UM UNIT STANDARDS COMMITTEE
APPROVAL FORM

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

1) Chair, Department

Signature

COMMENTS:

Charles H. Hanson

Date

12/18/17

2) Dean, College of Humanities and Sciences

Signature

COMMENTS:

Christopher C.

Date

12/29/17

3) Chair, University Unit Standards Committee

Signature

COMMENTS:

7/18/18

4) Provost and Vice President for Academic Affairs:

Signature

COMMENTS:

7/18/10
Division of Biological Sciences Unit Standards and
Procedures for Faculty Evaluation and Advancement

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

I. DBS Career Paths

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

Separate from the tenure-track paths, the Division hires and hosts non-tenure-track faculty with specialized research (‘Research Faculty’) or teaching duties (Adjunct faculty).
II. Faculty Evaluation Committee

A. Purpose

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

B. Composition

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

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

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

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

Upon request, any person shall be permitted to address the subcommittee in person or in writing regarding his/her evaluation (CBA 10.210).

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

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

III. Student Evaluation Committee

A. Purpose

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

B. Composition

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

C. Responsibilities

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

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

IV. Associate Dean's Recommendation

The Associate Dean of the Division shall submit by December 15 a separate recommendation for each faculty member as set forth in the CBA, Article 10.240 (Department Chairperson recommendation). Any other references in the CBA describing the role of a department chairperson in the faculty evaluation process shall apply to the Associate Dean.
The evaluation materials including the performance record, the SEC evaluation, the FEC recommendation, and the Associate Dean’s recommendation, each signed by the faculty member, shall be forwarded to the Dean of the College of Humanities and Science by the date stipulated in the CBA. The faculty member’s signature attests that (s)he has read the material, but does not imply endorsement of the recommendation.

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

V. Documentation

A. Expectations of faculty effort

Unless otherwise specified at the time of hire, tenure-track faculty on the integrated path are expected to devote 50% of their time and effort to research, 30% to teaching, and 20% to service. After the time of hire, faculty may negotiate with the Associate Dean for changes in their expected distribution of effort; approval will typically require discussion and a positive vote by the entire DBS faculty. With approval from the Associate Dean, faculty members may buy out a portion of their teaching and service obligations by funding portions of their academic year salary with grants. Baseline expected effort of tenure-track faculty on the education-emphasis path is 70% teaching and 30% research and/or service. Faculty on the education-emphasis path will usually teach at least one additional three-credit lecture-style course per semester relative to the average faculty teaching load in the integrated path. While education-emphasis faculty are expected to be scholars, they are not required to engage in a program of funded research; grant
funding is not required for promotion or tenure within the education-emphasis path, although it
would be considered favorably in the decision. Research faculty who are not on the tenure-track
are expected to devote at least 90% of their effort toward research, with minor contributions to
teaching and service as their grants and time allow. Performance in each area is described in
Section VI.

B. Individual Performance Record

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

Individuals with appointments that lie predominantly within OBEE, CMMB, or SEIGP shall
submit documentation to the appropriate FEC subcommittee. Individuals who have split
appointments or broadly defined responsibilities between graduate programs within DBS, or who
have appointments in DBS without a graduate program affiliation, shall submit documentation
directly to the division’s FEC. Individuals on split appointments between DBS and another
academic unit shall submit the performance record 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 (s)he is best qualified for full-time service. The FEC subcommittees
shall assist each faculty member to ensure that the documentation is accurate, as complete as
possible including evaluations from other units to which the individual was partially assigned, and
relevant to the unit standards.

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

C. Performance Period to be Documented

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

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

VI. General Criteria

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

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

A. Teaching effectiveness

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

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

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

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

In general, expected scholarly performance for a normal evaluation for faculty on the integrated track would include an average of at least one peer-reviewed paper per year in a high-quality specialty journal in the relevant field of research and sufficient funding to sustain research activity by the PI. Above-normal performance would typically include publication of several peer-reviewed papers per year, evidence of professional engagement (presentations at meetings, conferences, or workshops), and grant funding sufficient to support at least one graduate student in addition to support personnel. Outstanding performance requires a greater publication rate of peer-reviewed papers and/or publication in more prominent journals, evidence of high activity or leadership in professional engagement (e.g., multiple invited talks, organizing workshops), plus sustained grant funding (often with two or more simultaneous awards) sufficient to support two or more independent or partially overlapping research directions. For pre-tenure faculty, written
feedback on their research productivity included in the FEC recommendation at each annual evaluation should provide clear guidance about their performance relative to the standards of their graduate program. Research faculty have expectations of scholarly production roughly twice those of faculty in the integrated track, in accord with the allocation of effort.

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

C. Professional Service

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

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

D. Contributions to programs outside DBS

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

VII. Retention

A. Probationary Appointments

The CBA (9.200) specifies the rights and status of probationary faculty, including the
right to serve the specified term of the appointment, the terms and conditions of employment,
notification of non-reappointment, and credit for probationary service. Untenured faculty in a
tenure-track position are expected to show normal performance in at least two of the three
areas of performance -- teaching, research, and service. The criteria described for the less-
than-normal salary increment (see below) are sufficient for non-renewal of contract. Per the
CBA (9.230), the FEC will provide input, if requested by the President of the University,
concerning renewal or non-renewal of probationary faculty.

B. Tenured Appointments

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

VIII. Salary Increments

A. Merit (CBA 10.110.3a)

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

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

B. Normal (CBA 10.110.3b)

The performance of faculty members will be expected to grow in value to the institution
and will be rewarded with a "normal" increment to their salary. The criteria, as described in
Section VI, are a pattern of performance in teaching, research, and service which is judged to be within limits of adequate performance expected in the life sciences at comparable research universities.

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

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

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

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

IX. Promotions

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

B. To Associate Professor (CBA 10.110.1b)

Promotion to Associate Professor requires four or more years of full-time service in rank as Assistant Professor prior to the date of promotion (application may be made during the fourth year in rank; exceptions may be negotiated at the time of hire for faculty members who have prior
service at other institutions), and possession of the Ph.D. degree. The quality of service in rank as Assistant Professor shall be such that there is a clear demonstration of professional growth and an increasingly valuable contribution to the University.

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

Faculty in the education-emphasis path must demonstrate sustained efforts to improve teaching effectiveness and to engage in scholarly research, which does not need to be externally funded but should have impact outside The University of Montana. Examples of evidence of improved teaching include: 1) teaching awards or other commendation; 2) development of new courses; 3) mentoring other faculty in teaching effectiveness; 4) active responses to annual internal and external reviews of teaching performance; 5) increases in objective measures of student learning such as knowledge gains and retention, or their ability to solve cognitively advanced problems; 6) attendance at internal or external workshops focused on education.

Scholarly research may include literature review and synthesis in support of course materials delivered to students, systematic evaluation of pedagogical methods or innovation, as well as basic or applied research in some area of biological study. To have impact outside of the University, the output of scholarly activities would typically have to be published, presented at meetings, or made available on some established online venue that is recognized and accessed by teaching faculty outside of the University.

C. To Professor (CBA 10.110.1c)

Except in highly unusual circumstances, promotion requires five or more years of full-time service in rank as an Associate Professor prior to the date of promotion (application may be made during the fifth year in rank), and possession of the Ph.D. degree. Also required is a clear demonstration of sustained professional ability and recognition at a high level by meeting criteria required for tenure, including the solicitation of letters of evaluation by peers outside The University of Montana. The individual, while at the rank of Associate Professor, must have publications derived from research done while an employee of The University of Montana. No
faculty member, whether on the integrated or the education-emphasis path, may be promoted to full professor on the basis of teaching and service alone. The completion of the required number of years in rank shall not by itself be grounds for promotion.

D. Promotions to Any Rank

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

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

D.1. Candidates for promotion should notify the Associate Dean (AD) no later than August 1 of the year in which they intend to apply for promotion. Ideally, candidates for promotion should start to consult with their faculty mentor one year prior to requesting promotion, and may ask their FEC subcommittee to consider and note any potentially troublesome areas for a possible promotion request in the following year. In the year that they request promotion, the candidate shall provide to the AD by the end of August: 1) an up-to-date CV of the form used by the FEC to evaluate merit, 2) paper or electronic copies of 5-15 published papers that best reflect the candidate’s research career and impact during the period of evaluation, and 3) a list of 8-10 names of potential external references in the scientific community outside of The University of Montana who should be able to evaluate his/her impact in his/her research area, and to give an opinion whether the faculty member’s accomplishments warrant granting of promotion. At the choosing of the candidate, he/she may also provide up to three names of external reviewers that the FEC should not solicit for external evaluation, based on identifiable conflicts. In behalf of, and in consultation with, members of the FEC subcommittee of the faculty member’s graduate program, the Associate Dean will solicit letters from at least two persons suggested by the faculty member
and may request letters from other persons, from the list approved by the FEC subcommittee, who could be expected to be familiar with the candidate's accomplishments. In the case of education-emphasis faculty, evaluators of teaching effectiveness who are external to DBS may be solicited for input on the candidate’s teaching accomplishments. In such a request for outside evaluation, the Associate Dean will write a cover letter explaining the request, and will provide a copy of the faculty member's C.V. and relevant research publications and other relevant documentation. When responses are received by the Associate Dean, the letters will be copied with names, addresses, and other potentially identifying information deleted to protect the anonymity of the respondents, and the anonymous letters will be included in the faculty member's application for promotion. Upon request of the graduate program FEC or DBS FEC, the Associate Dean will make available to the members of the FEC a key of the names, ranks, and institutional affiliations of the letter writers, conditional upon this information being withheld from the candidate for promotion and anyone external to the FEC.

X. Award of Tenure

The conditions for eligibility, application, limitations, and rights of tenure are defined in the CBA (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. 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.

It shall be the responsibility of the eligible faculty member to initiate the application for tenure. For faculty in the integrated path, the application shall include at least the following: 1) a complete statement of the teaching, research and scholarly activity, and professional service performed by the applicant during the probationary period; 2) a vita of the applicant's publications and other scholarly output; 3) evidence that the applicant has achieved or is in the process of
achieving recognition in his/her field of competence beyond The University of Montana; and 4) any other information the applicant deems relevant to his/her professional development, competence or performance. A minimum rank of Associate Professor is required. Normally, the granting of continuous tenure in the Division will strongly emphasize teaching and research performance, recognizing that untenured faculty members will have had fewer opportunities to participate in Division and University service.

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

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

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

The timeline and procedure for applying for tenure are identical to those listed above for promotion (paragraph IX.D.1), with the word ‘promotion’ replaced by the word ‘tenure’.
XI. Rank and Tenure of DBS Associate Dean

An external candidate selected for the position of Associate Dean should be considered for rank (normally Professor) and tenure before an offer of employment is made by the Dean of the College of Humanities and Sciences. DBS faculty shall meet to review the candidate's CV and other materials relevant to research, teaching, graduate advising, institutional and professional service, and other aspects of faculty performance. The primary focus of this evaluation shall be whether his/her background and achievements are consistent with DBS academic standards and expectations, essential for effective leadership of the division. These matters should be considered explicitly, in addition to administrative experience or credentials that may reflect the primary responsibility of the position. A recommendation for tenure and rank for the Associate Dean will enter the normal faculty evaluation process the following year, although the Dean will be urged to communicate the faculty recommendation at the time an offer is made.
FACULTY EVALUATION PERIOD Academic Year 20__ to 20__. (All statements contained in parenthesis should be deleted from your final submission. Nothing is to appear under more than one heading. The performance period runs from 1 September to 31 August. Pages are to be numbered sequentially.)

Name ___________________________ Date __________________

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

B. TEACHING

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

2. Other Teaching Activities (Include guest lectures, informal seminars, and other classroom activities).

3. Undergraduate Advising (Include numbers of advisees by each major, and include special advising, e.g., Watkin’s Scholar, senior thesis, student honors, presentations, and publications.)

4. Graduate Advising
   a. Theses and dissertations approved by Graduate School:
   b. Major Professor to: (give names and degrees pursued).
   c. Number of other committees (M.A., M.S., Ph.D. and discipline) served on (do not include names).
   d. Student honors, grants, presentations, and publications (author and journal; mark with * full citation listed under C if appropriate).
C. SCHOLARSHIP AND RESEARCH (Give full citation (including all authors in published sequence) of articles accepted for publication during the year(s) of review; attach photocopies of title pages or letters of acceptance; do not include submissions or manuscripts in preparation.)

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

2. Other Refereed Publications

3. Books, Textbooks or Chapters in Books Published

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

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

6. Participation in Workshops and Symposia or on Panels

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

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

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

10. Honors and Awards
D. OTHER PROFESSIONAL AND PUBLIC SERVICE

1. Committees
   a. University (committee name, dates and role)
   b. Division ("")
   c. Other ("")

2. Professional Association Memberships

3. Professional Association Service

4. Other Professional Service
   a. Any review or advisory panels
   b. Manuscripts and proposals reviewed (Include name(s) of agencies and journals and numbers reviewed for each.)
   c. Consulting

5. Public Service

E. ADDITIONAL INFORMATION

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

F. ATTACHMENTS

a. Teaching evaluations
b. Title pp. of publications or letters of acceptance for articles in press
c. Letters acknowledging service
d. Other

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

Signature Date