge, the setting and maintaining of reasonable academic standards to be met by the students, and the evaluation of student success in meeting these goals and standards. Outside the classroom effective teaching continues in many forms including the guidance and direction of student activities and projects, professional activities, and published materials which spread the instructor’s influence as an educator beyond the local campus. No one individual is likely to be equally competent or outstanding in all of the different forms of teaching. In evaluating teaching it is important to emphasize the distinction between routine classroom performance and teaching excellence that draws upon the teacher’s depth and breadth of scholarship.

Of the three primary activities of teaching, research, and service, effective teaching is perhaps the most difficult to define, evaluate, and measure. Since different norms and estimates of validity may be appropriate for different departments, course levels, and course types, the evaluation of the effective teaching of each instructor shall be the primary prerogative of the academic department, or departments, in which the individual is employed. Assessment of teaching effectiveness should not be unduly influenced by reports of the popularity of the teacher with students. Assessment of classroom teaching must be based on student learning or on the best evidence of the promotion of student learning.

Although every candidate should not be expected to excel in every aspect of teaching, university faculty members should be effective classroom teachers, so the evaluation of classroom teaching is a particularly critical concern.

In addition to the standard university mandated student-based, teaching evaluation instrument, additional means such as peer review and/or self evaluation are encouraged. Additional evidence to be used in evaluating teaching effectiveness may include, but is not limited to, the items listed below:

a. Classroom teaching
   (1) Objective evidence of student learning
      (i) Performance of the teacher’s students on uniform objective examinations where a basis of comparison exists. In this use of uniform examinations, care should be taken to account for the students’ academic preparation and ability coming into the course.
      (ii) Documented accomplishment of the teacher’s present or former students.
   (2) Peer review of classroom teaching
(i) Formal evaluations by uniform questionnaires by faculty colleagues who are familiar with the candidate’s teaching or have taught the students in subsequent courses.
(ii) Evaluations of new or innovative courses, materials, or techniques.
(iii) Peer review of classes or public lectures.
(iv) Evaluation of versatility as evidenced by a list of courses taught.
(v) Letters of recommendation from colleagues.

3. Student review of classroom teaching
(i) Student questionnaires carefully designed to reflect teaching excellence and creativity
(ii) Compiled student comments that attest to the teacher’s ability to arouse student interest and to stimulate work and achievement by students.
(iii) Letters of evaluation or recommendation by former students.
(iv) Student evaluation of faculty accessibility.

b. Extra-classroom teaching
(1) Direction of individual student projects such as independent studies, theses, and dissertations. Care should be taken to assess quality as well as the quantity of this direction.
(2) Book reviews and papers published in professional journals and magazines where such papers do not report research in the individual’s discipline. Care should be taken to assess the quality of the journal or magazine and the impact of the article.
(3) Papers on teaching presented to professional societies were such presentations do not report research in the candidate’s discipline. Care should be taken to determine the standing of the society, the size of the audience, and the impact of the presentation.
(4) Published textbooks, lecture notes, or laboratory manuals. Assessment of this contribution should include the reputation of the publishing company, the rigor of the review process used by the publisher, and reviews and adoptions of the materials.
(5) Membership on or testimony to panels concerned with teaching such as evaluation teams and special commissions. Evaluation of this contribution should consider the importance of the panel, its method of selection, and the role played by the candidate in the panel’s work.

2. Research
Research is examination or experimentation, typically investigative, critical, and frequently exhaustive, having as its goal the development of new data and theories, the revision of accepted theories in the light of newly discovered facts, or the practical application of such new or revised laws or theories. Faculty are expected to perform research appropriate to their discipline and to the mission of their department within the College of Science and Technology. Standards for promotion will vary by discipline depending on the role played by a department in the mission of the College of Science and Technology and by the opportunity for research afforded in that department.
A set of research standards exists in each discipline appropriate to the discipline. In some cases these standards may be explicitly promulgated by professional and accreditation associations; more often they are simply understood nationally in the profession as being part of the criteria by which the quality of faculty is measured. In each discipline the perceived standards employed by the strongest similar, peer departments with which a given department is competitive can be used to formulate criteria for promotion.

Evidence of distinction in research includes, but is not limited to, the sources listed below. In evaluating each candidate’s research contributions, judgments of peers in the discipline should be given primary consideration. Careful attention to quality should be given, although sufficient quantity of contributions should exist for a reliable conclusion to be drawn. In joint efforts, the degree of each individual’s contribution should be ascertained.

a. **Publication of research results.** This includes books and monographs, journal articles reporting original research, journal review articles, expository articles in journals or magazines, contributions to the proceedings of conferences and/or symposia, and published technical reports. In evaluating these contributions, consideration should be given to the scope of the publication, and the rigor of the review process employed. If the article is published in a non-refereed journal, it should be determined whether refereed journals exist for articles on these topics or whether quality trade or industrial journals are the only available means of dissemination. Evidence of the impact of a publication such as its citation by other authors may sometimes be helpful.

b. **Presentation of research papers at professional meetings.** Consideration should be given to whether the paper was refereed and to whether it was invited, as well as to whether the meeting was state, regional, national, or international in scope.

c. **External Funding.** Although the amount of external funding sought or received should not necessarily be equated with research accomplishment, the pursuit of funding to support research is an important activity. The appraisal of research oriented grants, contracts, or fellowships should take into account the rigor of the selection process (e.g., whether peer review and approval is employed) and should especially consider the quality of the research sustained by the funding as documented by oral presentations and published papers.

d. **Receipt of prizes, awards, or other honors for distinguished research.** Consideration should be given to the rigor of the selection process.

3. **Service**
The category of professional service deserves the same rigorous evaluation that is extended to teaching and research. Service includes activities in which faculty are exercising their professional disciplines. Ideally, each faculty member should serve the University, the community, and his or her discipline. In practice, however, faculty members may need to restrict their roles so that the department can better fulfill its mission. In all cases, evaluation of service should include careful consideration of the quality of the contribution and not stop with a mere listing of the activities. Professional service does not include service to religious, political, or social organizations that, although
meritorious in itself, is not relevant to the candidate’s professional competence. Evidence
to be used in evaluating effectiveness in professional service includes, but is not limited
to, the items listed below:

a. Institutional Service  
   (1) Advisement, counsel, and recruitment of students. Consideration should be
given to the quality of this work as well as the amount.  
   (2) Sponsorship of student activities related to the discipline. Consideration should
   be given to the extent to which these activities have increased the intellectual
   atmosphere of student life.  
   (3) Externally funded projects which, while not resulting in significant research
   themselves, increase the motivation and competence of faculty and students.  
   (4) Service on departmental, college, and university committees and task forces.
   Again, quality rather than mere quantity of service should be considered.  
   (5) Specific service assignments such as graduate program director, or
departmental public relations liaison. Care must be taken to assess the
effectiveness with which these duties are carried out.

b. Community Service  
   (1) Service to University outreach programs.  
   (2) Participation in non-credit courses, workshops, projects and colloquia in the
   area of the faculty member’s expertise. (In some cases such programs would be
   considered part of departmental teaching or service and would be evaluated
   under these categories.)  
   (3) Public addresses in an area of competence.  
   (4) Consulting, either reimbursed or non-reimbursed. The degree to which the
   consulting was successful should be determined.

c. Service to the Discipline  
   (1) Service to scholarly or professional societies. This category may include
   holding of office, editing proceedings, reading non-research papers,
   organizing a local meeting of a regional, national, or international
   organization, and other beneficial services to such organizations. In those
disciplines in which professional registration or certification is available,
faculty members are expected to seek such recognition as a positive means of
identifying with their discipline and indicating a willingness to meet the
highest professional standards of their discipline.  
   (2) Service as editor for a scholarly journal in the field.  
   (3) Service as referee for a scholarly journal in the field.  
   (4) Service as referee for a granting agency.

B. Requirements for Ranks  
Having determined the nature of teaching, research and service evaluation, the following
requirements for promotion and appointment in academic rank may be understood.

1. Professor  
   Those appointed or promoted to this rank, which is one of the highest honors the
   University can bestow, are teacher-scholars of established national standing* who have
   made recognized contributions to the university and to their disciplines. Although few
will excel equally in all three areas of teaching, research, and service, candidates must show clear and convincing evidence of high levels of attainment sustained over a period of years in criteria appropriate to their work assignments and the mission of their units. Although refereed publications in appropriate journals with international circulation constitute a form of external evaluation of research of the highest level, explicit external peer evaluation of research must be obtained for promotion to professor. Although the strict imposition of a time-in-rank requirement would denigrate the rank of professor and obscure the high level of achievement which this rank connotes, candidates will normally become eligible for promotion to the next rank while serving in their fifth year at the preceding rank.

*(“national standing” is defined in Section VI of this document.)*

2. **Associate Professor**

Candidates must show clear and convincing evidence of emerging stature as authorities in their discipline. They will not have achieved the stature required of professors in the criteria appropriate to their work assignments, but they should have achieved sufficiently to offer convincing evidence that they do, indeed, possess the requisite potential. One critical sign of this potential is the demonstration by the candidates of a sense of consistency and growth in their work and a likelihood of sustained and continuing excellence. Under usual circumstances the candidate will normally become eligible for promotion to the next rank while serving in their fifth year at the preceding rank. Except in the most unusual circumstances, a terminal degree is required.

3. **Assistant Professor**

Appointment or promotion to the rank of Assistant Professor requires evidence of promise in teaching, research, and service. No time in a lower rank is required. Except in the most unusual circumstances, a terminal degree is required.

4. **Instructor**

Appointment to the rank of instructor is based on evidence of promise in teaching. Instructors will normally be expected to hold master’s degrees in their areas of specialization.

5. **Joint Faculty Appointments**

A faculty member holding joint appointment in two tenure-recommending departments or academic units should possess all rights and privileges pertaining to faculty membership in both departments. In the event a joint appointee is paid in equal amounts by each department or unit, he/she shall select at the beginning of the first academic year of his/her initial joint appointment contract which department is considered to be his/her home department during the remainder of the joint appointment unless at the beginning of a subsequent academic year, all parties agree in writing to a change. For additional information see section 8.5 of the *Faculty Handbook*: “Faculty Members With Positions Budgeted in One Department but Who Have Formal Responsibilities or Duties Outside of That Department.”
When serving on a college or university committee, the faculty member entitled with evaluative rights in a department must recuse himself or herself of any voting privileges while a member of that department is under question (such as for tenure or promotion).

C. Procedures for Promotion and Tenure
1. Eligibility for Tenure
   a. Since tenure is granted as a faculty member in an academic department, the award of tenure does not imply continuance in any full-time or part-time administrative position, nor does it imply continuance of any specific work assignment within or outside the department in which tenure is granted. Thus, there is no eligibility for tenure for administration.
   b. Only faculty members who hold the ranks of assistant professor, associate professor, or professor whose titles do not imply impermanence are eligible to be considered for tenure. Only under exceptional circumstances may assistant professors be considered for tenure if they are not simultaneously being considered for promotion to the rank of associate professor.
      i. At USM tenure recommendations will normally be made during the candidate’s sixth year of full-time contractual services at this institution, to take effect at the beginning of the next contract year. At the request of the candidate and with the concurrence of the governing body of the person’s academic unit, the departmental chair, and the dean, the recommendation may be deferred to the seventh year. Thus, by the end of six years in a tenure-track position, a faculty member normally will be recommended for tenure or awarded a terminal contract for the seventh year.
      ii. In rare cases, faculty appointments may be made whose terms and conditions of tenure will differ from those stated in the Faculty Handbook. In those circumstances, the precise terms and conditions will be stated in writing and copies given to both the prospective faculty member and the institutional administrative supervisor prior to the signing of the appointment contract. These conditions must be approved by the President of the University, upon recommendation of the department chair, the dean, and the appropriate vice presidents, and may include credit for prior professional experience. For a full discussion of the rules governing prior credit see section 9.6 “REQUIREMENTS FOR ACADEMIC TENURE” of the Faculty Handbook.

2. Construction of a Dossier and Initiation of the Application. The applicant with the assistance of the departmental chair shall construct a dossier. In addition to the applicant’s educational credentials and work history, the dossier should contain the following:
   a. All citations of published works shall be complete, specifying at least the beginning pages, and the publication shall be described, specifying type of publication (book review, conference proceedings, research note, full-length research paper, review article, published technical report), scope of publication state, regional, national or international), and method of selection
of manuscripts (by editor, by editor on advice of referees, by conference referee, etc.) Co-authors shall be explicitly listed.

b. Copies of the “Report of Annual Evaluation” for each year of employment at USM as well as the Third Year Review reports of the departmental tenure committee and chair/director must be included.

c. Such other materials should be included as are necessary to demonstrate the applicant’s professional competence and activity in each of the three areas of teaching, research, and service. It is the duty of the candidate, with the assistance of the departmental chair, to present evidence of the candidate’s competence.


4. The College Advisory Committee
   a. The College Advisory Committee shall consist of one tenured member at the rank of associate professor or above from each department in the College of Science and Technology elected for three year terms by vote of the department’s faculty by secret ballot, the terms staggered so that one-third of the College Advisory Committee will change each academic year. When elections are held for the departments whose membership is changing (i.e., the appropriate one-third) these elections must be completed by April 15 preceding the next academic year. Members of the committee may participate in consideration of applications from their departments; however, they are not permitted to vote on these applications. They should, in the event of their own application, excuse themselves from all participation. The chair of the committee will be elected by the members of the committee.
   b. Deans may seek the advice of College Advisory Committees on any personnel matter. The regular functions of College Advisory Committees, however, are:
      i. To monitor departmental guidelines for promotion and tenure to ensure that they are in harmony with college policies and that means of evaluation are consistent throughout the college.
      ii. To review all departmental recommendations on promotion and tenure, ensuring that both the substantive and procedural policies of departments and the college have been followed.
      iii. To review the merits of recommendations for promotion and tenure, and submitting personnel decisions to the dean.
      iv. To advise academic deans on grievances from academic staff members regarding departmental evaluations, tenure reviews, and personnel recommendations;
      v. To perform such other duties within their authority as may be required in the personnel documents of the respective colleges.
To approve amendments to this document according to Section V. of this document.

5. Appeals. The procedure for appeals is that established by the Faculty Handbook

IV. Definitions

A. National
   As used in this document, the word national shall refer to activities that take place on a national scale such as the publication of papers that are read by peers over the entire country, the presentation of papers at meetings attended by peers from over the entire country.

B. Terminal Degree
   As used in this document, the term “terminal degree,” is defined under the rules as set forth in the Faculty Handbook.

C. Department
   In this document “department” is understood to mean all academic units, e.g., departments, schools, centers, and institutes whose original charters grant them the right to make tenure and promotion recommendations.

V. Applicability of Document.
   In case of conflict between this document and the university statement on tenure and promotion policies, the university document will prevail.