Unit Standards for: Curriculum & Instruction

Year: 2012

1) Department Chair:

Signature 4/11/12

2) Dean:

Signature 4/12/12

3) Chair, UM Unit Standards Committee:

Signature 5/7/12

4) Provost and Vice President for Academic Affairs:

Signature 7/19/12
UNIT STANDARDS
DEPARTMENT OF CURRICULUM AND INSTRUCTION

I.  Introduction and Purpose of Unit Standards

This document describes the faculty evaluation and advancement system used by the Department of Curriculum and Instruction. It is intended to assist faculty members in documenting their teaching, service, and scholarly activities and to provide a fair means of evaluating and recognizing their professional accomplishments. The expectations of faculty set out below reflect their distinctive mission and consequent emphasis on the clinical preparation of teachers, curriculum specialists, and educational leaders.

In the event of any omissions or inconsistencies, the terms of the current Collective Bargaining Agreement (CBA) shall be applicable and shall prevail. Faculty members should consult the CBA for evaluation procedures beyond the department level, including appeal procedures.

II.  General Activities for Unit Standards

The following general activities, as specified in CBA 10.120, including those with an interdisciplinary and/or international focus, shall be given consideration in any evaluation for purposes of promotion, award of tenure, determination of salary increment, or recommendation for retention:

A.  Classroom performance
B.  Student advising
C.  Scholarly publication or creative works
D.  Participation in professional organizations or societies, receipt of awards in recognition of professional accomplishments, or speaking engagements related to one's professional field
E.  Professional service demonstrated by consulting or other outside work for agencies, communities, schools, etc.; serving on advisory boards; and service on campus committees
F.  Research efforts related to grants, contracts, direction of student research, or professional research efforts incident to publication.

III.  Procedures for Faculty Evaluation

A.  Individual Performance Record (IPR)- due October 15

Every member of the bargaining unit, .5 FTE and above appointment, including non-tenurable faculty, shall prepare an IPR in sequentially numbered pages including Appendices. The faculty member shall indicate the type of review requested: normal, merit, promotion, and/or tenure, and shall use the list of Evidence of Performance shown in Section V of the unit standards as a guide in preparing the IPR. The faculty member shall sign the IPR on the last
page and submit it to the Faculty Evaluation Committee (FEC) by October 15. The performance period to be documented consists of one or more academic year(s) of record (each running from the first day of the academic year and including Fall Semester, Spring Semester and applicable Summer term(s)) and depends on the type of advancement requested, as follows:

1. Promotions: All service in the current rank or since the documentation was prepared for the last promotion or the most recent seven (7) sequential years.
2. Tenure: The entire probationary period including credited prior service.
3. Merit: The time since the documentation was prepared for the last merit or promotion, or the most recent seven (7) sequential years.
4. Normal and Less-Than-Normal: The previous year(s) record.

Faculty members may request consideration for merit, tenure, and/or promotion for themselves or for others in the unit. Copies of all Student Evaluation Committee, Faculty Evaluation Committee, chairperson, dean, and provost recommendations from all evaluations during the performance period must be included in the IPR Appendices.

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

1. The faculty member is seeking a normal increase;
2. The faculty member has not received a less-than-normal recommendation in the past three (3) years; and
3. The unit FEC 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, 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 shall prepare an IPR for the period since the last evaluation (normally three or two years, respectively) 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. Those exempted from evaluation shall not normally be evaluated until their alphabetical group is required to undergo the evaluation process, except that the provost, dean, and/or department chair may agree to require a performance review during any year(s) of the cycle. All other faculty shall be evaluated annually. Any faculty member may request to be evaluated in any year.

The FEC, the chairperson, or the dean may request and consider any evidence from any source, including the faculty member to be evaluated, provided that the evidence relied upon for evaluation purposes is incorporated into the record and that the faculty member
is afforded an opportunity to respond to it. No individual to be evaluated may be sanctioned, suspended, disciplined, or discharged for failure to comply with a request to provide additional information.

Tenured and tenure-track faculty in the Department of Curriculum and Instruction engaged in grant activity shall adjust their performance accordingly. At a minimum, all tenured and tenure-track faculty engaged in grant activity shall continue to conduct research, advise, provide service and teach at least one course each academic year, excluding winter and summer. Exceptions shall be made at the discretion of the department chair and/or dean.

B. Student Evaluation Committee Review-due October 15

The Student Evaluation Committee (SEC) shall consist of at least three but not more than seven students who are degree or licensure students in the Department of Curriculum and Instruction, at least one of whom must be a graduate student, and one faculty observer who shall enjoy all rights of full participation and access to information except voting. The faculty observer shall be a full professor who is not being evaluated that year. After consultation with the Curriculum and Instruction faculty and no later than September 15, the department chairperson shall appoint the student members and the faculty observer. The SEC shall elect a chair from among its voting members.

The committee shall review the teaching effectiveness of the faculty members in the Department of Curriculum and Instruction. The department uses a common teaching evaluation form, included as an Attachment to the unit standards. Faculty members are responsible for giving all completed student evaluation and summary forms for all courses taught during the period under review to the SEC by September 20. The committee shall review these course forms and prepare written evaluation of the teaching of each faculty member whose performance is reviewed. Each written evaluation shall be signed by the chair of the SEC and the faculty member being evaluated by October 15. A faculty member may append a response to the SEC report.

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.

C. Faculty Evaluation Committee Review and Recommendation-due November 15

Each September, tenured and tenure-track faculty, including the department chairperson, shall vote by secret ballot to elect a Faculty Evaluation Committee. It shall consist of five tenured or tenure-track faculty members of the department who have been at UM at least four years. Of the five members, at least three must be tenured. The committee shall elect a chairperson from among tenured faculty in its membership. The department chairperson shall not serve on the FEC. Non-tenurable faculty shall not serve on the FEC. A student observer with all rights except voting shall be appointed by the FEC chairperson from among the degree or licensure students in the department.
The FEC shall apply the department's standards to review the performance of each member of the unit, including non-tenurable faculty members, and shall make a written recommendation with justification signed by the committee chairperson which shall, where appropriate, specifically address retention, salary increment, promotion, and tenure. The FEC may choose to use a secret ballot. Only committee members who are tenured faculty may vote on a request for tenure. The statement shall be forwarded to the department chairperson by November 15. The FEC shall have the right to request additional evaluative information, with limitations on that information's use, as specified by the CBA 10.230. Upon request, individual faculty members shall be permitted to address personally the committee regarding his or her evaluation, as specified in CBA 10.230. A faculty member may submit an appeal to the FEC, as specified in the CBA 10.230.

In addition to the individual recommendations, the FEC shall prepare and append a summary of those who have been recommended by the committee for promotion, merit increase, or tenure.

D. Department Chairperson Review and Recommendation—due December 15

The Department of Curriculum and Instruction chairperson shall prepare and sign a written evaluation for each member in the unit, including non-tenurable faculty, based on the department's approved unit standards, on the CBA, and on consideration of the evidence submitted by the faculty member, the recommendations of the SEC and FEC, and any additional evidence placed in the evaluation report. Where appropriate, this written statement shall specifically address retention, salary increment, promotion, and tenure. The chairperson may append a written statement of professional opinion and recommendation regarding any matters deemed relevant to the performance or advancement of the individual evaluated. The faculty member shall be given the opportunity to respond in writing to this professional opinion. The chairperson shall prepare and append a summary list of those the chairperson recommends for promotion, merit increase, or tenure. The names on the list of recommendations for merit increase shall be ranked in order of priority by the chairperson.

The chairperson shall make the record of each evaluation available to the respective faculty member to whom it pertains for her/his review and signature. The record shall include, if available: the Individual Performance Record submitted by the faculty member; the SEC evaluation; the FEC recommendation; the Department of Curriculum and Instruction chairperson's recommendation and, if submitted, the professional opinion with the faculty member's response; and any other exhibits or evidence relied upon or incorporated by reference except course evaluation forms. Each evaluation or recommendation shall be signed by the faculty member to attest that the faculty member has read it. The chairperson shall then forward a copy of the complete record to the dean of the College of Education and Human Sciences by December 15.
Within ten (10) 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. The appeal must state any matters which the chairperson is requested to consider as well as the remedial action desired. The appeal may present appropriate documentation that the faculty member omitted from the Individual Performance Record. Within ten (10) days from receipt of the appeal, the chairperson shall either grant or deny the requested remedial action and shall so notify the faculty member and the Faculty Evaluation Committee and make the decision a part of the record.

E. Dean of the College of Education Review and Recommendation—due February 15

The dean of the College of Education and Human Sciences shall prepare and sign a written evaluation and recommendation for each faculty member in the unit, based on the department's approved unit standards, the CBA, and the evaluation record. Any additional evidence that the dean determines to be relevant must be appended to the faculty member's Individual Performance Record and pertain to the period under evaluation. The dean shall inform the faculty member in writing that material is appended to the faculty member's IPR within five (5) working days of having appended the additional material to the record.

The dean shall also prepare and forward a summary list of those she or he has recommended for promotion, merit, or tenure, respectively. The names of those recommended for merit increase shall be listed in order of priority by the dean. On or before February 15, the dean shall inform the faculty that merit rankings are available and shall provide individual rankings to specific faculty members at the request of the faculty member. Faculty who do not ultimately receive merit awards may appeal the dean's ranking if it can be demonstrated to have been in error based upon the criteria listed in CBA 10.280.

The entire evaluation record, including the dean's evidence, evaluation, recommendation, professional opinion, and priority ranking shall be forwarded to the provost and the respective member by February 15. A copy of the dean's evaluation shall be sent to the department chairperson. Any faculty member may submit a written appeal to the dean regarding any aspect of the evaluation record or process, as specified in CBA 10.270 and 10.280.

IV. Faculty Advancement and Salary Increase

The following requirements must be met to qualify for the respective types of advancement or salary determination:
A. Promotion

1. Criteria for promotion to Assistant Professor:
   a. Possession of appropriate terminal degree, the Ed.D. or Ph.D.

   b. Evidence of satisfactory performance, or potential for satisfactory performance in teaching, service, and scholarship/research.

2. Criteria for promotion from Assistant to Associate Professor:
   a. Except in unusual circumstances, four or more years of full-time service in rank as assistant professor (application may be made during the fourth year in rank), and possession of the appropriate terminal degree, the Ed.D. or Ph.D.

   b. The faculty member shall have demonstrated achievement in teaching and advising. The faculty member shall provide evidence in the form of student surveys from each course taught and applicable evidence selected from Section V.A.

   c. The faculty member shall have demonstrated significant contributions in service. The faculty member shall provide evidence of a diverse array of professional and university service, including professional service to the state, from the list in Section V.B.

   d. The faculty member shall have demonstrated professional growth in scholarship. The faculty member shall provide evidence of a variety of scholarly products from the list in Section V.C., on average at least one product per year of sufficient quality to justify one year's work. The faculty member shall include refereed publications as part of the evidence of scholarship. No faculty member shall be promoted to associate professor on the basis of teaching and service alone.

3. Criteria for promotion from Associate Professor to Professor:
   a. Except in unusual circumstances, five or more years of full-time service in rank as an associate professor (application may be made during the fifth year) and possession of the appropriate terminal degree, the Ed.D. or Ph.D.

   b. The faculty member shall have demonstrated consistent achievement in teaching and advising. The faculty member shall provide evidence in the form of student surveys from each course taught and applicable evidence selected from Section V.A.

   c. The faculty member shall have demonstrated increasingly significant contributions in service. The faculty member shall provide evidence of a diverse array of professional and university service, including state and national service, from the list in Section V.B.
d. The faculty member shall have demonstrated sustained scholarship. The faculty member shall provide evidence of a variety of scholarly products from the list in Section V.C., on average at least one product per year of sufficient quality to justify one year's work. The faculty member shall include refereed publications as part of the evidence of sustained scholarship. No faculty member shall be promoted to professor on the basis of teaching and service alone.

B. Tenure

Granting of tenure reflects not only the faculty member's past performance but also potential for future growth in teaching, service, and scholarship. The faculty member shall document a minimum of five scholarly products, as described in Section V.C. The faculty member shall include refereed publications as part of the evidence of scholarship. No faculty member shall be tenured in the absence of refereed publications. The faculty member shall provide a total of three letters of evaluation from individuals, all external to the University of Montana, with direct knowledge of the faculty member's performance at the local, state, national, and international levels.

A probationary appointee shall be eligible to make application for tenure:

1. After the appointee has completed five (5) years of credited service toward tenure, at least three (3) of which have been completed at The University of Montana, that is, during the sixth (6) year of credited employment;

2. If the applicant holds the appropriate terminal degree, the Ed.D. or Ph.D.; and,

3. If the applicant holds the minimum academic rank of associate professor, although faculty may apply for tenure and promotion to associate professor simultaneously. If a faculty member seeking promotion to associate professor and tenure simultaneously is not promoted, tenure shall be denied as well. Under no circumstances may tenure be granted to an assistant professor.

A faculty member who has had full-time service at other academic institutions shall submit for review the complete academic record, including the probationary period in the Department of Curriculum and Instruction. Credit for prior service must be determined in writing and signed by the Provost at the time of initial appointment or it shall be presumed none was given. Credit for probationary service is specified in CBA 9.240.
As specified in CBA 9.320, it is the responsibility of the eligible faculty member to initiate the application for tenure. The application shall include at least the following:

1. a statement of the teaching, scholarship/research, and service performed by the applicant during the probationary period;
2. a vita of the applicant's publications and/or creative works;
3. evidence that the applicant has achieved or is in the process of achieving recognition in his/her field of competence beyond the University of Montana; and
4. any other information the applicant deems relevant to his/her professional development, competence, or performance.

The rights of tenured appointees are listed in CBA 9.300. Limitations on tenure awards are specified in CBA 9.330; consequences of failure to attain tenure are specified in CBA 9.340.

C. Merit

Merit salary awards may be recommended for above normal performance in at least two of the three areas: teaching, scholarship/research, or service; or outstanding performance or special recognition in at least one of these areas and normal performance in the remaining area or areas of assigned duties.

In the request for a merit award, the faculty member shall indicate those areas being used as evidence for the award. Merit pay shall be in addition to other salary increments provided in the contract. No faculty member may earn a merit salary increase in the same year a promotion is granted. A faculty member may be recommended by others to receive a merit award.

D. Normal

To receive a normal salary increase, a faculty member shall submit evidence of competent classroom instruction, continuing scholarship, and diverse professional service to the university and beyond. See Section V of the Unit Standards for evidence of each. The performance of a majority of faculty members shall generally be evaluated as normal. They are expected to grow in value to the institution and shall be rewarded with a normal increment to their salary.

E. Less-Than-Normal

Either the absence of any performance or poor performance of assigned responsibilities within the scope of employment may constitute grounds for a less-than-normal increment. It is understood that the absence of performance in any one or two of the areas of teaching, scholarship/research, and public service does not justify a less-than-normal increment if the quantity of performance in the remaining area or areas is proportional to the FTE of the
appointment, if the quality of performance in the remaining area or areas is at least normal, and if
the individual has assigned duties solely in the remaining area or areas.

V. **Evidence of Performance in Teaching, Service, and Scholarship**

A. **Teaching and Advising:**
   1. All teaching and supervision during the period covered by the report. This includes fall, winter, spring, summer, distance, and online courses. It includes independent study and professional portfolios. It includes supervision of all field experiences, graduate research, student teachers, and practicum students. Specify term, course number, title, credits, enrollment, and whether the course is required or elective.
   2. Peer evaluations consisting of such elements as classroom observations, evaluation of course materials, and conversations with students enrolled in the course.
   3. Instructional innovation, curriculum development and revision (including online courses), and participation in collaborative or interdisciplinary teaching or in general education.
   4. Evidence of directing graduate student research in projects, theses, and dissertations.
   5. Evidence of participation on doctoral committees and comprehensive examinations.
   6. Evidence of undergraduate, licensure, and graduate program advising.
   7. Exhibits of syllabi and assessments.
   8. Directing clinical experiences with P-12 students.
   9. Names of graduate advisees; faculty member's role on committee and stage of degree completion for each student.
   10. Special mentoring of students, including international students, students with disabilities, and students from underrepresented groups.
   11. Awards, honors, commendations for teaching and/or advising.
   12. Other evidence of teaching and advising effectiveness.

B. **Professional Service [note role and date(s) as appropriate]:**
   1. Consulting and in-service work.
   2. Collaborative relationships with P-12 teachers and schools.
   3. Regular attendance and leadership on department, college, and university-wide committees.
   4. Special service assignments.
   5. Leadership and membership in international, national, regional, state, and local professional organizations.
   6. Non-refereed presentations for professional organizations.
   7. Member of an accreditation or review team, member of editorial board, mentor to new faculty, member of a panel, student organization sponsor, or author of funded equipment or non-research grants.
8. Member of private or public boards or committees.
9. Speaking engagements related to professional expertise, including conferences and community organizations.
11. Awards for professional accomplishments.
12. Other examples of professional service.

C. Scholarship:
   1. Refereed publications. This includes author or editor of refereed books, monographs, chapters, articles, columns, book reviews, non-print media, software, and conference proceedings.
   2. Refereed or invited presentations and papers at international, national, or regional meetings.
   3. Refereed or invited curriculum products.
   4. Research-related grants. This includes grants and contracts for research or other scholarly activity. Note purpose, role, funding agency, date funded and total amount of funding.

D. Other Scholarship Efforts:
   1. Non-refereed publications, e.g., ERIC documents, newsletters, handbooks, brochures, and letters to the editor.
   2. Scholarship incident to publication, i.e. manuscripts submitted, in review, in revision, and/or not yet published.
   3. Grant proposals submitted but not funded.
   4. Review of grant proposals and manuscripts (articles, books, chapters) for publication.
   5. Current research projects.

E. To be included in the IPR as Appendices:
   1. All previous evaluations from the Student Evaluation Committee, the Faculty Evaluation Committee, chairperson, dean, and provost for the period under review.
   2. All Evaluation of Student Satisfaction and Teaching Effectiveness summary forms for all classes for the period under review.
   3. Full text of listed print publications.
   4. Syllabi for each course taught.
   5. For tenure: vita and three letters of support from individuals with direct knowledge of faculty member’s performance at the local, state, and national levels.

VI. Rights and Responsibilities of Non-Tenurable Faculty

The categories of non-tenurable appointments are defined by University Policy 101.2 (as revised 7/2001). Those holding non-tenurable appointments included in the bargaining unit are defined in CBA 3.100. Non-tenurable faculty are expected to perform the duties as specified in individual contracts and to support the mission of the department and college.

The person responsible for selection of the candidate to a non-tenurable appointment shall recommend to the dean the allocation of effort associated with the appointment on an individual basis, among the areas of instruction, research, and/or service in accord with University Policy...
101.2, II.F. The Faculty Evaluation Committee shall evaluate the portion of the non-tenurable faculty member's service to the department. The committee shall use the performance evaluation from the immediate supervisor of the non-tenurable faculty member as the substantive evaluation of the performance in the division, institute, or center.

The non-tenurable faculty member who is a member of the bargaining unit and in a non-tenurable category subject to Section II and III of University Policy 101.2 shall be evaluated annually, according to standard departmental processes and in accordance with the workload assignments and expectations. In making evaluation recommendations, the review parties shall carefully consider all documentation relative to the performance of the non-tenurable faculty member. For other non-tenurable faculty, the department and college shall recommend renewal of these appointments to the provost. There is no right of reappointment of any non-tenurable appointment.

In addition to the rights cited in CBA 9.110, a non-tenurable faculty member may:
- **A.** participate in the department meetings;
- **B.** serve on committees as a non-voting member; and
- **C.** if hired for more than three consecutive years at 1.0 FTE, serve as a voting member of committees and vote during departmental meetings.

Non-tenurable faculty members participate only in the peer review of other non-tenurable faculty members to the extent that such participation is provided for in their division, institute, or center. A non-tenurable faculty member may not:
- **A.** peer review non-tenurable faculty from other programs;
- **B.** participate in the annual evaluation of tenurable faculty; or
- **C.** serve on the Curriculum and Instruction Faculty Evaluation Committee.

VII. **Attachments: Department Evaluation Forms and Policies Related to the Unit Standards**

- **A.** Evaluation of Student Satisfaction and Teaching Effectiveness
- **B.** Procedures for the Student Evaluation Committee
# Attachment A

## Department of Curriculum & Instruction

### Evaluation of Student Satisfaction and Teaching Effectiveness

<table>
<thead>
<tr>
<th>Course number, title, and section</th>
<th>Semester and Year</th>
<th>Instructor</th>
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Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

**Student satisfaction with the Instructor:** Questions 1-6 relate to your expectations as a student. Fill in the circle for your choice.

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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1. The syllabus clearly explained course content, objectives, and requirements.</td>
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<td>2. The instructor presented course content in a clear, well-organized manner.</td>
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<td>3. The instructor was enthusiastic about teaching.</td>
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<td>4. Assignments and examinations reflected the course content that was taught.</td>
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<td>5. The instructor was open to questions during class.</td>
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<tr>
<td>6. The instructor was available to answer questions outside of class.</td>
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**Evaluation of effectiveness of classroom instruction:** Questions 7-12 relate to the Department's expectation that courses result in student learning. Fill in the circle for your choice.

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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>7. I learned something of value in this class.</td>
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<td>8. The readings expanded my understanding of the course content.</td>
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<td>9. The assignments and examinations were challenging.</td>
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<td>10. My thinking skills improved as a result of this course.</td>
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<td>11. My communication skills improved as a result of this course.</td>
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<td>12. Overall, the instructor was effective.</td>
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<td>13. What has the instructor done particularly well?</td>
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<td>14. How could the instructor improve the course?</td>
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Attachment B

Procedures for Student Evaluation Committee (SEC)

Purpose:

Your committee assignment is extremely important as it guarantees student input into the faculty evaluation and faculty advancement processes. Because effective teaching is our top priority in the Department of Curriculum and Instruction, your comments will help to determine whether a faculty member is recommended for any of the following:

- Tenure
- Promotion
- Merit pay
- Normal salary increase
- Less-than-normal salary increase
- Non-retention as a faculty member

The Collective Bargaining Agreement describing the role of the Student Evaluation Committee is excerpted below:

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 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 UFA- 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 of each faculty member whose performance is reviewed. Each written evaluation shall be signed by the chairperson of the Student Evaluation Committee and the faculty member being evaluated by October 15. A faculty member may append a response to the SEC report.

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. (CBA 10.220)
Attachment B (page 2 of 2)

**Procedures within the Department of Curriculum & Instruction:**

1. After consultation with the Curriculum & Instruction faculty and no later than September 15, the department chairperson appoints the student members and a faculty observer. At least one student must be a graduate student.

2. The faculty observer is a tenured full professor who is not being evaluated this year. She or he serves on your committee with rights of full participation and access to information except voting. She or he shall organize the first meeting.

3. At your first meeting, you shall elect a chairperson from among the voting members who shall schedule and lead meetings and sign the SEC report for each faculty member.

4. Each faculty member submits all student course evaluation forms for the period under review. Each faculty member also submits all SEC summary sheets from all previous years under review. For some faculty, the review will be one year; for associate professors, two years; for full professors, three years; and for those seeking promotion, tenure, or merit, it will vary. You need not review all raw data from years that have been evaluated by previous SECs; however, you shall review the summaries by previous Committees.

5. All faculty materials are located in the C&I departmental office. The files may not be removed from the Education building.

6. Your committee is responsible for writing a report for each faculty member summarizing teaching performance for all years under review. You may delegate committee members to write statements for particular faculty members. The whole committee shall review all statements before the SEC chair signs on their behalf.

7. Return the signed statements to the C&I Departmental office on or before October 15.

8. Provide the faculty observer with any suggestions you may have for improving the SEC process.

Thank you for contributing to this important process.
UNIT STANDARDS

DEPARTMENT OF CURRICULUM AND INSTRUCTION
PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES THE UNIVERSITY OF MONTANA

__________________________________________ Department Chair

__________________________________________ DATE: ____________

__________________________________________ DATE: ____________

Date: ____________

Dean, Phyllis J. Washington College of Education and Human Sciences

__________________________________________ DATE: ____________

DATE: ____________ Provost

__________________________________________