



UNIT STANDARDS REVIEW SIGNATURE FORM

Department of: Native American Studies

Year: 2020

1) Department Chair:

[Signature]  
Signature

10/22/20  
Date

2) Dean: [Signature]

Signature

10-26-20  
Date

3) Chair, UM Unit Standards Committee:

[Signature]  
Signature

10/28/20  
Date

4) Provost and Vice President for Academic Affairs:

DocuSigned by:  
[Signature]  
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Signature

10/30/2020  
Date

1 **NATIVE AMERICAN STUDIES**

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3 **Unit Standards for Evaluation of Faculty Members for Normal or**  
4 **Satisfactory Performance, Promotion, Merit Increment, or Tenure**  
5 **March 2019**

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7 **INTRODUCTION:**

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9 The Native American Studies Department shall be guided by the standards and procedures set forth in the  
10 current Collective Bargaining Agreement (CBA) signed between the University Faculty Association,  
11 Local 9, University of Montana and the Montana University System regarding retention, salary  
12 increments, promotion, and tenure. The unit standards and procedures are intended to be in addition to  
13 and consistent with those provided in the current CBA, and in the event of any omissions or  
14 inconsistencies, the terms of the CBA shall prevail. The Unit Standards apply to faculty members within  
15 the Native American Studies Department.

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

18 Each faculty member of Native American Studies is responsible individually to read and be familiar with  
19 the complete Collective Bargaining Agreement.

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21 **Department Philosophy and Principles:**

22  
23 The Native American Studies Department has a unique mission. As an academic department, our primary  
24 goal is to provide and maintain the highest possible academic standards for our students and ourselves.  
25 Owing to the nature and history of the department, we also maintain a strong, ongoing commitment to  
26 student and community service in appropriate areas. Both elements are reflected in our departmental  
27 philosophy and principles.

28 We (the Native American Studies faculty) begin with the understanding that a faculty member's  
29 performance is a complex collage of skills and knowledge. Within this context our standards are designed  
30 to improve the department by encouraging faculty development and by objectively and consistently  
31 evaluating and rewarding performance. We conform to the CBA in rewarding individual performance in  
32 service, teaching, and research, but we also seek to reward performance on the basis of the Native  
33 American Studies Department's success at meeting its role, scope and mission within the College and  
34 University. Information on our success in meeting departmental goals can be found in our periodic self-  
35 studies and other reports for accreditation, external review, and the like, and those documents are  
36 available upon request from the departmental Administrative Associate.

37 In addition, as a department, we seek to encourage faculty, staff, and students - individually and  
38 collectively - to fulfill the Native American Studies Department's role, scope and mission in relation to  
39 the College of Humanities and Sciences, the University, and communities, tribal and non-tribal. NAS  
40 staff are expected to work in support of the department's role, scope and mission in ways relevant to their  
41 position descriptions.

42 The Native American Studies Department at the University of Montana builds its curriculum on the  
43 foundation of three interrelated principles: Native American and Indigenous sovereignty, indigeneity and  
44 community well-being. In so doing we pay close attention to the continuing role of traditional value  
45 systems, the impacts of colonization, and the efforts toward decolonization within tribal communities. We  
46 define sovereignty broadly as one of the rights of all Indigenous peoples, including both the political-legal

47 foundations as provided in U.S. law and policy and self-determination more generally. Indigeneity  
48 underlies the unique holistic relationship that Native American communities have to the land and to the  
49 environment. In addition, our degree program not only intends to advance the well-being of our individual  
50 students, both Native and non-Native, but also to enhance the well-being of Indigenous communities  
51 across Montana, the United States, and globally. We work to do this by providing necessary and relevant  
52 education about those communities, as well as the skills and knowledge for those working within those  
53 communities to do so effectively. Our curriculum and the foundations of faculty research are broadly  
54 cross-disciplinary with these principles at their base.

55 Our departmental principles of faculty performance provide the foundation for our unit standards.

56

57 **RANK AND APPOINTMENTS:**

58 (<http://montanafaculty.org/key-documents>)

59

60 **See CBA 9.220** and related sections of the Collective Bargaining Agreement

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63 **UNIVERSITY STANDARDS FOR FACULTY ADVANCEMENT: See CBA 10.110**

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65 **1. Promotions**

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67 The College of Humanities and Sciences has been including external evaluations for promotion and  
68 tenure, a practice which Native American Studies has adopted, because it provides external independent  
69 evaluation of faculty and it showcases what the faculty member and UM are doing.

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71 **a. To Assistant Professor:** Requires possession of an appropriate terminal degree in an academic  
72 discipline suitable to Native American Studies, and excellence in teaching skill (or potential thereof) is  
73 expected to be evident in employment application materials: letters of recommendation, teaching  
74 evaluations (if available), and other teaching materials, such as course syllabi and statements of teaching  
75 philosophy. Our preference is to hire someone with a Ph.D., but those with other terminal degrees such as  
76 a M.F.A., J.D., or Ed.D. could be hired, depending on the position being filled and/or the individual's  
77 unique experience and credentials.

78 The candidate must also demonstrate adequate teaching abilities (and verbal communication skills) and  
79 demonstrate ability and promise in research/scholarship in their interview and job talk.

80

81 **b. To Associate Professor:** Except in unusual circumstances, promotion from the rank of Assistant  
82 Professor to Associate Professor will be considered when the faculty member has been in four or more  
83 years of full-time service in rank as an assistant professor prior to the date of promotion (application may  
84 be made during the fourth year in rank), and has shown professional commitment and made an  
85 increasingly valuable contribution to the University with research, teaching, and professional  
86 involvement. For promotion from Assistant to Associate Professor, a faculty member must have  
87 published five articles in peer-reviewed journals or other publications or chapters in refereed books, or  
88 one refereed book. An edited volume will be evaluated on the basis of its originality and scholarship.  
89 Faculty seeking promotion to Associate Professor must demonstrate evidence of scholarship specifically  
90 by refereed publication or appropriate public recognition for creative works (in the disciplines of Creative  
91 Writing, Art, Filmmaking, Drama/Dance, and Music).

92 For evaluating faculty members applying for promotion or tenure, the NAS faculty evaluation committee  
93 and/or the chair will consult with people in the field in order to include up to three outside letters of  
94 evaluation in the review file. The outside letters are particularly important in evaluating the candidate's

95 publication record. The external letters should not be obtained from former mentors or current  
96 collaborators. By July 1 of the year in which a faculty member is applying for promotion or tenure, the  
97 faculty member should submit a list of at least four names of professionals from outside the University  
98 who are familiar with the faculty member's research work. These people will be tenured faculty at other  
99 universities or professionals at governmental or other organizations engaged in research. At least two of  
100 these will be people who were not faculty members or students at the institution where the applicant  
101 earned his or her doctoral degree during the time the applicant was a student there. The faculty applicant  
102 can also provide a list of reviewers that should NOT be contacted for external letters. The Department  
103 Chair or the Chair's designee will solicit three or more letters of evaluation from individuals on the  
104 approved list provided by the candidate or from other resources not necessarily identified by the faculty  
105 member. Letters must be received by October 15 to be considered fully.

106  
107 Quality teaching is a major responsibility of all faculty and is essential to the mission of the NAS  
108 Department and at the University of Montana. Performance, therefore, must be evaluated on a rigorous  
109 basis. Evaluation of teaching performance may include, but not be limited to, the following: observations  
110 by faculty colleagues or other peers, teaching load, professional paper, thesis, and dissertation  
111 committees, the creation or innovation of courses, and any other evidence deemed appropriate by the  
112 faculty member being reviewed. Faculty members will be credited for serving on numerous graduate  
113 committees, conducting independent study courses, and revising or expanding the department curriculum.  
114 Effectiveness is judged through the use of mandatory student course evaluations as well as voluntary use  
115 of assessment tools such as pre- and post-tests, collegial classroom observations, and unsolicited  
116 individual student feedback. Faculty members are required to utilize the standard forms provided by the  
117 University for every course taught every semester. It is expected that student evaluations of these courses  
118 will be predominantly positive and that, over time, there will be indications that the faculty member is  
119 addressing weaknesses noted on previous years' evaluations.

120  
121 Service plays a critical role in the faculty member's contribution to departmental goals. Documentation or  
122 other evidence of service to the Department and the University as well as to the NAS field and to tribal  
123 communities may include:

- 124 1. Service on Department and University committees.
- 125 2. Administrative service to the Department or University.
- 126 3. Building harmonious, supportive relationships with American Indian agencies and organizations  
127 whose cooperation is important to the realization of the Department's mission.
- 128 4. Membership and participation in agency and organizational committees and boards.
- 129 5. Invited consultation and voluntary service to American Indian agencies and organizations.
- 130 6. Presentations to agencies, organizations, and the general public, including lectures, talks, and  
131 artistic and creative performances.
- 132 7. Invited speeches to professional or citizen groups on NAS and Indigenous topics.
- 133 8. Active membership and participation in NAS/Indigenous topics professional organizations.
- 134 9. Service on an editorial board of a Native American Studies/Indigenous topics related  
135 professional journal or professional newsletter, or on such publications relevant to NAS and  
136 grounded in the specialty field(s) of the faculty member.

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138 **c. To Professor (CBA 10.110.1c):** Except in unusual circumstances, five (5) or more years of full-time  
139 service in rank as an Associate Professor is required prior to the date of promotion (application may be  
140 made during the fifth year). The candidate for promotion must be in possession of an appropriate terminal  
141 degree in a discipline appropriate to Native American Studies, have clearly demonstrated professional  
142 growth, gained recognition outside of the University, and made increasingly valuable contributions to the

143 University. A faculty member must meet the minimum requirements for teaching and service required for  
144 promotion to Associate Professor and must have additionally published at least five articles or chapters in  
145 refereed journals or in books, or one refereed book, since the documentation prepared for promotion to  
146 Associate Professor. An edited volume will be evaluated on the basis of its originality and scholarship.  
147 Faculty seeking promotion to Professor must demonstrate evidence of scholarship specifically by refereed  
148 publication or appropriate public recognition for creative works (in the disciplines of Creative Writing,  
149 Art, Drama/Dance, and Music). No faculty may be promoted to full professor on the basis of teaching and  
150 service alone. For promotion to full, external letters will be sought to ascertain recognition of the quality  
151 of the candidate's work and the scale of his/her impact.

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## 153 **2. Award of Tenure (CBA 10.110.2):**

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155 A recommendation for tenure represents a judgment by the NAS Department tenured faculty and the  
156 University of Montana that a faculty member has made significant contributions to the strength of the  
157 University of Montana's NAS Department and will continue to do so. In addition, the NAS Department  
158 emphasizes the following standards related to pedagogy and curricula:

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- 160 • An applicant for tenure must: Demonstrate a capacity for independent and effective teaching by  
161 accepting teaching assignments in which he/she is the designated teacher of record and by  
162 successfully engaging in the following activities:
- 163 • Develop course syllabi that clearly identify the objectives of the instructional unit and outline  
164 learning opportunities that assist the student in reaching those objectives and activities;
- 165 • Provide evidence of ability to implement and monitor a learning environment designed to assist  
166 students in attaining the objectives of the curriculum; and
- 167 • Evaluate and grade the performance of each student enrolled in the course relative to instructional  
168 objectives.

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### 170 **Tenure Process:**

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172 **See CBA 10.110.2 "Award of Tenure" in addition to the following:**

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- 174 A. All tenured NAS Department faculty shall participate in the recommendation.
- 175 B. Professional growth, activity, and prospects shall be demonstrated as indicated in this section of  
176 the CBA. The candidate must demonstrate their maintenance of currency in the discipline of  
177 Native American Studies. The committee, in consultation with the candidate, will seek  
178 appropriate peer evaluations, external to the University of Montana, to assist the FEC in judging  
179 the candidate's scholarship and standing in his/her field. (See 1b above.) Up to three  
180 evaluation/review letters will be obtained.
- 181 C. Terminal degree must be held in an appropriate discipline.
- 182 D. Faculty will have a maximum of seven (7) years of credited service before they must attain  
183 tenure. **See CBA 9.340.**
- 184 E. For tenured full professors, expectations of normal achievement regarding service, teaching, and  
185 scholarship (as outlined below) shall be continued.

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## 187 **3. Salary Determination (CBA 10.110.3)**

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189 **See CBA 10.110.3 in addition to the following:**

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- 191 A. Merit Award:

192 Examples of the types of accomplishments that are above normal and may justify a merit award  
193 are publication of a significant book, election to a major office in a regional or national  
194 organization relating to the faculty members' professional expertise, or a combination of  
195 outstanding accomplishments that may include superior teaching with outstanding student  
196 evaluations. A faculty member's performance rises to the level of outstanding when she/he  
197 receives positive reviews in field-significant publications for the work under consideration as  
198 counting for merit or past publications, receives public recognition in major organizations, or  
199 accomplishes an extraordinary amount of noteworthy publication in a given period. Examples  
200 might include a book award for a previous publication, a lifetime achievement award, or similar  
201 accolades.

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203 **B. Normal Increment:**

204 Faculty members will be expected to grow in value to the Department and the University and will  
205 thereby be rewarded with a "normal" increment to their salary. Professional "growth in value" to  
206 the Department and the University will be indicated by positive teaching evaluations (numerical  
207 scores as well as qualitative remarks minimally should reflect "good" or "very good" responses  
208 overall), service indicated by membership on at least one committee within the Department or the  
209 University, and a minimum of one publication per year or one professional performance or  
210 creative work (in the disciplines of Creative Writing, Art, Drama/Dance, and Music).

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212 **C. Less-than-Normal Increment:**

213 It is understood that the absence of performance in any one or two of the areas of teaching,  
214 research or creative activity, or public service does not justify a less-than-normal increment if the  
215 quantity or quality of service in the remaining area or areas is proportional to the FTE of the  
216 appointment, and the quality of that service reflects the focus of concentration of effort in the area  
217 or areas in which the individual has been assigned to perform. In any instance of less-than-normal  
218 faculty evaluation (in one or more areas), the FEC will also inform the Department Chair  
219 regarding a desired course of remediation.

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222 **UNIT STANDARDS FOR FACULTY EVALUATION See CBA 10.120**

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224 **PROCEDURES FOR FACULTY EVALUATION:**

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226 **See CBA 10.200-220** in addition to the following:

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228 **EVALUATING SPLIT ASSIGNMENT OR JOINT APPOINTMENTS**

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230 If a Native American Studies faculty member is on a joint appointment or has a split assignment, that  
231 faculty member shall prepare and submit a documented packet, as outlined above, to the unit in which the  
232 greatest portion of the FTE is assigned; or if the FTE is equally split, to the unit where the locus of tenure  
233 resides or, for non-tenurable faculty, to the unit in which first hired. The chairperson of the FEC,  
234 Departmental Chairs, and Dean of the unit evaluating the split or joint appointment shall obtain evidence  
235 from their respective counterparts in the other units to which the faculty was partially assigned.

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238 **EVALUATING NON-TENURABLE FACULTY: See CBA 13.245**

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240 Non-tenurable faculty will be evaluated annually based solely on teaching performance. They are also  
241 eligible for consideration of Outstanding Performance Awards which are paid in addition to other salary

242 increments provided for in the CBA. These awards are intended to reward excellence in the performance  
243 of non-tenure track faculty and will be determined by following the normal faculty evaluation process.  
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245 **STUDENT EVALUATION COMMITTEE: See CBA 10.230**

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247 **FACULTY EVALUATION COMMITTEE: See CBA 10.240 ESTABLISHMENT &**  
248 **PROCEDURES OF THE FEC**

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250 The Faculty Evaluation Committee (FEC), comprised of three tenured or tenure-track members of the  
251 faculty as a whole, will be established every September by a majority vote of all tenure-track faculty.  
252 Committee members may serve no more than three consecutive years, when departmental faculty  
253 numbers allow. When promotion or tenure is under consideration, each evaluator must hold a rank equal  
254 to or higher than the rank proposed for the candidate. Given the small size of our faculty, the composition  
255 of the FEC cannot always be determined by “election” to the committee; hence, the chair will appoint the  
256 members when numbers restrict the department’s options. Any of the elected members who have not  
257 achieved the rank for which a faculty member is being considered will be temporarily replaced for those  
258 evaluations by someone (selected by majority vote of the tenure-track faculty) who has achieved the rank.  
259 When faculty from other departments are asked to serve, because of an inadequate number of Native  
260 American Studies faculty qualified to serve, a majority of Native American Studies faculty must be  
261 maintained. Whenever possible, the replaced original members may participate without vote in such  
262 cases. One student observer with all rights, save voting, will be appointed to the FEC from among the  
263 majors and/or graduate students in the unit, in accordance with the CBA.

264 The Committee shall apply the unit standards to review the performance of each faculty member in the  
265 unit and make written recommendation with justification signed by the committee chairperson which  
266 shall, where appropriate, specifically address: 1) retention, 2) salary increment, 3) promotion, and 4)  
267 tenure, and which shall be forwarded to the Department Chair by November 15. Upon request, any person  
268 shall be permitted personally to address the committee regarding his/her evaluation. Any material  
269 solicited at this, or subsequent steps, must be made available to the individual being evaluated within five  
270 (5) working days of its inclusion. Per the CBA, only materials solicited from non-tenure track,  
271 probationary faculty, and students are granted confidentiality. The individual is then given (10) working  
272 days to prepare a written appeal, which becomes part of the evaluation record. All subsequent deadlines  
273 will be postponed concomitantly.

274 At no times during the evaluation process, from the FEC through the deliberation of the Provost, will  
275 unsolicited materials be used, unless they are signed. Signed materials thus submitted will be made  
276 available to the faculty member being evaluated in accord with the preceding paragraph. Unlike materials  
277 solicited by the FEC, unsolicited materials have no expectation of confidentiality of the author’s identity.  
278 The FEC may, however, solicit and use anonymous external peer review materials to assist in decisions  
279 for promotion and tenure.

280 In addition to the individual recommendations, the FEC shall prepare and append a summary of those  
281 who have been recommended by the Committee for promotion, merit increase, or tenure.  
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284 **CONSIDERATION OF ADDITIONAL EVIDENCE, RIGHT OF REVIEW**

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286 The FEC, the chair, or the Dean may request and consider any evidence from any source, including the  
287 faculty member to be evaluated. Any evidence submitted and relied upon for evaluation shall be  
288 incorporated into the record. The faculty member to be evaluated shall have the right to review and  
289 respond to the record. No Native American Studies faculty member may be sanctioned, suspended,  
290 disciplined or discharged for failure to comply with a request to provide additional information. (CBA  
10.220)

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**DEPARTMENT CHAIRPERSON'S RECOMMENDATION: See CBA 10.250**

The Department Chairperson shall prepare and forward to the Dean by December 15th an individual recommendation for the faculty member regarding salary, promotion, retention, and tenure where appropriate. The evaluation will follow the standards established by the unit standards but may also include information considered relevant to the performance of the individual faculty member. Within ten (10) working days of receipt of the department chairperson's recommendation, the faculty member may submit a written appeal to the department chairperson regarding any aspect of the chairperson's recommendation or process.