



**UNIT STANDARDS REVIEW  
SIGNATURE FORM**

Department of: Teaching and Learning

Year: 2020-2021

1) Department Chair:

A handwritten signature in black ink, appearing to be "T. H.", written above a horizontal line.

Signature

10.1.20

Date

2) Dean:

A handwritten signature in black ink, appearing to be "M. M.", written above a horizontal line.

Signature

30 Oct. 2020

Date

3) Chair, UM Unit Standards Committee:

A handwritten signature in black ink, appearing to be "J. P.", written above a horizontal line.

Signature

10.28.20

Date

4) Provost and Vice President for Academic Affairs:

A handwritten signature in black ink, appearing to be "R. S. Anderson", written above a horizontal line.

Signature

11.20.20

Date

**UNIT STANDARDS**  
**DEPARTMENT OF TEACHING AND LEARNING**

**I. Introduction and Purpose of Unit Standards**

This document describes the faculty evaluation and advancement system used by the Department of Teaching and Learning. It is intended to assist faculty members in documenting their teaching, scholarship, and service, and provide a fair means of evaluating and recognizing their professional accomplishments. It reflects the distinctive mission and consequent emphasis of the faculty on the preparation of educators, curriculum specialists, and educational researchers.

These standards are to be employed together with the University of Montana’s Collective Bargaining Agreement (CBA). In the event of any omissions or inconsistencies, the terms of the current CBA shall be applicable and shall prevail. Faculty members should consult the CBA for evaluation procedures beyond the department level, including appeal procedures.

Teaching and Learning faculty recognize our department’s role in meeting the Phyllis J. Washington College of Education’s vision, “to improve educational realities and change lives for the better.” It is the hope of the faculty that the standards included in this document support Teaching and Learning faculty as they individually and collectively work toward this vision in their teaching, mentoring, scholarship, service, and outreach efforts. This department is comprised of faculty from diverse fields of study, each with its own traditions and modes of scholarship, and we acknowledge that effective work in our respective fields can look quite different. The standards herein aim to foster an organizational culture that promotes rigor and responsibility, and flexibly encourages faculty to leverage their strengths to make a positive impact on the public good. Faculty also hope that the expectations articulated here can cultivate collegial commitment to sharing responsibilities in the complex work of running multiple programs with a host of departmental, school, and community partnerships and stakeholders.

**II. Procedures for Faculty Evaluation**

The procedures for evaluating faculty performance are directed by the Collective Bargaining Agreement (CBA), which establishes specific expectations for faculty performance and the procedures and timeline for evaluating performance. Tenure-track faculty applying for tenure or promotion have their choice of standards if the standards have been changed since the time of hire (CBA 10.200). Tenured Faculty will follow the most recent unit standards for annual evaluations once those standards are approved. Current standards must be used when requesting a merit award unless a portion of the evaluation period occurred when an older set of standards was in place.

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

42 Every member of the bargaining unit, .5 FTE and above appointment, including non-tenurable  
43 faculty, shall prepare an individual performance record (IPR) that highlights activity and  
44 accomplishments in teaching, service, and scholarship as required by their individual  
45 appointment for the review period. Details about required and suggested content for the IPR  
46 are listed in Section III of this document. The faculty member shall indicate the type of review  
47 requested: normal, merit, promotion, outstanding performance, or tenure, and attach  
48 appropriate documentation.

49  
50 1. Performance Periods (CBA 10.220)

51  
52 IPRs are submitted to the Faculty Evaluation Committee (FEC) by October 15. The  
53 performance period will consist of one or more academic year(s)\*, depending on rank,  
54 application, etc. as detailed below.

55  
56 Promotions: All service in the current rank or since the documentation was prepared for the  
57 last promotion, or the most recent seven (7) sequential years, whichever is  
58 less.

59 Tenure: The entire probationary period including credited prior service.

60 Merit: The time since the documentation was prepared for the last merit or promotion, or  
61 the most recent seven (7) sequential years, whichever is shorter.

62 Outstanding Performance Award: The time after the documentation was prepared for the  
63 last such award or the most recent seven (7) sequential years, whichever is  
64 less.

65 Normal and Less-Than-Normal: The previous year, or since last evaluation for associate  
66 professors and professors.

67  
68 \* Each "academic year" is considered to begin on the first official day of the fall semester,  
69 and ends the day before the following fall semester.

70  
71 2. Review Schedule (CBA 10.210)

72  
73 Tenured faculty members who have achieved the rank of full professor shall be reviewed  
74 every third year, and tenured faculty who have achieved the rank of associate professor  
75 shall be reviewed every second year. This evaluation schedule is contingent upon the  
76 following conditions:

- 77  
78
- 79 • The faculty member is seeking a normal increase;
  - 80 • The faculty member has not received a less-than-normal recommendation in the past  
81 three (3) years; and
  - 82 • The unit FEC does not wish to initiate consideration for other than a normal  
recommendation.

83  
84 The triennial evaluation of full professors shall be conducted in the following manner:  
85 surnames from A-H one year, I-Q the second year, R-Z the third year. The biennial  
86 evaluation of associate professors shall be conducted in the following manner: Surnames  
87 from A-L one year and M-Z the next year. When full and associate professors are evaluated,  
88 they shall prepare an IPR for the period since the last evaluation (normally three or two  
89 years, respectively) or, if seeking a merit increment, since the last merit or promotion. Full  
90 and associate professors on sabbatical assignment or leave without pay shall be exempted  
91 from evaluation if the three conditions listed above in this section are met. Those exempted  
92 from evaluation shall not normally be evaluated until their alphabetical group is required to  
93 undergo the evaluation process, except that the provost, Dean, and/or department chair  
94 agree to require a performance review during any year(s) of the cycle. All other faculty shall  
95 be evaluated annually. Any faculty member may request to be evaluated in any year.  
96

97 The FEC, the Chair, or the Dean may request and consider any evidence from any source,  
98 including the faculty member to be evaluated, provided that the evidence relied upon for  
99 evaluation purposes shall be incorporated into the record and the faculty member shall be  
100 afforded an opportunity to respond to it. No individual to be evaluated may be sanctioned,  
101 suspended, disciplined, or discharged for failure to comply with a request to provide  
102 additional information.  
103

104 B. Student Evaluation Committee Review – due October 15  
105

106 The Student Evaluation Committee (SEC) shall consist of at least three but not more than seven  
107 students who are degree or licensure students in the Department of Teaching and Learning  
108 (T&L), at least one of whom must be a graduate student, and one faculty observer who shall  
109 enjoy all rights of full participation and access to information except voting. The faculty  
110 observer shall be a tenure track faculty member who is not being evaluated that year. After  
111 consultation with the Teaching and Learning faculty and no later than September 15, the  
112 department Chair shall appoint the student members and the faculty observer. The SEC shall  
113 elect a chair from among its voting (student) members.  
114

115 Faculty members are responsible for giving completed student evaluation forms for at least  
116 three courses per academic year (at least one per semester) to the SEC by September 20. (The  
117 department uses a common teaching evaluation form.) Faculty members applying for merit in  
118 teaching must submit all course evaluation forms for every course taught during the review  
119 period. Faculty who are applying for promotion or merit may have multiple years of student  
120 evaluation forms that have already been reviewed by previous SEC committees, yet are still part  
121 of their current review period. Faculty have the option of submitting SEC summaries/written  
122 evaluations from previous reviews or the SEC summaries along with the raw data.  
123

124 After receiving some guidance from the faculty observer about how to analyze numerical data  
125 and how to identify trends in student comments, the SEC committee shall review these course  
126 forms and prepare written summary/evaluation of the teaching (as perceived by student  
127 respondents) of each faculty member. Each written evaluation shall be signed by the chair of  
128 the SEC and the faculty member being evaluated by October 15. A faculty member may append  
129 a response to the SEC report.

130

131 The SEC shall neither review the evidence of performance prepared by the faculty member nor  
132 have any responsibility for application of unit standards. Neither error nor omission of student  
133 participation in any evaluation may constitute grounds for a grievance. The evaluation  
134 procedure may proceed without participation by a departmental SEC.

135

136 C. Faculty Evaluation Committee Review and Recommendation – due November 15

137

138 Each September, tenured and tenure-track faculty, including the department Chair, shall vote by  
139 secret ballot to elect a Faculty Evaluation Committee. It shall consist of five tenured or tenure-  
140 track faculty members of the department who have been at UM at least four years. Of the five  
141 members, at least three must be tenured. The committee shall elect a chair from among  
142 tenured faculty in its membership. The department Chair shall not serve on the FEC. Non-  
143 tenurable faculty shall not serve on the FEC.

144

145 The FEC shall apply the department's standards and the CBA to review the performance of each  
146 member of the unit, including non-tenurable faculty members, and shall make a written  
147 recommendation with justification signed by the committee chair which shall, where  
148 appropriate, specifically address retention, salary increment, promotion, and tenure. It is  
149 preferred that the committee shall use a consensus process to arrive at its decisions. If this is  
150 not possible, the committee shall vote by secret ballot. Only committee members who are  
151 tenured faculty may vote on a request for tenure. The recommendation shall be forwarded to  
152 the department Chair by November 15. The FEC shall have the right to request additional  
153 evaluative information, with limitations on that information's use, as specified by the CBA  
154 10.240. Upon request, individual faculty members shall be permitted to address personally the  
155 committee regarding his or her evaluation, as specified in CBA 10.240. A faculty member may  
156 submit an appeal to the FEC, as specified in the CBA 10.240.

157

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

161

162 D. Department Chair Review and Recommendation – due December 15

163

164 The Department of Teaching and Learning Chair shall prepare and sign a written evaluation for  
165 each member in the unit, including non-tenurable faculty, based on the department's approved

166 unit standards, on the CBA, and on consideration of the evidence submitted by the faculty  
167 member, the recommendations of the SEC and FEC, and any additional evidence placed in the  
168 evaluation report. Where appropriate, this written statement shall specifically address  
169 retention, salary increment, promotion, and tenure. The Chair may append a written statement  
170 of professional opinion and recommendation regarding any matters deemed relevant to the  
171 performance or advancement of the individual evaluated. The faculty member shall be given  
172 the opportunity to respond in writing to this professional opinion. The Chair shall prepare and  
173 append a summary list of those the Chair recommends for promotion, merit increase, or tenure,  
174 respectively. The names on the list of recommendations for merit increase shall be ranked in  
175 order of priority by the Chair.

176  
177 The Chair shall make the record of each evaluation available to the respective faculty member to  
178 whom it pertains for her/his review and signature. The record shall include, if available: the  
179 Individual Performance Record (IPR) submitted by the faculty member; the SEC evaluation; the  
180 FEC recommendation; the Department of Teaching and Learning Chair's recommendation and, if  
181 submitted, the professional opinion with the faculty member's response; and any other exhibits  
182 or evidence relied upon or incorporated by reference except course evaluation forms. Each  
183 evaluation or recommendation shall be signed by the faculty member to attest that the faculty  
184 member has read it. The Chair shall then forward a copy of the complete record to the Dean of  
185 the College of Education by December 15.

186  
187 Within ten (10) days of receipt of the department Chair's recommendation, the faculty member  
188 may submit a written appeal to the department Chair regarding any aspect of the Chair's  
189 recommendation or process. The appeal must state any matters which the Chair is requested to  
190 consider as well as the remedial action desired. The appeal may present for consideration  
191 appropriate documentation that the faculty member omitted from the Individual Performance  
192 Record. Within ten (10) days from receipt of the appeal, the Chair shall either grant or deny the  
193 requested remedial action and shall so notify the faculty member and the Faculty Evaluation  
194 Committee and make the decision a part of the record.

195

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

197

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

205

206 The Dean shall also prepare and forward a summary list of those she or he has recommended  
207 for promotion, merit, or tenure, respectively. The names of those recommended for merit

208 increase shall be listed in order of priority by the Dean. On or before February 15, the Dean  
209 shall inform the faculty that merit rankings are available and shall provide individual rankings to  
210 specific faculty members at the request of the faculty member. Faculty who do not ultimately  
211 receive merit awards may appeal the Dean's ranking if it can be demonstrated to have been in  
212 error based upon the criteria listed in CBA 10.280.

213  
214 The entire evaluation record, including the Dean's evidence, evaluation, recommendation,  
215 professional opinion, and priority ranking shall be forwarded to the Provost and the respective  
216 member by February 15. A copy of the Dean's evaluation shall be sent to the department Chair.  
217 Any faculty member may submit a written appeal to the Dean regarding any aspect of the  
218 evaluation record or process, as specified in CBA 10.270 and 10.280.

219

#### 220 F. External Review Procedures for Tenure Applications

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222 In cases of tenure review, an external review process is required. The steps and timelines for  
223 external review are outlined below:

224

- 225 1. The tenure candidate informs the T&L Chair of the intent to apply for tenure by May 1  
226 of the academic year prior to application.
- 227 2. The Chair and the candidate identify five names of potential external reviewers by May  
228 1 of the academic year prior to application. Reviewers should be familiar with the  
229 candidate's scholarship or areas of expertise but should not be in the role of the  
230 candidate's mentor, co-author, or collaborator.
- 231 3. The Chair sends out the requests for review to potential reviewers by May 5. The goal is  
232 to secure commitment for a minimum of two reviews and a maximum of four reviews. If  
233 the Chair is not able to secure commitment from two potential reviewers, the Chair will  
234 request additional names from the candidate and will make additional requests.
- 235 4. The Dean sends the reviewers copies of the candidate's CV; personal statement on  
236 teaching, scholarship, and service; and sample of published scholarship by June 1. The  
237 sample consists of 3 published works (articles, chapters, or books) selected by the  
238 candidate. All reviewers receive the same packet of materials. The Chair provides the  
239 reviewers with a copy of the T&L Unit Standards and instructs reviewers to assess the  
240 candidate's materials based on the T&L standards for tenure.
- 241 5. The Dean requests reviewers to submit written reviews according to the process  
242 outlined below:
  - 243 a. Reviewers are asked to submit two letters by October 15: one is the review letter  
244 with no identifying information regarding the reviewer. The second is the  
245 accompanying cover letter in which the reviewer verifies that s/he is author of the  
246 review.
  - 247 b. The review letter goes to the T&L Chair, who keeps the identifying cover letter and  
248 review letter.
  - 249 c. T&L Chair provides the review letters to the FEC.

- 250 d. The letters, without identifying information, become part of the IPR record and they  
251 are available to the candidate. As stated in CBA 10.240, any material solicited must  
252 be made available to the candidate within five working days of its inclusion.  
253

### 254 III. Criteria for Faculty Evaluation

255 The documentation for all faculty being evaluated, an Individual Performance Record (IPR), should  
256 provide a summary of the teaching, scholarship, and service activities during the evaluation period,  
257 and should include supporting documents, as appropriate. Required appendices include: a current  
258 CV; student evaluation forms (those submitted to the SEC) and the SEC evaluation letter; previous  
259 evaluation letters (SEC, FEC, Chair, Dean, Provost) (for years since last granted merit or promotion,  
260 or the most recent seven years, whichever is less); and supporting evidence demonstrating  
261 performance in teaching, service, and scholarship. Note that there are other required components  
262 for the IPR, which are detailed under the Teaching, Service, and Scholarship sections (A, B, C),  
263 respectively. Creditable activities are outlined in those sections, as well.  
264

#### 265 A. TEACHING

266 Faculty in the Teaching and Learning Department are required to carry a high standard for  
267 excellence in pedagogy, and are expected to embody the level of commitment to students that  
268 we hope to foster in the educators we prepare. Faculty are expected to be available at least five  
269 hours per week for meetings with students. They are to provide students the opportunity to  
270 evaluate each course with standardized procedures (i.e., a common T&L course evaluation  
271 form), and they are expected to reflect and act accordingly on feedback from students, peers, as  
272 well as evidence of student learning. Faculty are expected to arrange for a peer observation of  
273 teaching at least once per review period. A common protocol tool for peer observations can be  
274 found in the Teaching and Learning Faculty Handbook. Teaching comprises 60% of T&L faculty's  
275 overall workload.  
276

##### 277 1. Course Load

278 Full-time teaching loads are assigned by the Dean in collaboration with the faculty member  
279 and Chair in alignment with the CBA. Consideration for equitable distribution include course  
280 size, format, familiarity/ expertise/experience with the course, portfolio and field work  
281 supervision responsibilities. Faculty who secure external funds or participate in special  
282 activities that support the department's mission can request to reduce their credit load with  
283 approval from the Chair and Dean.  
284

285 All faculty are expected to teach at least one course per academic year regardless of buyout  
286 or salary replacement. All faculty are expected to participate in student teaching portfolio  
287 work regardless of their buyout or salary replacement situations.  
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Each of the following positions receives a workload reduction:

- Chair (see CBA)
- Graduate Program Coordinator\*
- Elementary Program Coordinator \*

\*When funding is available.

In the IPR, faculty need to list all courses taught during the period covered by the report. This includes fall, winter, spring, summer, distance, and online courses, independent study courses, and professional portfolios. It includes supervision of all field experiences, graduate research, student teachers, and practicum students. Faculty will specify term, course number, title, credits, and enrollment. All course syllabi should be included in the "Teaching Evidence" appendix of the IPR.

## 2. Advising Load

Strong advising is a priority in the Teaching and Learning department. Faculty are expected to be responsive to students, assist them with course of study plans, and to provide academic and professional mentorship. Faculty are expected to encourage graduate students to successfully complete their programs in a timely manner.

In the IPR, faculty will list all the names of graduate advisees (these are assigned to faculty by the graduate admissions committee and the Chair); as well as the faculty member's role on student committees.

## 3. Evaluation of Teaching Effectiveness

In the "teaching" section of their Individual Performance Record, faculty are required to include a narrative with a reflective analysis of one's teaching performance during the review period. This shall include attention to: 1) evidence of student learning outcomes; 2) feedback from a peer observation of teaching (one of which is required per review period for all faculty); and 3) trends over time in student evaluations of teaching. The narrative could also include analytic reflection on goals, new instruction and assessment innovations, and efforts to grow as an educator. We acknowledge the limitations of student course evaluations as metrics of quality teaching (including issues of bias, response numbers, etc.); so while student course evaluations are a required component of an IPR, other forms of evidence of teaching quality are critical.

### a. Evidence for Teaching

332 Sources of evidence faculty can include in their IPRs to demonstrate teaching  
 333 effectiveness:

- 334 • Peer evaluations consisting of such elements as classroom observations,  
 335 evaluation of course materials, and conversations with students enrolled in the  
 336 course.
- 337 • Instructional innovation, curriculum development and revision (including  
 338 designing on-line courses), and participation in collaborative or interdisciplinary  
 339 teaching or in general education.
- 340 • Evidence of directing graduate student research in projects, theses, and  
 341 dissertations.
- 342 • Evidence of participation on doctoral committees and comprehensive  
 343 examinations.
- 344 • Evidence of undergraduate, licensure, and graduate program advising.
- 345 • Exhibits of syllabi and assessments.
- 346 • Directing clinical experiences with P-12 students.
- 347 • Special mentoring of students, including international students, students with  
 348 disabilities, and students from underrepresented groups.
- 349 • Awards, honors, commendations for teaching and/or advising.
- 350 • Evidence of efforts to improve teaching (e.g., participation in pedagogy  
 351 workshops; faculty inquiry projects)
- 352 • Evidence of leadership activity in teaching/pedagogy.
- 353 • Scholarship efforts on teaching in one's field.
- 354 • Other evidence of teaching and advising effectiveness.

355  
 356 b. Levels of Performance for Teaching

357  
 358 **Normal:** For teaching effectiveness to be evaluated as “normal,” the faculty member  
 359 must demonstrate that they have fulfilled assigned teaching load expectations and that  
 360 courses are of high quality, rigorous, up-to-date, and satisfactorily rated by the majority  
 361 of students (at least 2.75 mean across all submitted course evaluations). They must  
 362 demonstrate thoughtful reflection of teaching and evidence of working toward ongoing  
 363 teaching improvement based on peer observation and student feedback, and evidence  
 364 of student learning. Evidence of ongoing adjustments and updates to repeated courses  
 365 is expected. Faculty must perform a reasonable share of advising and mentoring, and  
 366 serve on student committees.

367  
 368 **Above Normal:** For teaching effectiveness to be evaluated as “above normal,” faculty  
 369 must demonstrate a consistent pattern of teaching excellence as demonstrated through  
 370 pursued professional development in effective teaching; substantial evidence of student  
 371 learning of content or skills; evidence of application of pedagogical innovations and  
 372 dynamic learning opportunities for students; and a vast majority of positive peer

373 reviews of teaching (a minimum average of 3.0 across submitted course evaluations).  
 374 Faculty with this designation show evidence of sustained commitment to mentoring  
 375 students. Faculty with atypically high course loads (number of credits) or large  
 376 enrollment courses (number of students), and those with notably large numbers of  
 377 advisees deserve this recognition if they also demonstrate most of the other criteria for  
 378 “above normal” listed here.

379  
 380 **Outstanding:** For teaching effectiveness to be evaluated as “outstanding,” faculty must  
 381 demonstrate a consistent pattern of excellence in peer observation and student  
 382 evaluations of teaching, and additional evidence of teaching excellence, such as:  
 383 development of teaching applications for peers; dynamic innovations in teaching and  
 384 assessment; leadership roles and activities related to pedagogy; awards or special  
 385 recognition for teaching excellence.

386

## 387 B. PROFESSIONAL SERVICE

388

389 Service activities typically comprise 20% of overall workload for Teaching & Learning faculty.  
 390 Service and outreach are critical realms where T&L faculty contribute and work to improve the  
 391 educational realities in our local community and beyond. As key stakeholders in a broader  
 392 educational community, service activities for T&L faculty include engagement with UM, and also  
 393 schools, agencies, and state or national-level education bodies. All faculty are expected to  
 394 engage in service to the department (as evidenced in participation in faculty meetings, service  
 395 on department committees, and accreditation-related activity) regardless of their course buyout  
 396 situation.

397

### 398 1. Evidence of Service

399

400 In the IPR, T&L faculty will highlight service activities in several of these areas, including role  
 401 and dates as appropriate:

402

- 403 a. Education-related consulting and in-service work.
- 404 b. Collaborative relationships with P-12 teachers and schools.
- 405 c. Membership and leadership on key committees, such as Faculty Evaluation Committee  
 406 (FEC), Student Evaluation Committee (SEC), Assessment, Field Experiences, Admissions,  
 407 Grad Committee, Professional Education Council (PEC), etc.
- 408 d. Service through leadership roles as Chair, Grad Coordinator, Level coordinators, etc.
- 409 e. Active engagement in department initiatives to promote program integrity, program  
 410 development, diversity, or pedagogical innovation
- 411 f. Participation and leadership on accreditation activities/ self-study
- 412 g. Participation and leadership in essential work groups such as search committees, Unit  
 413 Standards review committee, and committees engaged in program planning and  
 414 innovation

- 415 h. Representative in UFA, faculty senate, ASCRC, or Graduate Council and other university-  
416 wide committees
- 417 i. Service to the State of Montana in policy development or professional development  
418 efforts
- 419 j. Special service assignments
- 420 k. Membership and leadership in international, national, regional, state, and local  
421 professional organizations.
- 422 l. Invited presentations for professional organizations.
- 423 m. Member of an accreditation or review team
- 424 n. Mentor to new faculty
- 425 o. Student organization sponsor
- 426 p. Author of service-oriented grant
- 427 q. Member of an editorial board for a peer-reviewed journal (could be included in  
428 scholarship)
- 429 r. Member of private or public boards or committees.
- 430 s. Speaking engagements related to professional expertise (those that are not included in  
431 scholarship evidence)
- 432 t. Providing professionally related expert testimony.
- 433 u. Awards for professional service accomplishments.
- 434 v. Other examples of professional service.

435

## 436 2. Levels of Performance in Service

437

438 **Normal:** To earn normal in the area of service, the faculty member will document how 20%  
439 of their work has been devoted to several of the activities noted in III.B.1, including regular  
440 membership on department/college committees and P12 schools. While not required for  
441 every review period, university-level service as well as state and/or national-level service is  
442 expected for promotion and tenure.

443

444 **Above Normal:** To earn an “above normal” designation in the area of service, the faculty  
445 member will provide evidence of leadership on one or more committees, with substantial  
446 contributions to the committee(s) and the education community of which the committee is  
447 a part. Additionally, the faculty member should demonstrate an impressive record of  
448 sustained service to their profession (e.g., national association or organization), the  
449 community, or extensive leadership in P-12 schools.

450

451 **Outstanding:** To demonstrate “outstanding” performance in the area of service, the faculty  
452 member will provide evidence of sustained leadership contributions to the department and  
453 university, as well as extraordinary service activity either in the P-12 arena, in the  
454 community, or at state, national, or international levels.

455

## 456 C. SCHOLARSHIP

457  
 458 Scholarship comprises 20% of overall workload for T&L faculty. In the IPR, faculty should  
 459 highlight scholarship activity and accomplishments from the review period. Scholarship that  
 460 impacts educational realities and serves the public good is highly encouraged. Supporting  
 461 materials such as copies of publications, links to on-line publications, and grant award  
 462 documents should be included in a “Scholarship Evidence” appendix of the IPR.

463

## 464 1. Evidence for Scholarship

465

466 The Teaching & Learning Department is comprised of faculty from diverse disciplines and  
 467 orientations. T&L faculty agree that there should be some flexibility in how they  
 468 demonstrate scholarly relevance and impact in their respective fields.

469

470 a. It is understood that typically the most heavily-weighted evidence\* of scholarship  
 471 productivity includes:

472

i. Publication of a peer-reviewed journal article

473

ii. Publication of a book

474

iii. Publication of a chapter in a book with reputable editors/publishers

475

iv. Receipt of major research-related fellowship/grant (major grant may be evidenced  
 476 by dollar amount, level of competition for award, or scholarly/community impact).

477

Faculty should note purpose, role, funding agency, date funded and total amount of  
 478 funding.

479

v. Receipt of award for scholarly work from a leading professional organization or  
 480 national institution

481

\*Note: these items (i-v) are not necessarily equivalent in their weight of performance.

482

For example, a high-quality book represents a more substantial contribution. Solo or

483

lead authorship on publications and grants carry greater weight than 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup>

484

authorship, as do references to circulation (local, regional, national, international)

485

and/or quantity of printed copies or subscribers. Publications in top-tier journals

486

represent more substantial contributions than those in mid- or lower-tiered journals.

487

*Please see III.C.1.c. subsection on impact, which encourages faculty to put the*

488

*product/award in context for evaluators.*

489

490 b. Other creditable scholarship evidence\* include but are not limited to:

491

i. Refereed or invited presentations or papers at international, national, or regional  
 492 meetings

493

ii. Invited presentations, public addresses, or colloquia

494

iii. Invitations to review for highly-regarded funding agencies and academic journals.

495

Some faculty may choose to include this under “Service”—however, it is noted that

496

these types of roles are offered because of an individual’s standing as a prominent

497

scholar in his/her field; individuals shall include these items in either service or

498

scholarship sections of the IPR, not both.

- 499 iv. Refereed or invited curriculum products or resources  
 500 v. Published professional reports for an agency or organization  
 501 vi. Published book reviews  
 502 vii. Non-refereed publications, e.g., ERIC documents, newsletters, handbooks,  
 503 brochures, and letters to the editor  
 504 viii. Production of non-print media for professional use relevant to the field (e.g.  
 505 websites, podcasts, documentary videos)  
 506 ix. Contributions to blogs for educators  
 507 x. Scholarship incident to publication, i.e. manuscripts submitted, in review, in  
 508 revision, and/or not yet published  
 509 xi. Notable progress on a current research effort  
 510 xii. Receipt of minor awards or grants for research (such as University small grants or  
 511 recognition of research by a campus or community group)  
 512 xiii. Grant proposals submitted but not funded  
 513 xiv. Other—Contexts for and ways of communicating and sharing knowledge are always  
 514 changing and developing. Faculty can include other evidence that shows their  
 515 successes and impact in scholarship.  
 516

517 \*These items are not seen as being of equivalent weight to one another. *Please see*  
 518 *III.C.1.c. subsection on impact, which encourages faculty to put the product/award in*  
 519 *context for evaluators.*  
 520

521 Note: Faculty can choose whether to “claim” a publication as evidence for a merit  
 522 application either when it is accepted for publication OR when it is actually  
 523 published, but cannot claim the same manuscript as a novel publication in more  
 524 than one review period. The same holds true for grants.  
 525

#### 526 c. Impact

527  
 528 Faculty are encouraged to demonstrate the impact of their scholarly products to put  
 529 their accomplishments in context. For example, information about acceptance rates and  
 530 impact factors of journals, readership, numbers of citations, and numbers and examples  
 531 of mentions could be included in an IPR.  
 532

## 533 2. Levels of Performance for Scholarship

534  
 535 Faculty are encouraged to review requirements for promotion along with this section to ensure  
 536 that they have the long view of scholarship expectations. (For example, while it is possible to  
 537 meet expectations for “normal” performance without publications during normal review cycles,  
 538 published works are required for promotion and tenure.)  
 539

540 **Normal:** Generally, faculty who show evidence of a high-quality scholarly product or  
 541 accomplishment from III.C.1.a (hereafter referred to as “a”) or two high-quality items from  
 542 III.C.1.b (hereafter referred to as “b”) per year on average for the years under review meet the  
 543 standard for normal performance. We recognize the range in quality and effort represented in  
 544 the activities listed in “a” and “b.” The quantity of products/accomplishments alone does not  
 545 guarantee a “normal” recommendation.

546  
 547 **Above normal:** Faculty who show evidence of two high-quality scholarly products or  
 548 accomplishments from subsection “a” (above), OR one product from “a” and additional high-  
 549 quality products from “b” per year on average meet the standard for above normal  
 550 performance. There are cases in which a single, substantive product may qualify for “above  
 551 normal” performance in itself. We recognize the potentially wide range in quality and effort  
 552 represented in the activities listed in “a” and “b.” Thus, the number of  
 553 products/accomplishments alone does not guarantee an “above normal” designation.

554  
 555 **Outstanding:** For performance to be considered “outstanding” in scholarship, the faculty  
 556 member’s work exceeds performance described in “above normal” and clearly demonstrates  
 557 prominence in their field. Examples of outstanding performance in scholarship might include:  
 558 One product from subsection “a” that is recognized as outstanding in the field AND evidence  
 559 of an additional scholarly product or accomplishment from “a” or “b” on average for the  
 560 years under review;  
 561 OR  
 562 Two research products from subsection “a” AND two or more research products from  
 563 subsection “b” on average for the years under review.  
 564 OR  
 565 Documentation of three or more research products from subsection “a” per year on average  
 566 for the years under review.

#### 567 568 **IV. Criteria for Faculty Advancement, Tenure, and Salary Increase**

569  
 570 The following requirements must be met to qualify for the respective types of advancement, tenure,  
 571 or salary determination.

##### 572 573 A. Promotion

- 574  
 575 1. Criteria for promotion to assistant professor
- 576  
 577 a. Possession of appropriate terminal degree, the Ed.D. or Ph.D.  
 578 b. Evidence of satisfactory performance, or potential for satisfactory performance in  
 579 teaching, service, and scholarship/research.
- 580  
 581 2. Criteria for promotion from assistant to associate professor

- 582
- 583 a. Except in unusual circumstances, four or more years of full-time service in rank as
- 584 assistant professor (application may be made during the fourth year in rank), and
- 585 possession of the appropriate terminal degree, the Ed.D. or Ph.D.
- 586
- 587 b. The faculty member shall have demonstrated achievement in teaching and advising.
- 588 The faculty member shall provide evidence selected from Sections III.A.
- 589
- 590 c. The faculty member shall have demonstrated significant contributions in service. The
- 591 faculty member shall provide evidence of a diverse array of professional and university
- 592 service, including professional service to the state, from the list in Section III.B.
- 593
- 594 d. The faculty member shall have demonstrated accomplishment and professional growth
- 595 in scholarship. The faculty member shall provide evidence of a variety of scholarly
- 596 products from the list in Section III.C., including at least three refereed publications. The
- 597 faculty member shall show evidence of emerging recognition as a scholar in his/her
- 598 field. No faculty member shall be promoted to associate professor on the basis of
- 599 teaching and service alone.
- 600
- 601 3. Criteria for promotion from associate professor to professor
- 602
- 603 a. Except in unusual circumstances, five or more years of full-time service in rank as an
- 604 associate professor (application may be made during the fifth year) and possession of
- 605 the appropriate terminal degree, the Ed.D. or Ph.D.
- 606
- 607 b. The faculty member shall have demonstrated consistent achievement in teaching and
- 608 advising. The faculty member shall provide evidence in the form of applicable evidence
- 609 selected from Section III.A.
- 610
- 611 c. The faculty member shall have demonstrated increasingly significant contributions in
- 612 service. The faculty member shall provide evidence of a diverse array of professional
- 613 and university service, including state and national service, from the list in Section III.B.
- 614 No faculty member shall be promoted to professor on the basis of teaching and
- 615 scholarship alone.
- 616
- 617 d. The faculty member shall have demonstrated sustained scholarship productivity. The
- 618 faculty member shall provide evidence of a variety of scholarly products--showing
- 619 alignment with standards of productivity outlined in Section III.C. The faculty member
- 620 shall include refereed publications as part of the evidence of sustained scholarship--at
- 621 least four of which are published since promotion to associate professor. The faculty
- 622 member shall also show evidence of national contributions and recognition as a scholar

623 in his/her field. No faculty member shall be promoted to professor on the basis of  
624 teaching and service alone.

625

626 B. Tenure

627

628 Granting of tenure reflects not only the faculty member's past performance but also potential  
629 for future growth in teaching, service, and scholarship. The faculty member shall document a  
630 minimum of three quality publications (peer reviewed articles, chapters in books with reputable  
631 publishers, books) that demonstrate the faculty member is a productive contributor to his/her  
632 field. No faculty member shall be tenured in the absence of refereed publications.

633

634 1. Eligibility to apply for tenure (CBA 9.310)

635

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

637

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

641

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

643

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

649

650 d. A faculty member who has had full-time service at other academic institutions shall  
651 submit for review the complete academic record, including the probationary period in  
652 the Department of Teaching and Learning. Credit for prior service must be determined  
653 in writing and signed by the Provost at the time of initial appointment or it shall be  
654 presumed none was given. Credit for probationary service is specified in CBA 9.240.

655

656 2. Applying for tenure

657

658 As specified in CBA 9.320, it is the responsibility of the eligible faculty member to initiate the  
659 application for tenure. The rights of tenured appointees are listed in CBA 9.300. Limitations  
660 on tenure awards are specified in CBA 9.330; consequences of failure to attain tenure are  
661 specified in CBA 9.340.

662

- 663 a. The application shall include an IPR for all of the years of service under review, with the  
664 required IPR appendices (CV, student evaluation forms, previous evaluation letters,  
665 evidence for Teaching, Service, and Scholarship).  
666
- 667 b. Further, the application shall include a statement of the teaching, scholarship/research,  
668 and service performed by the applicant during the probationary period. This statement  
669 should highlight evidence that the applicant has achieved or is in the process of  
670 achieving recognition in his/her field of competence beyond the University of Montana;  
671 and any other information the applicant deems relevant to his/her professional  
672 development, competence, or performance.  
673
- 674 c. Applicants need to follow the procedures and timelines for the external review process.  
675 These are detailed in Section II.F.  
676

### 677 C. Salary Recommendations

#### 678 1. Merit

679 Merit salary awards may be recommended for above normal performance in at least two of  
680 the three areas: teaching, scholarship/research, or service; or outstanding performance or  
681 special recognition in at least one of these areas and normal performance in the remaining  
682 area or areas of assigned duties.  
683

684 In the request for a merit award, the faculty member shall indicate in which area or areas  
685 they deem their performance to be above normal. Merit pay shall be in addition to other  
686 salary increments provided in the contract. No faculty member may earn a merit salary  
687 increase in the same year a promotion is granted. A faculty member may be recommended  
688 by others to receive a merit award.  
689

#### 690 2. Normal

691 To receive a normal salary increase, a faculty member shall submit evidence of competent  
692 classroom instruction, continuing scholarship, and diverse professional service to the  
693 university and beyond. See Section III of the Unit Standards for evidence of each, and  
694 descriptions of "normal" performance for Teaching, Service, and Scholarship in III.A, B, and  
695 C. The performance of a majority of faculty members shall generally be evaluated as  
696 normal. They are expected to grow in value to the institution and shall be rewarded with a  
697 normal increment to their salary.  
698

#### 699 3. Less-Than-Normal

700  
701  
702  
703

704 According to the CBA 10.110.C.3, either the absence of any performance or poor  
 705 performance of assigned responsibilities within the scope of employment may constitute  
 706 grounds for a less-than-normal increment. Failure to submit an IPR for evaluation by a  
 707 faculty member, when required (see CBA 10.210, 10.220), is grounds for a less-than-  
 708 normal increment.

709  
 710 Probationary tenure-track faculty members should meet standards of “normal”  
 711 performance outlined in Section III to be recommended for retention. Tenured faculty  
 712 members earning a less-than-normal recommendation shall undergo a performance review  
 713 each year for three successive years.

714 There are instances in which faculty members have situations or arrangements that lead  
 715 them to focus intently on one or two of the three realms of evaluation (teaching, service,  
 716 scholarship). If faculty members have assigned duties only in one or two areas, and they  
 717 perform to “normal” standards in those, then a less-than-normal recommendation is not  
 718 warranted.

719  
 720 Faculty should consult the CBA for procedures relating to the evaluation process and  
 721 appeals procedures.

722

## 723 **V. Rights and Responsibilities of Non-Tenurable Faculty**

724

725 The categories of non-tenurable appointments are defined by University Policy 350 (as revised  
 726 10/13/2017). Those holding non-tenurable appointments included in the bargaining unit are  
 727 defined in CBA 3.100. Non-tenurable faculty are expected to perform the duties as specified in  
 728 individual contracts and to support the mission of the department and college.

729

730 A non-tenurable faculty member with FTE greater than or equal to 0.5 shall be evaluated annually  
 731 by the FEC according to standard departmental processes and in accordance with the workload  
 732 assignments and expectations. Non-tenurable faculty with FTE less than 0.5 shall be evaluated by  
 733 the department chair. There is no right of reappointment of any non-tenurable appointment.

734

735 Non-tenurable faculty may apply for an Outstanding Performance Award. See applicable sections for  
 736 Outstanding performance in III.A.3.b, III.B.2., and/or III.C.2.

737

738 A non-tenurable faculty member may:

- 739 1. participate in the department meetings;
- 740 2. serve on committees as a non-voting member; and
- 741 3. if hired for more than three consecutive years at 1.0 FTE, serve as a voting member of  
 742 committees and vote during departmental meetings.\*

743

744 \* A non-tenurable faculty member may not serve on the Teaching and Learning Department Faculty  
745 Evaluation Committee