



UNIT STANDARDS REVIEW
SIGNATURE FORM

Department of: Geography

Year: 2019

1) Department Chair:

Signature

9/23/19
Date

2) Dean:

Signature

9/30/2019
Date

3) Chair, UM Unit Standards Committee:

Signature

April 29, 2020
Date

4) Provost and Vice President for Academic Affairs:

Signature

4/29/2020
Date

1 ~ Department of Geography~

2 **W.A. Franke College of Forestry & Conservation**

3 **The University of Montana**

4
5 **October 6, 2020**

6
7 **UNIT STANDARDS AND PROCEDURES FOR FACULTY**
8 **EVALUATION**

9
10
11 **PHILOSOPHY**

12
13 The Department of Geography at the University of Montana (UM) is committed to
14 maintaining a program of academic excellence, to preparing students for realizing their
15 professional goals, and to advancing geographic knowledge through teaching, research, and
16 public service. Within this context, the Department expects its faculty to contribute to these
17 goals in meaningful and productive ways. These departmental unit standards are designed to
18 support and strengthen the Department’s programs by encouraging faculty contributions that
19 reflect the uniqueness of their training, abilities, strengths, and innovations. These standards aim
20 to facilitate and support faculty development, to guide the recognition and reward of faculty
21 efforts and accomplishments, and to serve the long-term programmatic goals of the Department.
22 These standards apply to all faculty members in the Department of Geography (tenurable and
23 non-tenurable) at all ranks.

24
25 **PROCEDURE**

26
27 **Departmental Unit Standards and the Collective Bargaining Agreement**

28
29 The evaluation of the Department of Geography’s faculty members for the purposes of
30 retention, salary increments, promotion, and tenure shall be guided by the procedures set forth in
31 the current Collective Bargaining Agreement (CBA) drawn between the UM University Faculty
32 Association and the Montana University System. The unit standards pertaining to faculty
33 performance in the areas of teaching, scholarly activity (i.e., research/creative activity), and
34 service that are described below serve as a supplement to the University Standards for Faculty
35 Advancement and the Unit Standards for Faculty Evaluation described in the current CBA. In
36 the event of any omissions or inconsistencies between the standards described below and those
37 described in the CBA, those of the CBA shall prevail.

38
39 Each faculty member should consult the current CBA for procedures relative to the
40 evaluation process and to determine procedural requirements for appeals. Probationary (i.e.,

41 non-tenured but tenurable) faculty members must meet the standards in effect at the time of their
42 entry into service in the Department; however, they may opt to follow standards adopted
43 between that time and prior to their application for promotion to Associate Professor, and/or for
44 tenure, whichever comes first. Associate Professors who apply for promotion to Full Professor
45 must follow the standards in effect at the time of their application. The particular standards that
46 the faculty member follows must be clearly specified in his/her application in the Personal
47 Statement.

48
49 Standards and procedures for the evaluation of non-tenurable faculty members are
50 described immediately below and the procedures and standards for the evaluation of
51 tenurable/tenured faculty members are described in the sections that follow.

52
53 **PROCEDURE AND STANDARDS FOR THE EVALUATION OF NON-TENURABLE**
54 **FACULTY MEMBERS**

55
56 Non-tenurable faculty are defined in UM Policy 350, and the rights of those who are members
57 of the UFA Bargaining Unit (i.e., appointed at 0.5 FTE or greater) are described in the CBA.

58
59 ***Procedure***

60
61 Non-tenurable lecturers and adjunct faculty members who are members of the UFA
62 Bargaining Unit are to be evaluated in the same manner as probationary tenurable faculty
63 members. Ranked research faculty who are members of the UFA Bargaining Unit are to be
64 evaluated in the same manner as tenurable and tenured faculty. Non-tenurable faculty members
65 who are not members of the UFA Bargaining Unit must submit syllabi and teaching evaluations
66 for the period under review to the Departmental Chairperson within two weeks after the term of
67 appointment concludes and/or before any decision concerning whether or not the individual's
68 appointment should be renewed is rendered. The Departmental Chairperson will consult with the
69 tenured and tenurable faculty prior to renewing any such appointments.

70
71 ***Standards***

72
73 Non-tenurable faculty members will be evaluated with respect to the duties specified in
74 their letter of appointment. Policy 350 stipulates that:

75
76 The evaluations must reflect assignments and expectations. Faculty with no research and
77 creative activity or service requirements will not stand for evaluation in those areas, but
78 the evaluations will acknowledge such professional activities when actually performed.
79 The evaluations provide the opportunity to commend superior performance and provide
80 guidance about weaknesses.

81
82 As such, non-tenurable faculty members' activities in the areas of teaching, scholarly activity,
83 and service will be evaluated with respect to their duties as specified in their letters of
84 appointment.

85
86

87 **The Individual Performance Record and Other Evidence of Performance for**
88 **Tenurable and Non-Tenurable Faculty**

89
90 The Individual Performance Record (IPR) summarizes and provides evidence of the
91 teaching, scholarly activity, and service activities of a faculty member during the evaluation
92 period under review as described in the CBA. Each faculty member under evaluation in a given
93 year shall prepare an IPR (they may use the standard format promulgated by UM’s Franke
94 College of Forestry and Conservation (FCFC) that is available on request), and submit it to the
95 Department’s Faculty Evaluation Committee by **October 15**. Non-tenured faculty members
96 shall be evaluated and submit an IPR annually. Tenured faculty at associate professor rank are
97 required to be evaluated and submit an IPR at least once every two years, and tenured full
98 professors at least once every three years (CBA Section 10.210). IPRs must also be prepared for
99 requests/applications for promotions (to Associate and/or Full Professor) and for tenure
100 following the individual faculty member’s eligibility established under CBA 9.240 and 9.310,
101 and specified in their letter of appointment. Requests/applications for merit awards may be made
102 any year.

103
104 The content of the IPR will thus depend on the type of review being conducted and the
105 period of record under review. Documentation and evidence of the achievement or exceedance
106 of standards for teaching, scholarly activity in the IPR is addressed in the **Standards Pertaining**
107 **to Teaching Effectiveness, Scholarly Activity, and Service** section below.

108
109 ***Evidence of Teaching Effectiveness***

110
111 As described in the CBA, each faculty member under evaluation in a given year shall
112 provide the Student Evaluation Committee (SEC – see below) with evidence of teaching
113 effectiveness by **September 20**. Items to be considered as evidence **must include:** student-
114 completed teaching evaluations and/or aggregate scores (such as from the Instructional
115 Assessment System student evaluation forms, item 4, or similar instruments) that are quantitative
116 in nature, and any required results of peer review of course instruction (see Appendix for
117 procedures). Students’ written course evaluation comment sheets can be included in the IPR, but
118 if so all such submitted items must be included. Note: the CBA requires that all UM faculty
119 members must have at least one course evaluated for each semester that he or she teaches, but
120 also requires that “results of all courses evaluated will be provided to the student evaluation
121 committee” (CBA 10.230).

122
123 ***Letters of Review by External Evaluators for Tenure Evaluation***

124
125 Letters of review by external evaluators for tenure evaluation (external letters) are
126 evaluations of the faculty member’s overall performance made by colleagues in the profession
127 outside of UM. It is important that performance in the areas of scholarly activity and service be
128 considered and evaluated in the larger context of the faculty member’s complete set of
129 responsibilities (e.g., teaching, curriculum and program development, and program
130 administration). Evaluators must be tenured faculty members, or senior (i.e., Associate or Full)
131 non-tenurable research faculty members, at accredited institutions and units that offer terminal

132 degrees comparable to those of the Department. External letters are to be solicited and utilized
133 in the faculty evaluation process as follows:

- 134
- 135 1. By **September 1**, the faculty member must provide the Departmental Chairperson
136 with the names, credentials, and contact information of **at least three** potential
137 qualified external evaluators from outside UM who can offer objective and
138 informed evaluations of his/her performance and suitability for tenure. Research
139 collaborators, PhD advisors, or others who have close mentoring relationships
140 with the candidate are not acceptable as evaluators. The faculty member can also
141 provide the Chairperson with a list of individuals who should not be considered as
142 outside evaluators for reasons that need not be specified.
 - 143 2. The Departmental Chairperson will solicit between **three and five external**
144 letters from: a) any **one** of the individuals named by the faculty member
145 (excluding those listed by the faculty member as individuals who should not be
146 considered), and b) also from **two or more** other qualified individuals not named
147 by the faculty member. The Departmental Chairperson will provide the external
148 evaluators who agree to assist in the evaluation process with the criteria and
149 standards for the award of tenure as described in these Unit Standards, as well as a
150 current *curriculum vitae* (CV) of the faculty member, the IPR/Application for
151 Tenure (if available at that time), and text from these unit standards concerning
152 evidence of teaching effectiveness to be utilized by the faculty member in his/her
153 IPR. External evaluators are to be informed in the solicitation that they shall have
154 no expectation of confidentiality and all materials submitted to the FEC must be
155 signed (see CBA Section 10.240).
 - 156 4. External evaluators must submit signed letters by **October 15** at the latest, either
157 in hardcopy or digital format, to the Departmental Chairperson who will make
158 them available to members of the FEC for use in the committee review process
159 (as items appended to the IPR) and the faculty member for review within 5 days
160 of receipt and/or attachment to the IPR (as required in CBA 10.240). If any
161 letters are not received, the review process will continue without prejudice. The
162 FEC Chairperson will also attach the letters to the FEC Evaluation form that is to
163 be submitted to the Department Chairperson prior to it being reviewed and signed
164 by the faculty member. The letters will remain a component of the evaluation
165 materials throughout the remainder of the process.
- 166

167 **The Student Evaluation Committee – October 15**

168
169 The SEC will be formed and is expected to conduct its business following the process
170 described in the CBA (see CBA Section 10.230).

171

172 **The Faculty Evaluation Committee – November 15**

173
174 Annually in early September, faculty members of the department who are bargaining unit
175 members shall elect a Faculty Evaluation Committee (FEC) to be composed of at least three (3)
176 of their number, excluding the department chairperson, three (3) of whom must be tenured or
177 tenurable (i.e. tenure-track) faculty members; non-tenurable faculty members who are members

178 of the faculty may also serve on the FEC. If and when the department's faculty is diminished
179 owing to leaves or does not have enough members to constitute an evaluation committee, the
180 committee can be formed with members from related fields in the Franke College of Forestry
181 and Conservation. The committee members shall elect their own chairperson from among the
182 committee membership. One student observer with all rights, save voting, shall be appointed by
183 the committee chairperson from among the undergraduate and/or graduate students majoring in
184 the department's programs. As specified in CBA Section 10.240, "only tenured or tenure-track
185 faculty are able to vote on tenure and promotion decisions." Additionally, evaluation of
186 applications for promotion to Full Professor must be conducted by faculty members at the rank
187 of Associate or Full Professor (both instructional and research faculty). As specified in Section
188 10.240, these Unit Standards will permit the faculty member to be present at formal FEC
189 discussions of his/her own case prior to the finalization of a recommendation, upon request of the
190 committee, to address questions that may be posed by the committee or to clarify information
191 contained in the IPR. The faculty member should not be present when the FEC votes to
192 recommend or not recommend him/her for the action requested. Similarly, faculty members
193 have the right to consult with the Department Chairperson and the Dean of the Franke College of
194 Forestry and Conservation prior to any finalization of recommendations about their case.

195

196 **Department Chairperson's Recommendation – December 15**

197

198 The Department Chairperson shall prepare and sign a written evaluation for each faculty
199 member in the unit, which shall address retention, salary increment, promotion and/or tenure,
200 based on the consideration of the recommendations and evidence presented by the faculty
201 member, the SEC recommendation, and the FEC recommendation (see CBA Section 10.250).
202 The Chairperson will also rank the faculty members who have applied for merit increases in
203 order of priority based on the Chairperson's ratings of the faculty members' performance across
204 the three areas of evaluation.

205

206 **Dean's Evaluation and Recommendation – February 15**

207

208 The Dean shall prepare an individual written evaluation and recommendation for each
209 faculty member regarding retention, salary increment, promotion, and/or tenure based on
210 consideration of the recommendations and the evidence presented by the faculty member (See
211 CBA Section 10.260).

212

213 **STANDARDS**

214

215 **Standards for Promotion**

216

217 ***To Assistant Professor***

218

219 The applicant or candidate must:

220

- 221 • Possess an appropriate terminal degree (an appropriate terminal degree in Geography or
222 closely allied fields is defined as the Doctor of Philosophy (Ph.D.) or equivalent (D.Sc.,
223 etc.). The Doctor of Arts degree is not recognized as being equivalent to the Ph.D.)

224224

225 To Associate Professor

226226

227 The applicant or candidate must:

228228

- 229 • Possess an appropriate terminal degree (an appropriate terminal degree in Geography
230 or closely allied fields is defined as the Doctor of Philosophy (Ph.D.) or equivalent
231 (D.Sc., etc.). The Doctor of Arts degree is not recognized as being equivalent to the
232 Ph.D.);
- 233 • Except in unusual circumstances, have a minimum of four (4) years in rank as
234 Assistant Professor;
- 235 • Have demonstrated effectiveness in teaching; have shown evidence of research
236 productivity including the publication of articles in scholarly journals and/or other
237 peer-reviewed media of importance to national and international audiences (e.g.,
238 edited volumes, books published by scholarly presses), and/or awards of highly
239 competitive national or international research grants (see Specific Standards under
240 *Standards Pertaining to Scholarly Activity* below); demonstrated engagement in
241 service to the University and community; and have clearly demonstrated professional
242 growth as an assistant professor and “an increasingly valuable contribution to the
243 University” (CBA 10.110.1.b.).

244

245 To Full Professor

246

247 The applicant or candidate must:

248

- 249 • Possess an appropriate terminal degree (an appropriate terminal degree in Geography
250 or closely allied fields is defined as the Doctor of Philosophy (Ph.D.) or equivalent
251 (D.Sc., etc.). The Doctor of Arts degree is not recognized as being equivalent to the
252 Ph.D.);
- 253 • Except in unusual circumstances, have a minimum of five (5) years in rank as
254 Associate Professor (although a faculty member may apply for promotion to Full
255 Professor during his/her fifth year in rank as Associate Professor);
- 256 • Have demonstrated effectiveness in teaching;
- 257 • Have demonstrated effectiveness in research and/or scholarship via the development
258 and/or establishment of one or more research avenues through scholarly activity that
259 includes the publication of peer reviewed work in scholarly journals, books, or other
260 media – this might include the establishment of recognition in their areas of research
261 by learned societies, respected scientists and scholars, and/or international scientists
262 and scholars;
- 263 • Have demonstrated engagement in service to the University, profession, and/or
264 public/community;
- 265 • Have clearly demonstrated professional growth during their service in rank as an
266 associate professor and “an increasingly valuable contribution to the University”
267 (CBA Section 10.110.1.c.).

268

269 No faculty member may be promoted to Full Professor on the basis of teaching and
270 service alone.

271

272 **Standards for Award of Tenure**

273

274 The applicant or candidate must:

275

276 • Possess an appropriate terminal degree (an appropriate terminal degree in Geography
277 or closely allied fields is defined as the Doctor of Philosophy (Ph.D.) or equivalent
278 (D.Sc., etc.). The Doctor of Arts degree is not recognized as being equivalent to the
279 Ph.D.);

280 • Have a minimum of five (5) years of credited service;

281 • Hold the minimum academic rank of Associate Professor, “although faculty may
282 apply for tenure and promotion to Associate Professor simultaneously” as stipulated
283 in the CBA (Section 9.310.3). Furthermore, “If a faculty member seeking promotion
284 to associate professor and tenure simultaneously is not promoted, tenure will be
285 denied as well. Under no circumstances may tenure be granted to an assistant
286 professor” (Section 9.310.3).

287

288 Faculty who are eligible to apply for tenure must initiate the application through the
289 submission of application materials as specified in the CBA (Section 9.320).

290

291 The applicant or candidate is evaluated with regard to his/her performance in teaching,
292 scholarly activity, and service in accordance with the specific standards detailed below; normal
293 performance is expected in each area for the purpose of tenure. And, as stipulated in the CBA,
294 any probationary faculty member who has not attained tenure at The University of Montana by
295 the completion of his/her seventh (7th) year of credited employment will be given notice and
296 placed on a one-year non-renewable contract. In no case may a faculty member serve in a
297 probationary position beyond the eighth (8th) year of creditable service, or as specified in CBA
298 Section 9.340.

299

300

301 **Standards Pertaining to Teaching Effectiveness, Scholarly Activity, and Service**

302

303 As a scholar, the faculty member is expected to keep informed about advances in
304 knowledge and to engage in an active program of scholarship (research and/or creative activity).
305 Although these activities are in general not formally scheduled, they are nevertheless important
306 and essential. Active participation in the work of professional organizations is related to the
307 person's work as both scholar and faculty member. These activities should not be thought of as
308 mutually exclusive, but rather as overlapping and complementary to one another and to teaching,
309 advising, and graduate student supervision.

310

311 ***Standards Pertaining to Teaching Effectiveness***

312

313 Evidence to be considered in the assessment of a faculty member's teaching effectiveness
314 **must** include:

- 315 • Course evaluation results (IAS item 4 scores, other item scores) for each course that the
316 faculty member has had evaluated in any given semester, written student evaluations (if
317 these are to be used by a faculty member, all written evaluations from a given course
318 must be submitted);
- 319 • Results of peer reviews of course instruction required for bargaining unit members who
320 are probationary tenurable faculty, adjuncts and lecturers with less than six (6) years of
321 continuous service, and research faculty at the rank of Assistant Professor (when
322 teaching occurs, whether as required by letter of appointment or undertaken as additional
323 activity);
- 324 • Levels and nature of courses taught (all courses must be listed, including course number
325 and title, semester taught, credits and contact hours, and number of enrolled
326 undergraduate and graduate students;
- 327 • Student advising (if applicable and/or appropriate; list all students advised during period
328 under review, titles of graduate and undergraduate theses and research/creative works,
329 students instructed in independent study courses, students placed in internship
330 experiences, students placed in study abroad programs);
- 331 • Any teaching awards received during the period under review;
- 332 • The Student Evaluation Committee (SEC) report, if completed for the faculty member in
333 question for the period under review.

334

335 Other evidence can include:

- 336 • Performance of students in courses;
- 337 • Additional investment in developing and employing innovative teaching methods such
338 as distance learning, field-based learning, etc.
- 339 • Advising non-majors (i.e.; students completing the Geography minor, Mountain Studies
340 minor, and/or certificates in Geographic Information Science and Technologies or Water,
341 Science and Society, other programs in FCFC and UM);
- 342 • Designing, preparing, and offering courses specifically for the Honors Program, the
343 General Education curriculum, or other important initiatives of the University;
- 344 • Use of community-engaged pedagogy, which can include:
 - 345 ○ Contributions to raising students' awareness about current social and global
346 issues as they relate to academic/disciplinary areas of interest.

- 347 ○ Service learning (service learning courses are taught in partnership with the
348 community being served and meet a community need).

349
350 All documented sources of information shall be considered by the Faculty Evaluation Committee
351 (FEC).

352352

353 Peer Review of Course Instruction

354354

355 Peer review of course instruction¹ is an excellent way for junior faculty members (i.e.,
356 bargaining unit members who are probationary tenurable faculty, adjuncts and lecturers with less
357 than six (6) years of continuous service, and research faculty at the rank of Assistant Professor)
358 to obtain feedback from senior colleagues on teaching effectiveness and impact, and is included
359 here in the Department of Geography’s Unit Standards for that express purpose. Senior faculty
360 members have demonstrated over their careers that they are effective instructors, and can assist
361 their junior colleagues with identifying areas of strength and those that might benefit from
362 improvement to ensure their overall success in the face-to-face and/or virtual classroom. The
363 procedures that follow are meant to guide junior faculty and the Department in the conduct of
364 peer review course instruction so that, even though required, it is regarded and approached as a
365 positive and constructive process that can yield great benefits for the faculty, students,
366 Department, and University.

367

368 *The Mentoring Committee*

369

370 Upon joining the faculty of the Department, junior faculty for whom peer review of
371 teaching is required (i.e., bargaining unit members who are probationary tenurable faculty,
372 adjuncts and lecturers with less than six (6) years of continuous service, and research faculty at
373 the rank of Assistant Professor) will establish a mentoring committee of two or more tenured
374 faculty members from Geography and other units in the FCFC. The mentoring committee will
375 serve to advise in matters of teaching (instruction, advising, student mentoring), will conduct
376 peer review of course instruction, and advise in the areas of research and service to assist the
377 junior faculty member develop and maintain a balance of and success in these activities that will
378 lead to promotion, tenure, and/or long-term retention.

379

380 *Eligible Courses for Review*

381

382 A course is defined as “an established course with a MUS course rubric (e.g., GPHY) and
383 a three-digit number”; this then necessarily includes special topics courses that have a common
384 number depending on level but generally have different titles and content. A class is defined as
385 “a periodic offering, generally on a semester basis, of a specific course”.

386

387 At least two courses that a faculty member teaches must be evaluated at least once before
388 tenure, or before the sixth (6th) year of employment or promotion for other than tenure-track

¹ This terminology, “peer review of course instruction”, is utilized in recognition that “teaching” is defined elsewhere in these unit standards as being comprised of instruction, advising, mentoring, etc.

389 bargaining unit members, with allowance, if deemed necessary by the mentoring committee, for
390 the revisiting of a course that has already been peer-reviewed to document improvement. The
391 selection of courses to be evaluated will be determined through consultation between the faculty
392 member and the mentoring committee.

393

394 *Methods and Instruments*

395

396 The faculty member and mentoring committee will identify courses and a schedule for
397 review during the first year of service, to be modified as necessary as assignments can change
398 unpredictably. Mentoring committee members will individually review one or more courses –
399 only one member per course at a time with repetition if this is deemed necessary or appropriate.
400 This should be repeated at the start of following years as necessary (i.e., new courses are offered,
401 previously offered courses that hadn't been reviewed are offered, courses identified as being in
402 need of follow-up review). As well, these parties will jointly identify and adopt review
403 instruments drawing from, and modifying as deemed appropriate by consensus, the list of
404 resources listed below or identified from elsewhere. Given the intent of this peer review process,
405 it is important that the instruments selected for use provide the opportunity for members of the
406 mentoring committee to offer constructive feedback on instruction in the ways of comments and
407 suggestions; evaluation forms with simple rating criteria and little or no space for feedback are
408 not appropriate for peer review. The reviewer will arrange with the faculty member to visit a
409 specific class session (whether face-to-face or online), and shall be unobtrusive and not engage
410 with the faculty member or students; the reviewer is there to observe only.

411

412 *Disposition of Reviews*

413

414 The review forms and any related documentation must be copied and shared with the
415 faculty member and other members of the mentoring committee within one week of the class
416 visit. The faculty member must have the opportunity to respond to the feedback, either on the
417 review instrument itself if it accommodates that, or in a separate document. The response should
418 be completed within one or two weeks of the receipt of the review, and this response must also
419 be shared with the mentoring committee. The committee and faculty member may deem it
420 important to meet together to discuss the review and response, and if this transpires, any
421 outcomes must be reported in minutes or notes of the meeting, to be signed by all attending, and
422 copies of which retained by the faculty member and the department. The completed reviews and
423 faculty responses must be included in the faculty member's IPR for each pertinent evaluation.

424

425 All original review related forms, evaluation documents, responses, and/or reports must be
426 submitted to the Department Chair for retention in the faculty member's departmentally
427 maintained personnel file, and provided to the faculty member for inclusion in their IPR.

428

429 *Some Resources to Consider (Copies are retained in the Department's Box and server folders)*

430

431 *University of California Berkeley* (<https://teaching.berkeley.edu/peer-review-course-instruction>;
432 last accessed 25 April 2019)

433 This resource/program provides a useful Guide to Peer Review, a Peer Review Form that is
434 qualitative and comprehensive, and a Pre-Review Form that helps the reviewer prepare for the
435 in-class review process.

436
437 *Western Washington University Teaching Handbook*
438 ([https://www.wwu.edu/teachinghandbook/evaluation_of_teaching/evalteaching_fac_peer_review](https://www.wwu.edu/teachinghandbook/evaluation_of_teaching/evalteaching_fac_peer_review.shtml)
439 [.shtml](https://www.wwu.edu/teachinghandbook/evaluation_of_teaching/evalteaching_fac_peer_review.shtml); last accessed 4 April 2019)

440 This website provides resources from other institutions not linked above, including best practices
441 guides, resources designed for review of online teaching, and much more.

442
443 *Vanderbilt University's Center for Teaching* ([https://wp0.vanderbilt.edu/cft/guides-sub-](https://wp0.vanderbilt.edu/cft/guides-sub-pages/peer-review-of-teaching/)
444 [pages/peer-review-of-teaching/](https://wp0.vanderbilt.edu/cft/guides-sub-pages/peer-review-of-teaching/); last accessed 25 April 2019)

445 Excellent resource for general information on peer review of teaching, teaching guides, and
446 more.

447
448 *Colorado School of Public Health Peer Review of Teaching Tool Box*
449 ([http://www.ucdenver.edu/academics/colleges/PublicHealth/resourcesfor/Faculty/facultyaffairs/P](http://www.ucdenver.edu/academics/colleges/PublicHealth/resourcesfor/Faculty/facultyaffairs/Pages/ToolBoxforPeerReview.aspx)
450 [ages/ToolBoxforPeerReview.aspx](http://www.ucdenver.edu/academics/colleges/PublicHealth/resourcesfor/Faculty/facultyaffairs/Pages/ToolBoxforPeerReview.aspx); last accessed 25 April 2019)

451 This resource offers a large collection of forms/instruments developed by other institutions.

452

453

454 ***Standards Pertaining to Scholarly Activity***

455

456 In evaluating the effectiveness of the scholarly activity of a faculty member, the FEC will
457 consider if the faculty member is contributing in a positive way to the body of scientific
458 knowledge through his/her research; if the value of the contribution is acknowledged by his/her
459 peers, including professionals and/or academic researchers outside of the University of Montana;
460 and if there is evidence of sufficient professional growth to portend continued growth in research
461 abilities and contributions.

462

463 Evidence of effectiveness in scholarly activity to be considered in the evaluation of
464 faculty members can include:

465

- 466 • Publication of books (from scholarly presses), monographs (published by professional
467 societies), scholarly reports, peer-reviewed journal articles, papers in proceedings (peer-
468 reviewed), and/or reviews;
- 469 • Development of externally competitive grant proposals and receipt of grant funding;
- 470 • Presentations before professional societies, associations, symposia, and workshops;
- 471 • Receipt of honors, awards, and fellowships;
- 472 • Scholarly presentations at disciplinary meetings that advance the scholarship of
473 community outreach and engagement; and
- 474 • Contributions outside of the academy in the form of organizational and/or community-
475 based research, program evaluations, or policy analyses with direct societal and/or
476 cultural benefits.

477

478 The weight assigned to each piece of evidence depends upon the magnitude and quality of the
479 work, as outlined in the following section.

480
481 Specific Standards

482
483 In making a determination of effectiveness in scholarly activity, the Department expects a
484 productive scholar to contribute to the body of peer-reviewed and published work at an average
485 rate of approximately one (1) publication every year, with a minimum of five (5) publications
486 (three of which must be peer-reviewed publications as described in nos. 1 and 2 below) from an
487 applicant for tenure. This expectation is based on the assumption that the faculty member is
488 delivering a regular load of teaching and service as pertains to the Franke College of Forestry
489 and Conservation faculty.

490
491 For the purposes of promotion and tenure, a **publication** is defined by the Department as
492 follows:

- 493
- 494 1. A sole or lead authored paper in a peer-reviewed journal or a peer-reviewed chapter
495 in an edited volume; similar publications as second or later author shall be assessed
496 following the criteria in 6 below.
 - 497 2. A sole or lead authored monograph (book) published through scholarly channels is
498 equivalent to one or two publications depending on the magnitude of the effort, and a
499 book authored and published through scholarly channels may be equivalent to two or
500 more publications; similar publications as second or later author shall be assessed
501 following the criteria in 6 below. Scholarly channels are expected to include a peer-
502 review process.
 - 503 3. Publications that have not been subjected to peer-review (e.g., papers published in
504 non-reviewed proceedings, reports, or articles in “popular” literature) are equivalent
505 to one-half of a full publication for purposes of promotion and tenure evaluation;
506 similar publications as second or later author shall be assessed following the criteria
507 in 6 below.
 - 508 4. Successful proposals for externally competitive international or national research
509 grants will be considered as the equivalent of a full publication for promotion and
510 tenure evaluation. Other successful external research grant proposals, invited
511 proposals, contracts, and proposals for external grants and/or contracts that make a
512 significant contribution to the faculty member’s, the Department’s, and/or the
513 University’s research, teaching and program objectives will be considered as the
514 equivalent of one-half of a full publication for promotion and tenure evaluation.
515 Similar publications as second or later author shall be assessed following the criteria
516 in 6 below. All significant effort in grant writing, even if unsuccessful to date, will be
517 favorably considered.
 - 518 5. Other forms of scholarly activity may be considered as equivalent to peer-reviewed
519 publications in lieu of, or in addition to, research published through normal channels.
520 In the judgment of the FEC, such activity must constitute a valuable contribution (i.e.,
521 substantively and/or theoretically) to the discipline of Geography and must be
522 acknowledged by peers outside of the University of Montana (e.g., editing of peer-
523 reviewed volumes, journals, special issues, translations of significant works, etc.).

524 6. Collaborative research is encouraged by the Department. When the applicant has
525 collaborated with colleagues and students in publishing and in the acquisition of
526 competitive research grants, the level of his/her contribution must be indicated in the
527 IPR and will be assessed by the FEC. The Department promotes and expects full
528 transparency and integrity in relation to all activities, and especially those related to
529 scholarly activity. It is recommended that for all co-authored works, a statement of
530 authors' contributions or statement of responsibility specifying the contributions of
531 every author be prepared for inclusion in such, where appropriate, and for
532 documentation in the applicant's CV and IPR. Faculty members are recommended to
533 consult the resources listed in the notes below for information about such
534 documentation.^{2 3}

535535

536 7. The Department considers acknowledgement of research effectiveness in the form of
537 awards, speaking invitations or other acclaim from peers to be important, but this will
538 not be counted as equivalent to peer-reviewed publications. Participation in and
539 presentation of research results at professional meetings shall likewise be considered
540 favorably by the Department, but will not be counted as equivalent to peer-reviewed
541 publications.

542

543 Because of the interdisciplinary nature of Geography and the importance of service
544 within the discipline, exceptional professional achievements in service may reduce, but not
545 eliminate, requirements for scholarly publications and/or creative activity.

546

547 **Standards Pertaining to Service**

548

549 University service, professional service, and public service are considered to be of equal
550 importance. It is not expected that a faculty member be strong in all of the service areas, but
551 he/she is expected to perform service in at least one of these areas.

552

553 Effectiveness in service means the faculty member engages in making valuable
554 contributions to the University, the Department, the welfare of society, and the discipline of
555 Geography. For professional public service outside the University, the service must be in the
556 area of the faculty member's training and expertise. It should be recognized, however, that not
557 every faculty member, especially more junior ranked individuals, will have an opportunity of
558 University service, and that unusually excellent and extensive scholarly productivity may play
559 larger roles than University or professional service in some faculty careers.

560

561 **University service** may be shown by activity such as: participating in University
562 governance (i.e., Faculty Senate, committees), interdisciplinary symposia, colloquia, or inter-
563 disciplinary curriculum development and teaching improvement. The weight assigned to each

² Brand, A., L. Allen, M. Altman, M. Hlava, and J. Scott. 2015. Beyond authorship: attribution, contribution, collaboration, and credit. *Learned Publishing* 28 (2): 151-155.

³ Nature. 2018. Nature Research journals' authorship policy. <https://www.nature.com/authors/policies/authorship.html> (last accessed 1 April 2018).

564 piece of evidence depends upon the amount of time, effort, and expertise demanded, and the
565 level at which the service is performed.

566
567 **Service to the profession** may take the form of activity such as holding office in
568 international, national, or regional geographic associations or in associations which are corollary
569 to geography; chairing sessions at annual meetings of scholarly associations; serving as referee
570 for articles in scientific journals; editorial responsibilities (boards, journal editor or co-editor); or
571 evaluating grant proposals. Professional service may also include contributions of expertise to
572 governmental agencies and non-profit organizations; continuing education activities such as
573 extension courses, workshops, and/or seminars; and service on public advisory committees or
574 boards.

575

576 **Public service** may be demonstrated by high quality contributions to local, national, or
577 international communities through activities such as: giving professional presentations in
578 schools or to citizen's groups, engagement or collaboration with civic organizations or agencies
579 or with public agencies; and/or membership on civic committees which have public service
580 functions. In addition, public service may include forming and maintaining good working
581 relationships with community partners that have mutual benefits (e.g., grants, program
582 development, outreach) and help build community and institutional capacity for engagement.

583
584 In addition to the activities listed above under professional service, **participation in**
585 **one's professional field** includes, but is not limited to, belonging to appropriate professional
586 associations, taking an active part in their affairs, attending professional meetings, and accepting
587 speaking engagements related to one's field.

588

589 **Standards Pertaining to Salary Determination**

590

591
592 In order for a tenure track faculty member to be recommended for a merit award, they
593 must be judged to have demonstrated *above normal* performance in at least two of the three areas
594 of responsibility (teaching, scholarly activity, and public service), or *normal* performance in at
595 least two of these areas and *outstanding* performance in at least one of these areas. For an
596 application for a merit award, the faculty member's IPR documentation shall cover the period
597 since the last merit award or promotion, or the most recent seven (7) sequential years.

598

599 Non-tenurable faculty members may be recommended for an outstanding performance
600 awards for non-tenurable faculty as specified in the CBA (13.245). Depending on assigned
601 duties in letters of appointment (see above), and upon demonstration of *above normal* or
602 *outstanding* performance in the areas of teaching, research, and/or service, the non-tenurable
603 faculty member may be recommended for this award.

604

605 OUTSTANDING performance can include, but is not limited to:

606

607 • Research: Publication of a book by an academic press or that receives national critical acclaim;
608 publication of research findings in high impact national or international peer-reviewed journals
609 as lead author, averaging one publication per year; receipt as sole or lead principal investigator of

610 a peer-reviewed nationally or internationally competitive research funding award; receipt of a
611 national or international award for scholarship/creative work; a significant contribution to public
612 scholarship as sole or lead author; receipt of nationally recognized research/creative works
613 fellowship(s); and/or invitations to give presentations at national and international meetings or
614 symposia.

615
616 • Teaching: Successful mentorship of a significant number of graduate students to degree
617 completion; receipt of a teaching or student mentoring award; excellent scores on student
618 teaching/mentoring evaluations for most courses evaluated; obtaining ratings of excellent in peer
619 reviews of course instruction (i.e., for bargaining unit members who are probationary tenurable
620 faculty, adjuncts and lecturers with less than six (6) years of continuous service, and research
621 faculty at the rank of Assistant Professor as described above); FEC acknowledgement of
622 teaching excellence; innovation and application of new teaching methods; engagement in the
623 development and teaching of multiple new course offerings that support Geography student
624 needs and UM curriculum goals.

625
626 • Service: Active leadership in service on academic governance-related bodies of significance at
627 the University; outstanding leadership in service to the community, government, industry,
628 professional associations, or non-profit organizations; recognition in the media or by peers
629 outside of UM of prominent professional or community service.

630
631 ABOVE NORMAL performance can include, but is not limited to:

632
633 • Research: Performance of extensive research or scholarly activities; evidence of research that
634 influences policy, collaborative problem solving, community well-being, or public
635 understanding; publication of research findings in two or more publications as 2nd author or
636 higher in peer-reviewed journals or regional presses; publications of supervised student work in
637 peer-reviewed publications or regional presses; receipt of a grant or contract award as a principal
638 or co-principal investigator; collaborator on substantial research funding in the period of review;
639 more than one invited and delivered lecture or research talk in national meetings or academic
640 venues in an academic year; receipt of awards, honors, or fellowships; contribution to the
641 implementation and success of graduate research at a level or quality that exceeds typical
642 expectations; active pursuit of external support from highly competitive funding agencies;
643 receipt of funding from less competitive or non-competitive funding sources.

644
645 • Teaching: Higher than average number of graduate student completions; higher than average
646 student teaching/mentoring evaluations coupled with FEC acknowledgement of excellence;
647 obtaining ratings of very good or above in peer reviews of course instruction (i.e., for bargaining
648 unit members who are probationary tenurable faculty, adjuncts and lecturers with less than six
649 (6) years of continuous service, and research faculty at the rank of Assistant Professor as
650 described above); carrying a teaching load greater than the departmental standard (including
651 summer and/or winter), with satisfactory course evaluations in courses evaluated; development
652 and teaching one or more new course offerings that serve Geography student needs and UM
653 curriculum goals; teaching classes that require exceptionally lengthy preparation time (e.g.,
654 classes with a significant lab and/or field component); teaching general education courses;
655 incorporating new, innovative and effective instructional techniques beyond the traditional

656 lecture-based format; effective advising of students; noteworthy scholarly mentoring of
657 undergraduate and graduate students; and receiving funding to support graduate students.

658
659 • Service: Significant service to the community, government, industry, professional associations
660 or non-profit organizations; service on more than two academic bodies of significance to UM,
661 FCFC, Geography, or otherwise; or service to more than two bodies outside UM; participation in
662 the organization of conferences, symposia, or lecture series; significant participation in
663 professional societies: member of a committee or task force or holding a position as an
664 administrator or officer; editing symposia volumes, proceedings, or journals; service on a review
665 panel (e.g., NSF or similar); receipt of awards and honors or other special recognition for service
666 activity; review of journal article submissions, grant proposals, and books; significant outreach to
667 general public (e.g., public workshops, field trips, public lectures, work with media, non-student
668 education); technology transfer outside of University; significant administrative activity such as
669 playing a leadership role in developing new programs for the department, or significant
670 committee work; member or facilitator of a collaborative planning or decision-making group;
671 community activities or civic engagement related to the profession; and special assignments with
672 significant time commitments.

673
674 NORMAL performance includes, but is not limited to:

675
676 • Research: Performance of research or scholarly activities commensurate with assigned
677 responsibilities; positive contributions to the body of knowledge regionally, nationally, or
678 internationally; demonstration of a leadership role in the conduct of research or scholarly
679 activities; communication of research or scholarly information to the scientific, management,
680 policy and public communities in oral and/or written formats, with at least one refereed
681 publication per year (on average); design and/or implementation of ongoing research; advising
682 and mentoring graduate and undergraduate research activities; active pursuit of external research
683 support.

684
685 • Teaching: Carrying a teaching load commensurate with assigned responsibilities, comprised of
686 classes in the faculty member's area of expertise; obtaining ratings of good or above from peer
687 reviews of course instruction (i.e., for bargaining unit members who are probationary tenurable
688 faculty, adjuncts and lecturers with less than six (6) years of continuous service, and research
689 faculty at the rank of Assistant Professor as described above); obtaining ratings of at least "good"
690 in student evaluations; advising an appropriate number of undergraduate students; chairing M.S.
691 and/or doctoral committees, active participation in graduate committees; pursuit of funding to
692 support graduate students; maintaining and/or improving the content of courses in ways that keep
693 them current and relevant.

694
695 • Service: Active participation in faculty meetings, active participation on departmental
696 committees, and/or representing the department on college or university committees; active
697 mentoring of untenured faculty; attendance at one regional, national or international conference,
698 workshop or equivalent per year; satisfactory participation in departmental, college or university
699 committees; presentations to local, national or international conferences, workshops or
700 equivalent; reviews of journal article submissions; and other evidence of service to the
701 profession.

702
703
704
705
706
707
708
709
710
711
712
713
714
715
716
717
718
719
720
721
722
723
724
725

LESS THAN NORMAL

- Research: Performance in research will be deemed to be of a below normal standard if the faculty member failed to meet the expectations of a normal standard of performance. However, extenuating personal circumstances (illness, bereavement etc.) will be taken into consideration before assigning a “below normal” performance evaluation.
- Teaching: Performance in teaching will be deemed to be of a below normal standard if the faculty member failed to meet the expectations of a normal standard of performance. Determination of a below normal standard of performance is made on a case-by-case basis by the FEC, and extenuating personal circumstances (illness, bereavement etc.) are taken into consideration.
- Service: Performance in service will be deemed to be of a below normal standard if the faculty member failed to meet the expectations of a normal standard of performance. However, extenuating personal circumstances (illness, bereavement etc.) will be taken into consideration before assigning a "below normal" performance evaluation.

Non-Renewal of Contract (for Probationary Faculty):

The CBA (Section 9.230) governs the non-renewal of contracts for probationary appointees. Following consultation with all tenured faculty members in the Department, the Chairperson of the Geography Department may recommend non-renewal of contract for non-tenured faculty who fail to achieve at least a normal recommendation.