



UNIT STANDARDS REVIEW SIGNATURE FORM

Department of: Environmental Studies

Effective Date: March 25, 2024

This field will be completed by the Office of the Provost.

1) Department Chair:

Signature

Date

2) Dean:

Signature

March 25, 2024

Date

3) Chair, UM Unit Standards Committee:

Signature

January 29, 2024

Date

4) Provost and Vice President for Academic Affairs:

Signature

March, 18, 2024

Date

**THE ENVIRONMENTAL STUDIES PROGRAM
THE UNIVERSITY OF MONTANA
UNIT STANDARDS AND
PROCEDURES FOR FACULTY EVALUATION AND ADVANCEMENT**

The Environmental Studies Program (EVST) shall be guided by standards and procedures set forth in the current Collective Bargaining Agreement (CBA) signed between the University Faculty Association and the Montana University System regarding retention, salary increments, promotion, and tenure. The unit standards and procedures are in addition to and consistent with those provided in the current CBA. In the event of any omissions or inconsistencies, the terms of the CBA shall prevail. Each faculty member should consult the CBA for procedures related to the evaluation process beyond the Faculty Evaluation Committee (FEC) and the procedural requirements for appeals.

I. FACULTY EVALUATION COMMITTEE (FEC)

A. Purpose

The purpose of the FEC is to provide peer evaluation and review of performance for each EVST faculty member in the unit.

B. Composition

The FEC shall be elected by the EVST faculty and shall include at least three (3) tenured or tenurable EVST faculty, and shall not include the Director. If there are not three eligible potential members within EVST, FEC members may be drawn from the most appropriate academic disciplines, as determined by the Director in consultation with the FEC. The FEC may include one or more other faculty member(s) from outside of EVST as agreed on by the FEC. Visiting professors may not serve on the FEC.

The members of the FEC shall elect their own chair from among the membership. The Committee chair shall appoint one student observer, with all rights save voting. This student observer shall be chosen from among the current EVST undergraduate or graduate student body.

C. Responsibilities

The FEC shall be responsible for using these unit standards to review the performance of EVST faculty members. The FEC shall make a written recommendation with justification signed by the Committee chair which shall, when appropriate, specifically address: (1) retention, (2) salary increment, (3) promotion, and/or (4) tenure. Only tenured and tenurable faculty vote on tenure. All FEC members, except the student observer, can vote on promotion and merit awards.

Any faculty member may abstain when they feel unqualified to vote. Abstentions are not part of the vote tally. The FEC shall use the evidence from the individual performance record submitted

by the faculty member (Section III) and evidence from any source, including the faculty member to be evaluated, provided that any evidence relied upon for evaluation purposes shall be incorporated into the record and the faculty member shall be afforded an opportunity to respond to it. Any material solicited at this, or subsequent steps, must be made available to the individual being evaluated within five (5) working days of its inclusion. The individual is given ten (10) working days to prepare a written response, which becomes part of the evaluation record. All subsequent deadlines will be postponed concomitantly. Evidence from anonymous sources (except student evaluation forms) will not be used. The FEC shall afford the faculty member an opportunity to address the Committee in person or by videoconference regarding the evaluation.

As per CBA 10.240 the written recommendation of the Committee shall be forwarded to the EVST Director and Dean by November 15. The FEC shall inform the faculty member of its recommendation in writing at least ten days prior to forwarding the recommendation to the director. The faculty member shall sign the recommendation to show they have read it, although the signature does not imply agreement with or accuracy of statements. The faculty member has ten working days after receipt of the evaluation to submit an appeal to the FEC. The FEC shall respond to the appeal within ten days and this response will be included in all materials sent to the EVST Director and the unit's dean.

As per CBA 10.250 the EVST Director shall prepare their evaluation of the faculty member based on the Individual Performance Report, SEC and FEC evaluations and any additional evidence solicited or received and placed in the evaluation report. The Director shall inform the faculty member of their recommendation in writing at least one week prior to forwarding the evaluation record to the Dean. The faculty member shall sign the Director's recommendation to indicate it has been read, although the signature does not imply agreement or accuracy of statements.

The Director may append a written statement of their professional opinion and recommendation regarding any matters deemed relevant to the performance or advancement of the individual evaluated. The faculty member shall be given the opportunity to respond in writing to this professional opinion. The chairperson shall then forward a copy of the complete record to the dean by December 15.

Within ten (10) working days of receipt of the Director's recommendation, the faculty member may submit a written appeal to the Director regarding any aspect of the Director's recommendation or process. The appeal must state any matters that the director is requested to consider as well as the remedial action desired. The appeal may present for consideration appropriate documentation that the faculty member omitted from his/her Individual Performance Record. Within ten (10) working days from receipt of the appeal, the Director shall either grant or deny the requested remedial action and shall so notify the faculty member and the Faculty Evaluation Committee and make the decision a part of the record.

II. STUDENT EVALUATION COMMITTEE

As required by the Collective Bargaining Agreement, there shall be a three-person Student Evaluation Committee (SEC), consisting of EVST graduate students and/or undergraduate majors in

good standing, appointed by the EVST Director after consultation with the FEC. The FEC shall select one (1) faculty observer who shall enjoy all the rights of full participation and access to information except voting. The SEC shall elect a chair from among its members.

Faculty must have each course that is part of their normal course load evaluated each semester they teach, as well as any advising evaluations submitted to the Program.

It shall be the responsibility of the SEC to prepare a written evaluation of the individual's teaching and advising, and submit this report to the Director by October 15. The faculty member shall sign the evaluation report to show that they have read it, although the signature does not imply agreement or accuracy of statements. The faculty member may write a response to the SEC Report and this response will be included in materials sent to the FEC, the EVST Director, and the Dean of Humanities and Sciences.

As per CBA 10.235, the absence of Student Evaluation Committee participation shall not be regarded as a defect in the evaluation process.

III. DOCUMENTATION

A. Faculty Responsibility for Individual Performance Record

Each faculty member being reviewed shall prepare their own individual performance record with full and complete documentation and evidence according to the schedule and as required by the CBA. This documentation shall address all three areas of faculty responsibility: (1) teaching and advising; (2) scholarly research and creative activity; and (3) professional, university, and/or public service using the specific evidence as described below under General Criteria.

As per CBA 10.220, an individual with a joint appointment shall submit the documentation and evidence to the unit as designated in their hiring letter, or if not designated, to the unit in which the greatest portion of the FTE is assigned; or if the FTE is equally split, to the unit in which first hired; or if not first hired in one unit, to the unit in which the faculty is best qualified for full-time service. The chairperson of the FEC, the EVST Director, and the dean of the unit evaluating the joint appointment shall obtain evaluations from their respective counterparts in the other units to which the individual was partially assigned.

The individual shall submit this documentation to the chair of the FEC and to the EVST Director by October 15.

B. Documentation for Performance Period

As per CBA 10.220, the performance period to be documented for the respective types of advancement is as follows:

1. Promotion to Associate Professor: All service in the current rank including prior service, if applicable, or the most recent seven (7) sequential years, whichever is less.

2. Promotion to Full Professor: All service since documentation was prepared for the last promotion, or the most recent seven (7) years, whichever is less.
3. Tenure: The entire probationary period including credited prior service.
4. Merit: The time since the documentation was prepared for the last granted merit or promotion, or the most recent seven (7) sequential years, whichever is less.
5. Outstanding Performance Award: The time since the documentation was prepared for the last granted award, or the most recent seven (7) sequential years, whichever is less.
6. Normal and Less-Than-Normal: The record of the previous year(s) as appropriate (see CBA Section 10.210 for the evaluation schedule for tenured and tenure-track faculty).

IV. GENERAL CRITERIA

All Faculty are expected to advance the Mission of EVST and its Statement of Principles through their teaching, research and service. Our Mission is: “The Environmental Studies Program provides students with the literacy, skills, and commitment needed to foster a healthy natural environment and to create a more sustainable, equitable, and peaceful world. To these ends, the Environmental Studies Program educates and challenges students to become knowledgeable, motivated and engaged in environmental affairs. Our students acquire the skills and awareness to promote positive social change, and improve the environment and communities of Montana and the world, for current and future generations.”

EVST Statement of Principles:

- Environmental studies require an interdisciplinary approach that integrates the natural sciences, social sciences, and humanities.
- Creating solutions to environmental problems requires critical thinking, enterprise and action-taking, as well as reflection on our actions; therefore, an effective environmental education generates thinkers who can do as well as doers who can think.
- Environmental Studies provide both classroom and experiential learning opportunities in democratic citizenship, including communication, collaboration, and committed civic participation.
- Creating a sustainable world requires addressing social and environmental injustices simultaneously, being actively anti-racist, and supporting tribal sovereignty.
- Students thrive in learning environments where the expression of diverse perspectives are valued and supported.
- Students are co-creators of their educational experience.

A. Teaching and Advising

Quality teaching is highly valued within EVST. Faculty are expected to demonstrate a commitment to high-quality teaching and to foster a collaborative teaching-learning environment that reflects and promotes environmental studies knowledge, skills, and values and that comports with EVST’s Mission and Principles and those of The University of Montana. As such, performance must be evaluated on a rigorous basis.

Evaluation of teaching performance shall include review of all course and graduate advising evaluations collected during the period from courses that are part of the faculty member’s

regular teaching load. Students shall have the opportunity to evaluate all courses that faculty offer as part of their regular teaching load.

Deans are responsible for assigning faculty teaching workload, subject to the approval of the Provost, giving consideration to the recommendations of the Program Director (CBA 6.210). Workload assignments may be appealed to a workload appeals committee composed of five tenure-line faculty members serving staggered four-year terms (CBA 6.220).

Faculty who obtain external funds or participate in activities that support the program's mission can request a reduction in their credit load with approval from the Director and Dean. All full-time faculty are expected to teach at least two courses per year regardless of buyout or salary replacement.

Faculty teaching general education courses are expected to participate in general education course assessment as applicable, including using assessment tools in their courses, collection and analysis assessment data, and developing strategies to improve student learning outcomes in their courses.

In addition to courses, there are other important teaching responsibilities within EVST. Each faculty member shall be evaluated on their contribution to the EVST Program's and the University's efforts to recruit and retain a diversity of graduate and undergraduate students, and ensure that students receive proper advising. In documentation submitted to the FEC, the faculty member shall include evidence of participation in recruitment and advising.

Faculty are expected to accept and mentor a reasonable number of EVST graduate students to completion unless a student chooses a different advisor. Faculty advisors must take an active role in understanding the university policies regarding graduate students, as well as guidelines for graduate student mentoring.

Each faculty member shall encourage all of their graduate and undergraduate thesis/capstone advisees to complete advising and mentoring evaluations annually and to submit evaluations directly to the EVST administrative associate. These evaluations shall be available to the SEC, and shall be included as part of the faculty member's teaching record.

Evaluation

To be evaluated as Normal in teaching and advising, the candidate must provide evidence of fulfilling their assigned teaching load and of performing effective teaching and student advising and mentoring as described in this section (IV.A), during the period under review. The evidence includes: a pattern of course evaluations of at least 75% of "Good" or better ratings across all the categories of instruction, assignments, and feedback to students; and mentoring effectiveness, helpfulness, and an absence of a pattern of problems on advisor evaluations; active recruitment of new graduate students; mentoring one or more graduate students or undergraduate theses/capstones to completion in a year; and faculty accessibility to students including holding regular office hours (at least one hour per course per week).

Teaching may be evaluated as Less-Than-Normal if there is evidence of a pattern of fundamental problems in the candidate's teaching, advising, or mentoring, and if the requirements of Normal are not met.

To be evaluated as Above Normal, the candidate must fulfill the expectations for Normal teaching and advising during the period under review, and provide evidence above normal mentoring and/or additional teaching activities, for example, excellent advising evaluations and mentoring of three or more graduate students and/or undergraduate thesis/capstones to completion in a year. A pattern of student course evaluations with at least 90% “Good” or better ratings in each category may contribute to an Above Normal evaluation, but alone they are not sufficient for said rating. Evidence of additional teaching activities can include, but are not limited to:

- significant course revision or development of new courses;
- formal teaching beyond one’s assigned courses (e.g., extra course sections, guest lectures, teaching in the community);
- teaching that involves significant community engagement (e.g., project-based and service-learning courses or components);
- evidence of use of other innovative pedagogies;
- teaching General Education courses;
- student presentations or publications that result from one’s instruction;
- effective assessment of student learning outcomes;
- grants to support student fellowships, courses, and special activities;
- participation in professional development programs related to teaching;
- special recognition for student work supervised or overseen in courses;
- authoring a publication with a current or former UM student;
- incorporation of career-readiness elements in courses;
- activity that significantly advances international, cross-cultural, or global engagement, and/or;
- receipt of teaching awards.

To be evaluated as Outstanding, the candidate must fulfill and exceed the expectations for Above Normal teaching and/or mentoring, and show a pattern of student course evaluations of at least 90% “Very Good” or better ratings in each category. An outstanding rating requires evidence of exceptional impact, prominence, pedagogical innovation, external recognition, and/or other qualitative assessments of teaching/mentoring excellence.

B. Scholarly Research and Creative Activity

EVST values interdisciplinary scholarship involving the humanities, social sciences, and/or natural sciences that contributes to theoretical, empirical, and/ or practitioner knowledge to create a more sustainable, equitable, and peaceful planet and that advances understanding of human-nature interactions, human and/or natural systems, and interactions among them needed to address environmental and social problems. EVST values diverse forms of scholarship and recognizes that scholarly inquiry may be conceptual, empirical, or creative; employ diverse modes of inquiry and methodologies; and have relevance for diverse communities.

In keeping with the program’s mission, EVST values scholarship that furthers diverse perspectives on the environment and understanding and dismantling of systemic discrimination, and decolonizing scholarship that challenges histories and practices of oppression, and

community-engaged scholarship that informs and improves the practices of local, tribal, state, federal, international, and private organizations and associated social change and environmental protection efforts. Creative work that is directly related to the interdisciplinary field of environmental studies can be used to demonstrate scholarly activity.

Evaluation

To be evaluated as Normal, the candidate must provide evidence of active, consistent scholarship and/or creative activities during the period under review, which might include but are not limited to, the following unranked list: 1) publication of books or monographs; 2) publication of articles in peer-reviewed and other refereed journals; 3) presentation of research or analysis at public policy meetings, professional, and/or scholarly associations; 4) publication or completion of reports for agency, non-profit organization, or public use; 5) research efforts relating to grants and contracts; or 6) research and/or creative activities outside of academe that contribute to the welfare of society and the planet.

To receive an evaluation of Above Normal, the FEC will give consideration to factors such as peer or other professional review, publication prominence, impact factor, readership, and contribution to the welfare of society and the planet. Evidence of one of the following merits an Above Normal rating:

- publication of an authored book or edited volume (second author or higher) by an academic press or prominent publisher in the faculty member's field;
- publication as second author or higher of two or more articles in a journal, journalistic feature stories, chapters in an edited volume, or other comparable creative works;
- publication of a (2nd author or higher) major report demonstrated to have significant impact or garnered significant public attention (e.g., a report for a government agency or non-governmental organization);
- publication two or more other professional or peer-reviewed publications; and
- receipt of substantial research funding (>\$50,000 in natural sciences; or >\$10,000 in humanities and social sciences).

The FEC will also consider the following scholarly activities in evaluating for Above Normal:

- an invited and delivered research presentation given in academic or public venues in an academic year;
- presentation of scholarly or creative works at an academic conference, symposium, or prominent public venue;
- submission of grant proposals;
- editing an academic journal (may, at the faculty member's discretion, alternatively count as service);
- evidence of incorporating community engagement into one's scholarship, such as by conducting community-based research, partnering with community organizations in one's research endeavors, or engaging other research-related activities that clearly contribute to the public good;
- evidence of utilization of research by academic colleagues in and outside the field, professional audiences, and various publics;
- receipt of a fellowship for research or scholarship;

- recognition of research or creativity activity through awards and honors; and
- other types of distinguished scholarly or creative activity.

To receive an evaluation of Outstanding, the candidate must exceed the level of productivity for Above Normal (e.g., has published two or more articles or chapters as first or second author), have garnered special recognition for research activity (e.g., awards or other acknowledgement of research quality or impact), or meet the expectations for “above normal” and have other examples demonstrating impact or prominence.

Scholarship performance will be considered Below Normal when a faculty member fails to provide specific evidence to the FEC that they were directly involved in research or creative activity during the evaluation period. However, an exception applies when a faculty member has, by agreement with the Director and Dean, accepted significantly higher teaching and/or service responsibilities in exchange for reduced research during the evaluation period. In this case, the faculty member will be judged normal in the area of research if the level of research activity is consistent with the agreed upon reallocation of faculty time.

The FEC and Director will take into account the specific items and total record of activity for Above Normal and Outstanding ratings, and recognize that EVST values: scholarship in the public interest; community-based-and advocacy-oriented scholarship; and social change or empowerment-orientated scholarship.

C. Professional and Public Service

EVST’s mission is inspired in large part by the career of Clancy Gordon and his devotion to public service. For this reason, public service is an equally important part of faculty responsibility in this unit. Service outside the university and academic community is expected.

As a unit with diverse faculty, EVST relies on faculty involvement with the program governance and full participation in the affairs of EVST. Such service shall include the following: 1) regular attendance at faculty meetings and faculty retreats; 2) full participation in review and recommendation processes for graduate student admissions, scholarships, awards, honors, and teaching assistantships; and 3) assumption of tasks related to the functioning of EVST within the University of Montana, such as program assessment, curriculum review and development; drafting and/or revision of reports, standards, or reviews; or participation on University-wide committees or bodies.

In other areas of service, consideration will be given to a variety of activities. Those activities include, but are not limited to, the following: 1) contributions of expertise to governmental agencies and non-profit organizations; 2) continuing education activities such as extension courses, workshops, and/or seminars; 3) presentations to community organizations; 4) service on public advisory committees or boards; 5) participation on college or university-wide committees; 6) contributions to university curriculum development; 7) active involvement in professional and public associations; and/or 8) mentoring student involvement in community engagement.

Evaluation

To be evaluated as Normal, the candidate must demonstrate a record of having consistently participated in departmental governance and affairs; show a record of community service and/or University service; and demonstrated professional behavior.

To receive of an evaluation of Above Normal, the candidate must: demonstrate extraordinary service to the community, government, a professional association, and/or a non-profit organization, for example serving in a leadership capacity or spearheading an initiative or project; extraordinary contributions to one or more University committees (e.g., serving as a committee chair); and/or extraordinary service to EVST, for example, in outreach, recruitment, program governance, community-building, and/or fundraising.

To receive an evaluation of Outstanding, the candidate must demonstrate a record of service that exceeds an Above Normal record (e.g., as evidenced by recognition in the media or by acknowledgement by peers, university leaders, public officials, community leaders or others outside of EVST who are closely familiar with the candidate's service contributions) of show evidence prominent or impactful service to the campus, community, government, trade or professional association(s) and/or non-profit organization(s); and/or extraordinary service to the EVST program or community organizations.

In evaluating service, the FEC and Director will consider the amount and quality of service, i.e., its impact and reach, for example in distinguishing between Above Normal and Outstanding.

V. PROMOTIONS

In all applications for promotion, performance in teaching, scholarship, and service are all important and essential as set forth in CBA section 6.200. See also CBA 10.110. Applicants should provide documentation for all three areas of service since the last promotion, or the most recent seven (7) years, whichever is less. The completion of the required number of years in rank shall not itself be grounds for promotion.

A. To Assistant Professor

Requires the possession of a terminal degree, a Ph.D. in environmental studies or related fields, or as determined acceptable upon appointment.

B. To Associate Professor

Except in unusual circumstances, four (4) or more years of full-time service in rank of Assistant Professor are required prior to the date of promotion (application may be made during the fourth year in rank). Possession of the terminal degree in the appropriate discipline is required. The quality of service in rank as Assistant Professor shall be such that there is a clear demonstration of professional growth and a valuable contribution to the University. In the judgment of the FEC and Director, the faculty member should demonstrate the ability to be tenured. If a faculty member seeking promotion to associate professor and tenure simultaneously is not promoted, tenure will be denied as well.

Minimum standards for promotion to Associate Professor include achievement of the professional growth and contribution noted above and demonstrated by the following:

1. Teaching: The FEC expects evidence of a regular pattern of effective teaching, with no pattern of significant problems, demonstrated by evaluation of the FEC in the three prior review periods of at least Normal performance. In addition, the FEC will look for evidence of graduate recruitment and effective graduate student mentoring/advising and graduate committee participation. Beyond this essential evidence, other evidence of teaching effectiveness may further strengthen the case for promotion.
2. Scholarship: At the minimum, the candidate must demonstrate two things at the current rank: a) that they are the primary contributor to a program of research or creative activity that addresses significant environmental studies topics and issues, and b) success at publication in scholarly journals or presses, creative works outlets, and/or public scholarship, e.g., producing government or NGO reports. In determining research productivity, the FEC may consider work that is in progress at the time of evaluation. Additionally, the FEC will consider the strength of the research agenda in terms of its potential for continued growth, and the overall impact and dissemination of the agenda as measured by honors, awards, utilization, and public benefit. Finally, the FEC will take into account extenuating circumstances (e.g., emergency declarations, family, disability, or medical issues).
3. Service: Evaluation of the FEC in the three prior review periods of at least Normal performance of service activities that must include both non-university service to public welfare and environmental quality, and service to the EVST Program. Evidence of leadership or significant contribution to public, scholarly and university service is an important criterion for promotion and tenure.

C. To Professor

Except in unusual circumstances, five (5) or more years of full-time service in rank as Associate Professor are required prior to the date of promotion (application may be made during the fifth year in rank). Possession of the terminal degree in the appropriate discipline is required. Promotion to that rank of Professor requires evaluation of the FEC in the three prior reviews of at least Normal performance in all areas, teaching, scholarship, and service. The quality of service in rank as Associate Professor shall be such that there is a clear demonstration of professional growth and a valuable contribution to the University.

1. Teaching: The FEC will look for evidence of continued rigor in instruction and positive feedback on student evaluations, ongoing development of courses, and successful graduate mentoring.
2. Scholarship: An individual's entire scholarly record will be evaluated for promotion to the rank of Professor. The FEC will evaluate available evidence in terms of a) the successful development of a nationally recognized program of scholarship, attributable primarily to the candidate; and b) significant publication success subsequent to the award of promotion to Associate Professor. To be considered for promotion to

Professor, the candidate should demonstrate multiple publications after achieving tenure, with demonstration of lead or co-lead authorship on some of those publications. In determining research productivity, the FEC will recognize that the quantity of post-tenure research may be affected by the initiation of new programs of research and participation in additional teaching and service responsibilities; however, no faculty member may be promoted to Professor on the basis of teaching and service alone. The expectation for prominence, impact, and quality of publications is the same as for promotion to Associate Professor. For promotion to rank of Professor, the candidate may ask for outside letters of support. If the candidate chooses to do so, the process will follow the same conditions as laid out for letters in the process for tenure.

3. Service: The FEC expects evidence of a sustained commitment to service at the department, university, and community.

VI. AWARD OF TENURE

A. Eligibility

The conditions for eligibility, application, limitations, and rights of tenure are defined in the CBA (Sections 9.310; 9.320; 9.330; 9.340; 10.110.2), and shall apply unless modifications have been made at the time of appointment. A probationary appointee shall be eligible to make an application for tenure after the appointee has completed five years of credit toward tenure, at least three of which have been at The University of Montana. Thus, application for tenure is normally made in the sixth or seventh year of credited service. Eligibility requires a minimum academic rank of associate professor, though faculty members may apply for tenure and promotion to associate professor simultaneously. Failure to attain tenure by the end of the seventh year of service will automatically result in the issuance of a one-year, non-renewable contract for the following academic year, as per the CBA

B. Procedures

Procedures for the evaluation of tenure applications shall be conducted according to the Collective Bargaining Agreement, unit standards and faculty evaluation procedures consistent with considerations of due process.

It shall be the responsibility of the eligible faculty member to initiate the application for tenure which shall include an IPR that contains at least the following: (1) a complete statement of the teaching, creative work and research, and public service activities performed by the applicant during the probationary period; (2) a vita of the applicant's publications and/or creative activities; (3) evidence that the applicant has achieved or is in the process of achieving recognition in their field of competence beyond the University of Montana; and (4) any other information the applicant deems relevant to professional development, competence or performance.

The candidate should submit to the Director by the end of Spring semester of the prior academic year a list of at least five external persons to review the candidate's scholarly research

and creative activity. The Director, in consultation with the FEC, may generate a list of additional potential reviewers. The potential reviewers shall not include the candidate's graduate program advisors or committee members nor any of the candidate's current scholarly collaborators/co-authors. The Program Director's list shall be shared with the candidate, and the candidate may strike one or more of the names from the Chair's list. The Director shall then solicit three reviewers, including two from the candidate's list and one from the Director's list by the end of June. In soliciting letters, the Director may tell the external reviewers that letters will be anonymized, that reviewers should write their letters in such a way as it will not reveal their identity and that reviewers should submit both a signed and an unsigned copy of their letter to the director. After the Director receives the letters, the names, addresses and other potentially identifying materials may be removed to protect the anonymity of the reviewers before the letters are placed in the faculty member's application materials by October 15. In keeping with the provisions of the CBA, no faculty member may apply for tenure while on leave without pay from UM.

C. Evaluation Standards

Candidates must demonstrate professional growth and increasingly valuable contribution to the university and society through their record of teaching, research/creative activity, and service.

1. Teaching: The FEC will look for evidence of continued effectiveness and rigor in instruction and positive feedback on student evaluations, as well as evidence of ongoing development of courses. The FEC also will look for evidence of positive involvement in graduate and undergraduate mentoring. For the award of tenure, a peer evaluation of teaching will also be used as evidence. The candidate shall ask any tenured faculty member in the Environmental Studies Program to complete the review prior to October 15 of the year of application.
2. Scholarship: To be considered for tenure, the candidate should have a book published as lead or co-lead author by an academic press or other prominent publisher that has an outside review process; or at least four of the following: article length publications or equivalent as lead or co-lead authorship and placement in journals that are either peer-reviewed or nationally renowned for excellence; or prominent public interest or technical reports as lead or co-lead author for an agency or non-profit organizations. The expectation for prominence and quality of these publications is the same as for promotion to Associate Professor. The FEC will look for the potential for continued growth of the research or creative works program, but in determining productivity it will place greater emphasis upon demonstrated success at publication and the establishment of research and creative works than it will upon works in progress. In weighing this evidence, the FEC will consult written assessments of the candidate's scholarship from tenured faculty members with relevant expertise at other universities.
3. Service: Candidates must demonstrate department service and some combination of service beyond the department level. In particular, the FEC expects candidates to have established a presence at the university level through service on university committees, participation in faculty governance, or other University service that is requested of the department.

VII. SALARY DETERMINATIONS

A. Merit Award

A recommendation for a merit award for tenure-track faculty requires an FEC evaluation of above normal performance in at least two of the three areas of responsibility (teaching, scholarly activity, and service), or normal performance in at least two of these areas and outstanding performance in at least one of these areas is required. Documentation shall cover the period since the last merit award or promotion, or the most recent seven (7) years, whichever is less. The FEC shall use the evaluation criteria in Section III.

B. Normal Increment

The performance of a majority of faculty members will generally be evaluated as "normal." Faculty are expected to grow in value to the institution over time, which is reflected in a "normal" increment to their salary. Documentation shall cover the previous year (s), as indicated in the CBA evaluation schedule according to rank (Section 10.210).

C. Less-than-Normal Increment

As defined by the Collective Bargaining Agreement, Section 10.110, 3c: "Poor performance of assigned responsibilities within the scope of employment may constitute grounds for a less-than-normal evaluation. It is understood that the absence of performance in any one or two of the areas of teaching, scholarship/creative activity, and public service does not justify a less-than-normal evaluation. Performance is to be evaluated consistent with workload assignment. Failure to submit an IPR for evaluation by a faculty member, when required (see CBA 10.210, 10.220), is grounds for a less-than-normal increment." Any less-than-normal recommendation must be justified in writing with the specific program standard or contractually specified criterion that, when applied, resulted in that less-than-normal evaluation or recommendation. Documentation shall cover the previous year(s), as indicated in the CBA evaluation schedule according to rank (Section 10.210).

D. Outstanding Performance Award

Non-tenure track faculty may be eligible for an Outstanding Performance Award in accordance with the responsibilities of their appointment, and the same procedures described in Section IV and in CBA 10.220.

VIII. RETENTION OF FACULTY

A. Probationary Appointments

The Collective Bargaining Agreement specifies the rights and status of probationary faculty, including the right to serve a specified term of the appointment, protection against dismissal without charge, and notification of non-reappointment.

B. Tenured Appointments

The Collective Bargaining Agreement specifies the rights of tenured faculty in addition to provisions for the review of tenured faculty who have received less- than-normal recommendations, and the evaluation schedule for tenured faculty for purposes of retention.

IX. PROVISIONS RELATING TO THE PROGRAM DIRECTOR

Duties: The Director is charged with administering the graduate and undergraduate programs, providing general advising to graduate students, instructing a selected and limited number of courses, using their expertise in organizing public service activities, serving as program liaison with certain university committees or administrators, and external relations, and supervising program faculty and staff. Within any given year, the Director's tasks are highly variable and require considerable flexibility for responding to program needs.

The Director shall be reviewed according to normal faculty review, taking into account the particular and variable duties of the office.

X. PROVISIONS RELATING TO NON-TENURABLE ACADEMIC APPOINTMENTS

Goal: The Program intends to fulfill its mission through reliance upon persons duly appointed as members of the regular faculty who engage in the full range of traditional faculty activities, namely, teaching, research and creative activity, and service. Accordingly, the Program will make use of non-tenurable appointments only for special or specialized purposes and/or limited periods.

A. Categories of Non-tenurable Appointments:

1. Lecturers. Persons appointed as members of the faculty with duties devoted primarily to teaching and may include graduate advising and undergraduate mentoring. Lecturers holding appointments of 0.5 FTE and above shall be evaluated annually by the FEC in accordance with the responsibilities of their appointment and according to the same procedures described in Section IV. They also can be considered for Outstanding Performance Awards and can be recommended for salary increases on the basis of meritorious performance in teaching. Additional activity in research, creative activity, or service to the university or outside of it are encouraged and considered supplemental to the Lecturer's responsibilities. Lecturers may or may not have a terminal degree, depending upon assignment and background, and are subject to annual reappointment at the University's discretion, with one semester's advance notice of intent not to reappoint.
2. Adjunct Instructors. Persons appointed as ranked members of the faculty primarily to provide classroom teaching supported by instructional program funding. Adjunct instructor appointments at 0.5 FTE and above may be authorized to enable the Program: a) to fulfill course obligations on a temporary basis replacing absent faculty, or b) to meet temporary and unanticipated enrollment growth. Adjunct instructors holding appointments of 0.5 FTE and above can be reappointed at the University's discretion. These Adjuncts may carry research and

service responsibilities proportional to their FTE, subject to negotiation at time of hire. They are expected to submit performance review materials and be evaluated annually by the FEC and Director, in accordance with the CBA and the instructors' negotiated responsibilities,

Part-time adjunct instructor appointments at less than 0.5 FTE primarily are assigned teaching duties (as opposed to research and service). They enable the program to fulfill course obligations in special or specialized areas on a part-time basis. Whether part-time or not, aggregated Adjunct Instructor appointments shall not exceed 25 percent of total faculty FTE within the Program. Adjunct instructors appointed at less than 0.5 FTE are not subject to annual review by the FEC.

All adjunct instructors shall provide students the opportunity to submit course evaluations for all courses they teach.

Adjunct instructors hold ranking at the level of qualifications stipulated in the CBA.

3. Visiting Faculty. Persons appointed as ranked members of the faculty who may hold faculty positions at other institutions of higher education (domestic or foreign) or full-time positions in the private sector. Visiting Faculty appointments may be renewed for two academic years at the University's discretion. No individual may hold such an appointment for more than three (3) academic years in succession.

Visiting Faculty hold rank at the level of qualifications stipulated in the Collective Bargaining Agreement, and as negotiated at the time of hire. They shall be evaluated annually by the FEC in accordance with the responsibilities of their appointment and according to the same procedures described in Section IV. Although Visiting faculty are not eligible for merit increases, they may be considered for Outstanding Performance Awards.

4. Research Faculty. Persons appointed as ranked members of the faculty primarily to conduct research with support from grants, contracts, or outside funding sources susceptible to discontinuance by entities other than the University.

Research Faculty hold ranking at the level of qualifications stipulated in the CBA.

Research faculty shall be evaluated annually by the FEC for their scholarly and creative activity, in accordance with the responsibilities of their appointment and according to the same procedures described in Section IV. Research faculty may receive annual salary increments allowed by their grant(s) and approved by the Program Director.

5. Faculty Affiliates. Persons not principally employed by the University, or principally employed by the University in something other than an academic capacity, but who nominally contribute to the instructional, research and creative activity, or service functions of the University, usually with no or minimal compensation, who hold courtesy appointments as Faculty Affiliates. The Program may recommend renewal of these appointments annually to the Provost.

6. International Visiting Scholars. International visitors typically under approved exchange agreements, but who lack the credentials for appointment as Visiting Faculty, who hold

appointments as International Visiting Scholars in recognition of their participation in the University's functions. Such appointees typically receive compensation from their home institutions and come to the University by invitation and under a DS-2019 form (formerly, an IAP-66 form) in compliance with the University's policies.

B. Appointment Procedures, Appointing Authority and Conditions

Policies pertaining to the appointments listed in section A can be found in The University's Policy on Non-tenurable Academic Appointments (Policy 350.)

C. Termination, Remedies, and Student Complaints

EVST must comply with applicable Board of Regents policy and University policies and procedures in order to terminate non-tenurable faculty members for cause or to discontinue non-tenurable faculty members before contracts expire.

Rights of non-tenurable faculty members are detailed in 2021-25 CBA Section 9.110. Non-tenurable faculty members covered by the Collective Bargaining Agreement have recourse to the Grievance Procedure to redress violations of University policies.

Faculty not covered by the CBA can seek corrective action from the appropriate Dean, with right of appeal to the Provost and President. Student complaints against non-tenurable faculty follow the procedures in accordance with the CBA.

D. Rank and Appointments

At the time of the appointment or reappointment, the employer shall provide each faculty member with a written agreement that specifies rank, salary, and other terms and conditions of employment.

E. Evaluation Procedures

Evaluation of non-tenurable appointees shall be guided by the same dates and procedures delineated in the Collective Bargaining Agreement for tenurable faculty appointments, by the criteria presented in section IV of these standards, and on the basis of their workload assignments.

XI. PROFESSIONAL BEHAVIOR AND ENSURING A HEALTHY WORKPLACE

The 2019-2025 CBA 6.200 states "As a member of a faculty, each person is expected to relate in a professional manner with colleagues in the academic community...The expectation of professionally respectful behavior by faculty shall, likewise, be reciprocal for UM Administrators whereby they relate to faculty in same manner. Faculty shall not be subject to abuse, threats, intimidation, bullying, discrimination (Section 2.800) or unprofessional behavior, nor shall they subject others to abuse, threats, intimidation, bullying, discrimination, or unprofessional behavior. The definition of a safe and healthy workplace (Section 4.100) shall include professionalism as defined (Section 6.200)

and non-discrimination (Section 2.800).”

XII. AMENDMENT AND IMPLEMENTATION OF THESE UNIT STANDARDS

Unit standards may be amended by the EVST faculty consistent with the Collective Bargaining Agreement (see the introductory paragraph of this document).