Unit Standards for: Business Technology

Year: 2012

1) Department Chair:

Signature

Date: 9-28-12

2) Dean:

Signature

Date: 10-2012

3) Chair, UM Unit Standards Committee:

Signature

Date

4) Provost and Vice President for Academic Affairs:

Signature

Date: Dec 11, 2013
UNIT STANDARDS

I. Introduction

The Department of Business Technology is guided by the standards and procedures set forth in the Collective Bargaining Agreement (CBA) in regards to promotion, tenure, merit and salary decisions. These unit standards are intended to be in addition to, and consistent with those set forth in the CBA. In the event of any omission or inconsistency with the Department’s Unit Standards, the CBA will apply. These unit standards, however, shall prevail when its provisions are more stringent than those set forth in the CBA.

Procedure for Retention, Salary Increment, Promotion and Tenure

a. The department will provide preparation instructions for preparing the Individual Performance Record (IPR)

b. Each faculty member has the responsibility to prepare his/her IPR with supporting evidence of their teaching/service and scholarship.

c. Each faculty member must establish relevancy and importance of activities within the established criteria. IPR’s shall be submitted by the dates indicated in the CBA.

d. The IPR shall include any materials deemed pertinent to the annual review procedure with respect to retention, salary increment, promotion and tenure.

e. The Department Chair(s) shall review annually with each probationary faculty member that person’s progress towards tenure. Faculty members that are deficient with respect to unit standards shall develop a plan of improvement.

f. The Faculty Evaluation Committee (FEC) shall comprise three (3) tenured, or tenure-track faculty members who shall elect their Chairperson from the FEC’s membership.

II. Faculty Evaluation Committee

The Faculty Evaluation Committee (FEC) provides peer evaluation and review of performance for each faculty member in the unit. The FEC shall be composed of at least three faculty members elected from the department at large. Because of the interdisciplinary nature of the Business Technology Department, the FEC may request additional program-specific peer input in order to adequately evaluate program or discipline-specific materials presented in the IPR. The FEC shall be responsible for using the Unit Standards to review the portfolios of the Business Technology faculty. The committee shall make a written, justified recommendation signed by the committee chair which shall address: (1) retention, (2) salary increment, (3) merit increases (4) promotion or (5) tenure. Only tenured members of the committee shall vote on 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 portfolio submitted by faculty members, along with evidence from any other source, so long as the evidence is relevant to the unit standards.
The recommendation of the committee shall be forwarded to the Business Technology Chair(s) by November 15. The FEC shall inform the faculty member in writing of its recommendation at least one week prior to forwarding the recommendation to the Chair. The faculty member shall sign and return the recommendation to show he or she has received and read it, although the signature does not imply agreement with the recommendation. At that time, the faculty member has the opportunity to clarify any issues they feel are unresolved.

The Business Technology Department Chair(s) shall prepare his or her recommendation of the faculty member based on the IPR and FEC recommendation and forward it to the Dean by December 15. The Dean shall inform the faculty member of his or her recommendation in writing prior to forwarding the evaluation to the Provost. The faculty member shall sign and return the recommendation to show he or she has received and read it, although the signature does not imply agreement with the recommendation. Collective bargaining processes are followed if the faculty member disagrees with the recommendation.

III. Position Requirements

New tenure track hires following implementation of these Unit Standards.

A. Appropriate and Related Degree (Work experience and prior teaching preferred)

A terminal degree, preferably a master's degree related to the faculty member's area of competence and three to five years of professional experience. Except for exceptional circumstances, as detailed in Section III B, Appropriate Professional Qualifications, a terminal degree is required for employment as well as for the granting of promotion and tenure.

B. Appropriate Professional Qualifications

A terminal degree is the basic expectation for new appointment to the faculty. However, employment may be offered to an individual who does not possess a terminal degree. Before offering a faculty position to any individual, the department will determine if the candidate is qualified. This will be done by the Missoula College Dean in consultation with the Department Chair(s). Activities intended to develop professional qualifications typically include advanced academic work or outside employment that results in new knowledge, application, or advanced specialization efforts. The mission of the Missoula College is to be an institution of learning. The College does not take the concept of professional qualification lightly. Therefore, these qualifications are related to the specific teaching responsibilities of the faculty member. The documentation required to support professional qualifications will vary with each individual, depending upon factors such as the organization in which the experience or education was acquired, the level of responsibility held in the organization, diversity of experience, and other factors. For this reason a standardized list of acceptable documentation will not be specified. The FEC will provide each candidate with an IPR Preparation Packet that will guide him/her in the preparation of the required documentation. Prior to a consideration of professional qualification by the College, the Dean and the Department Chair(s) will meet and determine what documentation will be required of the prospective candidate or faculty member. If such documentation is required, a statement specifying the requirements will be communicated to the candidate or faculty member in writing so that the evidence may be returned prior to action.
IV. General Criteria

A. Teaching

Teaching is the major responsibility of a faculty member. The faculty member must be, above all, an effective teacher whose performance is at least at a level of competence that meets the established criteria for their teaching assignment. Performance, therefore, must be rigorously evaluated. Documentation reviewed for the assessment of teaching performance may include, but is not limited to, the following: student evaluation forms; written documentation of availability to students; formal or informal observation by colleagues or peers; written statements describing personal teaching philosophy, and documentation of the teaching practices used to support student learning; the creation, redesign of courses, innovation in courses, and any other evidence deemed appropriate by the faculty member being reviewed. Copies of syllabi for all courses taught shall also be submitted to the FEC as part of the IPR. A number of additional responsibilities accompany the expectation for teaching. Each faculty member shall also be evaluated on their contribution to the University's effort to retain students and ensure that students receive proper advising. The retention effort includes both the recruitment of prospective students and the promotion of student persistence. IPR’s submitted to the FEC shall include evidence of the faculty member's participation in advising and retention.

Normal performance in teaching includes, but is not limited to:

a. Preparing courses, delivering classroom instruction, and providing student supervision.
b. Designing, preparing for, and supervising laboratory experiences
c. Arranging field trips and/or guest speakers within the industry
d. Updating course content
e. Documenting teaching practices used to support student learning
f. Advising students competently
g. Being available to students during office hours or by appointment
h. Participating in retention efforts at the departmental and college level
i. Evaluating library holdings, books, and journals for classroom or laboratory use
j. Coordinating, supervising, and evaluating student research
k. Self-evaluating of teaching performance and outcomes

B. Scholarship and Professional Growth

Every faculty member is expected to engage in scholarly productivity, research, and/or professional growth activities that advance his or her pedagogical and professional skills, knowledge, and experiences. Scholarly productivity may be in the form of publications; applied or action research; and interpreting, integrating, or applying new technical information. Scholarly research and professional growth activities may include, but are not limited to the following: (1) publication of books, journal articles, and the like, (2) professional presentations given at Missoula College approved functions, public meetings, or professional meetings, (3) publication or completion of reports for university, governmental agencies, public or professional groups, (4) grant applications (whether or not it was successful) (5) professional consultations, and (6) work that arises from sabbaticals and exchanges. Professional growth activities are those planned, rigorous efforts resulting in peer reviewed, significant, new knowledge and/or interpretation of emerging technology that will enhance teaching performance. In light of the interdisciplinary nature of the Missoula College, there will be considerable differences in the chosen activities.
Therefore, it is essential that each planned scholarship and professional growth activity be carefully scrutinized by peers for rigor, significance, and quality.

Examples of Scholarship and Growth include, but are not limited to:
- a. Attending conferences, workshops or seminars in relevant disciplines
- b. Significant participation in curriculum development
- c. Writing self-studies for program accreditation, approval or review
- d. Earning industry certifications and/or achievements
- e. Participation in professional societies
- f. Providing professional consultations
- g. Participating in continued education, university coursework, or other professional development activities
- h. Preparing professional presentations to be delivered to Missoula College, UM, industry or departmental functions.
- i. Publishing or completing reports for university, professional, community or governmental groups

C. Professional and Public Service

Efforts to serve the students, Missoula College, UM, and society are obligations of the faculty member. When evaluating these areas, consideration will be given to a variety of activities that include but are not limited to the following: contributions that enhance the reputation of the University or College; contributions of expertise to governmental or non-profit agencies; presentations for continuing education such as extension courses, workshops, seminars, or individual learning activities; presentation within the university to other faculty; community organizations; service on public advisory boards or committees; participation in the UM or Missoula College committees; contributions to UM or Missoula College curriculum development; and involvement in professional and public associations. It is essential that all professional and public service activities be measured by documented contributions.

Examples of Service include, but are not limited to:
- a. Participating in departmental, college, or university communities
- b. Making contributions to enhance the reputation of the department, college, or university
- c. Participating in faculty governance
- d. Contributing to governmental, non-profit, or community organizations
- e. Engaging in activities related to increasing enrollment, promoting programs and supporting student registration
- f. Participating in accreditation/approval or peer review of departmental programs
- g. Serving on public or departmental advisory boards
- h. Participating in professional and public associations

V. Documentation

It is the responsibility of every faculty member to prepare his or her own IPR with full and complete evidence of activities showing teaching, scholarship and professional growth as well as professional and public service. Reviews of IPR’s will emphasize flexibility in balancing the contributions of teaching, growth and service. The FEC will provide an IPR Preparation Packet for use by department faculty. The FEC will also provide detailed instructions for submitting
IPR’s for yearly normal increase, promotion, tenure, and merit. Each faculty member shall submit this portfolio to the FEC for evaluation by October 15 of each year. The portfolio will present material compiled from the prior academic year.

VI. Salary Determinations

A. Merit Criteria

Merit recommendations will be based on meritorious performance in at least two of the three areas of teaching, scholarship/growth, and service or normal performance in at least two areas and outstanding performance or special recognition in at least one of these areas.

B. Normal Criteria

For any given year, normal performance for a faculty member will be demonstrated by teaching effectiveness, scholarship and/or scholarship/growth activity, and documented service. Refer to General Criteria for expectations of performance that will be considered normal. Each faculty member must meet and document normal criteria in order to receive normal increases in yearly compensation.

C. Less-than-Normal Criteria

A less-than-normal recommendation is indicated when there are deficiencies in the performance of assigned duties or scholarship activities. Deficiencies in carrying out assigned duties include, but are not limited to: failure to perform professional duties; carrying out professional duties in an incomplete manner; failure to conform to the ethics of teaching; or teaching performance that is less than effective. Deficiencies in scholarship and personal growth activity is the absence of scholarship activity or scholarship activity that does not relate to the enhancement of teaching effectiveness or professional currency in the profession, business, or industry for which the faculty member prepares students for employment or further education; Less-than-normal recommendation will result in no increase in yearly salary compensation and if uncorrected may affect employment. Any faculty member not presenting the required portfolio will be assumed to have engaged-in less-than normal performance by the FEC.

VII. Promotion Criteria

A. Assistant Professor

This level requires possession of the terminal degree or appropriate professional qualification and demonstrated evidence of effective teaching and satisfactory performance in growth and service. For promotion to Assistant Professor from instructor, satisfactory performance in scholarship and professional growth will normally be evidenced by documentation of activity in the areas mentioned in the General Criteria. Other related activity within the teaching criteria demonstrating potential for future professional growth may be considered.

*Documentation as prescribed in the CBA
**B. To Associate Professor**

This level requires possession of the terminal degree and evidence of effective teaching, satisfactory performance in scholarly and growth activities, and service for five (5) or more years at the rank of Assistant Professor (application can be made in the fourth year). The candidate for the rank of Associate Professor shall demonstrate scholarship and professional growth and valuable contribution to the College and University. The candidate will also meet the standards for tenure.

*Documentation as prescribed in the CBA*

**C. To Professor**

For promotion to Professor, satisfactory performance in scholarship and professional growth will normally be evidenced by documentation of activity in the areas identified in the *General Criteria*. The candidate *must* demonstrate that this activity has benefited the University, College, faculty member, students, or community in a manner that has maintained high levels of content currency in the assigned academic program and/or with the technological advances and practices within that program. The standard of performance expected is high and must be sustained. There must also be evidence of sustained service where leadership roles have been assumed. The candidate shall have had five (5) or more years of full-time service at the rank of Associate Professor. The number of years at Associate Professor shall not, in itself, qualify the candidate for promotion.

*Documentation as prescribed in the CBA*

**Tenure Criteria**

Granting of tenure reflects not only past performance, but belief in the candidate's potential for significant future professional growth and service to students, the College and University, and society in a manner that furthers the mission of the College and University. The candidate for tenure *must* be a consistently effective teacher in his or her teaching appointment. Judgment of this effectiveness may be recognized, in part, by the management of subject matter and areas of emphasis; by the systematic organization of courses and materials, by skilled performance in helping students learn both in and out of the classroom; by the degree to which course material is kept current; by judicious experimentation with teaching methods; and by the thoroughness and fairness of examinations. Judgment of teaching effectiveness may be based upon, but not limited to, the following: peer and administrative classroom visitations, peer and administrative letters, evaluation of course materials, student evaluations, self-evaluation, and opinions of alumni and advisory boards. Scholarship and professional growth activity is evidenced by activities that enhance a faculty member's teaching effectiveness and keep the faculty member current in the profession, business, industry, or academic discipline. These activities would normally result in a faculty member becoming prepared to teach new technology or practices. Service contributions to the University, College, or profession are also considered in the review for tenure. To be considered for tenure there must be an accumulation of five (5) years of credit toward tenure, at least three (3) of which have been at the Missoula College.

*Documentation as prescribed in the CBA*

**Adjunct Faculty**

Faculty members who are employed on a non-tenured basis will be given a rank consistent with the above criteria, with the modifier “Adjunct” preceding the title.