



UNIT STANDARDS REVIEW
SIGNATURE FORM



Department of: Health Professions

Year: 2016-2017

1) Department Chair:

[Signature]
Signature

Sept 30/16
Date

2) Dean:

[Signature]
Signature

Sept. 30, 2016
Date

3) Chair, UM Unit Standards Committee:

[Signature]
Signature

[Date]
Date

4) Provost and Vice President for Academic Affairs:

[Signature]
Signature

1/28/18
Date

**Missoula College University of Montana –
Department of Health Professions
Missoula, Montana**

Unit Standards and Procedures for Faculty Evaluation and Advancement

These unit standards and procedures are intended to supplement and to be consistent with the standards and procedures as stated in the Collective Bargaining Agreement (CBA). In order to support The University of Montana- Missoula College 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 (IPR) using a Faculty Evaluation Committee (FEC) established format. Although the responsibilities of the Department of Health Professions fall under the same categories as those in every other University of Montana-Missoula academic unit—teaching, scholarship, and service—the department places the greatest emphasis on teaching responsibilities.

I. Faculty Evaluation Committee

A. Purpose and Members

The FEC shall be composed of at least 3 tenure or tenure-track faculty in the Department of Health Professions and provide peer evaluation and review of performance for each faculty member in the unit. One student observer with all rights, save voting, shall be appointed by the committee chairperson from among the majors and/or graduate students in the unit. The committee shall apply the unit standards to review the performance of each faculty member. The members of the FEC shall elect their own chairperson from among the membership. Only tenured 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 IPR of the Department of Health Professions faculty. The committee shall construct a written recommendation to be signed by the committee chairperson. 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 committee shall use the evidence from the IPR 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 declared majors 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 CBA unit in the department or unit. The members shall be appointed by the Department of Health Professions Chairperson, or if there is no chairperson, by the dean, by September 15. The SEC shall elect a chairperson from among its voting members.

The SEC shall review the teaching and advising effectiveness of the faculty members in the CBA unit of the academic unit for which the SEC 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 UFA Administration/Contract Maintenance Committee and shall make all completed course evaluation forms available to the SEC by September 20. Each faculty member must have at least one course evaluated each semester that he/she teaches, and provide the results to the SEC. The SEC 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 SEC 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 SEC Chairperson, the faculty member being evaluated, the Department of Health Professions Chairperson, and the dean by October 15.

The SEC 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 SEC.

Faculty Evaluation Committee—November 15

The FEC process will honor the timelines described in the CBA. The FEC shall inform the faculty member in writing of its recommendation at least one week prior to forwarding the recommendation to the department chairperson.

Department Chairperson Recommendation—December 15

The Department of Health Professions 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 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.

Faculty members who have achieved the rank of full professor shall be reviewed triennially rather than annually if:

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 professor shall be conducted in the following manner: surnames from A-L one year, M-Z the next year. When full professors are evaluated, they will prepare an Individual Performance Record (IPR, Section 10.210) for the period since the last evaluation (normally three years) or, if seeking a merit increment, since the last merit or promotion. Full professors on sabbatical assignment or leave without pay shall be exempted from evaluation if the three conditions listed above in this section are met. Those exempted from evaluation will not be evaluated until their alphabetical group is required to undergo the evaluation process.

Faculty members who have achieved the rank of associate professor and are tenured shall be reviewed biennially rather than annually by meeting the conditions stated above for full professor.

Non-tenurable appointees: In addition to all of the rights and privileges defined in the contract, members of the bargaining unit holding non-tenurable appointments shall hold a full-time equivalent (FTE) assignment which represents the actual proportion of full-time load as determined by the dean in consultation with the unit, taking into consideration expectations of teaching, research, and service and their relationship to Unit Standards.

D. Documentation

Each faculty member is responsible for preparing an IPR that contains comprehensive evidence of activities in the three (3) 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 (3) 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 associate dean or dean), those expectations and responsibilities shall be outlined immediately above the “Personal Statement” section on the IPR. In all cases, faculty shall address each of the three (3) 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 October 16 to October 15, 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 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’s Mission Statement, the Department of Health Professions accepts the responsibility for the education and training of a diverse population of students. While highlighting the teaching role, the Department recognizes each person at one and the same time as (1) a teacher, (2) a scholar, and (3) a member of the Faculty of The University of Montana-Missoula. These functions and responsibilities should be regarded as overlapping and complementary, although Missoula College emphasizes the faculty member’s role as teacher. The Department of Health Professions recognizes that each faculty member’s career is unique and expresses some particular array of aptitudes and abilities. The Department of Health Professions acknowledges that 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 Health Professions recognizes that certain circumstances such as extended illness or injury may directly impact a faculty member’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 as appropriate.

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, advancement of effective pedagogy, and other teaching activities, which may include, but are not limited to the following:

1. Classroom and studio instruction, preparation, and supervision.
2. Field-based or off-campus instruction.
3. Laboratory design, preparation, supervision, and other associated responsibilities.
4. Development of new courses and programs of study.
5. Measurement of student performance, including the preparation, administration, grading and evaluation of tests, examinations and papers, and reporting of grades.
6. Coordination, supervision, and evaluation of student research beyond regular course assignments such as work completed in an independent study.
7. Selection and procurement of books, films, and other materials for classroom or laboratory use.
8. Evaluation of library holdings and recommendation of books and journals for classroom or laboratory use.
9. Student teacher supervision and evaluation.
10. Service as member of undergraduate or graduate student research or project committees.
11. Student advising outside of, but showing interest in a specific program.

In keeping with the Missoula College 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.

B. Scholarship

Although different subject areas and disciplines may vary in their interpretations of scholarship, the following aspects are considered applicable across the health professions: maintenance of professional licensure and/or certification, including required professional continuing education, clarity of goals, implementation of appropriate methods and procedures, effective use of appropriate resources, effective communication, and significance of results. Likewise, when a department privileges teaching as a central faculty responsibility, the consideration of scholarship should take on various manifestations less common in departments that advance research as a primary faculty responsibility. The consideration of scholarship by the Department of Health Professions acknowledges research and study inherent in the maintenance of professional licensure and certification. With a more integrated relationship of teaching,

curriculum, and pedagogy to scholarship, the Department of Health Professions includes the following approaches to learning and to professional growth:

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.
4. Teaching and the promotion of safe and ethical patient care: An emphasis on protection of the public domain and all patient populations through adherence to accepted medical practice standards, skills, and universal respect for all.

The Department of Health Professions grants recognition to the scholarship of teaching pedagogy as well as the planning and examination of pedagogical procedures.

Finally, the department faculty must show evidence of participation in professional development. This can be in the form of in-services, conferences, courses, or meeting the standards set by particular licensing boards.

Evidence of these scholarships 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. Demonstrated significant involvement in curricular development and/or review.
2. Measures of student achievement such as student performance on nationally standardized examinations.
3. Publication such as professionally reviewed and refereed articles, monographs, and books in the candidate's field.
4. Invited participation in programs or presentations of papers at professional meetings at the state, regional, national, and international level.
5. Significant public service to a faculty member's profession.
6. Evidence of outstanding achievement such as awards, patents, and copyrights.
7. Seeking and securing professionally reviewed research and/or service training grants, especially extramural awards.

C. Professional and Public Service

The Department of Health Professions recognizes faculty responsibility to serve students, the Montana University System, and society. The department expects faculty, unless otherwise specified in a faculty member's specific job description, to serve on

committees, attend The University of Montana-Missoula functions, and render public service in the area of professional competence(s). When evaluating these expectations, 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 University of Montana-Missoula.
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 the University of Montana-Missoula committees.
7. Contributions to curriculum development.
8. Involvement in professional and public associations.

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, appointment, invitation, confirmation, or commendation.

III. Salary Increments

Minimum Criteria for Academic Faculty Instructor: Bachelor's degree in an appropriate discipline or associate's degree in an appropriate discipline, current and unencumbered professional licensure/certification, and four years outstanding documented professional experience.

Assistant Professor: Bachelor's degree in an appropriate discipline, current unencumbered professional licensure/certification, and four years outstanding documented professional experience.

Associate Professor: Master's degree in an appropriate discipline. Candidates for this rank must have completed at least four years in the rank of assistant professor at the time of application, and current unencumbered professional licensure/certification. Candidates must have a demonstrated record of excellence in teaching and professional service, and have a record of scholarly activity as required in these unit standards.

Professor: Earned doctorate or appropriate terminal degree, or a second master's degree in a discipline relevant to area of responsibility. Candidates for this rank must have completed at least four years at the rank of associate professor at the time of application. Candidates must have a demonstrated record of excellence in teaching and professional service, and have a record of scholarly activity with significant impact beyond the University as defined by unit standards.

B. Merit

Merit recognizes strong contributions to the Department of Health Professions and The University of Montana. Expectation for merit is above-normal performance in at least two (2) of the three (3) areas of responsibility: teaching, scholarship/creative activity, and professional and public service; or normal performance in at least two (2) areas and outstanding performance in at least one of these areas. Criteria for judging performance are described in Section II of this document. An above-normal performance in one (1) of the three (3) 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 (3) 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 of this document and outlines the expectations judged to be within limits of adequate performance expected in the Department of Health Professions.

D. Less-than-Normal Criteria

A less-than-normal recommendation is indicated when there are deficiencies in the performance in the three (3) 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, and 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.

A 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 IPR 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 of Health Professions, the University of Montana, 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 the Missoula College and the Department of Health Professions privileges teaching, the candidate for tenure

must demonstrate a consistently high level of effective teaching. Methods of demonstrating this effectiveness may include but are not limited to:

1. Demonstration of discipline-specific knowledge that remains informed and 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. Peer and administrative classroom visitations.
2. Peer and administrative letters of evaluation and/or recommendation.
3. Peer and administrative evaluation and assessment of course materials.
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.

Service Credit

A partial year of service that includes at least one (1) full semester of faculty service (for example, 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 (6) months of appointment.

*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 from Office of the Provost.

The basis for exception shall be outstanding academic performance and/or outstanding professional experience. Outstanding performance and professional experience are defined in the usual sense of outstanding; that is, the categories are demonstrated by evidence and judged by those qualified to judge that the performance or experience is “prominent, distinguished, and conspicuous” in the sense that it is “excellent” or “superior.”