



UNIVERSITY OF

MONTANA

**UNIT STANDARDS REVIEW
SIGNATURE FORM**

Department of:

School of Speech, Language, Hearing & Occupational Sciences

Year:

2019

1) Department Chair:

Julie A. Walter
Signature

9/24/19
Date

2) Dean:

[Signature]
Signature

9/27/19
Date

3) Chair, UM Unit Standards Committee:

[Signature]
Signature

10/6/20
Date

4) Provost and Vice President for Academic Affairs:

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Signature

10/8/20
Date

1 School of Speech, Language, Hearing and Occupational Sciences
2 College of Health Professionals and Biomedical Sciences
3 UNIT STANDARDS
4

5 *INTRODUCTION*
6

7 The standards contained in this document are consistent with the general University
8 guidelines for faculty advancement as outlined in the Collective Bargaining Agreement
9 (CBA), and have been approved by the faculty of the School of Speech, Language,
10 Hearing, and Occupational Sciences (SLHOS). The purpose of the Unit Standards is to
11 provide a framework for the evaluation of faculty performance as it relates to specific
12 University, College, and School responsibilities. In any evaluation for purposes of
13 promotion, award of tenure, salary determination, or recommendation for retention,
14 performance in teaching, service, and scholarship/creative works are each important and
15 essential, as set forth in section 6.200 of the CBA. However, as the School of SLHOS is a
16 multifaceted unit, the blend of academic responsibility may vary as the school has different
17 expectations for each faculty position including an explicit difference between tenurable
18 academic faculty and non-tenurable clinical faculty. For all, the character of the
19 performance shall be such that there is a clear demonstration of professional development,
20 and increasingly valuable contribution to the University, and a discernable commitment to
21 furthering the mission of the school.
22

23 These Unit Standards and procedures are intended to be in addition to, and
24 consistent with, those provided in the current CBA, and if University Standards and Unit
25 Standards conflict with each other, or are otherwise inconsistent with each other, the
26 University Standards shall control all interpretations and applications.
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30 *UNIT PHILOSOPHY AND MISSION*
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32 The **mission** of the School of SLHOS is to prepare students for progressive,
33 collaborative, and research-minded careers in speech-language pathology, audiology,
34 occupational therapy, and related fields through rigorous academic and clinical training.
35 We strive to be innovative in the use of technology and program delivery to provide
36 services to traditionally under-served regions and populations. Through our emphasis on
37 typical and atypical speech, language, cognition, swallowing, and hearing, motoric and
38 daily-living functioning, students gain knowledge and skills along with ethical and culturally
39 competent values that foster a commitment to lifelong learning and civic engagement.

40 We meet our mission through a unique combination of course and clinical delivery
41 models that impact our workload and evaluation process. The course delivery model in
42 the School of SLHOS is unique in that it includes synchronous web-based live
43 campus/broadcast distance, fully online, clinical education, and traditional face-to-face
44 didactic courses. The course delivery is integrated into our undergraduate (e.g., bachelors
45 degree, postbaccalaureate leveling, assistant-certificate) and graduate (master's and

46 Ph.D.) programming. The School of SLHOS is also dedicated to community clinical
47 outreach and houses the DeWit RiteCare Speech, Language, and Hearing Clinic to
48 provide the community with clinical services across the lifespan while simultaneously
49 engaging in the clinical education of our students. In addition, the School of SLHOS runs
50 satellite clinics across the community in the public schools and medical settings.
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52
53 *PREAMBLE*
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55 To provide SLHOS students with the most favorable and productive educational
56 environment, SLHOS faculty members are: (1) teachers and/or clinical educators, (2)
57 scholars of teaching and/or research, and (3) active members of the University. In that
58 capacity, all are expected to carry out the principal academic appointments and
59 responsibilities of their positions that are aligned with the overall mission of the School,
60 University, and College. Faculty members' workload assignments (i.e., FTE allocations)
61 vary across areas of teaching, scholarship, and service according to contractual roles. As
62 such, faculty members are not expected to engage in equal amounts of teaching, scholarly
63 activity, and service; it is recognized that the effectiveness of the School of SLHOS is
64 dependent upon the collective contributions of the faculty in their respective areas of
65 expertise and as elucidated in their contractual expectations. The School of SLHOS faculty
66 believes that allowing for differences in workload assignment expectations in an equitable
67 and transparent system provides the most appropriate framework for achieving the goals
68 of the Faculty, Program, School, College, and University.
69

70
71 *PROCEDURES FOR FACULTY EVALUATION*
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73 The procedures for evaluating faculty performance are directed by the Collective
74 Bargaining Agreement (CBA) (section 10.200 – 10.260), which establishes specific
75 expectations for faculty performance and the procedures and timeline for evaluating
76 performance, as well as the Unit Standards. If the Unit Standards are changed during an
77 evaluation period for any faculty member, such faculty member will have the choice of
78 using either the Unit Standards effective at the time of hire, or those currently effective,
79 when applying for tenure and/or promotion to Associate Professor. However, after faculty
80 members are tenured, only the Unit Standards in effect at the time of evaluation will be
81 used. Current standards must be used when requesting a merit award. Evidence of
82 performance for each faculty member will be provided through an Individualized
83 Performance Record (IPR) prepared by each faculty member. During each evaluation
84 period faculty are required to state their request for a normal salary increment, promotion,
85 tenure, or merit award and, as such, designate the applicable time period for the
86 evaluation. Faculty are required to provide appropriate documentation in their IPR to
87 ensure that the Faculty Evaluation Committee (FEC), Chair, and Dean can accurately
88 evaluate the requestor's performance during the evaluation period. The IPR should not
89 include evidence of performance outside of the applicable evaluation period. The FEC may
90 request and consider any evidence from any source, including the faculty member to be
91 evaluated, provided that any evidence relied upon for evaluation purposes shall be

92 incorporated into the record. The FEC may request additional information from the faculty
93 member being evaluated during the evaluation period (October 15 to November 14). The
94 faculty member shall have five working days to respond. No individual to be evaluated may
95 be sanctioned, suspended, disciplined, or discharged for failure to comply with a request to
96 provide additional information.

97
98 *FACULTY EVALUATION COMMITTEE*
99

100 The articulated purpose of the Faculty Evaluation Committee (FEC) is to provide
101 peer review and evaluation of the performance of each faculty member in the unit per the
102 schedule as outlined in the CBA and specific to the period of evaluation. The FEC is
103 responsible for evaluating the performance record of all faculty under the collective
104 bargaining unit who have an FTE of ≥ 0.5 . Please see section 10.240 of the CBA for
105 specific details regarding the development and procedures of the FEC.
106

107 The FEC will consist of all SLHOS faculty members under the Collective Bargaining
108 Unit, excluding the School Chair. An FEC sub-committee consisting of at least three
109 tenured/tenurable faculty and two non-tenurable faculty will be elected by the SLHOS
110 faculty to lead the evaluation process and ensure all deadlines are met. The FEC Chair will
111 be elected by the members of the FEC sub-committee. An alternate will also be elected to
112 the sub-committee, as needed, if any FEC sub-committee member is being evaluated in
113 the review period. A faculty member requesting a merit or outstanding performance
114 increase is not permitted to evaluate another faculty member also seeking merit or
115 outstanding performance increase. An additional alternate will be selected in this
116 circumstance. One student observer with all rights, save voting, shall be appointed by the
117 FEC chairperson from among the students in the unit.
118

119 The FEC sub-committee will complete detailed evaluations and will provide a draft
120 of the evaluation letter highlighting each faculty member's relevant accomplishments in
121 each applicable area of evaluation. Tenured and tenurable faculty will be evaluated in
122 scholarship/creative works, teaching, and service. Non-tenurable faculty will be evaluated
123 according to his/her appointed workload FTE (e.g., 80% teaching, 20% service). The entire
124 FEC will then meet to discuss each faculty member under review and to vote. For each
125 tenure-track faculty member under review, votes will be cast for **Less-Than-Normal**,
126 **Normal**, **Above Normal**, or **Outstanding** for each faculty member in each applicable
127 evaluation area. For each non-tenure-track faculty member under review, votes will be cast
128 for **Unsatisfactory**, **Satisfactory**, or **Outstanding**. Voting will be anonymous. Only
129 tenured or tenurable faculty will be allowed to vote for tenure-track faculty requesting
130 tenure and promotion (CBA 10.240). In every other situation, all available members of the
131 FEC will vote. The majority vote will hold. In the case of a tie or non-majority, the FEC sub-
132 committee will decide.
133

134 Within ten (10) working days of receipt of the recommendation from the Faculty
135 Evaluation Committee, the faculty member may submit a written appeal to the Faculty
136 Evaluation Committee regarding any aspect of the Faculty Evaluation Committee's
137 recommendation or process (*See Section 10.24 of the CBA for further detail*).

138 RECOMMENDATION OF THE UNIT CHAIR
139

140 The faculty member's FEC recommendation and SEC review will be submitted to
141 the Unit Chair on or before November 15th. The Unit Chair will then review the faculty
142 member's IPR, FEC recommendation, SEC review, and complete the Chair's
143 recommendation on or before December 15th. On or before December 15th the faculty
144 member will be given the opportunity to discuss the recommendation of the Unit Chair with
145 the Unit Chair prior to the recommendation submitted to the Dean. Within ten (10) working
146 days of receipt of the recommendation from the Unit Chair, the faculty member may submit
147 a written appeal to the Chair regarding any aspect of the Chair's recommendation or
148 process (See Section 10.250 of the CBA for further details.).
149

150
151 *STUDENT EVALUATION COMMITTEE*
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153 The purpose of the Student Evaluation Committee (SEC) is to provide student
154 review of the teaching effectiveness of the faculty members in the bargaining unit who are
155 in the academic unit for which the SEC is appointed. Each faculty member must have at
156 least one course evaluated by the SEC for each semester he/she teaches. Please see
157 section 10.230 of the CBA for specific details regarding the development and procedures
158 of the SEC.
159

160 *EXTERNAL REVIEW*
161

162 For faculty applying for tenure, an external review process will be implemented. The
163 faculty member under review for tenure will submit names and contact information of four
164 to six (6) potential external reviewers from institutions with similar research and teaching
165 loads to the FEC chair (i.e., FEC chair serving during the current academic year) for
166 consideration by April 20th. The FEC subcommittee and School Chair will complete a
167 review of the faculty member's external reviewer list for final approval based on
168 appropriateness of peer expertise and institution. The FEC sub-committee and/or School
169 Chair may add additional potential reviewers to the list if deemed necessary. If additional
170 reviewers were added for consideration, the faculty member will have the opportunity to
171 respond to these additional potential reviewers within ten (10) days and may request, in
172 writing, the removal of any names along with a rationale to the FEC subcommittee and
173 Chair. The FEC subcommittee and Chair will determine if a sufficient rationale was
174 provided to remove the name(s) from the list. The FEC subcommittee and School Chair
175 will approve the final list of potential reviewers by May 1st.
176

177 The School Chair will secure commitments from three (3) reviewers no later than
178 August 15th. The faculty member will submit external review materials (i.e., Curriculum
179 Vitae, Summary of Achievement Letter that includes an overview of scholarship, teaching,
180 service, and a description of role assignment/allocation of FTE for the review period) to the
181 School Chair by August 20th. The School Chair will send the faculty member's external
182 review materials and the Unit Standards to the external reviewers by September 1st. The
183 reviewers will be asked by the School Chair via formal letter or email to review the

184 candidate on teaching, scholarship, and service in accordance to the Unit Standards and
185 the faculty member's FTE allocation. Reviewer letters will be due to the School Chair by
186 October 1 via email.

187 188 EVALUATION SCHEDULE FOR TENURED AND TENURE TRACK FACULTY 189

190 All evaluation schedules, timelines, and procedures will be in accordance with those
191 outlined in the CBA. Tenured faculty members who have achieved the rank of full
192 professor shall be reviewed every third year, and tenured faculty members who have
193 achieved the rank of associate professor shall be reviewed every second year. See section
194 10.210 of the CBA for additional information regarding the evaluation schedule. This
195 evaluation schedule is contingent upon the following conditions:

- 196 • The faculty member is seeking a normal increase;
- 197 • The faculty member has not received a less-than-normal recommendation in the
198 past three (3) years; and
- 199 • The unit Faculty Evaluation Committee does not wish to initiate consideration for
200 other than a normal recommendation.

201 202 *GENERAL CRITERIA AND CONSIDERATIONS* 203

204 The following criteria will be used to evaluate each faculty member and for making
205 recommendations on retention, salary increments, promotion, and tenure. Both the quality
206 and the quantity of the evidence provided will be used in decision-making. Each faculty
207 member's performance will be evaluated individually in relation to the role they play and
208 the expectations delineated in their appointment and annually reviewed workload
209 assignment.
210

211 **Faculty Teamwork, Collaboration and Work Environment** 212

213 The School of SLHOS provides a professionally oriented program of education that
214 must meet the accreditation standards issued by the Council on Academic
215 Accreditation in Audiology and Speech-Language Pathology (CAA). To meet the
216 accrediting body's standards and the mission of the School, faculty members are
217 expected to actively engage in the work of the Unit in a professionally respectful,
218 collaborative interaction with their colleagues (consistent with CBA 6.200).
219

220 **Teaching** 221

222 Assignments for all faculty may include teaching expectations for: traditional face-to-
223 face courses, mixed synchronous web-delivered distance/local courses, fully online
224 courses, and/or clinical education rotations in specialized clinics. Mentorship and
225 supervision of students are considered critical components of teaching within the
226 School of SLHOS. All faculty members are expected to be effective teachers who
227 seek feedback and methods to become better educators throughout their career at
228 the University of Montana.
229

230 The following provides a general guideline for normal and above normal/outstanding
231 performance in teaching inclusive of academic as well as clinical education.

232
233 **Normal**

234 Evidence of effective teaching should include, but is not limited to the following:

- 235 • Teaches a minimum course load as determined by the Dean, including General
- 236 Education Courses (as applicable);
- 237 • Creates course syllabi containing objectives, content, learning strategies, and
- 238 evaluation procedures;
- 239 • Adheres to the timelines and procedures outlined in the course syllabi and
- 240 notifies students of any changes to the syllabi;
- 241 • Achieves overall satisfactory student course evaluations;
- 242 • Grades and returns assignments in adherence with the guidelines set forth by
- 243 the Registrar's Office;
- 244 • Consistently uses School, College, and University electronic data and/or course
- 245 management systems when applicable (e.g., Moodle, Therabill, CORS);
- 246 • Engages in innovative course delivery models including: online, distance,
- 247 traditional face-to-face, service learning, clinical education courses, and
- 248 combinations thereof;
- 249 • Participates in continuing education and development of pedagogy consistent
- 250 with faculty accreditation standards;
- 251 • Includes teaching philosophy and evidence of reflection on own teaching in IPR.

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253
254 **Above Normal/Outstanding**

255 Evidence of *above normal* effective teaching should include, but is not limited to
256 several additional artifacts, such as those listed below. Evidence of *outstanding*
257 effective teaching should include but is not limited to several additional artifacts that
258 are substantial in depth and/or breadth, such as those listed below.

- 259 • Use of evidence-based teaching strategies (e.g., active learning strategies,
- 260 universal design, backwards design, problem-based learning strategies,
- 261 reflective writing);
- 262 • Use of evidence-based models of clinical education;
- 263 • Mentoring a student in clinical practicum before the student has the typical pre-
- 264 requisite coursework;
- 265 • Substantial mentorship of students requiring remediation;
- 266 • Written peer evaluation of effective teaching (e.g., Pedagogy Project, Writing &
- 267 Public Speaking Center, external evaluation of teaching, team-teaching
- 268 associate, guest lecture in a colleague's course);
- 269 • Mentorship of faculty, instructors, or graduate students in pedagogical methods;
- 270 • Evidence of writing-intensive assignments incorporated into courses;
- 271 • Providing guest lectures to other institutions and units;

- 275 • Teaching of a didactic course with a service learning designation that meets an
- 276 identified need in the community;
- 277 • Evidence of students' broadened understanding/heightened awareness of the
- 278 importance of civic engagement and current social issues;
- 279 • Development of a new course to enhance the school's mission
- 280 • Significant restructuring of a previously taught course in response to students'
- 281 needs;
- 282 • Inclusion of new instructional technology in courses or clinical education
- 283 • Supervision of undergraduate independent study/research credits
- 284 • Supervision of graduate independent studies/theses/dissertations
- 285 • Substantial collaboration with entities designed to promote student success and
- 286 learning (e.g., American Indian Student Services, The Writing Center, TRIO,
- 287 DSS);
- 288 • Integration of student success initiatives;
- 289 • Mentored-student recognition of performance (e.g., service learning community
- 290 partner, award, accolade, acceptance into a competitive program)
- 291 • Teaching honors courses;
- 292 • Clinical expertise recognized and awarded locally or regionally (e.g., Board
- 293 Recognized Specialist, special certifications);
- 294 • Application of principles and skills learned in continuing education programs
- 295 specifically designed to enhance the faculty members' teaching skills and/or
- 296 pedagogical knowledge base;
- 297 • Demonstration of extensive mentored supervision of student
- 298 learning/teaching/graduate assistants;
- 299 • Service on an advisory board or committee that emphasizes teaching
- 300 effectiveness (academic or clinical) and/or innovation (e.g., Faculty Inquiry
- 301 Project for Teaching, Teaching Excellence Initiative, Pedagogy Project);
- 302 • Honors, awards, and commendations for teaching excellence (including clinical
- 303 education);
- 304 • Acquisition of grants to support course or instructional development
- 305 • Adoption or adaptation of Open Educational Resources (OER);
- 306 • Evidence of provision of interprofessional education opportunities (e.g., patient
- 307 simulations, clinical observations, clinical rotations);
- 308 • Acquisition of a written evaluation of a live or recorded teaching session for the
- 309 purpose of self-evaluation and improving teaching. The evaluation must be
- 310 positive in nature to qualify for above normal designation.

311 **Scholarly Activity/Creative Works**

312 The School of SLHOS values the production and dissemination of scholarship as a

313 key piece of integrating discovery and creative works beyond the local level. The

314 complexity and depth of a faculty member's scholarly activity may differ based on

315 their specific contract and allocated load. Review and assessment of scholarly

316 activity/creative works will be contextualized by faculty role and fraction of FTE

317 dedicated to scholarship. Faculty members with a scholarship/research workload

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319

320 appointment are expected to engage in scholarly and related research activity and
321 to disseminate their findings in peer-reviewed contexts (e.g., journal publications,
322 state/national presentations, published software applications). Furthermore, faculty
323 are expected to characterize their contributions on scholarship/creative works and
324 demonstrate growth over time (for example, a third author position on one
325 manuscript may indicate a minor contribution, whereas a third author position on a
326 collaborative study may indicate a major contribution). Equal value will be given to
327 clinical research, laboratory research, translational research, implementation
328 science, and the scholarship of teaching and learning.

329
330 The following provides a general guideline for what is considered normal and above
331 normal or outstanding accomplishments in Scholarly Activity/Creative Works.

332 **Normal**

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334
335 In general, the minimum requirement for normal performance in
336 Scholarship/Creative Works is one peer-reviewed research publication per year, on
337 average, within a review period; however, other scholarship accomplishments will
338 be considered as equivalent to a peer-reviewed publication provided they are
339 similar (or higher) in impact. These works may include, but are not limited to:

- 340
- 341 • Publication of written work or other media (e.g., manuscript, book chapter,
342 software application, non-refereed publication, abstracts, open educational
343 resource);
- 344 • Supervision/mentoring of students in research;
- 345 • Publications in peer-reviewed journals;
- 346 • Evidence of works in progress (e.g., manuscript under review, book in
347 preparation;
- 348 • Evidence of submission of grant proposals;
- 349 • Awarding of internal grants;
- 350 • Presentations (e.g., scholarly panels, symposia, seminars, workshops, posters,
351 etc.) at university, local, regional, or national level;
- 352 • Professional society proposals, books, or presentations.

353 **Above Normal/Outstanding**

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355
356 Evidence of *above normal* effective scholarship should include, but is not limited to
357 several published works from the *normal* category and additional artifacts, such as
358 those listed below. Evidence of *outstanding* effective scholarship should include but
359 is not limited to several works in *normal* category and several additional artifacts
360 that are substantial in quantity, influence, depth, breadth such as those listed below.

- 361
- 362 • Active editorial board member of scholarly journal;
- 363 • Authorship of published lab/clinical implementation manual;
- 364 • Editor or co-editor of a published book or journal;
- 365 • Obtained funding for collaborative or interprofessional efforts;

- 366 • PI co-PI, or significant investigator of awarded external funding;
- 367 • Expert consultant of research or project grants;
- 368 • Research awards, fellowships, and/or honors;
- 369 • Invited research presentations at national or international level;
- 370 • Established industry partnerships, patents, licenses with dissemination;
- 371 • Publication, dissemination, and evidence of field utilization of products/protocols
- 372 from research;
- 373 • Production and publication of significant creative works, such as videos,
- 374 software, or other technologically mastered productions.

375 **Service**

376 Service is reflected by participation in School, College, and University committees
377 and task forces, initiatives, or working groups. Service may also include
378 participation and active engagement in professional organizations and committees
379 at regional, state, national, and international levels. Level, depth, and breadth of
380 service is expected to grow with rank and align with School, College, and University
381 mission and goals. Moreover, service expectations are to be considered in light of
382 each faculty member's position, FTE, and assigned workload. For example, for
383 SLHOS, a typical full-time faculty member (1.0 FTE) is expected to dedicate
384 approximately 4 hours on average weekly for every 10% service workload
385 assignment.
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389 As set forth in section 6.200 of the CBA, all faculty are expected to professionally
390 participate in the work of the unit and of the institution. This normal increment
391 expectation includes, but is not limited to, consistent, active, and informed
392 participation in the School's development, refinement, and implementation of
393 programming, processes, and policies that support clinical and/or academic training.
394 This expectation would be reflected in active and professional engagement in
395 School and College meetings, and participation in School committees. In addition,
396 depending on faculty rank, FTE, and assigned service load, the level, breadth, and
397 depth of service may extend to also include participation in additional committees,
398 working groups or task forces at the College, University, regional, national, and
399 international levels.
400

401 Faculty service is considered to reflect that of an above normal or outstanding level
402 when service activities 1) require commitments above and beyond position/rank
403 expectations and assigned FTE dedicated to service, 2) require significant time and
404 effort, 3) require effective faculty leadership responsibilities, and/or 4) result in
405 relevant and significant impacts. Service would be considered to require extensive
406 time and effort when follow up activities such as research, multiple meetings, and/or
407 time-intensive reports are needed for successful service completion. Effective
408 faculty leadership, such as that required of a committee chair, would be defined as
409 taking the independent initiative to guide, organize, and coordinate relevant
410 meetings, documents, and stakeholders to meet the committee/task force goals or
411 charges. Finally, important and significant impacts would be demonstrated by

412 improved outcomes (e.g., streamlined processes, increased recruitment)
413 considered to have meaningful impacts that are aligned with the School, College,
414 and University mission.

415
416 Faculty with directorship roles have larger-than-average assigned service loads that
417 reflect specific positions (e.g., School Chair, Program Director, Coordinators). As
418 such, normal increment evaluation standards will reflect the expected effective
419 leadership roles and duties established as maintaining one's role required in the
420 CBA (section 16.20 Chair only) or according to assigned duties. Like other faculty
421 peers, individuals in directorship duties would be considered to perform at levels
422 above normal or outstanding status when service activities 1) require commitments
423 above and beyond position/rank expectations relative to FTE dedicated to service,
424 2) require significant time and effort, 3) reflect effective faculty leadership
425 responsibilities in situations considered above and beyond role requirements;
426 and/or 4) result in important and significant impacts.

427
428 The following table provides a general guideline for normal and above normal or
429 outstanding performance in Service. All service will be considered in light of each
430 faculty member's FTE allocation dedicated to service and assigned roles and
431 duties.

432
433 **Normal**

434
435 According to assigned role and FTE service allocation consistent, active, and
436 informed participation in:

- 437 • School's development, refinement, and implementation of programming,
438 processes and policies that support clinical and/or academic training;
- 439 • Participation in School, College, University, regional committees, tasks forces, or
440 working groups.

441
442 **Above Normal/Outstanding**

443
444 Evidence of above normal/outstanding effective service should include multiple
445 additional artifacts that demonstrate the following expectations (meeting 1 to 2 of
446 the following expectations is considered above normal; meeting 3 to 4 of the
447 following expectations is considered outstanding):

- 448
449 • Commitments above and beyond position/rank expectations and FTE assigned
450 service loads;
 - 451 • Time and effort over a significant period of time;
 - 452 • Effective leadership (described above); and/or
 - 453 • Efforts that result in relevant and significant impacts.
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Though not exhaustive, the following are examples of service across various levels:

- **SLHOS School Service Level:** SLHOS Committees, Subcommittees such as: Faculty Evaluation, Admissions, Curriculum, Distance Education, Undergraduate/Graduate Curriculum/Program, Technology; and additional SLHOS Non-committee Service such as Policy and Procedural Development, Accreditation Activities, Faculty Advisor for Student Organizations, Accreditation and Administrative Reports;
- **College Service Level:** College Committees, Task Forces/ Working Groups, College Advisory Boards, Steering Committees, IPE Working Group, Research Working Group, IT working Group, Teaching & Learning Working Group, Rural Education Working Group;
- **University Service Level:** Faculty Senate, Exective Committee of the Faculty Senate, ASCRC, IRB Board, Graduate Council, Research Council, Advisory Boards, Steering Committees, Search Committees, Unit Standards, General Education Committee, Graduation Committee, Service Learning Advisory Board;
- **State/Regional Professional Service Level:** State Professional Organizations/Associations (include offices held, committees), State Governing Boards, State Task Forces/Committees, State Legislative Involvement, State Professional Conferences (in which you contributed service), State Level Reports, Testimony, Interviews, Depositions, State Level Service-Related Honors/Awards, State/Region Consulting, In-Services, Trainings;
- **National Professional Service Level:** National Professional Associations (include offices held, committees), National Reports, Testimony, Interviews, Depositions, National Professional Conferences (in which you contributed service), Nationally Recognized Service-Related Honors/Awards, National Consultation, In-Services, Trainings;
- **International Professional Service Level:** International Professional Associations, International Reports, Testimony, Interviews, Depositions, International Professional Conferences (in which you contributed service), Internationally Recognized Service-Related Honors/Awards, Internationally Recognized Consultation, In-Services, Trainings.

TENURE AND PROMOTION

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I. TENURE

Eligibility for Tenure Application

In accordance with section 9.310 of the CBA, eligibility for tenure in the School of Speech, Language, Hearing, and Occupational Sciences will be based on the following:

- A probationary appointee shall be eligible to make an application for tenure:
- 1. after the appointee has completed five (5) years of credited service toward tenure, that is: during the sixth (6) year of credited employment.
- 2. the applicant must hold a doctoral degree, and
- 3. the applicant should hold the minimum academic rank of associate professor, although faculty may apply for tenure and promotion to associate professor simultaneously. If a faculty member seeking promotion to associate professor and tenure simultaneously is not promoted, tenure will be denied as well. Under no circumstances may tenure be granted to an assistant professor.

Tenure shall not be awarded in absence of application by the eligible faculty and approval of tenure by the employer. Application for tenure must be in accord with unit standards. No faculty member beginning employment at UM in fall 2019 or later may apply for tenure more than once, except in extraordinary circumstances, with the approval of the dean and the Provost. No faculty member hired before or after fall 2019 may apply for tenure more than twice under any circumstance.

In order to be awarded tenure, faculty must demonstrate Above Normal performance in at least one of the three evaluation areas (i.e., teaching, scholarship/creative works, and service) and at least Normal performance in the other two areas.

Tenure Application

Evaluation of tenure applications shall be conducted according to Article 10.000 of the CBA, SLHOS Unit Standards, and Faculty Evaluation Procedures. It shall be the responsibility of the eligible faculty member to initiate the application for tenure. The process will begin when the faculty member initiates the external review process during the spring prior to application (see External Review guidelines described above). The department chair will secure three external reviewers and forward the following materials for review by August 20th: Curriculum Vitae, Summary of Achievement Letter that includes an overview of scholarship, teaching, service, and a description of role assignment/allocation of

549 FTE for the review period. The reviewers will be asked to return reviews by
550 October 1st.

551
552 The faculty member's application will be submitted to the FEC by October 15th
553 and will include the following:

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- 555 • External reviews (submitted to the FEC by the School Chair).
- 556 • A statement of the teaching, scholarship/creative works, and public service
557 performed by the applicant during the probationary period.
- 558 • A curriculum vitae of the applicant's teaching, scholarship and/or creative works,
559 and public service.
- 560 • Evidence that the applicant has achieved or is in the process of achieving
561 recognition in his/her field of competence beyond the University of Montana.
- 562 • Evidence of at least Normal performance in teaching, scholarship/creative works,
563 and service, with Above Normal performance in at least one of these categories.
- 564 • Any other information the applicant deems relevant to his/her professional
565 development, competence, or performance.
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568 Failure to Attain Tenure

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570 If a probationary faculty member has not attained tenure at the University of
571 Montana by the completion of his/her seventh (7th) year of credited employment,
572 the conditions of 9.340 of the CBA will be enforced.

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574 II. PROMOTION: Promotion in the School of Speech, Language, Hearing, and
575 Occupational Sciences is based upon documentation of effectiveness and quality of
576 work. In any evaluation for purposes of promotion, performance in teaching,
577 community and university service, and scholarship/creative works are important and
578 essential, as set forth in section 6.200 of the CBA. The blend of academic
579 responsibility in these areas, however, may vary as the School may have different
580 assignments for each faculty position. The character of performance shall be such
581 that there is a clear demonstration of immersion and impact in his/her professional
582 field, an increasingly valuable contribution to the University, and a discernable
583 commitment to furthering the mission of the School and University. The evaluation
584 process will consider all accomplishments in the present rank including work
585 accomplished at other institutions in that rank consistent with CBA sections 9.240
586 and 9.310. In every case of promotion, the candidate will provide a curriculum
587 vitae, a completed Individual Performance Review, and evidence of teaching,
588 service, and scholarship.

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- 591 • Specific Criteria for Promotion
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593 In accordance with CBA 10.110, the following requirements must be met
594 regarding each of the respective types of advancement:

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- Promotion to Assistant Professor:
Requires possession of a doctoral degree or its equivalent as determined at the time of initial appointment by the Dean, in consultation with the School.
- Promotion to Associate Professor:
Except in unusual circumstances, four (4) or more years of full-time service in rank as assistant professor are required prior to the date of promotion (application may be made during the fourth year in rank), and possession of a doctoral degree. The character of the service in rank as assistant professor shall be such that there is a clear demonstration of professional growth and an increasingly valuable contribution to the University. Furthermore, in the School of SLHOS, in order to be promoted to Associate professor the faculty member must demonstrate Above Normal performance in at least one of the three evaluation areas (i.e., teaching, scholarship/creative works, and service) and at least Normal performance in the other two areas.
- Promotion to Professor:
Except in unusual circumstances, five (5) or more years of full-time service in rank as an associate professor are required prior to the date of promotion (application may be made during the fifth year) and possession of the terminal degree in the appropriate discipline is required. The character of the service in rank as associate professor shall be such that there is a clear demonstration of professional growth and an increasingly valuable contribution to the University. For promotion to full professor, a faculty member must have the level necessary as defined in the CBA and unit standards in teaching, scholarship/creative activity, scholarship of teaching and learning, and service. However, no faculty member may be promoted to full professor on the basis of teaching and service alone. Scholarship shall be demonstrated by scholarly publication or appropriate public recognition for creative works. Furthermore, in the School of SLHOS, in order to be promoted to Full Professor, the faculty member must demonstrate Above Normal or Outstanding performance in at least two of the three evaluation areas (i.e., teaching, scholarship/creative works, and service) and at least Normal performance in the third area.

III. MERIT: According to Section 10.110 of the CBA, merit is defined as *above normal* performance in at least two (2) of the three (3) areas of teaching, scholarship/creative activity, or service; -OR- as *outstanding* performance or special

641 recognition in at least one (1) of these areas and normal performance in the
642 remaining area or areas of assigned duties. The IPR should present performance
643 of the time since the documentation was prepared for the last granted merit or
644 promotion, or the most recent seven (7) sequential years, whichever is less (Article
645 10.22. No faculty member may earn a merit in the same year that a promotion is
646 granted (Article 13.240).

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648 IV. NORMAL INCREMENT: The performance of a majority of faculty members will
649 generally be evaluated as "normal." They will be expected to grow in value to the
650 institution and will be rewarded with a "normal" increment to their salary (Article
651 10.110).

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653 V. LESS-THAN-NORMAL INCREMENT: Either the absence of any performance or
654 poor performance of assigned responsibilities within the scope of employment may
655 constitute grounds for a less-than-normal evaluation. It is understood that the
656 absence of performance in any one or two of the areas of teaching,
657 research/creative activity, and public service does not justify a less-than-normal
658 evaluation if the quantity of performance in the remaining area or areas is
659 proportional to the FTE of the appointment, if the quality of performance in the
660 remaining area or areas is at least normal, and if the individual has assigned duties
661 solely in the remaining area or areas. Failure to submit an IPR for evaluation by a
662 faculty member, when required (see CBA 10.110, 10.210, 10.340), is grounds for a
663 less than-normal increment.

664 TENURE REVIEW

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667 In accordance with article 17.000 of the CBA, tenure review will be initiated when a
668 tenured faculty member has received a *less-than-normal* salary increment for three (3)
669 successive years. The procedures for tenure review will be in accordance with article
670 17.100 of the CBA.

671 672 673 PROBATIONARY APPOINTMENTS AND NON-REAPPOINTMENTS

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675 In accordance with Article 9.230 of the CBA, a probationary appointee has no right
676 to reappointment, and a probationary appointment shall automatically expire at the end of
677 the specified term in the absence of a written reappointment signed by the President. The
678 President may request and review, but shall not be obligated to adhere to
679 recommendations from the unit, dean, and the Provost regarding questions of renewal of
680 probationary appointments.

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682 In cases of non-reappointment for financial or programmatic considerations, the
683 probationary appointee will be so notified in writing. Written notice of non-renewal of a
684 probationary appointment shall be mailed or given by the President or his/her designee at
685 least four (4) months prior to the expiration of the first appointment, seven (7) months prior
686 to the expiration of the second appointment, and twelve (12) months prior to the

687 expirations of the third or later appointment (Additional information is provided in CBA
688 9.230).

691 NON-TENURABLE APPOINTMENTS

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693 Non-tenurable appointments include five types: lecturers, adjunct faculty at any
694 rank, research faculty at any rank, clinical faculty at any rank, and visiting faculty at any
695 rank. Non-tenurable appointments must be recommended by the School faculty based
696 upon Unit Standards and policies to ensure that the appointees have the requisite
697 credentials to teach (inclusive of academic or clinical education) and/or conduct research
698 in the unit. The evaluations of non-tenurable appointments must reflect assignments and
699 expectations (e.g., non-tenurable faculty with no research and creative scholarship
700 requirements will not be evaluated in this area), but the evaluations will acknowledge such
701 professional activities when actually performed.

702 As outlined in Article 9.220 of the CBA, at the time of appointment or reappointment,
703 each faculty member shall be provided by the employer with a written agreement which
704 specifies rank, salary, and other terms and conditions of employment.

705 The rights of non-tenurable appointees in the School of Speech, Language,
706 Hearing, and Occupational Sciences who are members of the bargaining unit, are the
707 same as outlined in section 9.110 of the CBA:

708 In addition to all of the rights and privileges defined in this contract and UM Policy
709 350; revised 10/13/2017, members of the bargaining unit holding non-tenurable
710 appointments shall:

711 1. hold an FTE assignment, which represents the actual proportion of full-time load
712 as determined by the dean in consultation with the unit taking into consideration
713 expectations of teaching, research, and service and their relationship to Unit Standards. In
714 making workload assignments, deans may assign workload in the form of equivalent credit
715 for duties beyond or in lieu of normal classroom teaching, including but not limited to
716 advising, thesis direction, large classroom enrollment, writing-intensive courses, committee
717 service, administrative duties, lab supervision, and research. A full-time semester
718 assignment will be comprised of 15 credits and/or credit equivalencies as determined by
719 the dean and approved by the Provost. In classes which are team taught, class credit will
720 be prorated by degree of responsibility. Credit equivalencies are in addition to class credit.

721 2. be hired at no less than at the salary floors in the CBA (section 13.300) prorated
722 by FTE.

723 3. Further, if members of the UFA bargaining unit holding non-tenurable
724 appointments have been employed for the previous academic year at .50 FTE or greater,
725 they shall receive a normal increase to their base salary, prorated by assigned FTE.

726 Consistent with BOR Policy 702.1, for non-tenurable faculty on a one year
727 appointment there is no expectation of reappointment or renewal of any non-tenurable
728 faculty appointment. Non-tenurable contracts are term contracts which automatically expire
729 (without notice) at the end of the contract term unless renewed prior to expiration.
730 However, the Administration will attempt to inform non-tenurable faculty in a timely fashion
731 if they are to be reappointed for the next semester. Non-tenurable faculty may be given a
732 three (3) year contract at the discretion of the Administration in negotiation with the faculty

733 member, the chair of the School and the dean of the College. The continuation of a multi-
734 year, non-tenurable contract is dependent on continued funding for the position and
735 satisfactory performance by the faculty member. Discharge for cause of all non-tenurable
736 faculty is governed by the procedures outlined in section 18.400. Non-tenurable faculty
737 who are bargaining unit members shall be encouraged to apply for non-tenurable
738 appointments comparable to those they have previously held and shall be guaranteed
739 reasonable consideration according to their teaching experience at UM. Service in non-
740 tenurable appointments does not count towards probationary service for tenure unless
741 otherwise agreed to in writing by the dean and approved by the Provost. Any non-
742 tenurable faculty member dismissed from a previous position for cause forfeits this
743 reasonable consideration at the time of dismissal.

744 Non-tenurable faculty will be evaluated by the FEC according to their appointed
745 duties and allocated FTE. Non-tenurable faculty will be evaluated on the same timeline as
746 tenurable faculty and with the same criteria used to evaluate tenurable faculty, except that
747 non-tenurable faculty will only be evaluated in the areas for which they hold an FTE
748 allocation.

749 Non-tenurable faculty are eligible for Outstanding Performance Awards (CBA
750 10.110section 3.a.). Outstanding Performance Awards are intended to reward excellence
751 in the performance of non-tenure track faculty. Award pay shall be in addition to other
752 salary increments provided in the contract. In the School of SLHOS, a non-tenurable
753 faculty member with FTE allocation in two areas (e.g., teaching and service), Outstanding
754 Performance is defined as at least above normal both areas, or outstanding in one area
755 and at least normal in the other area. If a non-tenurable faculty member's FTE includes all
756 three areas (i.e., teaching, service, and scholarship), Outstanding Performance is defined
757 as above normal in at least two areas with normal in the third, or outstanding in one area
758 and at least normal in the other two. Performance in an area for which a non-tenurable
759 faculty member does not hold an FTE allocation (e.g., research activities when research is
760 not required) may also be considered when determining outstanding performance so long
761 as the areas within the FTE allocation are at least normal.

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