UNIT STANDARDS REVIEW SIGNATURE FORM

Department of: Native American Studies
Year: 2020

1) Department Chair:
   
   Signature
   Date: 10/22/20

2) Dean:
   
   Signature
   Date: 10-26-20

3) Chair, UM Unit Standards Committee:
   
   Signature
   Date: 10/28/20

4) Provost and Vice President for Academic Affairs:
   
   Signature
   Date: 10/30/2020
INTRODUCTION:

The Native American Studies Department shall be guided by the standards and procedures set forth in the current Collective Bargaining Agreement (CBA) signed between the University Faculty Association, Local 9, University of Montana and the Montana University System regarding retention, salary increments, promotion, and tenure. The unit standards and procedures are intended to be in addition to and consistent with those provided in the current CBA, and in the event of any omissions or inconsistencies, the terms of the CBA shall prevail. The Unit Standards apply to faculty members within the Native American Studies Department.

A faculty member should consult the CBA for procedures relative to the evaluation process beyond the FEC to determine the procedural requirements for appeals.

Each faculty member of Native American Studies is responsible individually to read and be familiar with the complete Collective Bargaining Agreement.

Department Philosophy and Principles:

The Native American Studies Department has a unique mission. As an academic department, our primary goal is to provide and maintain the highest possible academic standards for our students and ourselves. Owing to the nature and history of the department, we also maintain a strong, ongoing commitment to student and community service in appropriate areas. Both elements are reflected in our departmental philosophy and principles.

We (the Native American Studies faculty) begin with the understanding that a faculty member's performance is a complex collage of skills and knowledge. Within this context our standards are designed to improve the department by encouraging faculty development and by objectively and consistently evaluating and rewarding performance. We conform to the CBA in rewarding individual performance in service, teaching, and research, but we also seek to reward performance on the basis of the Native American Studies Department's success at meeting its role, scope and mission within the College and University. Information on our success in meeting departmental goals can be found in our periodic self-studies and other reports for accreditation, external review, and the like, and those documents are available upon request from the departmental Administrative Associate.

In addition, as a department, we seek to encourage faculty, staff, and students - individually and collectively - to fulfill the Native American Studies Department's role, scope and mission in relation to the College of Humanities and Sciences, the University, and communities, tribal and non-tribal. NAS staff are expected to work in support of the department's role, scope and mission in ways relevant to their position descriptions.

The Native American Studies Department at the University of Montana builds its curriculum on the foundation of three interrelated principles: Native American and Indigenous sovereignty, indigeneity and community well-being. In so doing we pay close attention to the continuing role of traditional value systems, the impacts of colonization, and the efforts toward decolonization within tribal communities. We define sovereignty broadly as one of the rights of all Indigenous peoples, including both the political-legal
foundations as provided in U.S. law and policy and self-determination more generally. Indigeneity
underlies the unique holistic relationship that Native American communities have to the land and to the
environment. In addition, our degree program not only intends to advance the well-being of our individual
students, both Native and non-Native, but also to enhance the well-being of Indigenous communities
across Montana, the United States, and globally. We work to do this by providing necessary and relevant
education about those communities, as well as the skills and knowledge for those working within those
communities to do so effectively. Our curriculum and the foundations of faculty research are broadly
cross-disciplinary with these principles at their base.

Our departmental principles of faculty performance provide the foundation for our unit standards.

**RANK AND APPOINTMENTS:**

(\text{http://montanafaculty.org/key-documents})

See CBA 9.220 and related sections of the Collective Bargaining Agreement

**UNIVERSITY STANDARDS FOR FACULTY ADVANCEMENT:** See CBA 10.110

1. Promotions

The College of Humanities and Sciences has been including external evaluations for promotion and
tenure, a practice which Native American Studies has adopted, because it provides external independent
evaluation of faculty and it showcases what the faculty member and UM are doing.

a. To Assistant Professor: Requires possession of an appropriate terminal degree in an academic
discipline suitable to Native American Studies, and excellence in teaching skill (or potential thereof) is
expected to be evident in employment application materials: letters of recommendation, teaching
evaluations (if available), and other teaching materials, such as course syllabi and statements of teaching
philosophy. Our preference is to hire someone with a Ph.D., but those with other terminal degrees such as
a M.F.A., J.D., or Ed.D. could be hired, depending on the position being filled and/or the individual’s
unique experience and credentials.

The candidate must also demonstrate adequate teaching abilities (and verbal communication skills) and
demonstrate ability and promise in research/scholarship in their interview and job talk.

b. To Associate Professor: Except in unusual circumstances, promotion from the rank of Assistant
Professor to Associate Professor will be considered when the faculty member has been in four or more
years of full-time service in rank as an assistant professor prior to the date of promotion (application may
be made during the fourth year in rank), and has shown professional commitment and made an
increasingly valuable contribution to the University with research, teaching, and professional
involvement. For promotion from Assistant to Associate Professor, a faculty member must have
published five articles in peer-reviewed journals or other publications or chapters in refereed books, or
one refereed book. An edited volume will be evaluated on the basis of its originality and scholarship.
Faculty seeking promotion to Associate Professor must demonstrate evidence of scholarship specifically
by refereed publication or appropriate public recognition for creative works (in the disciplines of Creative
Writing, Art, Filmmaking, Drama/Dance, and Music).

For evaluating faculty members applying for promotion or tenure, the NAS faculty evaluation committee
and/or the chair will consult with people in the field in order to include up to three outside letters of
evaluation in the review file. The outside letters are particularly important in evaluating the candidate’s
publication record. The external letters should not be obtained from former mentors or current
collaborators. By July 1 of the year in which a faculty member is applying for promotion or tenure, the
faculty member should submit a list of at least four names of professionals from outside the University
who are familiar with the faculty member’s research work. These people will be tenured faculty at other
universities or professionals at governmental or other organizations engaged in research. At least two of
these will be people who were not faculty members or students at the institution where the applicant
earned his or her doctoral degree during the time the applicant was a student there. The faculty applicant
can also provide a list of reviewers that should NOT be contacted for external letters. The Department
Chair or the Chair’s designee will solicit three or more letters of evaluation from individuals on the
approved list provided by the candidate or from other resources not necessarily identified by the faculty
member. Letters must be received by October 15 to be considered fully.

Quality teaching is a major responsibility of all faculty and is essential to the mission of the NAS
Department and at the University of Montana. Performance, therefore, must be evaluated on a rigorous
basis. Evaluation of teaching performance may include, but not be limited to, the following: observations
by faculty colleagues or other peers, teaching load, professional paper, thesis, and dissertation
committees, the creation or innovation of courses, and any other evidence deemed appropriate by the
faculty member being reviewed. Faculty members will be credited for serving on numerous graduate
committees, conducting independent study courses, and revising or expanding the department curriculum.
Effectiveness is judged through the use of mandatory student course evaluations as well as voluntary use
of assessment tools such as pre- and post-tests, collegial classroom observations, and unsolicited
individual student feedback. Faculty members are required to utilize the standard forms provided by the
University for every course taught every semester. It is expected that student evaluations of these courses
will be predominantly positive and that, over time, there will be indications that the faculty member is
addressing weaknesses noted on previous years’ evaluations.

Service plays a critical role in the faculty member’s contribution to departmental goals. Documentation or
other evidence of service to the Department and the University as well as to the NAS field and to tribal
communities may include:

1. Service on Department and University committees.
2. Administrative service to the Department or University.
3. Building harmonious, supportive relationships with American Indian agencies and organizations
   whose cooperation is important to the realization of the Department’s mission.
4. Membership and participation in agency and organizational committees and boards.
5. Invited consultation and voluntary service to American Indian agencies and organizations.
6. Presentations to agencies, organizations, and the general public, including lectures, talks, and
   artistic and creative performances.
7. Invited speeches to professional or citizen groups on NAS and Indigenous topics.
8. Active membership and participation in NAS/Indigenous topics professional organizations.
9. Service on an editorial board of a Native American Studies/Indigenous topics related
   professional journal or professional newsletter, or on such publications relevant to NAS and
   grounded in the specialty field(s) of the faculty member.

C. To Professor (CBA 10.110.1c): Except in unusual circumstances, five (5) or more years of full-time
service in rank as an Associate Professor is required prior to the date of promotion (application may be
made during the fifth year). The candidate for promotion must be in possession of an appropriate terminal
degree in a discipline appropriate to Native American Studies, have clearly demonstrated professional
growth, gained recognition outside of the University, and made increasingly valuable contributions to the
University. A faculty member must meet the minimum requirements for teaching and service required for promotion to Associate Professor and must have additionally published at least five articles or chapters in refereed journals or in books, or one refereed book, since the documentation prepared for promotion to Associate Professor. An edited volume will be evaluated on the basis of its originality and scholarship. Faculty seeking promotion to Professor must demonstrate evidence of scholarship specifically by refereed publication or appropriate public recognition for creative works (in the disciplines of Creative Writing, Art, Drama/Dance, and Music). No faculty may be promoted to full professor on the basis of teaching and service alone. For promotion to full, external letters will be sought to ascertain recognition of the quality of the candidate’s work and the scale of his/her impact.

2. Award of Tenure (CBA 10.110.2):

A recommendation for tenure represents a judgment by the NAS Department tenured faculty and the University of Montana that a faculty member has made significant contributions to the strength of the University of Montana's NAS Department and will continue to do so. In addition, the NAS Department emphasizes the following standards related to pedagogy and curricula:

- An applicant for tenure must: Demonstrate a capacity for independent and effective teaching by accepting teaching assignments in which he/she is the designated teacher of record and by successfully engaging in the following activities:
  - Develop course syllabi that clearly identify the objectives of the instructional unit and outline learning opportunities that assist the student in reaching those objectives and activities;
  - Provide evidence of ability to implement and monitor a learning environment designed to assist students in attaining the objectives of the curriculum; and
  - Evaluate and grade the performance of each student enrolled in the course relative to instructional objectives.

Tenure Process:

See CBA 10.110.2 “Award of Tenure” in addition to the following:

A. All tenured NAS Department faculty shall participate in the recommendation.

B. Professional growth, activity, and prospects shall be demonstrated as indicated in this section of the CBA. The candidate must demonstrate their maintenance of currency in the discipline of Native American Studies. The committee, in consultation with the candidate, will seek appropriate peer evaluations, external to the University of Montana, to assist the FEC in judging the candidate's scholarship and standing in his/her field. (See 1b above.) Up to three evaluation/review letters will be obtained.

C. Terminal degree must be held in an appropriate discipline.

D. Faculty will have a maximum of seven (7) years of credited service before they must attain tenure. See CBA 9.340.

E. For tenured full professors, expectations of normal achievement regarding service, teaching, and scholarship (as outlined below) shall be continued.

3. Salary Determination (CBA 10.110.3)

See CBA 10.110.3 in addition to the following:

A. Merit Award:
Examples of the types of accomplishments that are above normal and may justify a merit award are publication of a significant book, election to a major office in a regional or national organization relating to the faculty members' professional expertise, or a combination of outstanding accomplishments that may include superior teaching with outstanding student evaluations. A faculty member's performance rises to the level of outstanding when she/he receives positive reviews in field-significant publications for the work under consideration as counting for merit or past publications, receives public recognition in major organizations, or accomplishes an extraordinary amount of noteworthy publication in a given period. Examples might include a book award for a previous publication, a lifetime achievement award, or similar accolades.

**B. Normal Increment:**
Faculty members will be expected to grow in value to the Department and the University and will thereby be rewarded with a "normal" increment to their salary. Professional "growth in value" to the Department and the University will be indicated by positive teaching evaluations (numerical scores as well as qualitative remarks minimally should reflect "good" or "very good" responses overall), service indicated by membership on at least one committee within the Department or the University, and a minimum of one publication per year or one professional performance or creative work (in the disciplines of Creative Writing, Art, Drama/Dance, and Music).

**C. Less-than-Normal Increment:**
It is understood that the absence of performance in any one or two of the areas of teaching, research or creative activity, or public service does not justify a less-than-normal increment if the quantity or quality of service in the remaining area or areas is proportional to the FTE of the appointment, and the quality of that service reflects the focus of concentration of effort in the area or areas in which the individual has been assigned to perform. In any instance of less-than-normal faculty evaluation (in one or more areas), the FEC will also inform the Department Chair regarding a desired course of remediation.

**UNIT STANDARDS FOR FACULTY EVALUATION** See CBA 10.120

**PROCEDURES FOR FACULTY EVALUATION:**
See CBA 10.200-220 in addition to the following:

**EVALUATING SPLIT ASSIGNMENT OR JOINT APPOINTMENTS**
If a Native American Studies faculty member is on a joint appointment or has a split assignment, that faculty member shall prepare and submit a documented packet, as outlined above, to the unit in which the greatest portion of the FTE is assigned; or if the FTE is equally split, to the unit where the locus of tenure resides or, for non-tenurable faculty, to the unit in which first hired. The chairperson of the FEC, Departmental Chairs, and Dean of the unit evaluating the split or joint appointment shall obtain evidence from their respective counterparts in the other units to which the faculty was partially assigned.

**EVALUATING NON-TENURABLE FACULTY:** See CBA 13.245
Non-tenurable faculty will be evaluated annually based solely on teaching performance. They are also eligible for consideration of Outstanding Performance Awards which are paid in addition to other salary
increments provided for in the CBA. These awards are intended to reward excellence in the performance of non-tenure track faculty and will be determined by following the normal faculty evaluation process.

**STUDENT EVALUATION COMMITTEE: See CBA 10.230**

**FACULTY EVALUATION COMMITTEE: See CBA 10.240 ESTABLISHMENT & PROCEDURES OF THE FEC**

The Faculty Evaluation Committee (FEC), comprised of three tenured or tenure-track members of the faculty as a whole, will be established every September by a majority vote of all tenure-track faculty. Committee members may serve no more than three consecutive years, when departmental faculty numbers allow. When promotion or tenure is under consideration, each evaluator must hold a rank equal to or higher than the rank proposed for the candidate. Given the small size of our faculty, the composition of the FEC cannot always be determined by “election” to the committee; hence, the chair will appoint the members when numbers restrict the department’s options. Any of the elected members who have not achieved the rank for which a faculty member is being considered will be temporarily replaced for those evaluations by someone (selected by majority vote of the tenure-track faculty) who has achieved the rank. When faculty from other departments are asked to serve, because of an inadequate number of Native American Studies faculty qualified to serve, a majority of Native American Studies faculty must be maintained. Whenever possible, the replaced original members may participate without vote in such cases. One student observer with all rights, save voting, will be appointed to the FEC from among the majors and/or graduate students in the unit, in accordance with the CBA.

The Committee shall apply the unit standards to review the performance of each faculty member in the unit and make written recommendation with justification signed by the committee chairperson which shall, where appropriate, specifically address: 1) retention, 2) salary increment, 3) promotion, and 4) tenure, and which shall be forwarded to the Department Chair by November 15. Upon request, any person shall be permitted personally to address the committee regarding his/her evaluation. Any material solicited at this, or subsequent steps, must be made available to the individual being evaluated within five (5) working days of its inclusion. Per the CBA, only materials solicited from non-tenure track, probationary faculty, and students are granted confidentiality. The individual is then given (10) working days to prepare a written appeal, which becomes part of the evaluation record. All subsequent deadlines will be postponed concomitantly.

At no times during the evaluation process, from the FEC through the deliberation of the Provost, will unsolicited materials be used, unless they are signed. Signed materials thus submitted will be made available to the faculty member being evaluated in accord with the preceding paragraph. Unlike materials solicited by the FEC, unsolicited materials have no expectation of confidentiality of the author’s identity. The FEC may, however, solicit and use anonymous external peer review materials to assist in decisions for promotion and tenure.

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

**CONSIDERATION OF ADDITIONAL EVIDENCE, RIGHT OF REVIEW**

The FEC, the chair, or the Dean may request and consider any evidence from any source, including the faculty member to be evaluated. Any evidence submitted and relied upon for evaluation shall be incorporated into the record. The faculty member to be evaluated shall have the right to review and respond to the record. No Native American Studies faculty member may be sanctioned, suspended, disciplined or discharged for failure to comply with a request to provide additional information. *(CBA 10.220)*
The Department Chairperson shall prepare and forward to the Dean by December 15th an individual recommendation for the faculty member regarding salary, promotion, retention, and tenure where appropriate. The evaluation will follow the standards established by the unit standards but may also include information considered relevant to the performance of the individual faculty member. Within ten (10) working days of receipt of the department chairperson’s recommendation, the faculty member may submit a written appeal to the department chairperson regarding any aspect of the chairperson’s recommendation or process.