

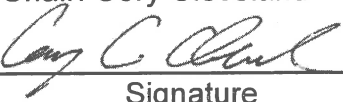


**UNIT STANDARDS REVIEW
SIGNATURE FORM**

Department of: Dept. of Ecosystem and Conservation Sciences

Year: 2018

1) Department Chair: Cory Cleveland


Signature

4/23/18
Date

2) Dean: Thomas DeLuca


Signature

10/22/18
Date

3) Chair, UM Unit Standards Committee:


Signature

2/29/2019
Date

4) Provost and Vice President for Academic Affairs:

DocuSigned by:

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Signature

9/21/2020
Date

UNIT STANDARDS AND PROCEDURES

DEPARTMENT OF ECOSYSTEM AND CONSERVATION SCIENCES

THE UNIVERSITY OF MONTANA

These Unit Standards and procedures are intended to be in addition to, and consistent with, those provided in the current [Collective Bargaining Agreement](#). In the event of any omissions or inconsistencies, the terms of the Collective Bargaining Agreement shall be applicable and shall prevail. Additional information, including links to evaluation form templates, can be found on the [UM Provost](#)'s website.

University Requirements for Faculty Advancement

Evaluation of faculty members for purposes of promotion, tenure, salary determination, or recommendation for retention shall involve consideration of appropriate University of Montana (UM) requirements, as well as the Unit Standards of the Department of Ecosystem and Conservation Sciences. University requirements are found in the Collective Bargaining Agreement Article 10.110.

Unit Standards for Faculty Evaluation

This section details the faculty evaluation standards adopted by the Department of Ecosystem and Conservation Sciences. Any faculty member with questions on these evaluation procedures or the Collective Bargaining Agreement should consult the Chair of the Faculty Evaluation Committee or the department chair.

The processes of promotion and tenure are considered separately from the annual (assistant professors), biennial (associate professors), or triennial (full professors) performance evaluation and may require a higher standard. Those receiving annual normal and above normal performance evaluations should not assume that this amounts to satisfactory progress towards promotion and tenure over the evaluation period. All actions of the Faculty Evaluation Committee shall take into account the faculty member's teaching/research/service assignment.

A. Eligibility for Tenure

The conditions for eligibility, application, limitations, and rights of tenure are defined in the CBA (Sections 9.310; 9.320; 9.330; 9.340; 10.110.2), and shall apply unless modifications have been made at the time of appointment. A probationary appointee shall be eligible to make an application for tenure after the appointee has completed five years of credit toward tenure, at least three of which have been at The University of Montana. Thus, application for tenure is normally made in the sixth or seventh year of credited

service. Eligibility requires a minimum academic rank of associate professor, though faculty members may apply for tenure and promotion to associate professor simultaneously. Failure to attain tenure by the end of the seventh year of service will automatically result in the issuance of a one-year, non-renewable contract for the following academic year, as per the CBA.

In addition to attainment of the above status, the candidate for tenure should:

1. Exhibit successful performance and indications of continuing development in teaching, research, and service activities as described in Part C of this document;
2. Maintain capabilities, expertise, and interests aligned with the projected needs of the Department;
3. Receive a positive tenure recommendation by vote of a majority of the tenured faculty of the Department of Ecosystem and Conservation Sciences. In the event of a non-majority vote, the tenure application will move forward with a detailed description of the vote and the concerns with the application.

The application for tenure must be in accord with the unit standards for annual performance evaluation in the areas of teaching, research, and service, with demonstrated and meaningful professional growth. The scope of evidence in the application shall cover the entire probationary period, including any time at other institutions recognized for service toward tenure (and specifically noted in an offer letter). Teaching should be demonstrably effective both in and outside the classroom (*e.g.*, advising undergraduate research, independent study, etc.). The candidate should also provide a record of service to the Department, College, University, and their respective discipline that reflects an established and growing presence and stature within the scientific community.

In the area of research, at a minimum, it will be expected that the individual has published an average of at least one peer reviewed publication each year over the evaluation period, or an equivalent combination of peer reviewed book chapters, books, and other scholarly communications to document contributions to the research function of the department. There should be a record of success in obtaining research grants, and a strong commitment to directing and mentoring graduate students (see section C below).

The department chair will solicit letters from external reviewers for those faculty members considered for tenure. In each case, the faculty member shall provide the names and addresses of six (6) potential reviewers, from which the department chair shall solicit letters from at least three (3) individuals. The department chair shall provide the names of six (6) additional reviewers to the faculty member to make sure no personal conflicts exist; from these, the department chair shall solicit letters from at least three (3) additional individuals. A total of six (6) letters will be requested. The department chair may also solicit letters or feedback from current or past graduate students, as well as postdocs, to be included in the evaluation.

B. Faculty Advancement

The following specific criteria must be met regarding each respective type of advancement or salary determination as indicated. The appropriate terminal degree is understood to mean usually the Ph.D. or equivalent doctoral-level degree.

1. Promotions

- a. **To Assistant Professor:** Requires possession of the appropriate terminal degree or its equivalent and evidence that the applicant will likely achieve recognition in his/her field of competence beyond The University of Montana.
- b. **To Associate Professor:** Requires four (4) or more years in rank as Assistant Professor (except in unusual circumstances) and possession of the appropriate terminal degree, as well as evidence that the applicant is in the process of achieving recognition in his/her field of competence at the national level. The scope of evidence for promotion to associate professor shall include all service in the current rank including prior service, if applicable, or the most recent (7) sequential years, whichever is less.

The candidate should provide evidence showing increasingly valuable contributions to the University and to their discipline, including recognition by peers. Research output should be demonstrated by presentation or publication of research findings in multiple mediums (written and oral), and there should be a record of receiving grants that result in research productivity. Excellence in teaching should be demonstrated through advising/mentoring of students, the preparation of courses, and the quantity and quality of instruction. Service should be contributed at the departmental, university, and national level.

- c. **To Professor:** Requires five (5) or more years in rank as Associate Professor (except in unusual circumstances) and possession of the appropriate terminal degree and evidence that the applicant has achieved recognition in his/her field of competence at the international level. The scope of evidence shall include all service since documentation was prepared for the last promotion, or the most recent (7) sequential years, whichever is less.

To attain promotion to full professor, excellence in research, teaching and mentoring, as well as service must be demonstrated and corroborated by colleagues. It must be demonstrated that the individual has contributed substantively to research in their field as evidenced by recognition by peers at the international level; excellence in teaching should be demonstrated by successfully mentoring graduate students and significant contributions to curricula or programs in the department. Evidence for such research, teaching, and service activity includes: a) publications and other scholarly communications of significant contribution to advancing

the discipline; b) substantial teaching effectiveness (content, depth, and delivery), quality, and/or breadth; c) consultations, reviews, collaborations, and committee work that help the discipline beyond the university, and at the international level.

The department chair shall solicit letters from external reviewers for those faculty members considered for promotion to full professor. In each case, the faculty member shall provide the names and addresses of six (6) potential reviewers, from which the department chair shall solicit letters from at least three (3) individuals. The department chair shall provide the names of six (6) potential reviewers to the faculty member to make sure no personal conflicts exist; from these, the department chair shall solicit letters from at least six (3) individuals. External letters solicited by the department chair (in collaboration with the candidate) will supplement the evaluation record and should demonstrate a meaningful contribution at the national and international level. The department chair may also solicit letters or feedback from current or past graduate students to be included in the evaluation. At the discretion of the FEC committee and DECS chair, external letters may be made anonymous and shared with the faculty member, but external reviewers shall be notified in advance of the intent to share feedback with faculty.

2. Salary Determinations

- a. **Normal Increment:** The performance of a majority of faculty members will generally be evaluated as "normal." They will be expected to grow in value to the institution and will be rewarded with a "normal" increment to their salary, in absence of merit recognition or less-than-normal increment.
 - b. **Merit Recognition:** Above normal or better performance in at least two of three areas of faculty endeavor (teaching, scholarship/creative activity, or public service) or outstanding performance (special recognition) in at least one of those areas, below normal performance in any area not being permitted in either case.
 - c. **Less-Than-Normal Increment:** Poor performance of assigned responsibilities within the scope of employment may constitute grounds for less-than-normal increment. It is understood that the absence of performance in any one or two of the areas of teaching, scholarship/creative activity, or public service does not justify a less-than-normal evaluation; Performance is to be evaluated consistent with workload assignment. Failure to submit an IPR for evaluation by a faculty member, when required (see CBA 10.210, 10.220) is grounds for a less-than-normal increment.
3. **Non-renewal of appointment** — The appointment of the probationary appointee shall not be recommended for renewal after the:
- a. First year of service if performance in all three areas of academic

performance is determined by the Faculty Evaluation Committee to be below normal.

- b. Second or subsequent year of service if performance in two areas of academic endeavor is below normal for two consecutive years or in one area of academic performance for three consecutive years.

C. Evaluation Standards

For normal salary increments or promotion, satisfactory performance is expected in the areas of teaching, research, and service. Evaluation criteria shall include:

1. Teaching

Quality in teaching and student advising is crucial to the mission of the DECS. Faculty are expected to maintain high standards in teaching, and to maintain strong, respectful, and mutually beneficial relations with the student body.

Determination of a **normal** standard of performance is made on a case-by-case basis by the (Faculty Evaluation Committee) FEC, but evidence of having achieved such a level of performance may include:

- carrying a teaching load, commensurate with assigned responsibilities, comprised of classes in the faculty member's area of expertise;
- obtaining at least a satisfactory rating from student evaluations in all classes taught;
- advising undergraduate students;
- chairing M.S. and/or doctoral committees;
- actively participating in graduate committees;
- participating in general education activities;

Performance in teaching will be deemed to be of an **above normal** standard where the faculty member's performance significantly exceeded the requirements for a normal performance standard. While determination of an **above normal** standard of performance is made on a case-by-case basis by the FEC, evidence of having achieved such a level of performance may include:

- carrying a teaching load significantly greater than that required under the faculty member's terms of appointment, with satisfactory course evaluations in all classes taught;
- teaching in classes that require exceptionally lengthy preparation time (e.g. classes with a significant lab and/or field component or large classes);
- participating in general education activities;
- obtaining "very good" or "excellent" student evaluations in most classes;
- teaching a required class outside of the faculty member's area of expertise;
- developing and teaching a new class that enhances the university curriculum;
- improving an existing class through incorporation of additional relevant material, new projects, assignments and field-trips;

- incorporating new, innovative and effective instructional techniques beyond the traditional lecture-based format;
- advising an exceptionally large number of undergraduate students;
- chairing the committee of graduating M.S. or Ph.D. students.

Performance in teaching will be deemed to be of an **outstanding** standard where the faculty member's performance was at an exceptional level. Determination of an **outstanding** standard of performance is made on a case-by-case basis by the FEC.

Performance in teaching will be deemed to be of a **below normal** standard if the faculty member failed to meet the requirements 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 (as defined by the [Family Medical Leave Act](#) and including bereavement, etc.) are taken into consideration.

2. **Research**

Performance and continued development in research and scholarship are central to the overall mission and vision of the DECS. Faculty members are expected to conduct scholarly activities, communicate findings, and encourage creative investigation by members of the graduate and undergraduate student body.

Performance in research will be deemed to be of a **normal** standard where the faculty member demonstrates at a minimum:

- Performance of research or scholarly activities commensurate with assigned responsibilities;
- Communication of research or scholarly information to the scientific community in both a written and oral format.
 - Written works include refereed publications, books, book chapters, conference proceedings, and technical reports.
 - Oral presentations may include international, national, regional or local presentations to professional societies
- It is generally expected that faculty members will publish, at a minimum, an average of one refereed publication each year over a three-year time period.
- Advise and mentor graduate and undergraduate research activities;
- Active pursuit of external research support.

Performance in research will be deemed to be of an **above normal** standard where the faculty member's performance significantly exceeded the requirements for a "normal" performance standard. While determination of an above normal standard of performance is made on a case-by-case basis by the FEC, evidence of having achieved such a level of performance may include:

- Performance of extensive research or scholarly activities;
- Effective communication of research results or scholarly information to the scientific community in written (nationally refereed publications, books, conference proceedings, book chapters, technical reports) and oral (professional presentation or invited seminar) formats in excess of what is deemed “normal” performance in research.
- Receipt of awards, honors, or fellowships;
- Active participation in graduate or undergraduate research activities;
- Engagement in the scholarship of teaching and learning;
- Active pursuit of external support from highly competitive funding agencies;
- Receipt of funding from less competitive or non-competitive funding sources.

Performance in research will be deemed to be of an **outstanding** standard where the faculty member’s performance is at an unusual and exceptional level that warrants consideration for a merit. Performance in research will be deemed to be of a **below normal** standard if the faculty member failed to meet the requirements of a normal standard of performance. However, extenuating personal circumstances (as defined by the [Family Medical Leave Act](#) and including bereavement, etc.) will be taken into consideration before assigning a “below normal” performance evaluation.

3. Service

Faculty members must be willing to constructively engage in University and outreach activities that promote the well-being of students, colleagues, the profession, and the public at large. Contributions should include service to the program(s), department, college (and for Associate and Full Professors service at the university level), as well as external professional service. If the faculty member has a substantial administrative assignment specified in their job description/work-plan then evidence of quality of performance should be included within this section.

Performance in service will be deemed to be of a **normal** standard where the faculty member demonstrates at a minimum:

- Attendance at a regional, national or international conference, workshop or equivalent per year;
- Satisfactory participation in departmental, program, or university committees;
- Evidence of service to the profession.

Performance in service will be deemed to be of an **above normal** standard where the faculty member’s performance significantly exceeded the requirements for a normal performance standard. While determination of an above normal standard of performance

is made on a case by case basis by the FEC, evidence of having achieved such a level of performance may include:

- Participation in organization of conferences, symposia, or lecture series;
- Significant participation in professional societies:
 - Member of a committee or task force,
 - Position as an administrator or officer;
- Editing symposia volumes, proceedings, or journals;
- Reviewing journal submissions, grant proposals, books;
- Receipt of awards and honors or other special recognition for service activity;
- Outreach to the community and the general public (e.g. public workshops, field trips, public lectures, work with media) that support the public good;
- Technology transfer outside of university;
- Significant administrative activity such as playing a leadership role in developing new programs for the department, or significant committee work;
- Community activities related to the profession;
- Special assignments with significant time commitments;
- Consulting activities when it includes any of the above within and outside the University.

Performance in service will be deemed to be of an **outstanding** standard where the faculty member's performance is at an unusual and exceptional level.

Performance in service will be deemed to be of a **below normal** standard if the faculty member failed to meet the requirements of a normal standard of performance. However, extenuating personal circumstances (as defined by the [Family Medical Leave Act](#) and including bereavement, etc.) will be taken into consideration before assigning a "below normal" performance evaluation.

D. Faculty Evaluation Committee

The Department of Ecosystem and Conservation Sciences Faculty Evaluation Committee (i.e. FEC) will consist of all tenured and tenure track faculty members, and a student observer may participate in a manner that is consistent with the Collective Bargaining Agreement. A group of at least three (3) tenured or tenure track faculty members in DECS will serve as an initial review committee, defined as the DECS FEC Review Committee (FECRC). The FECRC will be selected by the DECS faculty during the spring semester prior to FEC and will designate a Chairperson (Chair). The Chair will be expected to coordinate the overall FEC process, coordinate with the department chair about external letters, schedule the FEC meeting, organize the student evaluation committee (SEC), answer any procedural questions that faculty may have during the FEC process, investigate issues that may arise during the course of review, and ultimately present the findings to the DECS FEC. The FECRC will designate a subset of eligible faculty evaluation packages for each review committee member to review based on: 1) the rank of eligible faculty and the rank of the FECRC member; and 2) equivalent distribution of reviews per FECRC member. In terms of rank, FECRC members should

be the initial reviewer for eligible faculty at the same or lower tenure ranking. For example, an FECRC member at the Associate rank can be the initial reviewer for eligible faculty at the Associate, Assistant, Research and Adjunct but not Full rank. To provide a consistent voice to FECRC summaries, all members of the committee will then review and provide feedback on all summaries. Once complete, the Chair shall ask for a seconded motion from the FECRC to present the prepared summaries to the whole DECS FEC committee. All summaries will be subsequently read and edited by the entire DECS faculty at the DECS FEC meeting, scheduled after the FECRC committee has completed its initial review.

In tenure decisions, only FEC tenured faculty may vote, regardless of rank. In promotion decisions, only FEC faculty members who hold positions at or above the rank being sought may vote. All members of the FEC may vote in merit/normal decisions. A quorum, defined as a majority of faculty members eligible to vote on an action, is necessary for any vote. Faculty members on sabbatical or leave of absence shall not be counted when determining a quorum.

When FEC action is complete, each faculty member will be informed in writing of the recommendation and the FEC comments. Faculty members will have ten days to appeal to the FEC.

E. Evaluation by Department Chair

The Department Chair's evaluation shall be carried out as described in CBA section 10.240. The written evaluation of each faculty member shall be prepared separately and independent of that of the FEC. In cases where the Chair's recommendation differs from that of the Faculty Evaluation Committee, the Chair will discuss their recommendation with the faculty member.

F. Scope of Evidence

1. Material for evaluation of teaching, research or creative activities, and service should include: a cover letter, a completed Individual Performance Review (IPR) form and teaching evaluations for the period of review, as well as a full CV. Each page shall be numbered in sequence and the last page dated and signed by the faculty member. Each faculty member shall prepare and submit documentation of performance to the Chairperson of the Faculty Evaluation Committee by October 15 for review, evaluation, and dissemination to the FEC Committee and Department Chair. For the actions of tenure and promotion to Full Professor, full documentation should initially be submitted by July to ensure time for external reviewers to review the file, write and submit letters.

For recommendation for promotion, documentation shall include all service in the current rank including prior service, if applicable, or the most recent (7) sequential years, whichever is less; for recommendation for tenure, the documentation shall cover the entire probationary period, including credited prior

service (and specifically noted in an offer letter); for recommendation for merit, documentation shall include the time since the documentation was prepared for the last granted merit or promotion, or the most recent seven (7) years, whichever is less; for recommendation for normal or less-than-normal increment, documentation shall include the record of the previous year(s) as appropriate. Publications listed as *In Press* or *Accepted* may be used as evidence in faculty evaluation; those listed as *Submitted* or *In Preparation* may not. Publications cannot be listed one year as "In Press" and the next as "2004" as if they were different papers. Consequently, papers listed for any action (hire, merit, or promotion) may not be listed in a subsequent evaluation unless the time period assessed for the subsequent action overlaps with the previous evaluation (for example, promotion may include papers listed for merits during the time under consideration).

3. Relevant evidence from other sources may be made a part of the record prior to the time the faculty member inspects the record. No evidence may be added to the record subsequent to the faculty member's inspection and before the Evaluation Committee considers the evidence.
4. Evidence submitted by an official Student Evaluation Committee, as described in CBA section 10.220, may be made part of the record.

Prior to the time the Chair forwards to the Dean the record of a faculty member containing the Chair's recommendation, the faculty member may consult with the Chair regarding the Chair's recommendation. At that time the faculty member shall sign the recommendations of the Faculty Evaluation Committee and the Student Committee for Faculty Evaluation and the Chair's recommendation to signify he/she has read them and to attest to the accuracy of the supporting documents. The signature does not signify the faculty member's endorsement of the recommendations.