



The University of  
**Montana**

UM UNIT STANDARDS COMMITTEE  
SIGNATURE FORM

Unit Standards for: Society and Conservation

Year: 2012

1) Department Chair:

[Signature]  
Signature

9.5.12  
Date

2) Dean:

[Signature]  
Signature

9/19/12  
Date

3) Chair, UM Unit Standards Committee:

[Signature]  
Signature

3/15/13  
Date

4) Provost and Vice President for Academic Affairs:

[Signature]  
Signature

5/8/14  
Date

UNIT STANDARDS AND PROCEDURES  
DEPARTMENT OF SOCIETY & CONSERVATION  
COLLEGE OF FORESTRY & CONSERVATION  
THE UNIVERSITY OF MONTANA

2014

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# **UNIT STANDARDS AND PROCEDURES DEPARTMENT OF SOCIETY AND CONSERVATION THE UNIVERSITY OF MONTANA**

These Unit Standards and procedures are intended to be in addition to, and consistent with, those provided in the current collective bargaining agreement, and in the event of any omissions or inconsistencies, the terms of the collective bargaining agreement shall be applicable and shall prevail. See also CBA §6.200 on Academic Responsibility.

## **University Requirements for Faculty Advancement**

Evaluation of faculty members for purposes of promotion, tenure, salary determination, or recommendation for retention shall involve consideration of appropriate University requirements as well as the Unit Standards of the Department of Society and Conservation. University requirements are found in the Collective Bargaining Agreement Article 10.110. “Faculty” who are evaluated by this process is defined by the CBA, College bylaws and University administration and include individuals with tenure-track or non-tenurable full-time and part-time appointments (i.e., lecturers, adjunct faculty, research faculty, clinical faculty, and visiting faculty).

## **Unit Standards for Faculty Evaluation**

This section details the faculty evaluation standards adopted by the Department of Society and Conservation. In addition to defining a process for gathering evaluation data for personnel recommendations, the Department of Society and Conservation seeks to establish a process that emphasizes: the encouragement and recognition of quality performance; expectations that promote long term, sustainable professional activity and involvement; and the facilitation of excellence at the program level. To achieve these ends, the Department process seeks to establish standards of evaluation that clearly communicate the basis for evaluation while still allowing sufficient flexibility to accommodate the diversity in faculty roles, teaching styles, and disciplinary demands necessary for excellence at the individual and program level. The Department seeks to establish a process that allows for meaningful evaluation of performance and not solely on adherence to *a priori* numerical standards. Any faculty member with questions on these evaluation procedures or the Collective Bargaining Agreement should consult the Chair of the Faculty Evaluation Committee.

- I. Faculty Advancement
  - A. Tenure
  - B. Promotion
  - C. Salary Recommendations
  - D. Reappointment

## II. Evaluation Standards

- A. Teaching
- B. Research
- C. Service

III. Procedure for Faculty Evaluation A. Individual Performance Record B. Student Evaluation Committee C. Faculty Evaluation Committee D. Evaluation by Department Chair E. Evaluation by Dean

## IV. Promotion and Tenure Committee

### Appendix

- I. IPR Form
- II. Non-Tenure Track Faculty Appointments

All recommendations by the Faculty Evaluation Committee (FEC) shall take into account the faculty member's teaching/research/service assignment for a performance period consisting of one or more academic year(s) of record, each running from the first day of the academic year and including fall semester, spring semester, and applicable winter and summer term(s). Decisions on promotion and tenure are considered separately from the annual or biannual (associate professors) performance evaluation. Promotion and tenure decisions differ from the annual evaluations in the greater attention to the entire record of performance. Criteria used in promotion and tenure decisions are described in sections A and B below. A Promotion and Tenure committee, a mentoring group which is distinct from the faculty evaluation process, will be established for each newly hired faculty to help mentor them at least until tenure is granted or denied. In an untenured faculty member's third year of service (or at the equivalent time if the faculty member is credited with prior years of service), the promotion and tenure committee will meet with the Faculty Evaluation Committee and the untenured faculty member to provide feedback on progress toward tenure.

## I. Faculty Advancement

### A. Tenure

Tenure application will be conducted in accordance with the Collective Bargaining Agreement, §9.320. Please note that probationary faculty members who have not attained tenure by the completion of their seventh year of credited employment will be given notice and placed on a one-year, non-renewable contract (CBA, §9.340).

A faculty member meeting the following criteria will be eligible to apply for tenure:

1. Has completed five years of credited service toward tenure; that is, during the sixth year of credited employment. Not more than three years of

creditable service may come from another institution.

2. Has appropriate terminal degree.
3. Has attained minimum academic rank of associate professor, though faculty members may apply for tenure and promotion to associate professor simultaneously.

In addition to attainment of the above status, the candidate for tenure must:

1. Exhibit successful performance and indications of continuing development and professional growth in teaching, research, and service activities as described in Part C of this section; See also CBA §10.110(2)(b).
2. Receive a positive tenure recommendation by vote of a majority of the tenured faculty of the Department of Society and Conservation.

Faculty are expected to actively contribute to research in their fields of study. Publishing an average of one peer reviewed journal publication per year over the evaluation period provides clear evidence of continuous research productivity. Alternatively, an equivalent combination of peer reviewed book chapters, books, or other scholarly contributions also may be used to demonstrate an acceptable level of research publication. There should be a record of pursuing external research funding and of directing and supporting graduate research.

Teaching should be demonstrably effective both at the classroom level and outside the classroom (e.g. advising undergraduate research, the scholarly mentoring of graduate students, independent study, etc.). A teaching portfolio may be submitted as part of the evidence documenting teaching activity. The portfolio will first be submitted to the Faculty Evaluation Committee during the third year review, but untenured faculty members are encouraged to develop the portfolio throughout the process.

The candidate should also provide a record of service to the Department, College, and University, and their respective discipline that reflects an established and growing presence and stature at the national level.

The Department Chair in consultation with the faculty member being considered for tenure shall solicit letters from external reviewers. The faculty member shall provide the Department Chair the names and addresses of three potential reviewers. The Department Chair shall provide the names of three potential reviewers to the faculty member to review to make sure no personal conflicts exist; individuals for whom there is a personal conflict will be eliminated from the Chair's list. From the combined list, the Department Chair shall solicit letters from three individuals including at least two from the faculty member's list. External reviewers will be asked to focus on the candidate's scholarship, focusing on the quality of the work and the overall contribution to the field. The Faculty Evaluation Committee will consider the letters as part of their evaluation process.

Probationary faculty members who have not attained tenure by the completion of their seventh year of credited employment will be given notice and placed on a one-year, non-renewable contract (CBA, 9.340).

### Faculty Advancement

The following specific criteria must be met regarding each respective type of advancement or salary determination as indicated. The appropriate terminal degree is understood to mean usually the Ph.D. or equivalent doctoral-level degree.

## ***B. Promotions***

1. To Assistant Professor: Requires possession of the appropriate terminal degree (except in unusual circumstances) and evidence that the applicant will achieve recognition in his/her field of competence beyond The University of Montana.
2. To Associate Professor: Requires four (4) or more years in rank as Assistant Professor (except in unusual circumstances) and possession of the appropriate terminal degree and evidence that the applicant is demonstrating professional growth through making increasingly valuable contributions to the university and to their discipline, including recognition by peers at the national level.

To attain promotion to Associate Professor, the candidate's research performance should be demonstrated by findings in multiple media (written and oral). Teaching should be demonstrated through advising/mentoring of students, the preparation of courses, and the quantity and quality of instruction. Service should be demonstrated at the departmental level and externally.

3. To Professor: Requires five (5) or more years in rank as Associate Professor (except in unusual circumstances) and possession of the appropriate terminal degree and evidence that the applicant has achieved recognition in his/her field of competence beyond The University of Montana. In unusual cases, extensive experience may be substituted as equivalent to a terminal degree.

To attain promotion to full professor, it must be demonstrated that the individual has contributed substantively to research in their field and achieved recognition by peers at the national or international level. The individual must also demonstrate significant contributions to teaching by successfully mentoring the scholarly growth of graduate students and making significant contributions to curricula or programs in the department. Evidence for such research, teaching, and service activity includes: a) publications and other scholarly communications of significant contribution to advancing the discipline; b) substantial teaching effectiveness (content, depth, and delivery), quality, and/or breadth; c) consultations, reviews, collaborations, and committee work that help the discipline beyond the university and at the national/international level.

## ***C. Salary Recommendations***

1. Normal Increment: 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. Faculty showing a sustained level of active professional involvement in accord with the nature of their appointment will be recommended for a "normal" increment to their salary, in absence of merit recognition or less-than-normal increment.
2. Merit Recognition: Above normal or better performance in at least two of three areas of faculty endeavor (teaching, research or creative work, or public service) or outstanding performance (special recognition) in at least one of those areas. Below normal performance in any area is not permitted in either case.
3. Less-Than-Normal Increment: Either the absence of any performance or poor performance of assigned responsibilities within the scope of employment may constitute grounds for less-than-normal increment. The absence of performance in any one or two of the areas of teaching, research or other original scholarship, or service does not justify a less-than-normal increment if the quantity and quality of contributions in the remaining area or areas is proportionate to the FTE of the position.

***D. Reappointment***--The appointment of the probationary appointee shall not be recommended for renewal after the:

1. First year of service if performance in all three (3) areas of academic performance is determined by the Faculty Evaluation Committee to be below normal.
2. Second or subsequent year of service if performance in two (2) areas of academic endeavor is below normal for two (2) consecutive years or in one (1) area of academic performance for three (3) consecutive years.

## **II. Evaluation Standards**

For normal salary increments or promotion, satisfactory performance is expected in the areas of teaching, research, and service.

### ***A. Teaching***

Quality in teaching and student advising is crucial to the mission of the Department of Society and Conservation. Faculty is expected to maintain high standards in teaching, and to maintain strong, respectful, and mutually beneficial relations with the student body.

Determination of a **normal** performance is made on a case-by-case basis by the FEC. Data from the University of Montana Instructional Assessment System student evaluation of instruction form (or an equivalent evaluation of teaching performance) and course syllabi shall be provided to assist the FEC in evaluating faculty teaching performance. Other evidence of having achieved such a level of performance may include:

- carrying a teaching load, commensurate with assigned responsibilities, comprising classes in the faculty member's area of expertise;
- advising an appropriate number of undergraduate students;
- chairing M.S. and/or doctoral committees;
- serving as a member on graduate committees;
- pursuit of funding to support graduate students.

Performance in teaching will be deemed **above normal** where the faculty member's performance significantly exceeds the requirements for a normal performance. While determination of an **above normal** standard of performance is made on a case-by-case basis by the FEC, evidence of having achieved such a level of performance may include:

- carrying a teaching load significantly greater than that required under the faculty member's terms of appointment, with satisfactory course evaluations in all classes taught;
- teaching a course with an above average number of student credit hours;
- teaching a course that requires exceptionally lengthy preparation time (e.g. classes with a significant lab or field component or that fulfill the upper division writing requirement);
- teaching Departmental or College courses during winter or summer sessions;
- obtaining "very good" or "excellent" student evaluations in most classes;
- receiving an outstanding faculty/teaching award;
- teaching a required class outside of the faculty member's area of expertise;
- developing and teaching a new class that enhances the university curriculum;
- improving an existing class through incorporation of additional relevant material, new projects, assignments and field-trips;
- incorporating new, innovative and effective instructional techniques beyond the traditional lecture-based format;
- advising an exceptionally large number of undergraduate students;
- outstanding scholarly mentoring of graduate students
- chairing the committee of graduating M.S. or Ph.D. students;
- receiving funding to support graduate students.

Performance in teaching will be deemed to be **outstanding** where the faculty member's performance was at an exceptional level that warrants consideration of a merit (assuming at least a normal level of performance in research and service).

Determination of an **outstanding** performance is made on a case-by-case basis by the FEC.

Performance in teaching will be deemed to be **below normal** if the faculty member failed to meet the requirements of a normal performance. Determination of a **below normal** performance is made on a case-by-case basis by the FEC, and extenuating personal circumstances (illness, bereavement, family responsibilities, etc.) are taken into consideration.

## ***B. Research***

Performance and continued development in research and scholarship are central to the overall mission and vision of the Department of Society and Conservation. Faculty members are expected to conduct scholarly activities, communicate findings, and encourage creative investigation by members of the graduate and undergraduate student body.

Determination of a **normal** performance is made on a case-by-case basis by the FEC. Performance of research or scholarly activities should be commensurate with assigned responsibilities; it is expected that faculty will remain actively engaged in research and scholarly activities throughout their appointment, although it is recognized that faculty may have different emphasis on research, teaching, and service in any given evaluation period. Evidence of having achieved such a level of performance may include:

- Communication of research or scholarly information to the scientific, management, policy, and public communities in written and/or oral formats;
- Active support of graduate or undergraduate research activities;
- Design and/or implementation of ongoing research;
- Active pursuit of external funding.

Performance in research will be deemed to be **above normal** where the faculty member's performance significantly exceeded the requirements for a "normal" performance. While determination of an above normal standard of performance is made on a case-by-case basis by the FEC, evidence of having achieved such a level of performance may include:

- Performance of extensive research or scholarly activities;
- Evidence of research that influences policy direction, management and conservation activities, collaborative problem solving, community well-being, or public understanding;
- Receipt of awards, honors, or fellowships;
- Contribution to the implementation and success of graduate research at a level or quality that exceeds typical expectations;
- Active pursuit of external support from highly competitive funding

agencies;  
Receipt of funding from less competitive or non-competitive funding sources.

Performance in research will be deemed to be **outstanding** where the faculty member's performance is at an unusual and exceptional level that warrants consideration of a merit (assuming at least a normal level of performance in teaching and service). Performance in research will be deemed to be of a **below normal** performance if the faculty member failed to meet the requirements of a normal performance. However, extenuating personal circumstances (illness, bereavement, family responsibilities, etc.) will be taken into consideration before assigning a "below normal" performance evaluation.

### *C. Service*

Faculty members are expected to constructively engage in college activities and outreach activities that promote the well being of students, colleagues, the university, the profession, and the public at large. It is expected that faculty will, throughout their period of appointment, actively provide service at the departmental and external levels. Determination of a **normal** performance is made on a case-by-case basis by the FEC. Evidence of having achieved such a level of performance may include:

For departmental service:

active participation in faculty meetings, active participation on departmental committees, and/or representing the department on college or university committees;  
active mentoring of untenured faculty.

For external university-level service:

active participation on college or university committees;  
serving on the Faculty Senate.

For external professional service:

presentations to local, national or international conferences, workshops or equivalent;  
peer reviewing journal submissions, agency reports, or equivalent scholarly contributions.

Performance in service will be deemed to be of **above normal** where the faculty member's performance significantly exceeded the requirements for a normal performance. While determination of an above normal standard of performance is made on a case by case basis by the FEC, evidence of having achieved such a level of performance may include:

Chairing the FEC committee;  
Participation in organization of conferences, symposia, or lecture series;  
Serving as chair and/or discussant at a conference;

Significant participation in professional societies:  
Member of a committee or task force;  
Position as an administrator or officer;  
Editing symposia volumes, proceedings, or journals;  
Serving on the editorial board for a peer reviewed journal;  
Receipt of awards and honors or other special recognition for service activity;  
Significant outreach to general public (e.g. public workshops, field trips, public lectures, work with media, nonstudent education);  
Technology transfer outside of university;  
Significant administrative activity such as playing a leadership role in developing new programs for the department, or significant committee work;  
Member or facilitator of a collaborative planning/decision making group;  
Serving as a Board of Director for community organizations related to the profession;  
Other types of significant service/civic engagement related to the profession;  
Special assignments with significant time commitments;  
Consulting activities when it includes any of the above within and outside the university.

Performance in service will be deemed to be **outstanding** where the faculty member's performance is at an unusual and exceptional level that warrants consideration of a merit (assuming at least a normal level of performance in teaching and service).

Performance in service will be deemed to be **below normal** if the faculty member failed to meet the requirements of a normal performance. However, extenuating personal circumstances (illness, bereavement, family responsibilities, etc.) will be taken into consideration before assigning a "below normal" performance evaluation.

### **III. PROCEDURES FOR FACULTY EVALUATION**

#### ***A. Individual Performance Record (October 15)***

1. Each faculty member shall prepare and submit documentation of performance in teaching, research or creative activities, and service to the FEC by October 15 for review and evaluation. The submitted scope of evidence shall include the annual performance record (attached form) and course syllabi, and an accompanying memo which highlights the faculty member's activities and communicates to the FEC the growth, direction, and/or vision of the faculty member's professional activities during the evaluation period. Each page shall be numbered in sequence and the last page dated and signed by the faculty member.

2. Evidence shall be submitted to cover appropriate time periods as stated in the CBA and subsections below. Publications listed as *In Press* or *Accepted* may be used as evidence in faculty evaluation; those listed as *Submitted* or *In Preparation* may not. Publications cannot be listed one year as "In Press" and the next with a publication date as if they were different papers. Consequently, papers listed for any action (hire, merit, or promotion) may not be listed in a subsequent evaluation unless the time period assessed for the subsequent action

overlaps with the previous evaluation (for example, promotion may include papers listed for merits during the time under consideration).

- a. For recommendation for promotion, documentation shall cover every year of service in the current rank.
- b. For recommendation for tenure, the documentation shall cover the entire probationary period, including time at other institutions recognized for service toward tenure.
- c. For recommendation for merit, documentation shall cover the shortest of the following periods: (a) the time since the documentation was prepared for the last granted merit or promotion, or (b) the most recent seven sequential years. Faculty members may request that evaluative emphasis be placed on the most recent two years of performance.
- d. For recommendation for normal or less-than-normal increment, documentation shall cover the period since the last FEC review.
- e. For promotion to full professor, documentation shall include a full resume.

3. Relevant evidence from other sources may be made a part of the record prior to the time the faculty member inspects the record. No evidence may be added to the record subsequent to the faculty member's inspection and before the Faculty Evaluation Committee considers the evidence. See CBA §10.230 for the availability, use, and confidentiality of solicited and unsolicited materials.

4. Evidence submitted by the Student Evaluation Committee.

***B. Student Evaluation Committee (October 15).*** See CBA §10.220 for composition and responsibilities of SEC.

### ***C. Faculty Evaluation Committee (November 15)***

The Faculty Evaluation Committee comprises all faculty members, excluding the chair or any adjunct faculty member choosing to opt out. . Only tenured or tenure-track faculty are able to vote on tenure and promotion decisions. The Faculty Evaluation Committee may select a subcommittee to complete the initial review and draft recommendations. However, the full FEC (or the subset of faculty who are eligible to vote on tenure or promotion decisions) will review, revise, and approve all recommendations.

In tenure decisions, only tenured faculty may vote, regardless of rank. In promotion decisions, only faculty members who hold positions at or above the rank being sought may vote. All members of the Faculty Evaluation Committee may vote in merit/normal decisions. A quorum, defined as a majority of faculty members eligible to vote on an action, is necessary for any vote. Faculty members on sabbatical or leave of absence shall not be counted when determining a quorum.

As stipulated in CBA 10.230, when FEC action is complete, each faculty member

will be informed in writing of the recommendation and the FEC comments.

Within

10 days of receipt of the FEC recommendation, the faculty member may submit a written appeal to the FEC regarding any aspect of the FEC's recommendation or process, as described per CBA §10.230.

#### ***D. Evaluation by Department Chair (December 15)***

1. The Department Chair shall prepare a recommendation for each faculty member, separate from that of the FEC.
2. Prior to the time the Chair forwards to the Dean the record of a faculty member containing the Chair's recommendation, the faculty member shall sign the recommendations of the Faculty Evaluation Committee and the Student Committee for Faculty Evaluation and the Chair's recommendation to signify he/she has read them and acknowledges the presence of the supporting documents. The signature does not signify the faculty member's endorsement of the recommendations. Within 10 days of receipt of the department chairperson's recommendation, the faculty member may submit a written appeal to the department chairperson regarding any aspect of the chairperson's recommendation or process, as described per CBA §10.240.

***E. Evaluation by the Dean (February 15)***, as specified in CBA §10.260. Within 10 days of receipt of the evaluation record from the Dean, any faculty member may submit a written appeal to the Dean regarding any aspect of the evaluation record or process including the Dean's professional opinion. The appeal must state any matters which the Dean is requested to consider as well as the remedial action desired, as described per CBA §10.270.

### **IV. Promotion and Tenure Committee**

Mentoring of junior faculty supports professional growth and organizational socialization, which in turn empowers faculty as individuals and colleagues leading to greater job satisfaction, higher retention rates, and improved teaching and research. As such, mentoring benefits not only the mentee, but also the Department and the University as a whole. Given these positive benefits of mentoring, the Department of Society and Conservation has formalized the following mentoring program for junior faculty.

Faculty mentoring will be done under the direction of the Promotion and Tenure committee described above in the section Unit Standards for Faculty Evaluation. Following each hire, the FEC will communicate with the Department Chair and Dean to ensure an understanding of the final position definition and negotiations sufficient to facilitate appropriate mentoring and annual evaluation.

# APPENDIX

## DEPARTMENT OF SOCIETY AND CONSERVATION

### Recommended FEC Form

Name:

Rank:

Appointment (i.e., 12, 9 month or other):

Appointment split (i.e., funding lines):

Action sought (i.e., promotion, tenure, merit, normal):

Period under consideration:

### **A. Teaching**

1. Courses taught (spring, fall, summer, other):

<u>Sem./Year</u>	<u>Course #</u>	<u>Name</u>	<u>Cr. # of Students</u>	<u># Lab Sections</u>	<u># Field Trips</u>
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2. Student evaluation averages for all courses. List items 1 through 4 of student evaluation form here and append forms for each class taught.
3. Guest lectures, special sessions, camp modules, etc.
4. Number of undergraduate advisees.
5. a) Graduate committees chaired (list student names, degree sought, program, and whether completed during the evaluation period):  
  
b) Graduate committees, non-chaired (list student names, degree sought, program, and whether completed during the evaluation period):
6. Doctoral comprehensive exam committees (list student names, program, whether completed during the evaluation period; specify those chaired):
7. New class preparation
8. Educational training activities attended
9. Other (e.g., independent studies advised, internship supervised, undergraduate research and senior thesis supervised, etc.):
10. Other teaching accomplishments (initiatives, funding, etc.)

## **B. Research**

1. Complete citation of refereed journal publications (published, in press, or accepted only):
2. Complete citation of books or book chapters (indicate if refereed or reviewed; published, in press, or accepted only):
3. Complete citation of other publications (conference proceedings, GTRs, technical completion reports, book reviews, editorials, abstracts, etc.; specify if reviewed/refereed) (published, in press, or accepted only):
4. Citations for invited presentations:
5. Citations for contributed presentations and posters presented (specify which):
6. Title, sponsor, effective dates, and dollar amount of successful grant proposals (note if competitive, and include names of co-PIs):
7. Title, sponsor and dollar amount of grant proposals submitted but not funded:
8. Other Research accomplishments (e.g., new initiatives):

## **C. Service (including administrative responsibilities)**

1. *University Service*
  - a. Department/Program committee service (include duration, note if chair):
  - b. College of Forestry and Conservation committee service (include duration, note if chair):
  - c. University committee service (include duration, note if chair):
  - d. Describe Program Administration activities (curriculum chair, research program director, etc.):
2. *Professional Service:*
  - a. List professional workshops/classes, giving name, role, audience and approximate date:
  - b. Number of manuscripts reviewed for which journals:

- c. Number of grant proposals reviewed and for whom:
- d. Leadership positions for professional organizations (include position, organization, and term of service):
- e. Membership in professional or associated organizations (list offices held if any):
- f. Other professional service activities (e.g., conference organization, task force membership, committee membership, advisory councils)
- g. Awards and honors (list who gave award and for what):
- h. List conferences attended (include sponsoring organization, location, and dates):
- i. Journal editorship/associate editorship positions (list journal name and position):

3. *Community Service Activities:*

List participation in community activities as appropriate:

# NON-TENURE TRACK FACULTY APPOINTMENTS (RESEARCH, TEACHING, ADJUNCT, AFFILIATE, AND VISITING) IN THE DEPARTMENT OF SOCIETY AND CONSERVATION (SOCON)

## Faculty Membership

The Department of Society and Conservation (SOCON) and the College of Forestry and Conservation (CFC) occasionally grant appointments to non-tenure track faculty to recognize and foster mutually beneficial relationships among highly qualified professionals, SOCON, and CFC. These appointments are typically made in support of one or more of the following functions:

1. To teach/instruct
2. To provide administrative leadership for centers, institutes, and programs
3. To conduct research
4. To serve on graduate committees
5. To extend expertise and collaborative research opportunities for faculty and students

The following five types of non-tenure track positions are recognized in CFC and SOCON:

1. *Research faculty* (Research Professors, Research Associate Professors, and Research Assistant Professor) have annual appointments to conduct research, administer centers and institutes, or provide other services. Research faculty at .5 FTE or higher are members of the collective bargaining unit.
2. *Teaching faculty* (Adjunct Professors, Adjunct Associate Professors, Adjunct Assistant Professors, and Adjunct Instructors) have appointments for a semester or an academic year. Teaching faculty at .5 FTE or higher are members of the collective bargaining unit.
3. *Research adjuncts* (Professors, Associate Professors, and Assistant Professors) are tenure-line faculty from other units on campus (e.g. Geography) or scientists from research institutions off-campus (e.g. the USFS Rocky Mountain Research Station) who have appointments that allow them to Chair graduate committees within a Department.
4. *Faculty affiliates* are off-campus collaborators working to further the teaching or research mission of the Department.
5. *Visiting faculty* are faculty from other institutions who are visiting campus for short or long-term collaborations.

The application procedures, rights and responsibilities, and evaluation/renewal procedures for these faculty appointments are described below.

## **1. Research Faculty**

*Research faculty* are appointed as ranked members of the faculty to (1) conduct research with support from grants, contracts, endowments, or other external funding sources, (2) serve as administrators or directors of centers, institutes, and other special programs, and/or (3) serve other specialized needs within the unit. Research faculty can apply for rank advancement and merit increases on the basis of assigned activity consistent with the requirements of the Collective Bargaining Agreement (CBA: <http://www.umt.edu/provost/faculty/CBAs/UFACBA.pdf>) and Unit Standards (<http://www.umt.edu/provost/faculty/depreports/CFC/us/USocCons.pdf>), and contingent upon available funding. Such increases cannot come from the pools established by the CBA for tenure-line faculty. Any recommended salary increase requires approval and the identification of funding by the Dean and the Provost.

### **Appointing Authority and Conditions:**

- a. Prior to initiating a search process to identify potential candidates for research faculty appointments, the Department will engage in discussion about the need for the appointment and then follow University policies and procedures for conducting a search. Appointment for research faculty positions must include national-level advertising. A search committee, including faculty members of the Department, shall be used in the identification of research faculty for appointment. All appointments are subject to approval by the Dean, Provost, and President. Recommendations for hire are made to the Chair/Dean with a 2/3rds vote of the faculty. The requirement for a national search can be waived by a 3/4ths vote of Department faculty and with permission from the AA/EEO Director. Reappointment decisions for teaching faculty will be made by the Dean.
- b. Upon appointment, the Department must provide the appointee with a copy of the position description, the CBA, the Unit Standards, and this policy regarding non-tenurable faculty appointments.
- c. Research faculty have annual appointments (9 or 12-month contracts) that must be renewed each year.

### **Rights and Responsibilities of Research Faculty:**

Research faculty at .5 FTE or higher are members of the CFC faculty. The primary duty of a research faculty member is to carry out their research and/or administrative responsibilities as established at the time of hiring (subject to subsequent revision). However, research faculty members are also expected to contribute to the teaching and service missions of the Department, College, and Experiment Station.

Research faculty with a .5 FTE or higher:

- a. Have voting rights at the Department and college-level and participate on the Department FEC (specific voting rights on the FEC are determined by the CBA).
- b. Are expected to attend and actively engage in Department and college faculty meetings. As such, research faculty may contribute fully to the development and operation of the policies and procedures of the Department.
- c. Are expected to teach, advise graduate students, participate in curricular programs, and provide service. Research faculty negotiate teaching and service responsibilities with the Dean and specific teaching and service assignments with their Department Chairs (and with their Program Director, if appropriate). Teaching and service responsibilities may differ from tenure-line faculty based on the proportion of the research faculty's FTE dedicated to research, teaching, and service. While research faculty at .5 FTE or higher are expected to teach and provide service, exceptions can be made with a 2/3rds vote of the SOCON faculty and approval from the Dean (e.g. in cases where external funding sources explicitly prohibit teaching or where existing research faculty experience a shift in responsibilities necessitating a re-negotiation of expectations).
- d. Can serve as principal investigators (PIs) or Co-PIs on external grants.

## **Research Faculty Evaluation:**

Research faculty with a .5 FTE or higher are evaluated according to the process and standards outlined in the CBA and the Department Unit Standards. Please see those documents for specific guidelines.

## ***2. Teaching Faculty***

Teaching faculty (Adjunct Professors, Adjunct Associate Professors, Adjunct Assistant Professors and Adjunct Instructors) are hired to teach a specific class or set of classes on a semester or annual basis and occasionally to coordinate the curricular program in which they teach. Funding may come from state or non-state sources. Teaching adjuncts may or may not have a terminal degree, and they are appointed at appropriate rank according to assignment and background or experience. Teaching faculty can apply for merit increases on the basis of assigned activity consistent with the requirements of the CBA and Unit Standards, and contingent upon available funding. Such increases cannot come from the pools established by the CBA for tenure-line faculty. Any recommended salary increase requires approval and the identification of funding by the Dean and the Provost.

## **Appointing Authority and Conditions:**

- a. Teaching faculty at less than .5 FTE (typically hired on an ad hoc basis to teach specific courses) are hired by the Department Chair (in consultation with the

relevant program faculty) and approved by the Dean. Reappointment decisions for teaching adjuncts under .5 FTE will be made by the Chair (in consultation with the relevant program faculty) and approved by the Dean.

b. Teaching faculty at .5 FTE and higher are hired through a typical search process. Prior to initiating a search process to identify potential candidates for teaching faculty appointments, the Department will engage in discussion about the need for the appointment and then follow University policies and procedures for conducting a search. A search committee, including faculty members of the Department, shall be used in the identification of teaching faculty for appointment. All appointments are subject to approval by the Dean, Provost, and President. Recommendations for hire are made to the Chair/Dean with a 2/3rds vote of the faculty. The requirement for a search can be waived by a 3/4ths vote of Department faculty and with permission from the AA/EEO Director. Upon appointment, the Department must provide the appointee with a copy of the position description, the CBA, the Unit Standards, and this policy regarding non-tenurable faculty appointments. Reappointment decisions for teaching faculty will be made by the Dean.

c. Teaching faculty have semester or academic year appointments that must be renewed each year.

### **Rights and Responsibilities of Teaching Faculty:**

Teaching faculty at .5 FTE or less are not expected to provide service or conduct research, unless their appointment explicitly specifies these duties. This faculty is typically hired to teach a specific, limited set of courses.

Teaching faculty at .5 FTE or higher are members of the CFC faculty and the collective bargaining unit. The primary duty of a teaching faculty member is to provide instruction and/or administrative responsibilities as established at the time of hiring (subject to subsequent revision). However, teaching faculty members may also contribute to the service and research missions of the Department, College, and Experiment Station.

Teaching faculty with a .5 FTE or higher:

a. Have voting rights at the Department and college-level and participate on the Department FEC. As such, teaching faculty may contribute fully to the development and operation of the policies and procedures of the Department. Teaching faculty can “opt-out” of Departmental meetings on an annual basis (and thus forfeit their voting rights for that year). If teaching faculty choose to exercise their voting rights, they are expected to attend faculty meetings regularly. Teaching faculty who elect to exercise voting rights also serve on the FEC (specific voting rights on the FEC are determined by the CBA).

b. Are generally not expected to provide service to the Department, college or University, unless their position includes administrative responsibilities.

c. Are not expected to conduct research, but are encouraged to engage in scholarly activities related to their field.

d. Can serve on graduate committees, if they hold the appropriate degree and relevant expertise. Teaching faculty cannot Chair graduate committees.

e. Can serve as principal investigators (PIs) or Co-PIs on external grants, if relevant to their position.

### **Teaching Faculty Evaluation**

Teaching faculty with a .5 FTE or higher are evaluated according to the process and standards outlined in the CBA and the Department Unit Standards. Please see those documents for specific guidelines.

### ***3. Research Adjuncts***

Research adjuncts are tenure-line faculty members from other academic units on the UM campus or scientists not principally employed by the University of Montana (e.g. researchers at the USFS Rocky Mountain Research Station) who have special appointments within the Department that allow them to Chair graduates students (both M.S. and Ph.D.) within CFC graduate programs (e.g. M.S. in Recreation Management, M.S. in Resource Conservation, and Ph.D. in Forestry).

#### **Appointing Authority and Conditions:**

Potential new research adjuncts must have a faculty sponsor. In the case of an applicant without a faculty sponsor, the Chair may act as such. Nominations should include the CV of the proposed research adjunct. A research adjunct appointment requires a 2/3rds vote of Departmental faculty.

#### **Rights and Responsibilities of Research Adjunct Faculty:**

Research adjuncts can Chair graduates students (both M.S. and Ph.D.) within CFC graduate programs (e.g. M.S. in Recreation Management, M.S. in Resource Conservation, and Ph.D. in Forestry). They are encouraged to participate in discussions of the graduate program and in the graduate seminar. They do not have voting rights in the Department or college, or participate on the FEC.

#### **Research Adjuncts Evaluation:**

Research adjuncts must submit materials to FEC as determined by the CBA.

### ***4. Faculty Affiliate***

*Faculty affiliates* are not principally employed by the University of Montana, but

contribute to the teaching, research, or service missions of the Department and University. A SOCON faculty affiliate has active ongoing collaboration with SOCON faculty through research, teaching, and/or other projects; meets the academic standards of the Department; and has been appointed according to Department and University policies and procedures (for additional information on appointment and re-appointment procedures, please see: <http://www.umt.edu/provost/faculty/faculty-development-office/chairs/FA/default.php>).

### **Appointing Authority and Conditions:**

Potential new faculty affiliates must have a faculty sponsor, typically a faculty member with ongoing research or other collaborations with the proposed affiliate. In the case of an applicant without a faculty sponsor, the Chair may act as such. Nominations should include the CV of the proposed affiliate. A faculty affiliate appointment requires a majority vote of Departmental faculty.

### **Rights and Responsibilities of Faculty Affiliates:**

Faculty affiliates are expected to collaborate and/or interact with SOCON faculty or otherwise substantially contribute to the mission of SOCON. Faculty affiliates do not participate in Departmental or college faculty meetings, or on FEC, and do not have voting privileges.

### **Affiliate Faculty Evaluation:**

The Provost's Office requires that SOCON review all current faculty affiliates every two years. Thus, when required, in advance of the annual FEC meeting (October 15), the SOCON Chair will request the following information from current faculty affiliates: 1) Whether they would like to remain a faculty affiliate in SOCON and 2) a current CV. SOCON faculty will then vote on the reappointment of all existing faculty affiliates. Faculty affiliates are not evaluated through FEC.

## ***5. Visiting Faculty***

Visiting faculty are individuals who hold faculty positions at other institutions of higher education (domestic or foreign) or researchers with non-governmental organizations or governmental agencies who are in residence at the University of Montana for a specific period of time (e.g. a few months to a few years).

**Appointment Conditions and Authority:** Visiting faculty are appointed by the Chair/Dean. In accord with University policy, visiting faculty positions may be renewed for 2 years at the University's discretion, but no individual may hold a visiting faculty position for more than 3 years in succession.

**Responsibilities and Rights:** Visiting faculty are temporary members of the Department and do not have voting rights as faculty.

International visitors who fall under approved exchange agreements, but who lack the credentials

for appointment as visiting faculty, can hold appointments as International Visiting Scholars in recognition of their contribution to the University's instructional, research, or service missions (for more detail on appointment procedures, see: <http://umt.edu/international-programs/intl-students-and-scholars/visiting-scholars.php>).

### **Exception Clause**

Proposed exceptions to this policy must be distributed to the faculty and must be in written format with an explanation as to why an exception should be made. An exception may be approved by vote of a super majority (3/4ths) of the SOCON faculty.