

UM UNIT STANDARDS COMMITTEE

APPROVAL FORM

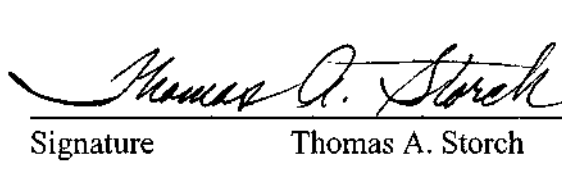
RE: Unit Standards for The Department of Anthropology

- 1) Chairer, UM Unit Standards Committee

  
\_\_\_\_\_  
Signature                      Michael P. Rivey, M.S.                      Date                      3-2-01

COMMENTS:

- 2) Dean, College of Arts and Sciences

  
\_\_\_\_\_  
Signature                      Thomas A. Storch                      Date                      12/1/00

COMMENTS:

- 3) Provost and Vice President for Academic Affairs

  
\_\_\_\_\_  
Signature                      Lois Muir                      Date                      9/14/01

COMMENTS:

**UNIT STANDARDS**  
**DEPARTMENT OF ANTHROPOLOGY,**  
**THE UNIVERSITY OF MONTANA**

May 30, 2001

Following are the Department of Anthropology's Unit Standards. These standards are applied in conjunction with the Collective Bargaining Agreement (CBA) between the University Teacher's Union and the Montana University System that is currently in effect.

I. General Statements

A. Philosophy

We (the Anthropology Faculty) begin with the understanding that a faculty member's performance is a complex collage of competency, skills, and knowledge. Within this context our standards are designed to improve the program by encouraging faculty development and by objectively and consistently evaluating and rewarding performance.

Our program's goals are both long-term and long sighted. We encourage our faculty members to be both risk-taking and innovative and our unit standards aim to guide and improve performance rather than to be used as a bullwhip and a yardstick for determining who is viewed as successful and who is viewed as a failure. The evaluation process established by these standards is designed to get the Department Chairperson and the faculty members working together to identify and plan individual and program improvement.

We have tried to avoid unit standards that evaluate and rate the Montana University System, not the faculty member. No one works in a vacuum. We recognize that individual performance is a function of other individuals, training, the nature of job assignments, equipment, supplies, and performance of the Chairperson as well as other administrators.

To summarize, while we conform to the CBA in rewarding individual performance in service, teaching, and research, we also seek to reward performance on the basis of the Anthropology program's success in meeting its role, scope, and mission within the College and University.

B. Our Department principles of faculty performance pave the way for our unit standards. They are simple and few in number:

1. effectively encourage positive performance by our peers by ensuring that colleagues have the information, authority, and resources required to do their jobs, and expect others to do things right without interference;

2. participate in the professional development of our colleagues, recognize their efforts and accomplishments and react with positive understanding to constructive feedback, suggestions, and viewpoints of others; and
3. strive to consider and exceed the expectations of colleagues, students, potential employers of students and administrators as well as improve the quality of our performance while reducing costs.
4. Anthropology faculty must consider long term programmatic goals in making decisions.

C. These unit standards and procedures are intended to be in addition to and consistent with those provided in the current CBA and in the event of any omissions or inconsistencies the terms of the CBA shall be applicable and shall prevail.

D. A faculty member should consult the CBA for procedures relative to the evaluation process beyond the FEC and to determine the procedural requirements for appeals.

E. Probationary faculty should pay particular attention to the CBA sections which cover rights of probationary appointees and other matters such as rank, appointment, reappointment, nonreappointment and credit for probationary service.

F. Attention of each faculty member is directed to the CBA sections governing the "Student Evaluation Committee" and "Student Evaluation Committee Review."

G. Attention of each faculty member is directed to the fact that the Department Chairperson prepares an individual recommendation for each faculty member in the unit.

H. Each Faculty member shall sign the recommendations of the FEC subcommittee and the Student Committee for Faculty Evaluation and the Department Chairperson to signify that he/she has read them and to attest to the accuracy of the supporting documents. The signature does not signify the faculty member's endorsement of the recommendations.

## II. Faculty Evaluation Committee

A. Shortly after the beginning of Autumn Semester:

1. The Department Chairperson will consult with each faculty member and they will agree on job responsibilities, priorities, opportunities, training needs, and faculty workloads for the upcoming year. The faculty member will also tell the Department Chairperson what he or she has accomplished in the past year, suggest what could be helpful for improvement, and recommend specific actions.

2. On the basis of the consultation specified in II. A. 1. the Department Chairperson will propose to the members of the Department an individualized FEC subcommittee for those who are going to be formally evaluated that year.

3. In accordance with the CBA and before September 15, the whole faculty will vote "concur" or "not concur" on FEC subcommittees proposed for each faculty to be evaluated. A "concur" is defined as more than 50% of the voting members of the Department. When a "not concur" is obtained, the Department Chairperson will submit additional proposals for consideration by members of the unit until a vote of "concur" is obtained.

4. Shortly after the FEC subcommittee, the SEC, and the Chairperson have summarized their views in writing for the evaluated faculty, the Department Chairperson will review and discuss with each and every faculty member (regardless of whether they are being formally evaluated that year) the next year's plan for the faculty member. This procedure reinforces the idea of a program and gives each faculty member responsibility for developing and carrying out their assignments.

B. Each FEC subcommittee consists of the FEC subcommittee Chair, two other faculty members and one non-voting student member appointed by the FEC subcommittee Chair and selected from the Student Evaluation Committee (SEC). The FEC subcommittee Chair and two other faculty will be from within the Department for whom the University Teachers' Association is the bargaining representative under the CBA, except as follows:

1. A faculty member shall not serve as a member of the FEC subcommittee for the consideration of his or her own evaluation.

2. Only tenure-track faculty and the student representative will serve on an FEC subcommittee when matters involving promotions, merit, retention, or normal increment are discussed or voted on. Only tenured faculty are eligible to vote on matters of tenure. Non-tenured faculty may serve on an FEC subcommittee when the faculty member being evaluated is seeking a normal salary increment.

C. The FEC subcommittee chairpersons shall be tenured faculty members of the department and shall be chosen by a majority vote of the FEC committee members.

D. The FEC subcommittee may receive or seek evidence from any source relevant to the evaluation of any faculty member in the academic unit so long as the evidence is relevant to the approved unit standards and the faculty member to whom the evidence pertains is afforded full opportunity to review and respond to the evidence.

E. Upon request of any faculty member being evaluated, the FEC subcommittee shall

afford the faculty member an opportunity to address the committee personally regarding the committee evaluation.

F. The results of the FEC subcommittee vote will be forwarded by the FEC subcommittee Chair to the Department Chair as "concur" or "not concur." A "concur" is defined as support for the requested action by more than 50% of the FEC subcommittee members voting. A quorum for purposes of voting shall consist of at least 60% of eligible faculty members. Voting shall be done through written secret ballot.

G. The FEC subcommittee Chair shall report the exact secret vote tally (i.e. the number of votes "concur" and "not concur") to the Department Chair. The exact vote tally shall be made available to the affected faculty member and members of the FEC subcommittee only on request, but otherwise shall not be made public or made part of the affected faculty's record.

H. The duties of the FEC subcommittee Chair shall be to call and conduct a meeting of the FEC subcommittee in accordance with the CBA sections, tally and forward the vote as outlined above, compile comments from the FEC subcommittee which are made available to the affected faculty members, and to write the actual evaluation.

### III. Documentation

A. Each faculty member shall document his or her performance as indicated in the CBA (For a more specific statement of evidence, which may be used to document teaching, service and research see Part IV. C. 1.2. And 3. In this document.) Such documentation shall be made to a degree sufficient to allow the FEC subcommittee to make a competent judgment of the faculty's performance.

B. Faculty requesting promotion, tenure, or merit are to include a self assessing summary (no more than one page in length) of the required documentation.

C. Should the FEC subcommittee require additional documentation the FEC subcommittee Chair shall so inform the faculty member in writing by November 1. The exact nature of the additional documentation must be specified. If the faculty member desires to submit the requested additional documentation, she or he must do so within five working days of receipt of the request.

### IV. General Criteria

A. Faculty responsibilities in the areas of teaching, service and research are outlined in the CBA. The following are intended as an elaboration of these sections.

B. Each faculty member is expected to function in a cooperative manner within the Department by carrying a fair share of such routine activities as advising, registration, committee work, and student and faculty recruiting. Faculty members are also expected to cooperate in other department matters, such as class scheduling, coordinating course materials with other faculty, curriculum work, and participating in faculty meetings.

C. These lists are to be used only as a general guide as the Department does not wish to constrain creative endeavors which would further the objectives of The University. The lists are not intended to be all inclusive and it is expected that a faculty member is expected to engage in these or other similar activities.

1. Evidence of teaching effectiveness:

a) An evaluation form approved by the Department Chairperson for at least one large enrollment lower division class and one upper division or graduate course taught during the academic year, as evidence. This form shall have at a minimum, one question evaluating the course and one question evaluating the instructor using a five (5) point scale (1=excellent and 5=poor).

b) Student opinion, gathered by the faculty member under evaluation from either present or former students. Opinions may be anonymous compilations of surveys or may be written communications as part of the regular teaching evaluations.

c) Other evidence of teaching effectiveness evidenced by, but not limited to, the following:

- peer evaluation by a colleague or colleagues approved by the department faculty;
- course syllabi and other instructional materials;
- innovations in teaching or advising;
- new course and curriculum development;
- use by other scholars of instructional materials prepared by a faculty member;
- participation in professional development activities aimed at improving teaching; and,
- University teaching awards.

d) Active and productive participation in student advising. All Anthropology Department faculty members are expected to be effective advisors. Effectiveness in advising means offering guidance to students which results in sound curricular choices. An effective advisor is available

to advisees by meeting scheduled appointments. She or he also has a working knowledge of general education and department requirements. Finally, an effective advisor points out the broad range of academic resources on campus which allow for personal growth and enrichment while students make progress towards their degree and graduation in a timely fashion. He or she should always attempt to improve a student's awareness of and access to available scholarships or fellowships, and direct students towards further educational opportunities and/or fulfilling careers.

2. Evidence of University, community, or professional service:

a) Active participation in professional organization(s) including, but not limited to such matters as chairing discussant sessions at meetings, refereeing papers for presentation or publication, reviewing grant and contract proposals, and serving as an officer or a committee member of a professional organization.

b) Continuing education activities such as extension courses, workshops, and/or seminars for professionals, business, or government personnel.

c) Rendering professional service as a member of private or public boards or committees.

d). Active and productive participation in the development of the Department and the College of Arts and Sciences (CAS), including but not limited to curriculum development and service on CAS/Department committees.

e). Active and productive participation on campus-wide faculty committees.

f) Consulting, compensated or uncompensated, which contributes to professional growth and/or results in such things as demonstrated improvements in recruitment of higher quality students, retention of higher quality students, or higher graduation rates of all students. It also could result in greater visibility of The University in the media or acquisition of new resources by The University. If such consulting shows evidence of substantive and/or methodological originality beyond the basic stipulations of the contracting agency it can be considered scholarship as expressed in IV.C.3.b.

g) Editing published collections of articles written by others and publication of book reviews.

h) Other significant public, community or University service which contributes to professional growth and/or results in such things as demonstrated improvements in recruitment of higher quality students, retention of the better students, or higher graduation rates of all students. It also could result in greater visibility of The University in the media or acquisition of new resources by The University.

3. Evidence of scholarship:

a) Publication of journal articles, books, case studies, software, video or audio productions, proceedings' articles or monographs.

b). Receipt of grants or contracts through The University of Montana for sponsored research or other scholarly activity. In order to be considered scholarship, these grants and contracts will show evidence of substantive and/or methodological originality beyond the basic stipulations of the granting or contracting agency.

c). Presentation of papers at meetings of professional organizations.

d). Formal working papers and technical reports reviewed by professionals outside The University of Montana.

e). Citations of a faculty member's scholarly contributions by other authors in their own refereed journal articles or published textbooks.

f) Other evidence of scholarship.

V. Definitions

The following are intended as an elaboration of the CBA.

A. Terminal Degree. A terminal degree for the Department is defined as either an earned research doctorate in an area appropriate to the Department OR professional qualification which is defined as appropriate professional experience.

Before offering employment to any individual who does not possess the appropriate research doctorate, the Department will determine if the candidate meets the criterion of having appropriate professional experience. This will be done by the Department in consultation with the Dean and with the approval of the Provost. Appropriate professional experience cannot be granted or earned while the person is an employee of The University except by taking leave to pursue such experience.

The concept of appropriate professional experience is not to be taken lightly by the Department. It can only be granted for major and significant experience directly related to the responsibilities of the faculty member. The documentation required to support appropriate professional experience will vary with each individual depending on factors such as the organization in which the experience was acquired, the level of responsibility held in the organization, diversity of experience and other factors. For this reason a standard documentation cannot be specified which will fit all cases.

Prior to consideration of appropriate professional experience the Department, the Department Chairperson and the Dean will meet and determine what documentation will be required. A statement specifying the requirements will be communicated to the candidate in writing so that the evidence may be returned prior to action.

B. Satisfactory Teaching. Requests for promotions, tenure, normal and retention require evidence of satisfactory performance in teaching. Courses should be designed so that they are rigorous, challenging and conducive to learning. Satisfactory performance in teaching will normally be evidenced by consistency of scores on student ratings of 2.5 or better on the five point scale (1=excellent; 5=poor) on a form approved by the Department Chairperson. Two questions rating the course and the instructor shall be used to determine the student rating. The student evaluation scores should be interpreted in conjunction with the average GPA for students in the class, class size, course level and whether the class is required or optional. For example, it is understood that given the same level of teaching effectiveness, evaluations may be poorer in a large lecture class than in a small discussion class, poorer in a required class than in an elective, poorer in a lower-division class than in an upper-division class, and poorer in a class where the average grades are lower than in a class where the average grade is higher. Other factors such as significant course and curriculum development, including development and/or use of innovative teaching methods and materials, new course preparations and professional development related to instruction may also be considered as evidence of teaching effectiveness.

C. Satisfactory Scholarship. The definition of Satisfactory Scholarship varies with the requested action by the faculty member as outlined in Section VI. The quantity and quality of scholarship is expected to grow as the faculty member progresses through professional ranks.

D. Satisfactory Service. The definition of Satisfactory Service varies with the requested action by the faculty member as outlined in Section VI. The quantity and quality of service rendered by a faculty member is expected to grow as the faculty member moves through the professional ranks.

E. The Concept of Professional Growth. The concept of professional growth, as stated in the CBA, shall be based on a thorough assessment of the applicant's performance WHILE AT The University of Montana-Missoula. The overall guiding criteria in evaluating professional growth for a faculty member shall be his or her demonstrated ability to carry out the academic responsibilities in the areas of teaching, scholarship, and service as stated in the CBA. The FEC is responsible for assessing the performance of the faculty member based on the criteria in the CBA, the elaboration of the criteria in this document and any other information put before the FEC by the individual being considered.

## VI. Requested Action

A. Promotion. Promotion to any rank will depend on attainment of the academic qualification and an academic record appropriate to that rank. Promotion is not, in other words, merely a matter of years in rank. In addition to the criteria listed in the CBA the following will apply:

### 1. Instructor to Assistant Professor

An Instructor seeking promotion to Assistant Professor must show evidence of satisfactory performance in teaching and service. Such a person shall also show potential for satisfactory scholarship as defined in Section VI. A. 2.

No person shall be promoted from the rank of Instructor to the rank of Assistant Professor unless that person has earned a terminal degree or the equivalent as defined in Section V.A.

### 2. Assistant to Associate Professor

All candidates for promotion to Associate Professor must present evidence of satisfactory performance in teaching as described in IV. C. In addition, the candidate must present evidence of satisfactory performance in scholarship and service. The character of the service in rank as Assistant Professor shall be such that there is a clear demonstration of professional growth and an increasingly valuable contribution to The University.

For promotion to Associate Professor, satisfactory performance in scholarship will NORMALLY be evidenced by five or more refereed publications related to the candidate's field of expertise and be evidenced by "other related activity" demonstrating potential for future professional growth. "Refereed publications" can include publication in refereed proceedings of national and/or regional conferences of a paper of more than abstract length. However, a candidate for Associate Professor must have AT LEAST two articles published or accepted for

publication in refereed journals—a publication record consisting exclusively of proceedings would not meet this standard. Evidence of "other related activity" may include non-refereed publications, presenting papers at conferences, discussing conference papers, participation on conference program committees, serving as an editor for professional journals, assisting in organizing conferences, developing cases or books for publication, and developing software or other innovative materials for publication.

### 3. Associate to Full Professor

All candidates for promotion to Full Professor must present evidence of satisfactory performance in teaching as described in IV.D. 1. In addition, the candidate must present evidence of satisfactory performance in scholarship and service. The character of the service in rank as Associate Professor shall be such that there is a clear demonstration of professional growth and an increasingly valuable contribution to The University.

For promotion to Full Professor, satisfactory scholarship shall be broadly defined to accommodate the unique set of skills possessed by the individual faculty and the current needs of the Department of Anthropology. Evidence of a clear demonstration of professional growth and an increasingly valuable contribution to the faculty member's area of expertise via additional publications or other significant activities as defined in Section VI. A. 2. over and above those activities normally expected for promotion to Associate Professor is expected for promotion to Full Professor. This does not preclude the Department faculty from deeming other scholarship to be equivalent, such as books, technical reports, case studies, software, and other published works.

### B. Tenure:

Granting of tenure reflects not only past performance, but also potential for significant future growth to the standard expected for promotion to Full Professor. The attention of those faculty members concerned with tenure is directed to the CBA regarding "Eligibility for Tenure Applications," "Limitation on Tenure Awards," "Rights of Tenured Employees," as well as the sections in the CBA and this document which cover criteria, documentation and procedure. Particular note should be taken of the statement in the CBA which reads in part, "It shall be the responsibility of the eligible faculty member to initiate the application for tenure..."

### C. Merit Recognition

Merit recognition is covered in the CBA. To be eligible for merit a faculty member must have demonstrated exceptional performance in one or more of the three areas—teaching,

scholarship, and service and at least normal performance in the remaining areas. Receipt of a merit award does not provide sufficient evidence that the requirements of promotion and tenure have been met.

D. Normal:

The performance of a majority of faculty members will generally be evaluated as "Normal." They will be expected to grow in value to the institution, through continued acceptable teaching, scholarship or service, and will be rewarded with a normal increment to their salary.

E. Less-Than-Normal Increment:

Less-than-normal increment is covered in the CBA and is recommended for either the absence of any performance or poor performance of assigned responsibilities in the performance of reasonably assigned departmental duties, scholarly activity, or service.

1. Reasonably assigned departmental duties are those that:

- a) the faculty member was hired to perform, unless he or she was permitted to abandon specific duties by agreement of a majority of the faculty;
- b) are useful toward achieving the goals of the Department; and
- c) are not excessive in total amount, compared to the work load of other faculty members.

2. Serious deficiencies in performing reasonably assigned departmental duties or engaging in scholarly activity or service include:

- a) not carrying out duties at all, for reasons other than illness;
- b) performing duties in a clearly incompetent manner;
- c) teaching that is clearly not effective;
- d) ceasing to engage in scholarly activity without having assumed substantial new professional responsibilities, such as administration or service.

F. Retention:

The CBA provides that the FEC shall make a recommendation concerning retention. The following statements in this section are intended as amplifications of the Contract language.

The documentation and evidence submitted by the faculty member in conformance with the CBA and this document will also be used by the FEC in consideration of retention and nonreappointment. As indicated in the CBA (Scope of Review) the FEC may also receive or seek evidence from other sources and may request additional documentation from the faculty member being evaluated.

The procedure used for making a recommendation concerning retention and nonreappointment will be the same as that provided in the Contract and this document for making recommendations concerning tenure, salary and promotion. That is, satisfactory performance in the area of teaching, service and scholarship is required.

#### G. Nonreappointment:

Nonreappointment will be recommended when a faculty member fails to achieve at least normal recommendations for two consecutive evaluations.

#### H. Non-Tenurable Faculty:

1. The Anthropology Department recognizes four types of non-tenurable faculty, also known as adjunct appointees: lecturers, adjunct faculty of any rank, research faculty of any rank and visiting faculty of any rank.

2. Full-time non-tenurable faculty in the Department of Anthropology are encouraged to participate in unit governance in the same capacity as probationary faculty, except as provided in section II.B.

- a) Workload shall be distributed between teaching, scholarly activity or creative activity and service in ways to best meet the needs of the Department.

- b) Standards for the performance of full-time non-tenurable faculty shall be the same as for regular faculty.

- c) For less-than-full-time non-tenurable faculty only standards specific to the duties for which the person was engaged shall be applied.