



UNIT STANDARDS REVIEW SIGNATURE FORM

Department of:

COUNSELOR EDUCATION

Year:

2016

1) Department Chair:

[Signature]
Signature

10/1/16
Date

2) Dean:

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Signature

10/14/16
Date

3) Chair, UM Unit Standards Committee:

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Signature

4/7/2017
Date

4) Provost and Vice President for Academic Affairs:

Brend Edmond
Signature

7/10/17
Date

UNIT STANDARDS

DEPARTMENT OF COUNSELOR EDUCATION

I. INTRODUCTION

This document describes the unit standards for the Department of Counselor Education in the Phyllis J. Washington College of Education at The University of Montana. These standards must be applied in conjunction with the Collective Bargaining Agreement (CBA) between the University Faculty Association and the Montana University System. In the event of any omissions or inconsistencies, the terms of the CBA shall be applicable and prevail. The purpose of these standards is to provide a framework for the evaluation of faculty performance as it relates to specific departmental goals and the enhancement of the Phyllis J. Washington College of Education and The University of Montana.

II. UNIT PHILOSOPHY

The Department of Counselor Education is committed to teaching and advising excellence. Measured by such things as student evaluations, peer assessments, and the faculty individual performance record process, teaching excellence must be demonstrated consistently by each faculty member. Active committee membership on dissertations, professional papers and projects, comprehensive exams, and theses is essential.

Similarly, the Department of Counselor Education values scholarly and research activities which contribute to the health, relevance and development of the counseling field. Scholarly activity involves active participation in the conversation of scholars guiding the theoretical and practical contributions to one's discipline. Counselor educators have a broad array of scholarly opportunities and scholarly activities are a highly valued dimension of the overall role of faculty in the Department of Counselor Education.

Like scholarly activity, excellence in service promotes a broad understanding of practices in the profession and leads toward excellence in instruction as well. The faculty subscribe to the philosophy that an active scholarly agenda informs both teaching and service; consequently, there exists a synergistic link among all three realms of the professorate.

All faculty members in the Department of Counselor Education must maintain an active role in Unit, School, and University service, helping fulfill organizational goals in a productive, collaborative manner. State and national service in professional organizations are also highly valued service. Collegial, positive, and equitable faculty involvement in departmental duties and in committee membership is expected and must be augmented by a description of specific activities.

III. PROCEDURES FOR FACULTY EVALUATION

Unit standards are revised over time. If Unit Standards are changed during an evaluation period for any faculty member, such faculty member will have the choice of using either the Unit Standards effective at the time of hire, or those currently effective, when applying for tenure and/or promotion to Associate Professor. However, after faculty members are tenured, only the Unit Standards in effect at the time of evaluation will be used. When faculty are seeking merit

awards, they must use the standards in effect at the time of their request. Each faculty member of the Department of Counselor Education will identify the action requested and prepare documentation, as described in Section VII, of performance in teaching/advising, scholarship, and service during the relevant evaluation period outlined by the CBA. Each faculty member shall document his or her performance to a degree sufficient to allow evaluators to make a competent judgment of that performance. If evaluators desire additional documentation, they shall inform the faculty member in writing within existing contractual timelines, specifying the exact nature of the additional documentation. The faculty member may submit any additional documentation requested within five working days of receipt of the request. No individual to be evaluated may be sanctioned, suspended, disciplined, or discharged for failure to comply with a request to provide additional information. (CBA 10.210)

Individual Performance Record – due October 15

The documentation or evidence of performance required by the Unit Standards and the University shall be prepared by every member of the Bargaining Unit in sequentially-numbered pages which incorporate exhibits by reference and is signed on the last page by the person to be evaluated. The individual shall submit the documentation to the Chairperson of the Faculty Evaluation Committee by October 15. Documentation should be submitted for the following evaluation periods.

1. Promotion: 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: Entire probationary period including credited prior service.
3. Merit: Time since last receiving merit or time since last promotion, whichever is less, or the most recent (7) sequential years.
4. Normal and Less-than-Normal: The previous year, or since last evaluation for Associate Professors and Professors evaluated in alternate years or every third year.

Student Evaluation – October 15

The Student Evaluation Committee (SEC) shall consist of at least three but not more than seven graduate students in the Department of Counselor Education and shall also include one faculty observer who shall enjoy all rights of access to information and full participation except voting. Members are to be appointed by the Department Chairperson by September 15.

The SEC shall prepare a written evaluation of the teaching and advising effectiveness of each faculty member in the Department of Counselor Education based upon course evaluations administered in compliance with the CBA, as well as additional relevant evidence of teaching and advising performance submitted by faculty or sought from other graduate students. The SEC shall submit its reports on the appropriate forms to the Department Chairperson and the FEC by October 15.

The SEC shall neither review the evidence of performance in scholarship 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. In accordance with the CBA, the evaluation procedure may proceed without participation by a departmental SEC.

C. Faculty Evaluation Committee – November 15

The Faculty Evaluation Committee (FEC) shall consist of three tenured or tenure-track members of the Department, excluding the Department Chairperson, selected by the Department faculty. Because we are a small department (currently five tenure-track lines), there may be future circumstances (faculty vacancies, sabbatical, etc.) when out of department FEC members are necessary to constitute an FEC of three. In the event that additional faculty members are necessary to constitute a three-member FEC, Department faculty shall agree upon, through a vote, a tenured or tenure-line faculty member who is willing to serve on the FEC. This person will be asked to serve. If this person does not wish to serve, the Department faculty shall revisit this process until a person is found who is acceptable to a majority of members in the Department and who agrees to serve. One student observer with all rights, save voting, shall be appointed by the committee chairperson from among the majors and/or graduate students in the unit.

The FEC will review the performance of each faculty member in accordance with Unit Standards and the CBA, and may make additional nominations for promotion and merit. Such review shall result in a written recommendation with justification signed by the FEC Chair. Upon request, individual faculty members shall be permitted to address the Committee in person regarding their evaluations, and appeal a given finding to the FEC using the procedures defined in the Collective Bargaining Agreement. The FEC will utilize a consensus model in determining its findings unless a consensus cannot be reached. In this event, a majority vote shall rule. For faculty seeking merit, the FEC shall provide an overall summary, as well as a summary assessment in each of the areas of performance and shall characterize the faculty member's performance in each area as: Outstanding, Above Normal, Normal, or Less-than-Normal as defined in Section IV. D (p. 7).

D. Departmental Chairperson's Recommendation – December 15

The Department Chairperson shall prepare and sign a written evaluation for each faculty member in the Unit. "Based on the approved unit standards, on the CBA, and on consideration of the evidence submitted by the faculty member, the Student Evaluation Committee recommendation, the Faculty Evaluation Committee 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 which, where appropriate, shall specifically address: (1) retention, (2) salary increment, (3) promotion, and (4) tenure." (CBA 10.240). For faculty seeking merit, the Department Chairperson shall provide a summary assessment in each of the areas of performance and shall characterize the faculty member's performance in each area as: Outstanding, Above Normal, Normal, or Less-than-Normal as defined in this document.

The Department Chairperson shall make each evaluation available to the respective faculty member for his or her review and signature. Such signature on this

evaluation, as with those of the SEC and FEC, does not necessarily signify the faculty member's endorsement of the recommendations contained in the evaluation, but merely attests that the faculty member has read the evaluation. The Department Chairperson shall prepare a summary memo for the Dean detailing all faculty recommendations for promotion and/or tenure as well as salary distribution. The Chairperson will rank faculty recommended for merit.

IV. FACULTY ADVANCEMENT

A. Definition of Normal

Normal performance will vary from year to year, depending on many factors, including assigned teaching load, the magnitude of professional service undertaken, and the depth and breadth of the faculty person's scholarly and research agenda. The following provides a baseline for assessment, but simply performing at baseline, or Normal, each year will *not* guarantee promotion or tenure. Guidelines for promotion and tenure are provided below. Guidelines for determining and documenting Above Normal and Outstanding designations, relevant for making a case for a merit salary increase, are included in Section VII.

Teaching/ Advising

Faculty teaching and advising should be at the assigned, recommended teaching load, which without other considerations, would be approximately 15 credits per academic year. The chair receives a reduction of one course per semester. Within the department, consideration will be given to teaching release time due to service, grant buy-outs, or other research or service related professional activities. Satisfactory student and/or peer teaching evaluations are expected for Normal. All student evaluations for faculty courses that are considered a part of faculty teaching load must be included in materials submitted. One peer observation of faculty teaching must be completed each academic year for pre-tenure faculty, and once per review period for tenured faculty. The peer observers will be assigned by department consensus. The observing faculty and observed faculty will meet prior to discuss goals, instructional theory, and areas of desired feedback. When the observation is complete, the observing faculty will meet with the observed faculty to discuss feedback and write a report to be included in evaluation materials. Additional peer evaluations may be included as supplemental and are encouraged for pre-tenure faculty. Methods to evaluate the quality of one's teaching and advising are described in Section VII.A.

Scholarly Productivity

Baseline scholarly activity includes at least one of the activities listed in Section VII.B. Guidelines for determining Above Normal and Outstanding are also provided. Within the department, consideration will be given to larger scholarly products which may be related to grants, or other research or service related professional activities.

Professional Service

Baseline service entails carrying a fair and equitable load of the service activities necessary to the healthy functioning of the Department of Counselor Education. Further,

baseline service includes participation as described in Section VII.C.1, and in at least one other activity listed in Section VII.C. Again, this baseline may be reconsidered in light of grant-supported research, semesters abroad, and so on.

B. Promotion

Promotion to any rank will depend upon attainment of the academic qualifications and academic record appropriate to that rank. CBA requirements for promotion include:

- a. **To Assistant Professor:** Requires possession of the appropriate terminal degree or its equivalent as defined by the unit standards of each discipline.
- b. **To Associate Professor:** Except in unusual circumstances, 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), and possession of the terminal degree in the appropriate discipline is required consistent with applicable unit standards. 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.
- c. **To Professor:** Except in unusual circumstances, five (5) or more years of full-time service in rank as an associate professor are required prior to the date of promotion (application may be made during the fifth year) and possession of the terminal degree in the appropriate discipline is required consistent with applicable unit standards. The character of the service in rank as associate professor shall be such that there is a clear demonstration of professional growth and an increasingly valuable contribution to the University. (See d. below.)
- d. In all applications for promotion, performance in teaching, community and University service, and scholarship are all important and essential as set forth in section 6.200. For promotion to full professor, a faculty member must have the level necessary as defined in the CBA and unit standards in teaching competence, scholarship/creative activity, and service. However, no faculty member may be promoted to full professor on the basis of teaching and service alone. Scholarship shall be demonstrated by scholarly publication or appropriate public recognition for creative works (in the disciplines of Art, Media Arts, Theatre & Dance, and Music).

In addition to the criteria listed in the CBA, the following will apply:

1. Assistant to Associate Professor
 - a. Faculty will have demonstrated achievement in teaching/advising, scholarship and service. Promotion is based on a faculty member's complete body of work for the period of evaluation. Faculty are advised that a Less-than-Normal in any evaluation could adversely affect promotion.
 - b. In the area of scholarship, in addition to meeting the baseline normal expectations of one scholarly product or activity per year,

faculty shall have produced at least one additional scholarly work as described in Section VII.B.1-4.

- c. Faculty shall clearly demonstrate professional growth and an increasingly valuable contribution to relevant expertise at the state, regional, and/or national level. Generally, a diverse array of activities under Section VII would be expected. At a minimum, statewide recognition is expected, with a high potential for recognition at the regional and national levels. Such recognition will be demonstrated by accepted presentations and/or publications.

2. Associate to Full Professor

- a. Faculty will have demonstrated continued achievement in teaching/advising, scholarship, and service.
- b. In the area of scholarship, in addition to meeting the baseline normal expectations of one scholarly product or activity per year, faculty shall have produced at least five scholarly publications as described in Section VII.B.1-4. since promotion to Associate.
- c. Faculty shall continue to clearly demonstrate professional growth and an increasingly valuable contribution to relevant expertise at the state, regional, and national level. Generally, a diverse array of scholarly and professional service activities would be expected, with some areas of national recognition in evidence.

C. Tenure

Granting of tenure reflects not only past performance but also demonstrated potential for future growth to the standard expected for promotion to Full Professor. In addition to the criteria listed in the CBA (Section 10.110.2), the following will apply: Faculty should have produced at least five scholarly works as described in Section VII.B.1-4, and in addition, given at least three state, regional, or national presentations at professional meetings within one's discipline, with at least one of these being at the national level.

Continual evidence of excellence in teaching, advising, and mentoring shall also be considered in the tenure process. The Department of Counselor Education primarily serves a graduate population. Evidence of advanced teaching innovation, pursuing specialized advanced training or continuing education, and effective involvement with student professional development, both clinically and in scholarly areas, will be considered.

The CBA notes: *As a member of a faculty, each person is expected to relate in a professional manner with colleagues in the academic community. Similarly, each faculty member is expected to participate in the work of the unit and of the institution.* (CBA 6.200) In granting tenure in the Department of Counselor Education, consideration will

be given to such professional standards, and to full and equitable participation in the work of the unit and the institution.

Faculty concerned with tenure should direct their attention to the current CBA regarding “Eligibility for Tenure Application,” “The Tenure Application,” “Limitations on Tenure Awards,” Rights of Tenured Appointees,” “Failure to Attain Tenure,” as well as sections in the CBA and this document which cover criteria, documentation, and procedure. The eligible faculty member shall not be awarded tenure in absence of application.

D. Merit Awards

Merit recognition is covered in the CBA with appropriate definitions provided in these Unit Standards. Normal performance is explained at the beginning of this section. Above Normal, and Outstanding performances are documented by accomplishments that exceed the performance standard for Normal with the distinction between Above Normal and Outstanding performances determined by the FEC in proportion to the magnitude of the accomplishments along with the time frame represented in the merit request. Examples are provided at the end of Section VII.

As described in the CBA, to be eligible for merit, a faculty member must have demonstrated Outstanding performance in one or more of the areas of teaching/advising, scholarship, and service, and Normal performance in the other two areas or Above Normal performance in two of the areas and at least Normal performance in the third. The number of Merit awards available in a given year varies. Receipt of a merit award does not provide sufficient evidence that the requirements of promotion and tenure have been met. Merit materials shall be submitted based on the years since the last merit or promotion, or on the last seven sequential years.

Less-than-Normal Increment/ Retention Concerns

In accordance with the CBA, Less-than-Normal increment may be recommended for either the absence of any performance or poor performance of assigned responsibilities within the scope of employment. Tenure review shall be initiated when a tenured faculty member has received a Less-than-Normal salary increment for three successive years. A tenured faculty member shall undergo a performance review each year for three successive years following a Less-than-Normal recommendation.

Documentation and evidence submitted by the faculty member to conform to the CBA and this document will also be used by the FEC in consideration of retention and non-reappointment.

Probationary appointment and nonreappointments

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) month 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.

Probationary tenure-track faculty should meet the standard for Normal in order to be recommended for retention. The procedure used for making a recommendation concerning retention and non-reappointment will be the same as that provided in the CBA and this document for making recommendations concerning tenure, salary, and promotion.

Non-reappointment of a probationary faculty member shall be recommended when the FEC makes a judgment that the performance of the faculty member is unsatisfactory with respect to the standards applicable to his or her rank. Faculty members should consult the CBA for procedures relative to the evaluation process beyond the scope of this document and to determine the procedural requirements for appeals.

V. NON-TENURABLE APPOINTMENTS

Non-tenurable appointments include five types: lecturers, adjunct faculty at any rank, research faculty at any rank, clinical faculty 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 Department of Counselor Education 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 stand for evaluation 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 Counselor Education will be evaluated for the teaching effectiveness (using University and/or department generated student evaluation forms) for each course taught and one peer observation and evaluation for each performance review period. 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 (attached to this document) for additional information regarding categories of non-tenurable appointments as well as the rights and responsibilities of non-tenurable appointments.

In accordance with section 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 Counselor Education, who are members of the bargaining unit, are the same as outlined in section 9.110 of the CBA.

VI. DEPARTMENTAL PARTICIPATORY RIGHTS

Of the many categories of part-time, non-tenurable, and tenurable faculty in the Department of Counselor Education, 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.

VII. DOCUMENTATION

Documentation of performance indicators in each evaluation area will vary by faculty member. These lists constitute general guidelines, as the Department does not wish to constrain faculty endeavors that enhance the mission of the University. If for some reason, a faculty member has engaged in teaching/advising, scholarly activities, or service activities not named here, evidence of equivalency must be provided by the faculty member, and agreed upon by the FEC. Evidence therefore includes, but is not limited to, the following:

A. Teaching and Advising

1. Course evaluations from every course required of faculty load. These will be summarized by the SEC, along with any other evidence the SEC has obtained, or the faculty member has provided.
2. Peer observations and evaluations consisting of such elements as classroom visitations, evaluation of course materials, and evaluation of student performance. For tenure, evidence of peer review should be provided.
3. Honors, awards, and commendations for teaching excellence.
4. Evaluations of supervision of students engaged in practica and internships by students and/or internship site.
5. Demonstrated effectiveness of Independent Study and Research guidance.

6. Demonstrated ability to direct graduate students' research in seminars, special projects, theses, and dissertations.
7. Evidence of effective participation on doctoral dissertation and seminar committees.
8. Participation in formal student assessment via comprehensive examinations.
9. Evidence of adequacy of graduate program advising via submission of advising evaluations.
10. Documentation of development of innovations in curriculum design and instructional methods.
11. Participation in faculty seminars and colloquia.
12. Participation in professional development activities designed to improve teaching.
13. Exhibits of syllabi, course content, and assessment.
14. Evidence of team teaching and interdisciplinary projects.
15. Other evidence of teaching and advising effectiveness.

B. Scholarship

1. Authorship and co-authorship of scholarly or applied professional books and monographs.
2. Publication of refereed journal articles, proceedings from juried or invited paper presentations at professional conferences, book chapters, and professionally reviewed software.
3. Authorship and co-authorship of funded grants for program development and/or implementation or research, including sponsored research.
4. Editorship of scholarly or applied professional books and/or scholarly journals or monographs.
5. Honors, awards, or commendations for scholarly activities and publications.
6. Reviews of professional books in one's discipline, published in scholarly journals.
7. Presentations of papers at professional meetings at the state, regional, national, and international level.
8. Production of original non-print media for professional use in research or instruction in one's discipline.
9. Evidence of conducting successful program evaluations.
10. Writing research or applied grants, which while unfunded, consumed significant professional time.

C. University, Community, and Professional Service

1. Active and productive participation in the development of the Department and College, including but not limited to chairing and serving on Departmental and College Committees.
2. Active and productive participation on University-wide committees.

3. Honors, awards, and commendations for professional service activities.
4. Holding offices or active membership in local, state, national, or international professional organizations and societies.
5. Providing professionally related expert testimony.
6. Rendering professional service as a member of private or public boards or commissions.
7. Service on evaluation or accreditation team visits.
8. Continuing education and extension offerings.
9. Service as adviser or guest speaker for student organizations.
10. Production of online media (i.e., blogs or websites) promoting professional advocacy, leadership, instruction, and/or public service.
11. Receipt of honors or awards in recognition of professional service activity.
12. Other significant public, community, or University service that contributes to professional growth and/or enhancement of the University.
13. Conducting in-service presentations or other evidence of collaboration with educational institutions or agencies.
14. Clinical supervision appointments for professional peers in regional, state, national and international settings.

In order to assist faculty in making a case for Above Normal or Outstanding designations for merit considerations, the following guidelines are provided:

1. Teaching/Advising

Above Normal performance in the area of teaching and advising shall be evidenced by, but not limited to, such accomplishments as the following:

- a. The vast majority of student evaluations are in the “excellent” and “very good” rankings.
- b. Other evidence of teaching performance that is beyond Normal, such as peer evaluations of Above Normal.
- c. University-wide, statewide, regional or national honors, awards and commendations for teaching.
- d. Evidence of the faculty member’s contribution to the success of students, such as outstanding student products, receipt of awards to advisees, graduate research, etc.
- e. Unusual and creative curriculum and supervisory training and development above and beyond Normal curriculum contributions.
- f. Development and/or teaching of new, innovative courses, such as online courses or special topics seminars.
- g. Teaching more courses than that which is defined as full-load.
- h. Creating expanded practicum or internship opportunities for students, or showing evidence of well-received supervision.
- i. Other evidence of outstanding teaching and advising effectiveness.

2. Scholarship

Scholarly activities that exceed the Normal expectation might include:

- a. Publishing a scholarly or applied professional book in one's discipline.
- b. Publishing two or more scholarly articles in refereed journals in one's field in a year.
- c. Presenting two or more national scholarly presentations in one's discipline in a year.
- d. Publishing a scholarly article in a refereed journal and doing a scholarly presentation at the national level.
- e. Authorship or co-authorship of a funded major grant for program development and/or implementation of research.
- f. Receipt of award or commendations for scholarly activities.

3. Service

Above Normal performance in the area of service shall be evidenced by both administrative and professional service to state and national professional organizations and administrative service at the department, school and university levels. Such service may include accomplishments such as the following:

- a. Providing a leadership role in committee work.
- b. Providing an administrative leadership role in the department, such as Internship Coordinator, Accreditation Liaison, or the lead faculty of a particular program (School Counseling, Mental Health Counseling, etc.)
- c. Receipt of awards for professional service.
- d. Coordination of professionally related conferences and symposia.

These lists are not to be considered exhaustive. The faculty member applying for merit is welcome to make a case for any combination of such endeavors constituting meritorious activity that is either Outstanding in at least one area or Above Normal in at least two areas. The time frame for the accomplishments should be commensurate with Normal performance within the normal academic year. The FEC, in order to distinguish Outstanding from Above Normal performance in each category of teaching/advising, scholarship, and service, will take the magnitude of the accomplishments into account along with the time frame represented in the merit request.