

UM UNIT STANDARDS COMMITTEE
APPROVAL FORM

Re: Unit Standards for the Division of Biological Sciences
Year: 2018

1) Chair, Department

Charles H Janson
Signature

12/18/17
Date

COMMENTS:

2) Dean, College of Humanities and Sciences

Christopher Coon
Signature

12/28/17
Date

COMMENTS:

3) Chair, University Unit Standards Committee

Bonnie J. Berg
Signature

7/18/18
Date

COMMENTS:

4) Provost and Vice President for Academic Affairs:

Debbie
Signature

7/18/18
Date

COMMENTS:

1 **Division of Biological Sciences Unit Standards and**
2 **Procedures for Faculty Evaluation and Advancement**

3 The Division of Biological Sciences (DBS) shall be guided by standards and procedures
4 set forth in the current Collective Bargaining Agreement (CBA) signed between the University
5 Faculty Association, The University of Montana and the Montana University System regarding
6 retention, salary increments, promotion, and tenure of faculty covered by the CBA. The unit's
7 standards and procedures are intended to supplement, but be consistent with, those provided
8 in the current CBA. In the event of any omissions or inconsistencies, the terms of the CBA shall
9 prevail. A faculty member should consult the CBA for procedural requirements related to the
10 appeal of an evaluation provided by the Faculty Evaluation Committee (CBA 10.230) and/or
11 the Associate Dean of the Division (CBA 10.240). Any references in the CBA concerning the
12 role of departmental chairpersons shall be understood to apply to the Associate Dean in the
13 case of DBS.

14 I. DBS Career Paths
15

16 The Division has two career paths for tenure-track faculty, the integrated path (combining
17 research, teaching, and service) and the education-emphasis path. The requirements of each
18 path for promotion, tenure, and salary determination are specified in section V. The path of the
19 tenure-track opening will be specified in the advertisement placement, confirmed during each
20 candidate's employment interview, and included in the letter offering the position. A tenure-track
21 faculty member may not request a change in his/her career path prior to being tenured. However,
22 a tenure-track faculty member may apply for an advertised open position in the other career path,
23 subject to approval of the Dean of the College of Humanities and Sciences, who retains authority
24 based on CBA 6.210.

25 Separate from the tenure-track paths, the Division hires and hosts non-tenure-track faculty
26 with specialized research ('Research Faculty') or teaching duties (Adjunct faculty).
27

28 II. Faculty Evaluation Committee

29

30 A. Purpose

31 The purpose of the Faculty Evaluation Committee (FEC) is to provide peer
32 evaluation and review of performance of each faculty member in the unit.

33 B. Composition

34 The FEC shall consist of three members from DBS, all of whom must be tenured, plus a
35 student representative (CBA 10.230). A committee member shall not participate in his/her own
36 evaluation. All tenured DBS faculty are eligible except for the Associate Dean of the Division and
37 others who are not part of the bargaining unit. The faculty on the FEC shall elect a chairperson
38 from among its membership. The student representative shall be appointed for only one year by
39 the Committee chairperson from among the majors and/or graduate students in the Division. The
40 student member is not eligible to serve as committee chair and shall have no voting rights. Two
41 of the three members of the FEC will be the chairs of the graduate-program evaluation
42 subcommittees, each representing a graduate program group in DBS: Cellular, Molecular, and
43 Microbial Biology (CMMB), and Organismal Biology, Ecology and Evolution (OBEE). Each
44 subcommittee acts as a designated and formal evaluation subgroup on behalf of the FEC. Each
45 subcommittee's final recommendations (after allowing time and due process for appeal by each
46 evaluated faculty member) shall be accepted by the FEC. The third faculty member of the FEC
47 shall be chosen from the faculty at large, alternating between OBEE and CMMB programs. An
48 alternate FEC representative shall be elected from among the tenured faculty of the Division to
49 replace one of the FEC members if the latter is not available or in cases of likely conflict of interest.
50 Each of the graduate program subcommittees will consist of all DBS faculty who are part of the
51 collective bargaining unit and have an active affiliation with the relevant graduate program in DBS;
52 specifically excluded from the FEC subcommittees are the Associate Dean of the Division, visiting
53 faculty, faculty holding less than a 0.5 FTE, or others who are not part of the bargaining unit. Each
54 subcommittee will elect a chair from among its tenured membership. The FEC will review
55 performance for any faculty member not affiliated with a DBS graduate program or who cannot
56 be evaluated by existing FEC subcommittees.

57 C. Responsibilities

58 The subcommittee shall apply these unit standards to review the performance of each
59 faculty member in his/her respective program group and make a written recommendation with
60 justification signed by the subcommittee chairperson which shall, when appropriate, specifically
61 address: (1) retention, (2) salary increment, (3) promotion, and/or (4) tenure (Section 10.230).

62 The subcommittee shall use evidence from the individual performance record submitted
63 by the faculty member (see below) as the basis of its evaluation. It shall also consider the reports
64 of the Student Evaluation Committee. In addition, except when on sabbatical or other leave, each
65 faculty member may, but is not required to, address the subcommittee in person regarding his/her
66 performance record. A faculty member may not be sanctioned, suspended, disciplined, or
67 discharged for not appearing in person before the subcommittee or responding to requests for
68 additional evidence (CBA 10.210). The subcommittee may request and consider evidence from
69 any other source so long as the evidence is relevant to the unit standards and the faculty member
70 to whom the evidence pertains is afforded a minimum of ten days to review and respond to the
71 evidence (CBA 10.210). Evidence gathered from anonymous sources, with exception of the
72 student evaluation forms, shall not be included.

73 Each tenure-track (probationary or tenured) or research faculty member is entitled to vote
74 for either a "merit," "normal," or "less-than-normal" salary increment for every other DBS faculty
75 member in the graduate program of their primary affiliation. A faculty member may not vote on
76 his/her own review. The full documentation concerning each faculty member's performance
77 record for the current reporting period shall be available in the Division office or via authorized
78 electronic distribution for inspection by any faculty member in the program prior to his/her voting.
79 When a faculty member is requesting promotion, only faculty of a rank equal to or above the rank
80 to which the faculty member would be promoted, shall be eligible to vote for "promotion" or "non-
81 promotion," although all may participate in the discussion. In the case of a candidacy for tenure,
82 only tenured faculty will be eligible to vote on the issue, but all may take part in the discussion.
83 Any faculty member may abstain from voting when (s)he feels unable to vote objectively on an
84 evaluation issue for any reason. Abstentions are not considered in the vote tally. The
85 subcommittee shall inform the faculty member of its recommendation in writing at least two weeks

86 before transmitting the recommendation to the FEC, to allow adequate time to initiate an appeal.
87 Upon request, any person shall be permitted to address the subcommittee in person or in writing
88 regarding his/her evaluation (CBA 10.210).

89 Each subcommittee, by memorandum, shall transmit individual recommendations of
90 reviewed faculty to the FEC, which will forward its recommendations to the Associate Dean of the
91 Division, normally on or before Nov. 15. The FEC recommendation prepared for each faculty
92 member will be based on the relevant subcommittee recommendation, if available, in addition to
93 application of these unit standards. If the FEC discovers procedural or factual errors in a
94 recommendation prepared by a subcommittee, the subcommittee will be asked to review or revise
95 its recommendation. The FEC will provide the subcommittee a written justification for the request.
96 The FEC and members of the subcommittee shall meet or correspond until the recommendation
97 is free of errors. In the event of a change in the subcommittee recommendation, the faculty
98 member will be informed and have 10 days to file a written appeal to the FEC. In addition to the
99 individual recommendations, the Faculty Evaluation Committee shall prepare and append a
100 summary of those who have been recommended by the Committee for promotion, merit increase,
101 and/or tenure, but the recommendations shall not be prioritized.

102 At the request of the Dean of the College or Provost and Vice President for Academic
103 Affairs, the FEC shall be responsible for assembling preliminary relevant information for
104 evaluation of the faculty duties of the Associate Dean of the Division (who is excluded from the
105 collective bargaining unit), presenting the information to the Division faculty, and preparing an
106 appropriate recommendation. The Associate Dean's administrative role may be evaluated ad hoc
107 at any time by the Dean of the College (CBA 16.240). Recommendations for promotion and
108 tenure of the Associate Dean within the Division will be initiated by the FEC based on special
109 procedures and standards outlined below.
110

111 III. Student Evaluation Committee

112

113 A. Purpose

114 The Student Evaluation Committee (SEC) shall review the teaching effectiveness of the

115 faculty in the Division, using standard course evaluation forms approved by the Division. DBS
116 uses the numerical scores from the standardized IAS evaluation form. Because these are
117 unambiguous and self-explanatory, the main task for the SEC is to synthesize student written
118 comments and to identify major themes to guide the instructor in improving student learning. Each
119 faculty member must provide to the SEC student evaluations for at least one course during any
120 semester that they teach (CBA 10.220).

121 B. Composition

122 The Associate Dean of the Division shall appoint a SEC consisting of six
123 undergraduates and/or graduate students representing all degree programs in the Division,
124 plus one faculty observer. The Committee shall elect a chairperson from among its student
125 members. The members serve (normally one year) until the next SEC is appointed.

126 C. Responsibilities

127 The SEC shall review course evaluations and may seek or receive relevant evidence
128 from students who have taken courses from the faculty member being evaluated. The SEC shall
129 neither review the faculty member's performance record nor have any responsibility for
130 application of unit standards.

131 The SEC shall prepare written evaluations of the teaching performance of each faculty
132 member whose performance is being reviewed. Each written evaluation shall be signed by the
133 chairperson of the SEC, the individual evaluated, the Associate Dean, and the Dean by the date
134 stipulated in the CBA. Neither error nor omission of student participation in any evaluation may
135 constitute grounds for a grievance. The evaluation procedure may proceed without participation
136 by the SEC.

137

138 IV. Associate Dean's Recommendation

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140 The Associate Dean of the Division shall submit by December 15 a separate
141 recommendation for each faculty member as set forth in the CBA, Article 10.240 (Department
142 Chairperson recommendation). Any other references in the CBA describing the role of a
143 department chairperson in the faculty evaluation process shall apply to the Associate Dean.

144 The evaluation materials including the performance record, the SEC evaluation, the FEC
145 recommendation, and the Associate Dean's recommendation, each signed by the faculty
146 member, shall be forwarded to the Dean of the College of Humanities and Science by the date
147 stipulated in the CBA. The faculty member's signature attests that (s)he has read the material,
148 but does not imply endorsement of the recommendation.

149 The Associate Dean shall prepare and append a summary list of his/her recommendations
150 based on the documentation. The names on the list of merit recommendations will be ranked in
151 order of priority. Priority is based largely on the summary ratings of the FEC in each of the relevant
152 areas of performance depending on the track to which a faculty member belongs. For instance, a
153 faculty member in the integrated track who receives 'above-normal' ratings in all three areas of
154 teaching, research, and service would typically rank above someone who receives two 'above-
155 normal' ratings and one 'normal' rating. In cases of ties, preference is given to higher ratings in
156 research or teaching over those in service. Recommendations for promotion and tenure are not
157 ranked.

158

159 V. Documentation

160

161 A. Expectations of faculty effort

162 Unless otherwise specified at the time of hire, tenure-track faculty on the integrated path
163 are expected to devote 50% of their time and effort to research, 30% to teaching, and 20% to
164 service. After the time of hire, faculty may negotiate with the Associate Dean for changes in their
165 expected distribution of effort; approval will typically require discussion and a positive vote by the
166 entire DBS faculty. With approval from the Associate Dean, faculty members may buy out a
167 portion of their teaching and service obligations by funding portions of their academic year salary
168 with grants. Baseline expected effort of tenure-track faculty on the education-emphasis path is
169 70% teaching and 30% research and/or service. Faculty on the education-emphasis path will
170 usually teach at least one additional three-credit lecture-style course per semester relative to the
171 average faculty teaching load in the integrated path. While education-emphasis faculty are
172 expected to be scholars, they are not required to engage in a program of funded research; grant

173 funding is not required for promotion or tenure within the education-emphasis path, although it
174 would be considered favorably in the decision. Research faculty who are not on the tenure-track
175 are expected to devote at least 90% of their effort toward research, with minor contributions to
176 teaching and service as their grants and time allow. Performance in each area is described in
177 Section VI.

178 B. Individual Performance Record

179 Except when on sabbatical or on other compensated or uncompensated leave, it is the
180 responsibility of every faculty member to prepare his/her own individual performance record (IPR)
181 with full and complete documentation and evidence in the years that they are required according
182 to their academic rank (check with the DBS office staff for details in any given year). For tenure-
183 track faculty in the integrated path, this record shall address three areas of faculty responsibility:
184 (1) teaching, (2) research and scholarly activity, and (3) service, using a recommended standard
185 format (see appendix) approved by the DBS faculty and consistent with the CBA. For clarity, the
186 expected effort in each area should be outlined immediately above the 'personal statement'
187 section of the IPR, either by indicating into which path (integrated, teaching) the individual was
188 hired, or by citing any changes from these expectations and responsibilities that were negotiated
189 at the time or hire, or that changed significantly after hire (as documented in writing and as
190 developed through mutual agreement with the Associate Dean). In all cases, faculty shall address
191 all three areas of responsibility, but they will be evaluated on the basis of expectations outlined in
192 writing at the time of appointment, or as formally modified by the Associate Dean thereafter.

193 Individuals with appointments that lie predominantly within OBEE, CMMB, or SEIGP shall
194 submit documentation to the appropriate FEC subcommittee. Individuals who have split
195 appointments or broadly defined responsibilities between graduate programs within DBS, or who
196 have appointments in DBS without a graduate program affiliation, shall submit documentation
197 directly to the division's FEC. Individuals on split appointments between DBS and another
198 academic unit shall submit the performance record to the unit in which the greatest portion of the
199 FTE is assigned, or, if the FTE is equally split, to the unit in which first hired; or, if not first hired in
200 one unit, to the unit in which (s)he is best qualified for full-time service. The FEC subcommittees
201 shall assist each faculty member to ensure that the documentation is accurate, as complete as

202 possible including evaluations from other units to which the individual was partially assigned, and
203 relevant to the unit standards.

204 The individual shall submit the performance record, dated and signed by the faculty
205 member, to the FEC subcommittee by October 15. Faculty members may be asked by their
206 graduate program to submit an Individual Performance Record (IPR) each year, even if the file
207 does not proceed to the Associate Dean level of review. As stipulated by the CBA (10.340), for
208 Full Professors, the IPR will be reviewed and forwarded by the Associate Dean only every three
209 years except when Merit is requested. For tenured Associate Professors, the IPR will be
210 reviewed and forwarded by the Associate Dean only every other year, unless either Merit or
211 Promotion is requested. Associate or Full Professors will be evaluated each of the three years
212 following a below-normal recommendation.

213 C. Performance Period to be Documented

214 The performance period, (see CBA 10.210), to be documented for the respective types of
215 advancement is as follows:
216

- 217 • Promotions: The lesser period of 1) all service in the current rank, 2) since the date that
218 documentation was prepared for the last granted promotion, or 3) the seven most recent
219 years.
- 220 • Tenure: The entire probationary period including credited prior service.
- 221 • Merit: The time since documentation was submitted for the last merit awarded, or for the
222 last promotion, or from the date first hired, or the seven most recent sequential years,
223 whichever is shorter.
- 224 • Normal: The period since the last required review, according to the faculty member's rank
225 and initial letter of the last name (as per the CBA 10.340).
- 226 • Less-than-Normal: The previous year.

227

228 VI. General Criteria

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230 The Division of Biological Sciences is responsible for the education and training of

231 undergraduate and graduate students, and making original research contributions in the life
232 sciences. Every person in the bargaining unit is at one and the same time an instructor, a scholar,
233 and a member of the faculty of the university. These functions and responsibilities should be
234 thought of as overlapping and complementary. It is recognized that each individual's career is
235 unique and expresses some particular array of aptitudes and abilities; overall professional
236 directions vary greatly among individuals. Moreover, different types of activities cannot be
237 objectively equated, even in those cases when a particular contribution can be quantified. For an
238 overall evaluation to be considered normal, a less-than-normal contribution in one area must be
239 balanced by compensating performance in another.

240 It is expected that in circumstances such as extended illness or injury, a leave of absence
241 will be taken (see Article 15.000 of the CBA). However, it also is recognized that all faculty
242 members may experience occasional reductions in performance associated with stressful or
243 demanding life events. The FEC will consider such occurrences, and performance expectations
244 will be adjusted as appropriate.

245 A. Teaching effectiveness

246 Performance of teaching duties is expected to reflect acceptable teaching loads as
247 determined by the Associate Dean in consultation with each faculty member, effective
248 pedagogical skills, and, when appropriate, participation in General Education courses. Evaluation
249 of teaching performance shall be based on the criteria listed in the CBA (section 6.200), including,
250 but not be limited to: expertise in their subject matter; evidence of knowledge of advances and
251 current thinking in his/her subject; regular and punctual meeting of classes; assistance to students
252 to learning in and out of the classroom; judicious experimentation with pedagogical methods;
253 effective communication; and fairness of examinations and other grading systems. Judgment of
254 teaching effectiveness will be based upon student evaluations as summarized by the SEC and
255 by the internal and external evaluations of classroom teaching for untenured faculty members
256 (see next paragraph). Each faculty member should have a deep interest in students' progress and
257 welfare, which includes counseling and mentoring assigned advisees as well as other students
258 on their program of study and other academic matters, and maintaining a responsible,

259 professional relationship with the students. (S)he will carefully ensure equal application of class
260 standards and requirements.

261 In faculty evaluation of teaching performance, factors considered include a faculty
262 member's course load, whether these courses are existing or new preparations, course
263 enrollment, extra effort in preparing materials or advancing student learning, student evaluations,
264 and any external recognition of teaching success. A Normal evaluation would typically reflect at
265 least adequate performance in teaching assigned existing courses, with no demonstrable extra
266 effort in course development or student learning. Above Normal evaluation should reflect
267 evidence of relatively high teaching performance, additional course load or new course
268 preparations, or special efforts to improve course materials or student learning
269 outcomes. Outstanding evaluation would include evidence of Above Normal performance in
270 several areas, plus external (outside the department) recognition of unusual efforts or
271 performance in teaching.

272 Each year the Associate Dean shall appoint a committee or teaching mentor to evaluate
273 the teaching effectiveness of each untenured faculty member in a tenure-track position. Review
274 will consist of visitation by one or more tenured faculty to the course(s) taught by the untenured
275 faculty member, followed by written commentary describing both positive aspects of the teaching
276 style and areas for possible improvement. If warranted, specific recommendations and coaching
277 may be implemented by joint agreement between the untenured faculty member, a mentor, and
278 the Associate Dean. Annual review of teaching effectiveness for integrated-path faculty will occur
279 in the second and third years following the initial appointment and thereafter will occur only at the
280 request of the Associate Dean. For tenure-track faculty in the education-emphasis path, review
281 of classroom teaching will occur in every year prior to application for tenure. At least two faculty
282 members from within DBS will conduct the review of classroom teaching. If further expertise within
283 an area of instruction is needed and can be provided within UM, a third review from a faculty
284 member outside of DBS will be requested.

285
286

287 B. Research and Scholarly Activity

288 It is expected that a faculty member in the integrated path will be actively engaged in
289 research or scholarly activity of such scope and quality that (s)he can contribute to graduate
290 programs of study. Scholarly activity shall include, but not be limited to, the following: peer-
291 reviewed and other publications, government reports, papers presented at professional society
292 meetings, invited on-and off-campus research seminars, receipt of research grants (or evidence
293 of diligent search for extra-divisional research funds), and receipt of special honors, citations,
294 awards, or recognition for research contributions. The significance attached to each such item
295 should parallel the extent and quality of the peer review it reflects. For example, publications in
296 refereed journals may be weighted more heavily than those in non-refereed journals, and papers
297 presented at national or international meetings more heavily than those at local or regional
298 meetings. The number and quality of publications in refereed journals is indicative of the level of
299 a productive research program, while the absence or near absence of such is strong evidence of
300 research ineffectiveness. The dollar amount of research grants and the number of research grants
301 awarded is indicative of a productive research program, but a sustained effort to acquire
302 extramural funding should also be viewed as a positive effort to enhance an individual's research
303 productivity. For both publications and research grants, precise minimum levels of production are
304 not specified for DBS as a whole, as the trends for major grant funding and publication rates vary
305 through time and by sub-discipline.

306 In general, expected scholarly performance for a normal evaluation for faculty on the
307 integrated track would include an average of at least one peer-reviewed paper per year in a high-
308 quality specialty journal in the relevant field of research and sufficient funding to sustain research
309 activity by the PI. Above-normal performance would typically include publication of several peer-
310 reviewed papers per year, evidence of professional engagement (presentations at meetings,
311 conferences, or workshops), and grant funding sufficient to support at least one graduate student
312 in addition to support personnel. Outstanding performance requires a greater publication rate of
313 peer-reviewed papers and/or publication in more prominent journals, evidence of high activity or
314 leadership in professional engagement (e.g., multiple invited talks, organizing workshops), plus
315 sustained grant funding (often with two or more simultaneous awards) sufficient to support two or
316 more independent or partially overlapping research directions. For pre-tenure faculty, written

317 feedback on their research productivity included in the FEC recommendation at each annual
318 evaluation should provide clear guidance about their performance relative to the standards of their
319 graduate program. Research faculty have expectations of scholarly production roughly twice
320 those of faculty in the integrated track, in accord with the allocation of effort.

321 Tenure-track faculty members in the education-emphasis path may use any of the forms
322 of documentation of research activity described above for faculty in the integrated path, but may
323 also provide evidence of other scholarly activities. These include but are not limited to: 1)
324 demonstrable literature review and synthesis in support of classroom course content, 2)
325 participation in and contribution to meetings of relevant professional associations or societies,
326 and 3) systematic efforts to improve student learning in accord with current pedagogical theory
327 and practice. Faculty on the educational track have expectations of scholarly production roughly
328 half those of faculty on the integrated track, in accord with the allocation of effort.

329 C. Professional Service

330 Each faculty member has obligations and responsibilities to assist in the proper
331 administration of Division and University affairs compatible with his/her teaching, research and
332 other commitments. It is therefore expected, unless otherwise specified in the faculty member's
333 job description, that (s)he will serve on committees, attend University functions, and render public
334 service in the area of his/her professional competence. Such service would include, but not be
335 restricted to: service to professional organizations and societies; membership on Division,
336 University or UFA committees; participation in graduate program and DBS faculty meetings and
337 deliberations; directorship of UM research centers, facilities, or institutes; service on editorial
338 boards of professional journals, performance of reviews of grants or manuscripts (i.e.,
339 engagement in peer review), consultation or lectures to off-campus organizations; recruitment
340 and public relations efforts on behalf of the Division or University; contributions of expertise to
341 governmental agencies and private organizations; continuing education activities such as
342 extension courses, workshops, and/or seminars; and contributions to University curriculum
343 development. Quantitative evaluations of service contributions are difficult and any evaluation will
344 be highly subjective. However, the significance attached to service should reflect the level and

345 nature of the actual contributions or achievements of the individual being reviewed. Adequate
346 documentation of public or professional service activities includes a letter of request, appointment,
347 invitation, confirmation, or commendation.

348 The amount, effort, and impact of service activities are considered in assigning
349 performance levels during annual review. A normal level typically corresponds to service on one
350 to a few department- or College-level committees, modest community outreach (e.g., helping to
351 judge a local science fair), and modest engagement in professional service such as reviewing a
352 few manuscripts or grant proposals per year. Above-normal performance in service requires more
353 time and effort on faculty committees, including some work that benefits the University outside
354 the department, and/or more documented engagement in the community (e.g., classroom
355 presentations to K-12 schools), and/or evidence of increased effort in professional service (e.g.,
356 serving as an associate editor of a journal, participating in an occasional federal grant review
357 panel). Outstanding performance in service should reflect exceptional effort and/or leadership that
358 benefits the department (e.g., directing one of the graduate programs), University (e.g., service
359 on a Presidential taskforce), or state (e.g., serving on an MUS-wide committee), or exceptional
360 sustained outreach to the community, or demonstrated high engagement or leadership in
361 professional service (e.g., being the managing editor of a journal, or associate editor of two or
362 more journals, or sustained regular participation on federal grant review panels).

363 D. Contributions to programs outside DBS

364 In instances where a faculty member contributes significantly toward the teaching,
365 research, or service goals of another academic program (e.g., Wildlife Biology, Center for
366 Structural and Functional Neuroscience, etc.), the faculty member is encouraged to solicit a letter
367 from the director of that program for inclusion in the IPR. The letter should outline the contributions
368 of the DBS faculty member to that program.

369 VII. Retention

370 A. Probationary Appointments

371 The CBA (9.200) specifies the rights and status of probationary faculty, including the
372 right to serve the specified term of the appointment, the terms and conditions of employment,

373 notification of non-reappointment, and credit for probationary service. Untenured faculty in a
374 tenure-track position are expected to show normal performance in at least two of the three
375 areas of performance -- teaching, research, and service. The criteria described for the less-
376 than-normal salary increment (see below) are sufficient for non-renewal of contract. Per the
377 CBA (9.230), the FEC will provide input, if requested by the President of the University,
378 concerning renewal or non-renewal of probationary faculty.

379 B. Tenured Appointments

380 In addition to provisions for the performance review of tenured faculty, the CBA (9.300;
381 10.340) specifies the rights of tenured faculty who have received a less-than-normal salary
382 increment for three successive years, and the evaluation schedule for tenured full professors.

383 VIII. Salary Increments

384 A. Merit (CBA 10.110.3a)

385 The merit salary increment is a financial reward for especially strong contributions to the
386 Division and University. The expectation for merit shall be above normal performance in at least
387 two of the three areas of responsibility: teaching, research, and service; or outstanding
388 performance in at least one of these areas with at least normal performance in the remaining
389 areas. The criteria to be used for judging performance are described above in Section VI. The
390 volume of research or teaching endeavors alone does not justify a merit award; both quality and
391 quantity are important. Meritorious research and service accomplishments will ordinarily be such
392 that recognition is extended by professionals outside the Division.

393 To warrant a merit recommendation, research faculty, whose primary assignment is to
394 conduct funded research, shall have research accomplishments (see Section VI) that exceed the
395 above-normal expectations of faculty who have significant teaching and service responsibilities
396 as outlined above. The fractional distribution of contractually designated obligations shall be
397 considered in these decisions.

398 B. Normal (CBA 10.110.3b)

399 The performance of faculty members will be expected to grow in value to the institution
400 and will be rewarded with a "normal" increment to their salary. The criteria, as described in

401 Section VI, are a pattern of performance in teaching, research, and service which is judged to
402 be within limits of adequate performance expected in the life sciences at comparable research
403 universities.

404 C. Less-than-Normal (CBA 10.110.3c)

405 Either the absence of any performance or poor performance of assigned responsibilities
406 within the scope of employment may constitute grounds for a less-than-normal increment. It is
407 understood that the absence of performance in any one or two of the areas of teaching, research,
408 or service does not justify a less-than-normal increment if the quantity of service in the remaining
409 area or areas is proportional to the FTE of the appointment, and the quality of that service reflects
410 the focus of concentration of effort in the area or areas in which the individual has been assigned
411 to perform. For instance, a Research Faculty member would not be required to contribute any
412 teaching effort to DBS, so the absence of such effort would not be grounds for a less-than-
413 normal increment.

414 Subject to the CBA and unit standards, a less-than-normal salary increment could be
415 recommended in cases of flagrant decline in quantity and quality of performance, or if the faculty
416 member failed to make progress or serious efforts toward correcting deficiencies noted in a
417 previous evaluation.

418 A less-than-normal salary increment for three successive years for a tenured faculty
419 member will initiate a tenure review of that individual (CBA 17.100).

420 IX. Promotions

421 A. Promotion to Assistant Professor (CBA 10.110.1a) requires possession of the Ph.D.
422 degree in an appropriate area of specialization, and recognition by the faculty that the individual
423 is capable of effective academic activity, scholarly productivity, and development in their area of
424 specialization.

425 B. To Associate Professor (CBA 10.110.1b)

426 Promotion to Associate Professor requires four or more years of full-time service in rank
427 as Assistant Professor prior to the date of promotion (application may be made during the fourth
428 year in rank; exceptions may be negotiated at the time of hire for faculty members who have prior

429 service at other institutions), and possession of the Ph.D. degree. The quality of service in rank
430 as Assistant Professor shall be such that there is a clear demonstration of professional growth
431 and an increasingly valuable contribution to the University.

432 Faculty in the integrated path must demonstrate research productivity and external
433 reputation at levels required to achieve tenure. As such, letters of evaluation from colleagues
434 outside the University shall be solicited as described below in the "Award of Tenure" section.
435 Completing the required number of years in rank shall not by itself be grounds for promotion.

436 Faculty in the education-emphasis path must demonstrate sustained efforts to improve
437 teaching effectiveness and to engage in scholarly research, which does not need to be externally
438 funded but should have impact outside The University of Montana. Examples of evidence of
439 improved teaching include: 1) teaching awards or other commendation; 2) development of new
440 courses; 3) mentoring other faculty in teaching effectiveness; 4) active responses to annual
441 internal and external reviews of teaching performance; 5) increases in objective measures of
442 student learning such as knowledge gains and retention, or their ability to solve cognitively
443 advanced problems; 6) attendance at internal or external workshops focused on education.
444 Scholarly research may include literature review and synthesis in support of course materials
445 delivered to students, systematic evaluation of pedagogical methods or innovation, as well as
446 basic or applied research in some area of biological study. To have impact outside of the
447 University, the output of scholarly activities would typically have to be published, presented at
448 meetings, or made available on some established online venue that is recognized and accessed
449 by teaching faculty outside of the University.

450 C. To Professor (CBA 10.110.1c)

451 Except in highly unusual circumstances, promotion requires five or more years of full-time
452 service in rank as an Associate Professor prior to the date of promotion (application may be made
453 during the fifth year in rank), and possession of the Ph.D. degree. Also required is a clear
454 demonstration of sustained professional ability and recognition at a high level by meeting criteria
455 required for tenure, including the solicitation of letters of evaluation by peers outside The
456 University of Montana. The individual, while at the rank of Associate Professor, must have
457 publications derived from research done while an employee of The University of Montana. No

458 faculty member, whether on the integrated or the education-emphasis path, may be promoted to
459 full professor on the basis of teaching and service alone. The completion of the required number
460 of years in rank shall not by itself be grounds for promotion.

461 D. Promotions to Any Rank

462 If research activity is less-than-normal levels due to an individual's contribution to the
463 University in terms of extraordinary teaching or professional service, such service will be weighed
464 heavily in promotion cases only if such a distribution of effort has been approved and documented
465 through prior discussions with the Associate Dean of the Division and conveyed to the FEC.

466 In the case of contractually designated research appointments that involve little or no
467 teaching or service responsibilities, evaluations shall be based on significant scholarly
468 contributions to his/her profession. Scholarly work shall be considered significant if it is published
469 where it is widely accessible to the profession, if it is judged important by nationally-recognized
470 authorities in the candidate's field, and if it demonstrates the ability of the individual to direct
471 graduate level research.

472 D.1. Candidates for promotion should notify the Associate Dean (AD) no later than August
473 1 of the year in which they intend to apply for promotion. Ideally, candidates for promotion should
474 start to consult with their faculty mentor one year prior to requesting promotion, and may ask their
475 FEC subcommittee to consider and note any potentially troublesome areas for a possible
476 promotion request in the following year. In the year that they request promotion, the candidate
477 shall provide to the AD by the end of August: 1) an up-to-date CV of the form used by the FEC to
478 evaluate merit, 2) paper or electronic copies of 5-15 published papers that best reflect the
479 candidate's research career and impact during the period of evaluation, and 3) a list of 8-10 names
480 of potential external references in the scientific community outside of The University of Montana
481 who should be able to evaluate his/her impact in his/her research area, and to give an opinion
482 whether the faculty member's accomplishments warrant granting of promotion. At the choosing of
483 the candidate, he/she may also provide up to three names of external reviewers that the FEC
484 should not solicit for external evaluation, based on identifiable conflicts. In behalf of, and in
485 consultation with, members of the FEC subcommittee of the faculty member's graduate program,
486 the Associate Dean will solicit letters from at least two persons suggested by the faculty member

487 and may request letters from other persons, from the list approved by the FEC subcommittee,
488 who could be expected to be familiar with the candidate's accomplishments. In the case of
489 education-emphasis faculty, evaluators of teaching effectiveness who are external to DBS may
490 be solicited for input on the candidate's teaching accomplishments. In such a request for outside
491 evaluation, the Associate Dean will write a cover letter explaining the request, and will provide a
492 copy of the faculty member's C.V. and relevant research publications and other relevant
493 documentation. When responses are received by the Associate Dean, the letters will be copied
494 with names, addresses, and other potentially identifying information deleted to protect the
495 anonymity of the respondents, and the anonymous letters will be included in the faculty member's
496 application for promotion. Upon request of the graduate program FEC or DBS FEC, the Associate
497 Dean will make available to the members of the FEC a key of the names, ranks, and institutional
498 affiliations of the letter writers, conditional upon this information being withheld from the candidate
499 for promotion and anyone external to the FEC.

500

501 X. Award of Tenure

502

503 The conditions for eligibility, application, limitations, and rights of tenure are defined in the
504 CBA (9.310; 9.320; 9.330; 9.340; 10.110.2), and shall apply unless modifications have been made
505 at the time of appointment. A probationary appointee shall be eligible to make an application for
506 tenure after the appointee has completed five years of credit toward tenure, at least three of which
507 have been at The University of Montana. Thus, application for tenure is normally made in the sixth
508 or seventh year of credited service. Failure to attain tenure by the end of the seventh year of
509 service will automatically result in the issuance of a one-year non-renewable contract for the
510 following academic year, as per the CBA.

511 It shall be the responsibility of the eligible faculty member to initiate the application for
512 tenure. For faculty in the integrated path, the application shall include at least the following: 1) a
513 complete statement of the teaching, research and scholarly activity, and professional service
514 performed by the applicant during the probationary period; 2) a vita of the applicant's publications
515 and other scholarly output; 3) evidence that the applicant has achieved or is in the process of

516 achieving recognition in his/her field of competence beyond The University of Montana; and 4)
517 any other information the applicant deems relevant to his/her professional development,
518 competence or performance. A minimum rank of Associate Professor is required. Normally, the
519 granting of continuous tenure in the Division will strongly emphasize teaching and research
520 performance, recognizing that untenured faculty members will have had fewer opportunities to
521 participate in Division and University service.

522 The Division will not recommend tenure for a probationary faculty member in the absence
523 of demonstrated effectiveness as an instructor at The University of Montana. Documentation of
524 teaching effectiveness includes student evaluations and evaluations of instructional peers within
525 and/or outside of DBS (including possibly outside of the University). Faculty on the education-
526 emphasis path must also provide evidence of improved teaching, as outlined previously for
527 promotion to Associate Professor.

528 Faculty in the integrated path must also demonstrate productivity as a researcher and
529 demonstrate having made significant contributions to his/her research field as gauged by letters
530 of evaluation from scientific peers from outside the University. Evidence of commitment to building
531 an active, long term research program includes publications in quality peer-reviewed journals
532 based on work conducted at The University of Montana and documented grantsmanship during
533 the probationary period at The University of Montana. In addition, yearly research performance,
534 as documented on the individual performance reports during the probationary period, should be
535 normal, above normal, or outstanding. Exceptions may occur in the event of any prior agreements
536 which are at variance with these conditions and are documented in the individual's job description.

537 The level of performance required for a recommendation for tenure is higher than that
538 required for a recommendation of normal increment; merely adequate progress and growth will
539 not suffice. The candidate must demonstrate the ability to satisfy the unique academic needs that
540 (s)he was hired by the Division to accomplish, and to show a commitment to future professional
541 growth and contribution to the Division, the University, and the academic community at large.

542 The timeline and procedure for applying for tenure are identical to those listed above
543 for promotion (paragraph IX.D.1), with the word 'promotion' replaced by the word 'tenure'.

544 XI. Rank and Tenure of DBS Associate Dean

545

546 An external candidate selected for the position of Associate Dean should be considered for rank
547 (normally Professor) and tenure before an offer of employment is made by the Dean of the College
548 of Humanities and Sciences. DBS faculty shall meet to review the candidate's CV and other
549 materials relevant to research, teaching, graduate advising, institutional and professional service,
550 and other aspects of faculty performance. The primary focus of this evaluation shall be whether
551 his/her background and achievements are consistent with DBS academic standards and
552 expectations, essential for effective leadership of the division. These matters should be
553 considered explicitly, in addition to administrative experience or credentials that may reflect the
554 primary responsibility of the position. A recommendation for tenure and rank for the Associate
555 Dean will enter the normal faculty evaluation process the following year, although the Dean will
556 be urged to communicate the faculty recommendation at the time an offer is made.
557

558 Recommended IPR Template
559

560 FACULTY EVALUATION PERIOD Academic Year 20__ to 20__. (All statements contained in
561 parenthesis should be deleted from your final submission. Nothing is to appear under more than
562 one heading. The performance period runs from 1 September to 31 August. Pages are to be
563 numbered sequentially.)
564

565 Name _____ Date _____
566

567 A. PERSONAL STATEMENT (**Limited to 250 words.** If applicable, describe unique
568 responsibilities or expectations for your position, as negotiated with the Associate Dean)

569

570 B. TEACHING

571 1. Courses Taught (List courses by semester for the period to be covered; place an asterisk
572 before any course that was offered for general education; attach teaching evaluations.) (List all
573 courses taught including research and thesis credits, special problems courses, thesis and
574 dissertation; include number of students enrolled and total credits; do not list students by name.
575 Format: semester, year, course, course title, credits, number of students enrolled.)

576 2. Other Teaching Activities (Include guest lectures, informal seminars, and other classroom
577 activities). 3. Undergraduate Advising (Include numbers of advisees by each major, and include
578 special advising, e.g., Watkin's Scholar, senior thesis, student honors, presentations, and
579 publications.)

580 4. Graduate Advising a. Theses and dissertations approved by Graduate School:

581 b. Major Professor to: (give names and degrees pursued).

582 c. Number of other committees (M.A., M.S., Ph.D. and discipline) served on (do not include
583 names).

584 d. Student honors, grants, presentations, and publications (author and journal; mark with *
585 full citation listed under C if appropriate).
586

587 Name

588 Page 2

589

590 C. SCHOLARSHIP AND RESEARCH (Give full citation (including all authors in published
591 sequence) of articles accepted for publication during the year(s) of review; attach photocopies of
592 title pages or letters of acceptance; do not include submissions or manuscripts in preparation.)
593

594 1. Refereed articles in journals

595 (List in chronological order, including title of publication and names of all authors;
596 do not include abstracts or book reviews.)

597 2. Other Refereed Publications

598 3. Books, Textbooks or Chapters in Books Published

599 4. Professional Publications (Invited or Non-refereed) (Include articles in popular journals,
600 reports, book reviews, published abstracts, etc.)

601 5. Papers and Posters Presented at Meetings (Title, all authors with presenter underlined,
602 occasion, place, date.)

603 6. Participation in Workshops and Symposia or on Panels

604 7. Colloquia and other Research Seminars (List all research presentations not included in
605 C.5. or C.6. including Division of Biological Sciences and University of Montana seminars.)

606 8. Grants and Contracts Awarded or Continued (All grants are to be listed each year
607 funding is received; include title, sponsoring agency, award number, inclusive dates, and
608 total dollar amount.)

609 9. Grants and Contracts Submitted (List, with detail similar to C.8. above and indicate
610 whether pending or not funded. Should not duplicate those in C.8.)

611 10. Honors and Awards

612

613

614

615 Name

616 Page 3

617 D. OTHER PROFESSIONAL AND PUBLIC SERVICE

618 1. Committees

619 a. University (committee name, dates and role)

620 b. Division (" ")

621 c. Other (" ")

622 2. Professional Association Memberships

623 3. Professional Association Service

624 4. Other Professional Service

625 a. Any review or advisory panels

626 b. Manuscripts and proposals reviewed (Include name(s) of agencies and journals and
627 numbers reviewed for each.)

628 c. Consulting

629 5. Public Service

630 E. ADDITIONAL INFORMATION

631 (If you feel that your activities are not adequately described above, additional information may be
632 presented here. May include submitted papers, letters from other academic units acknowledging
633 teaching/service contributions, etc.)

634 F. ATTACHMENTS

635 a. Teaching evaluations

636 b. Title pp. of publications or letters of acceptance for articles in press

637 c. Letters acknowledging service

638 d. Other

639

640 I certify that this evaluation record is complete and correct to the best of my knowledge for the
641 period _____

642 Signature Date