



UNIT STANDARDS REVIEW
SIGNATURE FORM

Department of: Applied Arts and Sciences


Year: Effective: 3/29/2024

1) Department Chair:


Signature

10/04/23
Date

2) Dean:


Signature

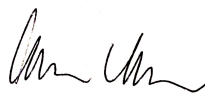
10/04/23
Date

3) Chair, UM Unit Standards Committee:

Not Applicable
Signature

Date

4) Provost and Vice President for Academic Affairs:


Signature

March 29, 2024
Date

Department of Applied Arts and Sciences
Missoula College-UM
Unit Standards and Procedures for Faculty Evaluation and Advancement

Introduction

These unit standards and procedures are intended to supplement and to be consistent with the standards and procedures as stated in the CBA. In order to support the Missoula College-UM mission statement, faculty are expected to maintain certain standards in order to be granted normal salary increases, merit awards, tenure, and promotion. It is the responsibility of the individual faculty member to document completely all requirements and maintain an Individual Performance Record using a Faculty Evaluation Committee (FEC) established format. Although the responsibilities of the Department of Applied Arts and Sciences (AASc) fall under the same categories as those in every other University of Montana-Missoula academic unit--teaching, scholarship, and service—AASc places the greatest emphasis on teaching responsibilities.

I. Faculty Evaluation Committee

A. Purpose and Members

The FEC will be comprised of the Department of Applied Arts and Sciences tenured and tenure-track faculty of the whole (minus the department chair) and volunteer contingent faculty and will provide peer evaluation and review of performance for each faculty member in the unit. The members of the FEC shall elect their own chair from among the membership. The faculty evaluation committee chair will appoint a student observer from current majors. The student observer will have all rights, save voting. Only tenured and tenure-track faculty may vote on matters concerning the award of tenure.

B. Responsibilities

The FEC shall be responsible for using the unit standards to review the Individual Performance Records of AASc faculty. The FEC shall construct a written recommendation to be signed by the FEC chair. The scope of the recommendation must include the following as appropriate to each faculty member: (1) retention, (2) salary increment, (3) merit increases, (4) promotion, and/or (5) tenure. Any member may abstain when he or she feels unqualified to vote, with abstentions not a part of the vote tally. The FEC shall use the evidence from the Individual Performance Record (IPR) and available student evaluations submitted by faculty members, along with evidence from any other source, so long as the evidence is relevant to the unit standards.

C. Process

Student Evaluation Committee—October 15

Each Student Evaluation Committee (SEC) shall consist of at least three (3) but not more than seven (7) students who are majors and/or graduate students in the respective unit and shall include one (1) faculty observer who shall enjoy all rights of full participation and access to information except voting. The faculty observer shall be chosen from among the tenured or tenurable (i.e. tenure-track) members of the bargaining unit in the department or unit. The members shall be appointed by the department chairperson, or if there is no chairperson, by the dean, by September 15. The committee shall elect a chair from among its voting members.

The committee shall review the teaching and advising effectiveness of the faculty members in the bargaining unit who are in the academic unit for which the student evaluation committee is appointed. The unit shall either use an existing course evaluation form, prepare and use its own course evaluation form, or use the form prepared by the Faculty Association-Administration Committee and shall make all completed course evaluation forms available to the student evaluation committee by September 20. Each faculty member must have at least one course evaluated each semester they teach, and provide the results to the student evaluation committee. The committee shall review course evaluations and may seek or receive relevant evidence from students who have taken courses from or have been advisees of the faculty member being evaluated. The committee shall prepare a written evaluation of the teaching and advising of each faculty member whose performance is reviewed. Each written evaluation shall be signed by the chairperson of the Student Evaluation Committee, the faculty member being evaluated, the department chairperson, and the dean by October 15.

The Student Evaluation Committee shall neither review the evidence of performance prepared by the faculty member nor have any responsibility for application of unit standards.

Neither error nor omission of student participation in any evaluation may constitute grounds for a grievance. The evaluation procedure may proceed without participation by a departmental Student Evaluation Committee.

Faculty Evaluation Committee—November 15

The Faculty Evaluation Committee process will honor the timelines described in the CBA. The FEC shall submit their recommendation to the Faculty Evaluation Administrator by the deadline noted in the CBA.

Department Chairperson's Recommendation—December 15

The department chairperson shall prepare and sign a written evaluation for each faculty member in the unit. The faculty member shall sign and return the recommendation to acknowledge that the document has been received and read. The signature does not imply agreement with the recommendation. When signing the document, the faculty member has the opportunity to address and/or clarify any issues relevant to the document.

Dean's Evaluation and Recommendation—February 15

The Dean shall prepare his or her recommendation of the faculty member based on the faculty member's Individual Performance Report (IPR) (see Section E) and FEC recommendation in accordance with the unit standards. The Dean shall inform the faculty member of his or her recommendation in writing at least one week prior to forwarding the evaluation to the Office of the Provost. The faculty member shall sign and return the recommendation to acknowledge that the documents have been received and read. The signature does not imply agreement with the recommendation. Disagreements and/or unresolved issues will follow CBA procedures.

Tenured faculty members who have achieved the rank of full professor shall be reviewed every third year, and tenured faculty members who have achieved the rank of associate professor shall be reviewed every second year. This evaluation schedule is contingent upon the following conditions:

1. they are seeking a normal increase;
2. they have not received a less-than-normal recommendation in the past three (3) years; and
3. the unit Faculty Evaluation Committee does not wish to initiate consideration for other than a normal recommendation.

The triennial evaluation of full professors shall be conducted in the following manner: surnames from A-H one year, I-Q the second year, and R-Z the third year. The biennial evaluation of associate professors shall be conducted in the following manner: surnames from A-L one year and M-Z the next year. When full and associate professors are evaluated, they will prepare an Individual Performance Record (IPR, section 10.210) for the period since the last evaluation (normally three or two years) or, if seeking a merit increment, since the last merit or promotion. Full and associate professors on sabbatical assignment or leave without pay shall be exempted from evaluation if the three conditions listed above in this section are met. Faculty of any rank that are eligible for and exercise the Family Modified Duties (CBA 11.200) option may defer evaluation of assigned duties for one year if they so choose. Those exempted from evaluation will not normally be evaluated until their alphabetical group is required to undergo the evaluation process, except that the Provost, dean, and/or department chair agree to require a performance review during any year(s) of the cycle.

All other faculty will be evaluated annually. Any faculty member may request to be evaluated in any year.

D. Documentation

Each faculty member is responsible for preparing an Individual Performance Report that contains comprehensive evidence of activities in the three areas of faculty responsibility: teaching, scholarship, and service. Although the IPR will emphasize a balance of teaching, professional growth, and service, significant contributions should highlight a teaching record that demonstrates classroom success, professional development, and development of curriculum and pedagogy.

In the event that a faculty member was hired with expectations and responsibilities that differ from the normal expectation of performance in the three areas of faculty responsibility or in the event that the expectations and responsibilities of a faculty member changed significantly after hire (as documented in writing and as developed through mutual agreement with the Dean or Designee), those expectations and responsibilities shall be outlined immediately above the “personal statement” section on the individual performance record. In all cases, faculty shall address each of the 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 thereafter.

E. Performance Period to be Documented

The performance period, consisting of one or more years of record, each running from the first day of the academic year through all academic terms, is to be documented for the respective types of advancement as follows:

1. Normal and Less-than-Normal: The previous year.
2. Merit: The time since documentation was submitted for the last merit awarded, or for

the last promotion, or from the date first hired, and/or including prior service, whichever of these is shorter.

3. Promotions: All service in the current rank or since the date that documentation was submitted for the last promotion, including prior service.
4. Tenure: The entire probationary period including credited prior service.

II. General Criteria

Guided by Missoula College-UM's mission statement, the Department of Applied Arts and Sciences accepts the responsibility for the education and training of a diverse population of students. While highlighting the teaching role, the department of AASc recognizes each person as at one and the same time (1) a teacher, (2) a scholar, and (3) a member of the faculty of the University of Montana. These functions and responsibilities should be regarded as overlapping and complementary, although Missoula College-UM emphasizes faculty's role as teachers. The Department of Applied Arts and Sciences recognizes that each faculty member's career is unique and expresses some particular array of aptitudes and abilities. The department acknowledges that the overall professional direction varies greatly among individuals. Similarly, different types of activities cannot be objectively equated, even in the rare case where 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 a substantially greater-than-normal contribution in another.

The Department of Applied Arts and Sciences recognizes that certain circumstances such as extended illness or injury may directly impact an individual's performance. Likewise, the Department acknowledges 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 appropriately.

The FEC recognizes that non-tenurable faculty workloads differ from tenurable faculty in percentage of work allocated toward teaching (CBA 9.110). Therefore, greater emphasis may be placed on teaching in the FEC evaluation of non-tenurable faculty. Degrees of contributions in scholarship and service beyond teaching may be considered as above-normal or outstanding performance for non-tenurable faculty.

A. Teaching

Faculty members shall be judged as teachers on the basis of their effectiveness in preparing and presenting course material, the quality of their objectives, their contributions to academic curricula, and advancement of effective pedagogy and other teaching activities. These may include, but are not limited to the following:

1. Classroom and studio instruction, preparation, and supervision, including timely communication with students and colleagues.
2. Measurement of student performance, including the preparation, administration, grading and assessment of tests, papers, and assignment, providing feedback to students in a timely manner.
3. Field-based or off-campus instruction
4. Laboratory design, preparation, supervision, and other associated responsibilities
5. Development of new face-to-face and online courses and programs of study including submitting required Faculty Senate, OCHE paperwork.
6. Maintaining general education designation on existing courses and submitting regular

- updates to course catalogue language.
7. Coordination, supervision, and evaluation of high impact student learning beyond regular course assignments such as work completed in an independent study, student research, and experiential learning.
 8. Evaluation of library holdings and recommendation of books, journals, films, and other materials for classroom or laboratory use
 9. Substantially updating or revising courses (overhauling readings/book, organizational changes, major changes to assessments, review, incorporation, and assessment of OER, etc.) Inclusion of underrepresented voices with a focus on diversity (e.g. class, gender, race, and culture, but not limited to these areas) in curriculum and instruction.
 10. Teaching or learning assistant supervision and evaluation
 11. Service as member of undergraduate or graduate student research or project committees
 12. Demonstrated willingness to advise and mentor students (providing career guidance, writing letters of recommendation, reviewing advising plans, etc.).
 13. Continuing to mentor UM alumni in a formal capacity or mentoring students from other institutions
 14. Recruitment, training, and retention of adjunct faculty

In keeping with Missoula College-UM's mission and emphasis on teaching, each faculty member should demonstrate a deep interest in student progress and maintain a responsible and professional relationship with students. Faculty should ensure equal application of class standards and requirements. Faculty should be aware of student development which may include general academic advising as well as guidance and advice on matters from course selection to potential future goals.

The FEC will recognize additional teaching commitments that may include multiple course preparations, supervision of a large number of faculty and higher than average course enrollment.

When considering students' evaluation of faculty, the FEC will take into account that evaluations can vary based on class characteristics (core courses, new/experimental courses, general education courses, class size, etc.), and that conscious and unconscious bias can negatively affect student teaching evaluations of women and BIPOC faculty. The FEC will also take into account peer-to-peer teaching observations and pedagogical inquiries and collaborations as part of overall performance in teaching.

Performance in this will be assessed on the following:

- **Normal Performance in Teaching.** A "normal" ranking requires evidence of teaching activities #1 and #2 above (except in extenuating circumstances) during the review period.
- **Above Normal Performance in Teaching.** An "above normal" ranking requires evidence of at least 1 teaching activity in addition to #1 and #2 above during the review period.
- **Outstanding Performance in Teaching.** An "outstanding" ranking requires evidence of engagement in multiple teaching activities listed above that demonstrate strong contributions to the department and the university during the review period. Outstanding performance may be measured by individual professional growth and reflect the mission of the department, college, and University.

B. Scholarship

The Department of Applied Arts and Sciences values the following general characteristics of scholarship and creative activities: broad knowledge of the faculty member's field, clarity of goals, implementation of appropriate methods and procedures, effective use of appropriate resources, effective communication, and significance of results. The consideration of scholarship by the department acknowledges research, study, and creative activities that expand the generic approach to scholarship without any loss of intellectual integrity. With a more integrated relationship between scholarship and the activities of curriculum development, teaching, and assessing a curriculum's efficacy, the department includes the following approaches to the application of scholarship and creative activities to faculty professional development:

1. Teaching and the scholarship of discovery: the pursuit of new knowledge or creative activity that enhances specific discipline knowledge, curriculum, and pedagogy
2. Teaching and the scholarship of integration: interpretation, drawing together, and bringing new insight to research or creativity that enhances specific discipline knowledge, curriculum, and pedagogy
3. Teaching and the scholarship of application: using knowledge responsibly to solve consequential problems concerning specific discipline knowledge, curriculum, and pedagogy

Finally, the department grants recognition to the scholarship of teaching as well as the planning and examination of pedagogical procedures.

Evidence of these forms of scholarship may be demonstrated by self-evaluation, peer evaluation, student evaluation, client evaluation, external colleague evaluation, and/or adjudication. In preparation for their review, candidates for tenure, promotion, or reappointment are expected to provide a file of documented evidence which may include:

1. A demonstrated leadership role in curriculum development and/or review
2. Measures of student achievement such as student performance on nationally standardized examinations
3. Publication such as peer reviewed and refereed articles, monographs, OER publications, and books in the candidate's field
4. Participation in programs or presentations of papers at professional meetings at the state, regional, national, and international level
5. Participation and leadership in professional societies
6. Creative activities that result in significant service to a faculty member's profession
7. Evidence of outstanding achievement such as awards, patents, and copyrights
8. Seeking and securing professionally reviewed research and/or service training grants, especially extramural awards
9. Continuing education or faculty development directly related to effective teaching, curriculum development, and/or pedagogical practice.
10. Maintains an active interest in the advances and current thinking in the faculty member's subject through continuing education and/or professional licenses where applicable.

Performance in this will be assessed on the following:

- **Normal Performance in Scholarship.** A "normal" ranking requires evidence of 1

scholarly activity during the review period.

- **Above Normal Performance in Scholarship.** An “above normal” ranking requires evidence of at least 2 scholarly activities during the review period.
- **Outstanding Performance in Scholarship.** An “outstanding” ranking requires evidence of engagement in multiple scholarly activities listed above that demonstrate strong contributions to the department and the university during the review period. Outstanding performance may be measured by individual professional growth and reflect the mission of the department, college, and University.

C. Professional and Public Service

The Department recognizes the faculty responsibility to serve students, the university system, and society. AASc expects, unless otherwise specified in a faculty member’s specific job description, faculty to serve on committees, attend university functions, and render public service in the area of a faculty member’s professional competence(s). Consideration will be given to a variety of activities that include but are not limited to the following:

1. Contributions that enhance the reputation of the college and/or university
2. Contributions of expertise to governmental or non-profit agencies
3. Presentations for continuing education such as extension courses, workshops, seminars, or individual learning activities
4. Presentation within the university to other faculty or to community organizations
5. Service on public advisory boards or committees
6. Participation on university committees with attention given to demands of each committee
 - Unit committee
 - College-Wide committee
 - University committee
 - Leadership on a committee
7. Involvement in professional and public associations
8. Collaboration with stakeholders, within and outside of the university system (e.g., Mountain Campus, Missoula College departments, Tribal Colleges, student support services, workforce development partners).

Quantitative evaluations of service contributions can be difficult, and any evaluation will include subjectivity. Nonetheless, documented contributions are essential to supporting the measurement of professional and public service. Appropriate documentation may include letters of request or of appointment, invitation, confirmation, or commendation.

Performance in this will be assessed on the following:

- **Normal Performance in Service.** A “normal” ranking requires evidence of 1 service activity during the review period.
- **Above Normal Performance in Service.** An “above normal” ranking requires evidence of at least 2 service activities during the review period.
- **Outstanding Performance in Service.** An “outstanding” ranking requires evidence of engagement in multiple service activities listed above that demonstrate strong contributions to the department and the university during the review period. Outstanding performance may be measured by individual professional growth and reflect the mission of the department, college, and University.

III. Salary Increments

A. Minimum Eligibility Criteria for Appointment and Promotion

Exception to the minimum terminal degree and/or experience qualifications for rank must be fully justified up through the several levels of promotion or appointment review, with final approval by the provost. The basis for exception shall be outstanding academic performance and/or outstanding professional experience. Outstanding performance and professional experience are demonstrated by evidence, deemed by those qualified to judge, that the performance or experience is “prominent, distinguished, and conspicuous” in the sense that it is “excellent” or “superior.”

Instructor: Master’s degree or equivalent in an appropriate discipline or a baccalaureate degree in an appropriate discipline and two years outstanding documented professional experience.

Assistant Professor: Master’s degree in an appropriate discipline.

Associate Professor: Earned doctorate or appropriate terminal master’s degree; or appropriate master’s degree and 15 semester hours of systematic study at the graduate level. Candidates have completed at least four years at the rank of assistant professor or equivalent at the time of application, and in the case of promotion, at least three years. Candidates have demonstrated teaching, service, and scholarly activity of appropriate quality with consideration given to the extent to which it has been a part of the faculty member’s approved workload.

Professor: Earned doctorate, or appropriate terminal master’s degree; or a second master’s degree in a different discipline. Candidates have completed at least four years at the rank of associate professor or equivalent at the time of application, and in the case of promotion, at least three years in the unit at this rank at the time of application. Demonstrated teaching as the primary assignment, and public and university service of appropriate quality. Scholarly activity of appropriate quality with consideration given to the extent to which it has been a part of the faculty member’s approved workload.

B. Merit

Merit recognizes strong contributions to the department and the university. Expectation for merit is above-normal performance in at least two of the three areas of responsibility: teaching, scholarship/creative activity, and professional and public service; or normal performance in at least two areas and outstanding performance in at least one of these areas. Criteria for judging performance are described in Section II. An above normal performance in one of the three areas of responsibility alone does not typically justify a merit award. Quality and quantity are deciding factors.

C. Normal

A normal salary increase acknowledges normal performance in the three areas of responsibility: teaching, scholarship/creative activity, and professional and public service. A normal increase expects faculty to grow in value to the institution. The criteria for a normal increment will reflect the criteria as described in Section II and blueprints performance judged to be within limits of adequate performance expected in the Department of AASc.

D. Less-than-Normal Criteria

A less-than-normal recommendation is indicated when there are deficiencies in the performance in one or more of the three areas of responsibility: teaching, scholarship/creative activity, and professional and public service. Deficiencies in carrying out assigned duties include but are not limited to: failure to perform professional duties and/or failure to carry out professional duties in a complete manner. Deficiencies in meeting teaching duties include but are not limited to: failure to meet regularly scheduled courses, failure to advance current discipline-specific content, failure to utilize current and effective pedagogy, failure to conform to the ethics of teaching.

Deficiencies in scholarship/creativity and professional growth include but are not limited to: absence of growth in discipline-specific areas of new knowledge and current practices, absence of participation in university activities such as serving on committees and attending university-sponsored activities, and the absence of participation in functions of society that may benefit from faculty's specific expertise.

Less-than-normal recommendation will exclude increase in yearly salary compensation and, if uncorrected, may affect employment. The FEC will recommend that any faculty member who fails to compile the required Individual Performance Record warrants a less-than-normal performance rating.

E. Tenure

Granting of tenure reflects not only past performance, but belief in the candidate's potential for significant future professional growth and service to students, to the department, the university, and to society in a manner that furthers the mission of the department. Tenure will be awarded to faculty who progress at least to the rank of Associate Professor. Because Missoula College-UM and AASc privileges teaching, the candidate for tenure must demonstrate a consistently high level of effective teaching reflecting multiple characteristics from Section II. A. Methods of demonstrating this effectiveness may include but are not limited to:

1. Maintenance of discipline-specific knowledge that is current with major trends within the area of teaching
2. Management and classroom presentation of discipline-specific subject matter as well as other areas of emphasis
3. Management and organization of course development
4. Demonstration of current knowledge and practices of discipline-specific pedagogies
5. Demonstration of participation and success in interactions with student learning both in and out of the classroom
6. Demonstration of current as well as of judicious experimentation with teaching practices that include thoroughness and fairness in presentation of knowledge and evaluation and assessment
7. Demonstration of an infusion of technology into the classroom that is current, relevant, and effective

Judgment of teaching effectiveness may be based upon, but not limited to, the following:

1. classroom visitations by peers and/or department chair
2. letters of evaluation or recommendation by peers and/or administrators
3. evaluation and assessment of course materials by peers and/or administrators
4. student evaluations
5. self-evaluation and assessment
6. recommendations of alumni or advisory board

7. any other information the applicant deems relevant to his/her professional development, competence, or performance.

Although general scholarship/creativity and professional growth are essential factors in the development of a faculty member's career and the awarding of tenure, specific emphasis will be given to scholarship/creativity and professional growth that finds immediate and effective expression in the classroom as demonstrated in Section II. B. and II. C.

Service Credit

A partial year of service that includes at least one full semester of faculty service (e.g., as in a midyear faculty appointment) may be credited as a full year of service for purposes of eligibility for consideration for promotion, tenure, and sabbatical leave. If such credit is used for sabbatical leave, it must also be used for tenure. Such credit must be applied for in writing by the faculty member within six months of appointment.