



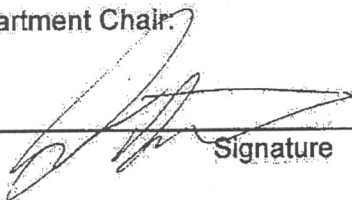
The University of
Montana

**UM UNIT STANDARDS COMMITTEE
SIGNATURE FORM**

Unit Standards for: Educational Leadership

Year: 2011

1) Department Chair:


Signature

3-8-11
Date

2) Dean:


Signature

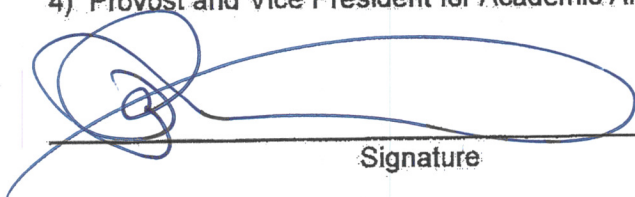
3/8/11
Date

3) Chair, UM Unit Standards Committee:


Signature

3-9-11
Date

4) Provost and Vice President for Academic Affairs:


Signature

9/22/14
Date

UNIT STANDARDS

DEPARTMENT OF EDUCATIONAL LEADERSHIP

I. INTRODUCTION

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

II. UNIT PHILOSOPHY

The Department of Educational Leadership (EDLD) is committed to teaching and advising excellence. Measured by such things as student evaluations, peer assessments, and the faculty individual performance record process, teaching excellence must be demonstrated consistently by each faculty member. The advisory process is crucial to the growth and development of all students. Markers such as advising evaluations and graduation rates of doctoral students whose dissertations faculty members chair are significant. Active committee membership on dissertations, comps, and theses is essential.

Scholarly activity, as defined by Jerome Bruner evidenced in V.B.1-10, involves active participation in the conversation of scholars guiding the theoretical and practical contributions to one's discipline.

As a discipline, Educational Leadership has a broad array of scholarly opportunities for faculty members, and scholarly activities are a highly valued dimension of EDLD faculty. All EDLD faculty must maintain an active role in Unit, College, University service, or professional service helping fulfill organizational goals in a productive, collaborative manner. Collegial and positive committee membership is expected and must be augmented by a description of activities. Like scholarly activity, excellence in service promotes a broad understanding of practices in the profession and leads toward excellence in instruction as well. The faculty subscribe to the philosophy that an active scholarly agenda informs both teaching and service; consequently, there exists a synergistic link among all three realms of the professorate.

III. PROCEDURES FOR FACULTY EVALUATION

Each faculty member of the Department of Educational Leadership will identify the action requested and prepare documentation of performance in teaching/advising, scholarship, and service during the relevant evaluation period outlined by the CBA. Each faculty member shall document his or her performance to a degree sufficient to allow evaluators to make a competent judgment of that performance. If evaluators require additional documentation, they shall inform the faculty member in writing within existing

contractual timelines, specifying the exact nature of the additional documentation. The faculty member shall submit any additional documentation requested within ten working days of receipt of the request.

A. Individual Performance Record - due October 15

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

1. Promotion: each year of service in current rank or since last promotion or last seven years.
2. Tenure: entire probationary period including credited prior service.
3. Merit: time since last receiving merit or time since last promotion, whichever is less.
4. Normal and Less-than-Normal: the previous year, or since last evaluation for Associate Professors and Professors evaluated in alternate or every third year. Or, as required by the CBA.

YEAR OF SERVICE: Each year of service is an academic year that begins with the start of fall semester, goes through spring semester, and includes summer term if applicable.

B. Student Evaluation - October 15

The Student Evaluation Committee (SEC) shall consist of at least three but not more than seven graduate students in the Department of Educational Leadership and shall also include one faculty observer who shall enjoy all rights of access to information and full participation except voting. Members are to be appointed by the Department Chairperson by September 15. The committee shall elect a chair from among its voting members. The chair shall retain voting privileges. The SEC shall prepare a written evaluation of the teaching and advising effectiveness of each faculty member in the Department of Educational Leadership based upon course evaluations administered in compliance with the CBA, as well as additional relevant evidence of teaching and advising performance submitted by faculty or sought from other graduate students. The faculty member will sign the report and have the option to append a response to the report. The SEC shall submit its reports on the appropriate forms to the Department Chairperson and the FEC by October 15. The SEC shall neither review the evidence of performance in scholarship prepared by the faculty member nor have any responsibility for application of Unit Standards. Neither error nor omission of student participation in any evaluation may constitute grounds for a grievance. In accordance with the CBA, the evaluation procedure may proceed without participation by a departmental SEC. The process outlined by the CBA will be applied.

C. Faculty Evaluation Committee - November 15

The Faculty Evaluation Committee shall consist of three tenured or tenure-track members of the Department, excluding the Department Chairperson, selected by the Department faculty by a vote. A student observer with all rights save voting shall be appointed by the FEC Chair from among the students in the Department. The FEC will review the performance of each faculty member in accordance with Unit Standards and the CBA, and may make additional nominations for promotion and merit. Such review shall result in a written recommendation with justification signed by the FEC Chair. Upon request, individual faculty members shall be permitted to address the Committee in person regarding their evaluations, and appeal a given finding to the FEC using the procedures defined in the Collective Bargaining Agreement. The FEC will utilize a consensus model in determining its findings unless a consensus cannot be reached. In this event, a majority vote shall rule.

For faculty seeking merit, the FEC shall provide an overall summary, as well as a summary assessment in each of the areas of performance and shall characterize the faculty member's performance in each area as: Outstanding, Above Normal, Normal, or Less-than-Normal as defined in Section IV. D (pp 7). In the event a substitute member is needed, he or she shall be elected by a secret ballot vote by the faculty members. The processes outlined in the CBA will be applied.

D. Departmental Chairperson's Recommendation - December 15

The Department Chairperson shall prepare and sign a written evaluation for each faculty member in the Unit. This evaluation shall be based upon the evidence submitted by the faculty member, recommendations of the SEC and FEC, and any additional evidence deemed relevant to the performance or advancement of the faculty members in the Department. Where appropriate, this evaluation shall specifically address retention, salary increment, promotion, and tenure. For faculty seeking merit, the Department Chairperson shall provide a summary assessment in each of the areas of performance and shall characterize the faculty member's performance in each area as: Outstanding, Above Normal, Normal, or Less-than-Normal as defined in this document.

The Department Chairperson shall make each evaluation available to the respective faculty member for his or her review and signature. Such signature on this evaluation, as with those of the SEC and FEC, does not necessarily signify the faculty member's endorsement of the recommendations contained in the evaluation, but merely attests that the faculty member has read the evaluation. The CBA ensures the faculty member can respond in writing to all recommendations (FEC/chair/dean) within 10 days of receipt. The Department Chairperson shall prepare a summary memo for the Dean detailing all faculty recommendations for promotion and/or tenure as well as salary distribution. The Chairperson will rank faculty recommended for merit.

IV. REQUESTED ACTION: FACULTY ADVANCEMENT

A. Definition of Normal

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

1. Teaching/ Advising

Faculty teaching and advising should be at the assigned load within the department, with consideration given to release time due to service, grant buy-outs, or other research or service related professional activities. Satisfactory student and/or peer teaching evaluations are expected for Normal. All student evaluations for all courses must be included in materials submitted. Peer evaluations may be included as supplemental to student evaluations. Methods to evaluate the quality of one's teaching and advising are described in Section V.A.

2. Scholarly Productivity

Baseline scholarly activity includes at least one of the activities listed in Section V.B since the last evaluation. Guidelines for determining Above Normal and Outstanding are also provided.

3. Professional Service

Baseline service includes participation as described in Section V.C.1, and in at least one other activity listed in Section V.C.

B. Promotion

Promotion to any rank will depend upon attainment of the academic qualifications and academic record appropriate to that rank. In addition to the criteria listed in the CBA, the following will apply:

1. Assistant to Associate Professor

- a. Faculty will have demonstrated competency in teaching/advising, scholarship and service. This will be evidenced by ratings of at least Normal performance for all of the years represented in the promotion request, as determined by the FEC.
- b. In the area of scholarship, in addition to meeting the baseline normal expectations, faculty shall have produced at least one scholarly work as described in Section V.B.1-4.
- c. Faculty shall clearly demonstrate professional growth and of an increasingly valuable contribution to relevant expertise at the state, regional, and/or national level. Generally, a diverse array of activities under Section V would be expected. At a minimum, statewide recognition is expected, with a high potential for recognition at the regional and national levels. Such recognition will be demonstrated by accepted presentations and/or publications.

2. Associate to Full Professor

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

C. Tenure

Granting of tenure reflects not only past performance but also potential for future growth to the standard expected for promotion to Full Professor. In addition to the criteria listed in the CBA (Section 10.100), the following will apply: Faculty should have produced at least three scholarly works as described in Section V.B.1-4, and given at least three state, regional, or national presentations at professional meetings within one's discipline. Faculty concerned with tenure should direct their attention to the current CBA regarding "Eligibility for Tenure Application", "The Tenure Application", "Limitations on Tenure Awards", "Rights of Tenured Appointees", "Failure to Attain Tenure", as well as sections in the CBA and

this document which cover criteria, documentation, and procedure. The FEC chairperson shall solicit the written opinions from a minimum of four colleagues inside and outside the Department, including persons recommended by the faculty member him or herself. These opinions shall become a part of the FEC record, to which the faculty member may respond. The eligible faculty member shall not be awarded tenure in absence of application.

D. Merit Awards

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

Section V.

As described in the CBA, to be eligible for merit, a faculty member must have demonstrated Outstanding performance in one or more of the areas of teaching/advising, scholarship, and service, and Normal performance in the other two areas or Above Normal performance in two of the areas and at least Normal performance in the third. Receipt of a merit award does not provide sufficient evidence that the requirements of promotion and tenure have been met. However, being judged by one's peers and the dean to be deserving of merit is a worthwhile goal.

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

Documentation and evidence submitted by the faculty member to conform to the CBA and this document will also be used by the FEC in consideration of retention and non-reappointment. Probationary tenure-track faculty should meet the standard for Normal in order to be recommended for retention. The procedure used for making a recommendation concerning retention and non-reappointment will be the same as that provided in the CBA and this document for making recommendations concerning tenure, salary, and promotion. Non-reappointment of a probationary faculty member shall be recommended when the FEC makes a judgment that the performance of the faculty member is unsatisfactory with respect to the standards applicable to his or her rank. Faculty members should consult the CBA for procedures relative to the evaluation process beyond the scope of this document and to determine the procedural requirements for appeals.

v: DOCUMENTATION

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

A. Teaching and Advising

1. Course evaluations from every course taught. These will be summarized by the SEC, along with any other evidence the SEC has obtained, or the faculty member has provided.
2. Optional peer evaluations consisting of such elements as classroom visitations, evaluation of course materials, or evaluation of student performance.
3. Honors, awards, and commendations for teaching excellence.
4. Demonstrated effectiveness of Independent Study and Research guidance.
5. Demonstrated ability to direct graduate students' research in seminars, special projects, theses, and dissertations.
6. Evidence of effective participation on doctoral dissertation and seminar committees.
7. Participation in formal student assessment via comprehensive examinations.
8. Evidence of adequacy of graduate program advising.
9. Documentation of development of innovations in curriculum design and instructional methods.
10. Participation in faculty seminars and colloquia.
11. Participation in professional development activities designed to improve teaching.
12. Exhibits of syllabi, course content, and authentic assessment.
13. Evidence of team teaching and interdisciplinary projects.
14. Other evidence of teaching and advising effectiveness.

B. Scholarship

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

C. Professional Service

1. Service to the department is required as assigned
2. Service to the college or university or to the professional field
3. Active and productive participation in the development of the Department and College, including but not limited to chairing and serving on Departmental and College Committees.

4. Active and productive participation on University-wide committees.
5. Honors, awards, and commendations for professional service activities.
6. Holding offices or active membership in local, state, national, or international professional organizations and societies.
7. Providing professionally related expert testimony.
8. Rendering professional service as a member of private or public boards or commissions.
9. Service on evaluation or accreditation team visits.
10. Continuing education and extension offerings.
11. Service as adviser or guest speaker for student organizations.
12. Other significant public, community, or University service that contributes to professional growth and/or enhancement of the University.
13. Conducting in-service presentations or other evidence of collaboration with educational institutions or agencies.

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

1. Teaching/Advising

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

- a. The majority of student evaluations are in the "excellent" and "good" rankings.
- b. Other evidence of teaching performance that is beyond Normal, such as peer evaluations of Above Normal.
- c. University-wide, statewide, regional or national honors, awards and commendations for teaching.
- d. Evidence of the faculty member's contribution to the success of students, such as outstanding student products, receipt of awards to advisees, graduate research, etc.
- e. Unique and creative curriculum development above and beyond Normal curriculum contributions.
- f. Development and/or teaching of new, innovative courses, such as online courses or special topics seminars.
- g. Teaching more courses than that which is defined as full-load. Full load is defined as 15 credits per academic year.
- h. Creating expanded practicum or internship opportunities for students, or showing evidence of well-received supervision.
- i. Other evidence of outstanding teaching and advising effectiveness.

2. Scholarship

Scholarly activities that exceed the Normal expectation might include:

- a. Publishing a scholarly or applied professional book in one's discipline.
- b. Publishing two or more scholarly articles in refereed journals in one's field in a year.
- c. Presenting two or more national scholarly presentations in one's discipline in a year.
- d. Publishing a scholarly article in a refereed journal and doing a scholarly presentation at the national level.
- e. Receipt of award or commendations for scholarly activities.

3. Service

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

- a. Providing a leadership role in committee work.
- b. Receipt of awards for professional service.
- c. Coordination of professionally related conferences and symposia.

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