UM UNIT STANDARDS COMMITTEE
SIGNATURE FORM

Unit Standards for: Dept of Communicative Sciences and Disorders
Year: 2010-11

1) Department Chair:
   Signature
   11/11/10 Date

2) Dean:
   Signature
   11/15/10 Date

3) Chair, UM Unit Standards Committee:
   Signature
   2-9-11 Date

4) Provost and Vice President for Academic Affairs:
   Signature
   4/3/12 Date
UNIT STANDARDS FOR PROMOTION, MERIT, TENURE, SALARY DETERMINATION OR RECOMMENDATION FOR RETENTION

DEPARTMENT OF COMMUNICATIVE SCIENCES AND DISORDERS

INTRODUCTION

The standards contained in this document are consistent with the general University guidelines for faculty advancement and have been approved by the faculty of Communicative Sciences and Disorders Department (CSD). The purpose of the Unit Standards is to provide a framework for the evaluation of faculty performance as it relates to specific University and departmental responsibilities. In any evaluation for purposes of promotion, award of tenure, salary determination, or recommendation for retention, performance in teaching, service, and scholarship/creative works are each important and essential, as set forth in section 6.200 of the Collective Bargaining Agreement (CBA). However, as CSD is a diverse department, the blend of academic responsibility may vary as the department has different expectations for each faculty position including a subdivision between academic and clinical faculty. The character of the performance shall be such that there is a clear demonstration of professional development, and increasingly valuable contribution to the University, and a discernable commitment to furthering the mission of the department.

These Unit Standards and procedures are intended to be in addition to, and consistent with, those provided in the current CBA, and if University Standards and Unit Standards conflict with each other, or are otherwise inconsistent with each other, the University Standards shall control all interpretations and applications.

Recommendations for change of the Unit Standards may be submitted to the University Standards Committee by the unit faculty, the Chairperson, the appropriate Dean, or the Provost. The unit faculty, department Chairperson, the University Standards Committee, the appropriate Dean, and Provost must approve any proposed change. Any changes in unit standards resulting from this process shall not take effect until twelve (12) months after the decision, unless agreed otherwise by the unit faculty, the Dean, and the Provost. As supported by article 10.100 of the CBA, until those changes are made and approved, the current Unit Standards remain in force.

UNIT PHILOSOPHY

Within the Liberal Arts tradition of The University of Montana and the mission of the Phyllis J. Washington College of Education and Human Sciences, the Department of Communicative Sciences and Disorders endeavors to provide a well-balanced educational approach that stimulates growth in the understanding of
communication and impairments, social, emotional, spiritual, and intellectual dimensions of life. With a foundation built on accountability the CSD department administers a comprehensive academic and clinical program and offers undergraduate and graduate degrees that help students become competent professionals in communication disorders. In addition to the preparation of graduates to be competent, entry-level professionals or candidates for advanced study, a carefully designed curriculum also promotes the importance of life-long learning, active participation, constructive relationships, ethical behavior, and attentive citizenship.

To provide CSD students with the most favorable and productive educational environment, all CSD tenure-track faculty members are at one and the same time: (1) teachers, (2) active members of the University and, (3) scholars. Teaching, clinical service, and scholarship are considered overlapping and complementary activities intended to enhance student learning experiences though individual faculty contributions vary dependent on professional specialization demands, and are determined by the total activity of the faculty, enrollments, and the department’s need to fulfill its mission.

EVALUATION SCHEDULE FOR TENURED AND TENURE TRACK FACULTY

Tenured faculty members who have achieved the rank of full professor shall be reviewed every third year, and tenured faculty members who have achieved rank of associate professor shall be reviewed every second year. All other faculty will be evaluated annually. Any faculty member may request to be evaluated in any year. See section 10.340 of the CBA for specific information regarding the evaluation schedule for tenured and tenure-track faculty.

EVALUATION OF DEPARTMENTAL CHAIRPERSONS

The evaluation of the departmental chairperson as a faculty member will occur in accordance with Sections 10.00 and 16.240 of the CBA.

EVALUATION STANDARDS

Any evaluation of faculty members for the purposes of promotion, tenure, salary determination, or recommendation for retention, including eligible non-tenurable appointees, shall involve consideration of appropriate University requirements for faculty advancement set forth in the CBA and the Unit Standards established by the Department of Communicative Sciences and Disorders.

ACADEMIC AND CLINICAL FACULTY
The faculty member has three major responsibilities. The responsibilities of the faculty are teaching, research and service, though they are given differential emphasis depending on the purpose, role and mission of the department within The University of Montana. Faculty are defined by two important characteristics. The two characteristics are tenure and promotion. The granting of tenure implies that the academic faculty member has successfully completed a probationary period, usually 5-7 years, and has the right of continuous appointment in their department, college and the University. Promotion is advancement to a higher rank or title based on merit. Promotional ranks include assistant professor, associate professor and full professor. To qualify for promotion from a lower rank to a higher rank, the faculty member must meet certain criteria. The criteria for promotion become more stringent as the faculty member moves through the ranks from assistant professor to full professor.

University faculty includes a variety of individuals who have different titles and different responsibilities. In the Communicative Sciences and Disorders Department, faculty may be designated as Academic Faculty or as Clinical Faculty. Clinical faculty may have the same responsibilities as academic faculty in terms of teaching, research and service; however their role within the department (CSD) differs in that Clinical faculty are primarily involved in clinical teaching and clinical supervision where the emphasis is on clinical skill development. A clinical faculty member can progress from the rank of a Clinical Instructor, Clinical Assistant Professor, and Clinical Associate Professor to the rank of a Clinical Professor. Recommendations relative to promotion must include, but are not restricted to, consideration of degree, years of service, teaching, creative scholarly activity, and service.

In accordance with 3.100 of the CBA, the Board of Regents (Board) recognizes the University Faculty Association (UFA) as the exclusive bargaining representative for all persons in the bargaining unit.

UNIT STANDARDS FOR FACULTY EVALUATIONS

General Criteria for Unit Standards

I. TENURE

A. Eligibility for Tenure Application

In accordance with section 9.310 of the CBA, eligibility for tenure in the Department of Communicative Sciences and Disorders will be based on the following:

1. Possession of an appropriate terminal degree or its equivalent. The appropriate terminal degree or its equivalent for each member of the
unit will be determined at the time of initial appointment by the Dean, in consultation with the department.

2. Minimum academic rank of Associate Professor, except in unusual circumstances. A faculty member 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 will be denied as well.

3. Accumulation of five (5) years of credited service toward tenure. As such, the probationary appointee may submit his or her tenure application during the sixth (6) year of credited employment.

B. Tenure Application

Evaluation of tenure applications shall be conducted according to Article 10.000 of the CBA, CSD Unit Standards and Faculty Evaluation Procedures. The eligible faculty member is responsible for the initiation of the application for tenure and for providing necessary documentation. This application shall include, but not be limited to, the following:

1. A statement of the teaching, scholarship/creative works, and public service performed by the applicant during the probationary period.
2. A vita of the applicant's scholarship 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.
4. Any other information the applicant deems relevant to his/her professional development, competence, or performance.
5. It shall be incumbent on the probationary faculty member to submit a tenure application that demonstrates some degree of separation between promotion to associate professor and receiving tenure.

C. Failure to Attain Tenure

If a probationary faculty member has not attained tenure at The University of Montana by the completion of his/her seventh (7th) year of credited employment, the conditions of 9.340 of the CBA will be enforced.

II. PROMOTION: Promotion in the Department of Communicative Sciences and Disorders is based upon documentation of effectiveness and quality of work. In any evaluation for purposes of promotion and award of tenure, performance in teaching, community and university service, and scholarship/creative works are equally important and essential, as set forth in section 6.200 of the CBA. The blend of academic responsibility in these areas, however, may vary as the department could have different expectations for each faculty position. The character of performance shall be such that there is a clear demonstration of immersion and impact in his/her
professional field, an increasingly valuable contribution to The University, and a discernable commitment to furthering the mission of the department. The evaluation process will consider all accomplishments in the present rank including work accomplished at other institutions in that rank consistent with CBA sections 9.240 and 9.310. In every case of promotion, the candidate will provide a curriculum vitae and a completed Individual Performance Review. A completed Individual Performance Record (IPR) should follow the format included in Appendix A and provide evidence of achievement in teaching, scholarship/creative works, and service for the period since the last promotion. In addition to documentation supporting teaching, service, and scholarship/creative works (see Appendix A), it is incumbent on the faculty member to provide any additional information that will support advancement.

A. Criteria for Promotion

In every case of promotion whether to Clinical or Academic Assistant, Associate, or Full professor, the following criteria will serve as minimum requirements:

1. Possession of an appropriate terminal degree or its equivalent. The appropriate terminal degree or its equivalent for each member of the unit will be determined at the time of initial appointment by the Dean, in consultation with the department.

2. Evidence of effectiveness and proficiency as a teacher and clinical educator.

   Evidence of active and competent scholarship and/or creative works must be provided. In the case of Clinical advancement, there must be sustained and on-going commitment to one’s collaborative research agenda as demonstrated by publications and presentations.

3. Evidence of active participation and impact in professional, university, and/or public and clinical service.

B. Evidence for Promotion

Evidence for achievement in teaching, clinical education, scholarship/creative works, and service may be demonstrated by the documented participation in a variety of activities illustrating a commitment to furthering the mission of the department and impacting the general field of CSD at the state, regional, and/or national level. Ultimately, this should result in the applicant achieving recognition in his/her field of competence beyond The University of Montana. For a comprehensive list of suggested activity, evidence and/or
documentation to support achievement in teaching, clinical education, scholarship/creative works, and service, refer to Appendix A of this document.

The following are examples that serve as indicators of impact and recognition:

1. Effective teaching performance, which includes clinical supervision and education, as indicated by formal student evaluations, opinions of current and former students, peer and chair evaluations, and receipt of awards in recognition of teaching effectiveness and proficiency.

2. Advising/mentoring performance as indicated by informal and formal advising/mentoring evaluations, opinions of current and former advisees/students, peer and chair evaluations, and receipt of awards in recognition of advising/mentoring effectiveness and proficiency.

3. Scholarly publication or appropriate documentation of creative works.

4. Scholarship/creative works efforts related to grants and/or contracts, direction of student research, published abstracts, book reviews, authorship of position papers, active participation as editors, external publication or proposal reviewers, or professional research efforts incident to publication.

5. Participation in professional organizations or societies, receipt of awards in recognition of professional participation and accomplishments, or speaking engagements related to one’s professional field.

6. Professional service demonstrated by consulting or other contributions that show impact and benefit the local community, the campus community, the state, the nation and professionally affiliated agencies, schools, etc.; service on advisory boards; participation on local governing boards; and active service on campus committees.

7. Interdisciplinary efforts in (1) through (6).

C. Specific Criteria for Promotion
In accordance with CBA 10.110, the following requirements must be met regarding each of the respective types of advancement:

1. **Promotion to Assistant Professor:**
   a. Requires possession of appropriate terminal degree or equivalent. The appropriate terminal degree or its equivalent for each member of the unit will be determined at the time of initial appointment by the Dean, in consultation with the department. Promotion to Associate or Full Professor, however, requires additional criteria outlined below:

2. **Promotion to Associate Professor:**
   a. Four (4) or more years of full-time service in rank as Assistant Professor are required prior to the date of promotion (application may be made during the fourth year in rank) except in unusual circumstances.
   b. The character of the service in rank as assistant professor shall be such that there is a clear demonstration of professional growth and an increasingly valuable contribution to the University.

3. **Promotion to Full Professor:**
   a. Five (5) or more years in the rank of Associate Professor are required prior to the date of promotion (application may be made during the fifth year) except in unusual circumstances.
   b. Evidence that the applicant has achieved teaching and service recognition in his/her field of competence beyond The University of Montana.
   c. No faculty member may be promoted to full professor on the basis of teaching and service alone. An applicant for Full Professor must provide demonstration of distinguished performance in scholarship and publication or exceptional clinical service or appropriate public recognition for creative works beyond The University of Montana. It is understood that impact and immersion in the profession will be higher than that required for promotion to Associate Professor.

III. **MERIT:** According to Article 10.110 of the CBA, merit is defined as above normal performance in at least two (2) of the three (3) areas of teaching and clinical education, scholarship/creative activity, or public service; OR as outstanding performance or special recognition in at least one (1) of these areas and normal performance in the remaining area or areas of assigned duties. Merit represents strong contributions to department and University goals beyond normal performance expectations and thus is activity that clearly deserves financial recognition. Evidence for merit award will include only material prepared since the last merit or promotion, whichever is shorter.
Any faculty member can request merit or can be recommended from within the Unit by the Faculty Evaluation Committee or Department Chairperson. In addition, the faculty member may be recommended for merit by the Dean.

IV. NORMAL INCREMENT: Each faculty member will provide evidence of teaching, scholarship/creative works, and service performance for the period under review. It is expected that each faculty member will grow in value to the department and institution and, if so, will be rewarded with a “normal” increment in their salary.

V. LESS-THAN-NORMAL INCREMENT: 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, research/creative works, 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.

TENURE REVIEW

In accordance with article 17.000 of the CBA, tenure review will be initiated when a tenured faculty member has received a less-than-normal salary increment for three (3) successive years. The procedures for tenure review will be in accordance with article 17.100 of the CBA.

PROBATIONARY APPOINTMENTS AND NON-REAPPOINTMENTS

In accordance with Article 9.230 of the CBA, a probationary appointee has no right to reappointment, and a probationary appointment shall automatically expire at the end of the specified term in the absence of a written reappointment signed by the President. The President may request and review, but shall not be obligated to adhere to recommendations from the unit, dean, and the Provost regarding questions of renewal of probationary appointments.

In cases of non-reappointment for financial or programmatic considerations, the probationary appointee will be so notified in writing. Written notice of non-renewal of a probationary appointment shall be mailed or given by the President or his/her designee at least four (4) months prior to the expiration of the first appointment, seven (7) months prior to the expiration of the second appointment, and twelve (12) months prior to the expirations of the third or later appointment.
NON-TENURABLE APPOINTMENTS

Non-tenurable appointments include five types: lecturers, adjunct faculty at any rank, research faculty at any rank, clinical faculty or staff at any rank, and visiting faculty at any rank.

Non-tenurable appointments must be recommended by the department faculty based upon Unit Standards and policies to ensure that the appointees have the requisite credentials to teach and/or conduct research in the department. The CSD Department evaluates all faculty members, including non-tenurable faculty, annually, according to established procedures. The evaluations must reflect assignments and expectations. Non-tenurable faculty with no research and creative activity or service requirements will not be evaluated in those areas, but the evaluations will acknowledge such professional activities when actually performed. As outlined in Article 9.220 of the CBA, at the time of appointment or reappointment, each faculty member shall be provided by the employer with a written agreement which specifies rank, salary, and other terms and conditions of employment.

Unless otherwise stated in writing at the time of appointment or reappointment, all non-tenurable faculty members in the Department of Communicative Sciences and Disorders will be evaluated for the teaching effectiveness (using University and/or department generated student evaluation forms) for each course taught. The chairperson, in cooperation with the dean, will determine if a letter of reappointment is appropriate.

Non-tenurable faculty members should review University Policy 143.0 for additional information regarding categories of non-tenurable appointments as well as the rights and responsibilities of non-tenurable appointments.

In accordance with 3.100 of the CBA, the Board of Regents (Board) recognizes the University Faculty Association (UFA) as the exclusive bargaining representative for all persons in the bargaining unit. The bargaining unit includes non-tenurable faculty who are term-by-term appointments, who are half-time or greater for two or more successive semesters, excluding summer, concurrent with the second semester appointment. Any semester (excluding summer) without employment shall constitute a break in service for the purpose of determining consecutive employment.

The rights of non-tenurable appointees in the Department of CSD, who are members of the bargaining unit, are the same as outlined in section 9.110 of the CBA.

DEPARTMENTAL PARTICIPATORY RIGHTS
Of the many categories of part-time, non-tenurable, and tenurable faculty in the Department of CSD, only those with a .5 FTE assignment or higher and who belong to the bargaining unit will be allowed to vote on unit matters. Only those members of the bargaining unit with a .5 FTE assignment or higher will be allowed to participate in the annual evaluation of other non-tenurable faculty.

PROCEDURES FOR FACULTY EVALUATION

In accordance with article 10.340 of the CBA, 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. All other faculty will be evaluated annually. Any faculty member may request to be evaluated for tenure, promotion, merit or normal salary increment in any year. The responsibility for providing evidence and documentation that he/she has met the department’s criteria for advancement and salary determination lies with the faculty member.

The Faculty Evaluation Committee (FEC) will review all available submitted material and provide an evaluation and comments for each faculty member reviewed. Each faculty member will receive a copy of the recommendation evaluation. A faculty member may respond to his/her evaluation review in writing during the appropriate time frame (until February 15). The Faculty Evaluation Committee, the department Chairperson or the Dean may request and consider any evidence from any source, including the faculty member to be evaluated, provided that any evidence relied upon for evaluation purposes shall be incorporated into the record and the faculty member shall be afforded an opportunity to respond to it. As provided in Article 10.230 of the CBA, upon request, a faculty member being evaluated shall be permitted to personally address the Faculty Evaluation Committee regarding his/her evaluation.

The evaluation of scholarship and creative works will be affected by the stature of the publication, the nature of the materials published and the significance of their contributions to the profession as deemed appropriate by the FEC and Dean. Similarly, letters and reports supporting effective teaching, scholarship and/or creative works from external sources will be evaluated by the FEC and Dean for appropriateness, general knowledge and expertise of writer.

1. **Individual’s Performance Record – October 15**

   In accordance with 10.210 of the CBA, the documentation or evidence of performance required by the Unit Standards and the University shall be prepared by every member of the Bargaining Unit, including non-tenurable appointees represented by the Bargaining Unit, in sequentially numbered pages which incorporate exhibits by reference and are signed on the last page by the person to be evaluated (refer to Appendix A for appropriate
format). The individual shall submit the documentation to the Chairperson by October 15.

2. **Student Evaluation Committee – October 15**

The Student Evaluation Committee (SEC) shall consist of at least three (3) but not more than seven (7) students who are undergraduate majors, post baccalaureate students, and/or graduate students in the Department of Communicative Sciences and Disorders and shall include one (1) faculty observer with all rights of participation 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. The committee members shall be nominated by faculty members and appointed to the committee by the department Chairperson by September 15. The committee shall elect a chair from among its voting members.

The committee shall review the teaching and advising effectiveness of faculty members in the bargaining unit. The department shall either use its own course evaluation form, an existing form or a form prepared by the UFA Administration Committee and shall make completed forms available to the committee by September 20. Each faculty member must have at least one course evaluated each semester he/she teaches and provide the results to the SEC. In addition to teaching evaluations, the department will annually survey its students to assess advising effectiveness by bargaining unit faculty members using the Student Evaluation of Academic Advising form (Appendix B). This information will also be made available to the SEC by September 20. The committee may seek or receive relevant evidence from students who have taken courses from or have been advisees of the faculty member being evaluated. Faculty members under review may submit additional materials supporting their teaching and advising performance.

The committee shall prepare a written summary evaluation of the teaching and advising effectiveness of each faculty member under review. The chairperson of the SEC and the faculty member being evaluated shall sign each written evaluation by October 15. A faculty member may append a response to the SEC report.

3. **Faculty Evaluation Committee – November 15**

The Communicative Sciences and Disorders Performance Faculty Evaluation Committee (FEC) will consist of three (3) CSD faculty members and one (1) alternate, excluding the department Chairperson. Service on the FEC is a three-year (3) commitment and is determined by nomination and election. The committee is staggered so that only one member’s term expires each year. During a scheduled faculty meeting at the beginning of
each new academic year, names of eligible faculty (tenure-track) CSD faculty members are placed in nomination for service on the FEC. A ballot vote by tenure-track CSD faculty members is conducted to determine, by majority, what nominee will replace the retiring member on the FEC. A follow-up nomination and election process will be conducted to select an alternate. The alternate will serve on the committee for one (1) year only. The alternate will serve as an FEC member when another member of the FEC is being evaluated or when any other circumstance dictates his or her participation. In the event two or more members of the FEC must be replaced, the nomination and election process described hitherto will be repeated until the FEC is fully elected, followed by a separate nomination and election process to select the alternate.

All participating members must be tenureable and preferably at the level of associate or full professor. Only tenured or tenure-track faculty are able to vote on tenure and promotion decisions. The committee shall elect a Chairperson by majority vote from among the committee membership. The FEC Chair will appoint a non-voting student observer. The FEC will always consist of three voting members. When a member of the FEC is being evaluated, the alternate member will constitute the third member. The committee shall apply the unit and CBA standards to review the performance of each eligible faculty member and make a written recommendation with justification signed by the committee chairperson which shall, where appropriate, specifically address: (1) retention, (2) salary increment, (3) promotion, and (4) tenure, and which shall be forwarded to the department Chairperson and the Dean by November 15. 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 respectively. Faculty members under review, as well as those serving on the FEC, should familiarize themselves with Article 10.230 of the CBA regarding confidentiality, solicited and unsolicited materials, appeals, and other matters of protocol that support candid professional assessment and the rights of faculty under review.

4. Department Chairperson’s Recommendation – December 15

Based on the approved unit standards, the CBA, and consideration of the evidence submitted by the faculty member under review, the SEC recommendation, the FEC recommendation, and any additional evidence solicited or received and placed in the evaluation report, the department Chairperson shall prepare and sign a written evaluation for each faculty member in the unit, including non-tenured appointees, which, where appropriate, shall specifically address: (1) retention, (2) salary increment, (3) promotion, and (4) tenure. The Chairperson may append a written statement of his/her professional opinion and recommendation regarding
matters that he/she may deem to be 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 department Chairperson shall make the record of each evaluation available to the respective faculty member for his/her review and signature. Each recommendation shall be signed by the faculty member to attest that he/she has read it. The faculty member’s signature on the SEC, FEC and the Chairperson’s recommendations does not signify the faculty member’s endorsement of the recommendations. The Chairperson shall then forward a copy of the complete record – IPR, SEC recommendation, FEC recommendation, department Chairperson recommendation, and if submitted, the professional opinion with faculty member’s response, and any additional exhibits or evidence relied upon or incorporated by reference except course evaluation forms – to the Dean by December 15. In addition, the department Chairperson shall prepare and append a summary list of those the Chairperson has recommended for promotion, merit increase, or tenure, respectively. The names on the list of recommendations for merit increase will be ranked in order of priority by the chairperson. On or before December 15, the department Chairperson 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.

5. **Dean’s Evaluation and Recommendation – February 15**
   Based on the CBA, unit standards, and the evaluation record, the Dean shall prepare an individual written evaluation and recommendation for each faculty member regarding retention, salary increment, promotion, and tenure, where appropriate for the individual being considered.

   Faculty members under review should review Article 10.260 of the CBA for thorough description of the Dean’s evaluation and recommendation process. Faculty members seeking to submit a written appeal to the Dean regarding any aspect of their evaluation record or process should refer to Article 10.270 of the CBA.

6. **Appeals**
   Any faculty member can appeal any personal evaluation and recommendation in accordance with Articles 10.230, 10.240, 10.270, and 10.280 of the CBA

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RESTRAINTS ON EVALUATION AND APPEAL

1. **Conflicts of Interest**: Refer to section 12.300 of the CBA.
2. **Absence of Student Participation:** 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.

3. **Appropriate Remedial Action:** The normal remedy for any prejudicial errors, omissions, or defects in the process of evaluation of faculty for advancement shall be to remand and properly re-do the process to cure the defect. Other matters of resolve, including what conditions are considered grievable and arbitrable, are described in Article 10.330 of the CBA.
APPENDIX A

DEPARTMENT OF COMMUNICATIVE SCIENCES AND DISORDERS

Format for Individual Performance Record

1. Teaching
   a. Courses – for each course taught, cite: semester taught, title, course number, credit hours, type of course (if assisted by TA or if course is team taught, indicate only that time for which faculty member is actually involved – if course is team taught, divide enrollment by number of faculty involved). Indicate teaching load, range of courses, instructional innovation, curriculum development and revision, and participation in collaborative or interdisciplinary teaching or in general education.
   b. Advising
      i. Names of undergraduate students
      ii. Names of graduate students
   c. Other teaching/advising activity

2. Professional Service
   a. University (cite committee, task force, or other contributions indicating the level of activity – department, school or University – and, wherever possible, indicate whether time intensive and agenda rigorous)
   b. Continuing education and extension activities (cite place, title of course, workshop, etc., enrollment and other relevant data)
   c. Professional association memberships
   d. Professional association service (cite offices held and any special service activities connected with association participation)
   e. Professional publications (cite books, reports, testimony, interviews, depositions or other contracted or invited publications which may include normal processes or be client-oriented)
   f. Public service (cite community, state, regional, or national service activities; cite participation on advisory and governing boards or commissions; cite receipt of honors, awards or project grants related to normal processes or be of a client-oriented nature)
   g. Other service activities

3. Scholarship and/or Creative Works
   a. Books published (provide exact citation of author, title, publisher, date)
   b. Chapters in books; indicate whether original work or re-print encyclopedia entries; anthologies; lab manuals
c. Articles in refereed and non-refereed journals (provide exact citation of author, title, journal, date, pages and attach copy of article); articles, editorials, letters to the editor and other contributions in other professional periodical

d. Book reviews (cite full bibliographic detail); cite participation on editorial and proposal review boards

e. Published article reviews (cite journal or periodical title, pages, date)

f. Papers presented at meetings of scholarly societies (cite authors, title meeting, and date)

f. Published abstracts (cite authors, source, date); encyclopedia entries; anthologies; lab manuals

g. Attendance at programs offering continuing education credits, classes or other formal education activities specifically focusing on scholarship and/or creative works

h. Participation on panels or symposia, (indicate level of participation)

i. Research and project grants, contracts, awards, fellowships, or honors (cite authors, titles, agency, and funding)

j. Other scholarship and creative works that contribute to the body of knowledge, but not listed above

In addition to the IPR, it is suggested that faculty members include documentation to support all scholarship/creative works, service, and teaching activities (see next section). It has become common practice at The University of Montana to include complete copies of all scholarship and creative works. If any faculty member should have questions about any aspect of organizing evaluation materials, he/she should request assistance from the acting department chairperson, the administrative assistant and/or veteran faculty member.

Examples of Activity, Evidence and/or Documentation to Support Achievement in Teaching, Scholarship/Creative Works, and Service.

A. TEACHING (in no particular order)

1. Effective teaching and advising performance as indicated by formal student evaluations

2. Performance of students in the event a student receives academic or service accolades, financial or otherwise, as a direct result of participating in work accomplished in a particular faculty member’s course.

3. Opinions of current and former students

4. Peer, Chair, and Dean evaluations

5. Confirmation of effective teaching by classroom visitations

6. Testimony of effective teaching by team-teaching associates
Corroboration of campus colleagues who receive confirmation of effective teaching performance from their students and advisees

Student performance – in the event a student receives an academic or service accolade, financial or otherwise, as a direct result of participating in or outcomes accomplished in a faculty member's class or project; positive feedback by student-teacher and/or service learning supervisor who observed a particular faculty member's student or protégé

Advisory board or committee appointments that emphasize teaching effectiveness

Honors, awards and commendations for teaching excellence

Supervision of undergraduate and graduate independent study/research credits

Supervision of Teaching and Graduate Assistants

Course syllabi containing objectives, content, learning strategies and evaluation procedures

Development of new courses

Inclusion of new instructional technology in courses or clinical supervision

Indication of mentorship in the professional development of students

Inclusion of service learning projects in the classroom

Active participation in continuing education activities or other training/demonstration projects that focus on the improvement of teaching

Participation in faculty seminars and colloquia

Advising/mentoring performance as indicated by formal advising evaluations, opinions of former advisees, appraisal by CSD Undergraduate Advising Coordinator, peer and chair evaluations, and receipt of awards in recognition of advising/mentoring effectiveness and proficiency

Supervision and/or participation in graduate level thesis and/or professional paper projects

Participation in curriculum development and change

Supervision of graduate students participating in clinical practica.

Evidence of writing incorporated into courses.

Other evidence of teaching and advising effectiveness

SCHOLARSHIP AND/OR CREATIVE WORKS (in no particular order)

Authorship of books, monographs, and contracted or officially sanctioned position papers for professional organizations

Book reviews and articles in refereed journals; published abstracts of books and articles which may be submitted for evaluation by department colleagues and the Dean
3. Manuscripts of unpublished books and articles which may be submitted for evaluation by department colleagues and the Dean
4. Editor or co-editor of books, professional journals or other professional manuscripts, periodical, and documents
5. Authorship of book chapters
6. Participation on editorial review boards or invited reviewer for research/paper proposals for presentation at professional societies
7. Principal Investigator of research or project grants
8. Co-Principal Investigator of research or project grants
9. Contractor of research or project grants
10. Research awards
11. Research sponsorships and fellowships
12. The supervision and direction of published student research or scholarship
13. Presentations and workshops, either invited or refereed for acceptance at state, regional, national and international meetings of professional societies
14. Production of creative works such as documentaries, videotapes, movies, canned electronic demonstrations, CD-ROMS, DVD, VHS, software, web sites, Internet, and other technologically mastered productions
15. Evidence that research and other creative works are widely disseminated and used by the profession
16. Evidence of continued professional growth through attendance at programs or classes offering continuing education credits, or participation in other formal educational endeavors offering a scholarship component
17. Letters of support from colleagues, collaborators, and knowledgeable audiences; professional critiques and reviews of scholarship endeavors
18. Participation in the supervision of undergraduate research projects
19. Other evidence of scholarship/creative works

D. PUBLIC, PROFESSIONAL AND UNIVERSITY SERVICE (in no particular order)

1. Support letters, reports or evaluations by professional colleagues and service recipients regarding the quality, impact, and extent of delivery
2. Participation as executive officers or elected representatives in professional organizations and societies; service on advisory boards; participation on local, state, and/or national governing boards
3. Professional service demonstrated by consulting or other outside vocation for agencies, communities, schools, etc.
4. Designing and implementing in-service opportunities for teachers and other professionals; organizing seminars and workshops for teachers and other professionals; serving as consultant for the development and implementation of service oriented activities in the community

5. Honors, awards, commendations and/or letters of appreciation for service activities and contributions

6. Support letters from students and student organizations regarding service provided

7. Professional contributions to public welfare consistent with the mission of the department

8. Active and productive participation on department, Phyllis J. Washington, College of Education and Human Sciences or University level committees

9. Participation as an advisor/sponsor, mentor, or guest speaker for student organizations

10. Participation in evaluation or accreditation team visits

11. Writing and preparation of research and project grant proposals

12. Participation in developmental activities for new departmental policy and procedural documentation

13. Participation in academic and clinical curriculum development

14. Participation in public service activities

15. Other evidence of public, professional, and university service
Appendix B

STUDENT SURVEY of ACADEMIC ADVISING

Please complete this survey thoughtfully and honestly to help us improve the quality of academic advising in our Department. We especially value your written comments below each item enabling you to explain your rating, and enabling us to understand why you chose to rate the item as you did. Your handwritten comments will be converted to typewritten form and presented to your advisor along with other students’ comments, so your comments will remain confidential. Thank you for your help.

Advisor’s name: ____________________________        My Level: Undergraduate     Leveling: Graduate

Please use the following scale to rate items regarding your advisor:

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Slightly</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly</td>
<td>Slightly</td>
<td>Strongly</td>
</tr>
</tbody>
</table>

1. is easy to get in touch with.
   Comments:
   1  2  3  4  5  6

2. takes a personal interest in me.
   Comments:
   1  2  3  4  5  6

3. encourages me to express my thoughts and feelings.
   Comments:
   1  2  3  4  5  6

4. is a good listener.
   Comments:
   1  2  3  4  5  6

5. gives me accurate information about course requirements.
   Comments:
   1  2  3  4  5  6

6. helps me understand why required courses are important for my professional development and future plans.
   Comments:
   1  2  3  4  5  6

7. has assisted me in developing a
long-term education plan.
Comments:

9. helps me to connect with campus resources (learning center, counseling services, etc.)
   Comments: 1 2 3 4 5 6

10. helps me make important educational decisions (selecting elective courses, exploring academic majors/minors, etc.)
    Comments: 1 2 3 4 5 6

STUDENT SELF-ASSESSMENT  As an advisee, I:

11. made and kept appointments to see my advisor.
    Comments: 1 2 3 4 5 6

12. was well prepared for my appointments.
    Comments: 1 2 3 4 5 6

Additional Questions

1. What are your advisor’s major strengths or best features?

2. What could your advisor do to improve the quality of his/her advising?