



UNIT STANDARDS REVIEW SIGNATURE FORM

Department of: School of Public and Community Health Science

Year: 2019

1) Department Chair:

J.S. Ward
Signature

9/12/19
Date

2) Dean:

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9/12/19
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3) Chair, UM Unit Standards Committee:

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10/5/2020
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UNIT STANDARDS
SCHOOL OF PUBLIC AND COMMUNITY HEALTH SCIENCES
STANDARDS AND PROCEDURES
FOR FACULTY TENURE, PROMOTION, AND SALARY ADVANCEMENT

Unit Description- The University of Montana (UM), School of Public and Community Health Sciences (SPCHS) is housed within the College of Health Professions and Biomedical Sciences (CHPBS). The Montana Board of Regents approved the SPCHS administrative unit in March 2005, with its first class of students enrolled during the Fall 2006 semester. Along with robust research and scholarly activity in public health, SPCHS faculty are active in offering in-person, online, and hybrid degree programs at the undergraduate, Masters, and PhD levels.

The SPCHS is the first and only Council on Education for Public Health (CEPH) accredited program in Montana. The CEPH Board of Councilors approved the University of Montana’s original application for accreditation on June 20, 2009. The CEPH Board of Councilors acted at its June 21-23, 2012 meeting to accredit the Master of Public Health (MPH) Program for a five-year term, extending to July 1, 2017. The PhD program in Public Health became CEPH accredited on December 20, 2016. In October of 2017, the SPCHS was awarded the maximum seven-year accreditation for both its MPH and PhD programs extending through December 2024.

All SPCHS programs are designed to prepare public health professionals to address current public health challenges, especially those related to community health, rural health, environmental health, chronic and infectious disease prevention, and global health. The emphasis on rural population health assists in promoting improvements in the health of the people of Montana and throughout the world. SPCHS prepares professionals to improve the health of the people of Montana and other rural areas by providing interdisciplinary education that fosters critical thinking, research-based practice, and community collaboration. We aim to graduate public health practitioners and researchers who are competent to address the unique challenges resulting from the interaction of biological, environmental, historical, political, socio-cultural, economic, and behavioral factors and their relationship to public health policy, management, and intervention.

Mission- The mission of the SPCHS is to provide distance-based and on-campus undergraduate and graduate-level learning opportunities, supported by scholarship and service activities, to prepare public health practitioners and researchers who will use global insight to improve the health of the people of Montana and other rural areas.

Goals- In fulfillment of its mission the goals of the SPCHS are:

1. Teaching: The SPCHS will prepare public health practitioners and researchers with a sound knowledge and skills base in the core disciplines of public health.
2. Research and Scholarly Activities: The SPCHS will conduct research relevant to faculty expertise that will foster an atmosphere of scholarship as our students learn public health science and practice and will contribute to the enhancement of health in human populations.

47 3. Service: The SPCHS will provide service to help meet the public health needs of
48 Montana, the intermountain west and areas beyond through consultation, collaboration,
49 and continuing education.
50

51 **Tenable or Tenured Faculty** – SPCHS faculty, tenurable or tenured, are those whose primary
52 appointment resides within the SPCHS. This does not include affiliate program faculty members
53 (tenurable or tenured) whose primary appointments are in other units within the university, nor
54 does it include practitioner faculty associated with the SPCHS.
55

56 **I. GENERAL REQUIREMENTS AND EVIDENCE FOR EVALUATION [CBA 10.000]** 57

58 Individuals in the SPCHS holding academic appointments are members of the faculty of the
59 University of Montana. In this capacity, faculty members are expected to carry out assignments
60 and responsibilities of their position and to share with colleagues in the overall mission and
61 programs of the SPCHS. The SPCHS seeks to achieve excellence in three areas: (1) teaching,
62 (2) research and scholarly activity, and (3) service to University, the community and the
63 profession. The SPCHS expects its faculty to demonstrate a commitment, evaluated by the
64 Faculty Evaluation Committee and Departmental Chair, to these three broad areas of activity,
65 and all tenurable and tenured faculty members are expected to perform activities in each of the
66 areas of teaching, research and scholarly activities, and service.
67

68 Faculty members should have a workload assignment relative to teaching instruction, research
69 and scholarly activity, and service negotiated and agreed upon with their Dean, giving
70 consideration to the recommendations of the department Chair (CBA 6.210). The workload
71 assignments should be available to faculty members during the academic year before the
72 assignments are to be performed. As part of their individual performance review (IPR), faculty
73 members should submit this workload assignment for the period of performance under
74 evaluation, if available. In their evaluations, the FEC will consider the faculty member's
75 performance in each of the three areas of teaching, research and scholarly activity, and service
76 relative to the faculty member's workload assignment in each area.
77

78 These Unit Standards are intended to be complementary to and consistent with the current
79 collective bargaining agreement (CBA). In the event of omissions or inconsistencies, the terms
80 of the CBA shall be applicable and take precedence.
81

82 **Teaching** - Effectiveness in teaching is critical to the mission of the SPCHS. Teaching involves
83 instructing, either alone or as part of a collaborative team, of in-person, hybrid, or online didactic
84 courses, and the supervision of independent study courses. Since training students in public
85 health practice and/or research methods is a key metric of the success of SPCHS programs,
86 teaching also includes being the academic advisor on undergraduate senior thesis projects, MPH
87 Applied Practice Experience and Integrative Learning Experience capstone committees and
88 being the primary research advisor for doctoral students. MPH and PhD committee membership
89 may be considered teaching should the faculty member demonstrate evidence of a significant
90 teaching role while acting in this capacity.
91

92 Per the CBA, each faculty member must have at least one course evaluated each semester he/she
93 teaches, and must make all completed course evaluation forms available to the student evaluation
94 committee (CBA 10.230). The SPCHS unit acknowledges that both student and peer evaluations
95 of teaching can be complex, and multiple factors may influence these evaluations, including
96 course difficulty, course format (in-person, online, hybrid), and other factors. When submitting
97 either student or peer evaluations of teaching quality for review by the student evaluation
98 committee or as part of the IPR, faculty members may provide a written statement outlining
99 contextual factors that may have influenced the external review of teaching quality. In addition,
100 in its review, the FEC should be aware of implicit or explicit bias, toward women and scholars of
101 color for example, in evaluations of teaching.

102
103 In tenure, promotion, merit and reappointment considerations, evidence of teaching effectiveness
104 could include, but is not limited to, documentation of the following:

- 105
- 106 • Syllabi and course materials related to the development and offering of new and existing
107 courses;
- 108 • Materials demonstrating the use of innovative approaches such as distance learning, active
109 learning, and service learning in new and existing courses;
- 110 • Evidence of knowledge, skills, or expertise gained by students in didactic courses or
111 experiential learning activities;
- 112 • Engaging in professional development related to improvement of teaching skills and
113 incorporation of innovative approaches;
- 114 • Evidence of a significant teaching role on MPH capstone and doctoral committees, such as
115 examples of final products;
- 116 • Milestone achievement in the case of doctoral students for whom the faculty member is the
117 primary research advisor;
- 118 • Faculty member demonstrates that he/she has broadened students' understanding of the
119 importance of community and stakeholder engagement;
- 120 • Formal student evaluations, based on the criteria listed in the appropriate SPCHS evaluation
121 form or comments provided. The faculty member being reviewed will provide his/her
122 student evaluations for consideration by the Student Evaluation Committee (SEC), which is
123 appointed by the SPCHS Chair. The SEC will have access to all student evaluations in the
124 unit for the evaluation period. Faculty may also submit mid-course evaluations;
- 125 • In order for all members of the faculty and Faculty Evaluation Committee (FEC) to be better
126 informed about the character and quality of their colleagues' teaching and in order to
127 encourage the exchange of ideas which would improve teaching quality within the SPCHS,
128 all faculty members may request a visitation and a formal written evaluation of their own
129 classrooms by another faculty member. Individual faculty members shall arrange these
130 optional classroom visitations, either virtually for online classes or in-person for on-campus
131 classes. The faculty member conducting the review will complete the SPCHS Rubric for
132 Teaching Observation and share it with the faculty member being observed.

133
134 **Evaluation of Teaching -**

135 The FEC expects evidence to support a **normal** standard of performance could include, but is not
136 limited to, the following examples:

137

- 138 • Obtaining fair to good student evaluations of teaching performance;
139 • Obtaining a fair to good evaluation of teaching performance from another faculty member
140 using the SPCHS Rubric for Teaching Observation;
141 • Serving as the primary academic advisor or in a significant teaching capacity on one or more
142 undergraduate thesis projects, MPH capstone, and/or doctoral committees per academic year
143 (AY).
144

145 Performance in teaching will be deemed to be of an **above normal** standard where the faculty
146 member's performance significantly exceeds the requirements for a normal performance
147 standard. The FEC expects that evidence to support an above normal standard of performance
148 could include, but is not limited to, the following examples:
149

- 150 • Obtaining good to very good student evaluations of teaching performance;
151 • Obtaining a good to very good evaluation of teaching performance from another faculty
152 member using the SPCHS Rubric for Teaching Observation;
153 • Improving an existing class through incorporation of additional relevant material, new
154 projects, assignments and field-trips, and/or new, innovative and effective instructional
155 techniques;
156 • Developing and offering new courses, or engagement with relevant stakeholders to maximize
157 course value as part of a course development process;
158 • Attending workshops or trainings on instructional techniques or technologies;
159 • Serving as the primary academic advisor or in a significant teaching capacity on more than
160 three undergraduate, MPH capstone and/or doctoral committees per AY.
161

162 Performance in teaching may be deemed to be **outstanding** where the faculty member's
163 performance is at an unusual and exceptional level. The FEC expects that evidence to support
164 an outstanding level of performance could include, but is not limited to, the following examples:
165

- 166 • Obtaining very good to excellent student evaluations of teaching performance;
167 • Obtaining a very good to excellent evaluation of teaching performance from another faculty
168 member using the SPCHS Rubric for Teaching Observation;
169 • Receipt of internal or external teaching awards by local, national or international level;
170 • Receipt of internal or external student mentoring awards at the local, national, or
171 international level;
172 • Serving as the primary academic advisor or in a significant teaching capacity on more than
173 six undergraduate thesis projects and/or MPH capstone and/or doctoral committees per AY.
174

175 Performance in teaching will be deemed to be of a **less-than-normal** standard if the faculty
176 member failed to meet the requirements of a normal standard of performance. However,
177 extenuating personal circumstances (as defined by the Family Medical Leave Act, Faculty
178 Modified Duty, and including bereavement, etc.) will be taken into consideration before
179 assigning a below normal performance evaluation.
180

181 **Research and Scholarly Activity** - Each faculty member is expected to make continuous effort
182 toward development of knowledge in their area of specialization. Faculty members are
183 encouraged to identify and communicate their intermediate-to-long term research goals and their

184 trajectory toward these goals in their Individual Performance Record (IPR). Value is placed on
185 research and scholarly activity with societal and public health benefits. The efforts of the faculty
186 member should include some tangible results in a form accessible for departmental review. Any
187 research or creative work which is related to the field of public health in the broadest sense can
188 be used to demonstrate research and scholarly activity. Interdisciplinary work bridging public
189 health and other academic fields is encouraged.

190

191 In tenure, promotion, merit and reappointment considerations, evidence of research and scholarly
192 activity could include, but is not limited to, documentation of the following examples:

193

- 194 • Publication of scholarship in the form of articles or reviews in peer-reviewed scientific or
195 professional journals;
- 196 • Publication of books or monographs, edited books or monographs, chapters in books or
197 monographs, or book reviews;
- 198 • Development, submission or funding of grant or contract proposals for original research, for
199 improvement of teaching, or for developing or implementing innovative public health
200 programs;
- 201 • Presentation of scholarly papers, posters, and/or abstracts at professional conferences or
202 meetings following a peer-reviewed abstract selection process;
- 203 • Receipt of awards, honors, or fellowships for research or scholarly activity;
- 204 • Active participation in, presentation at, or organization of professional symposia, colloquia,
205 meetings and conferences;
- 206 • Professional scholarship demonstrated by consulting on research grants or for agencies and
207 organizations;
- 208 • Participation on grant or contract activity;
- 209 • Meaningful inclusion of undergraduate or graduate students in research and scholarly
210 activity, such as student co-authorship of abstracts, presentations, or publications;
- 211 • Publication of op-ed articles in public health, medicine or statistics;
- 212 • Submission of publications or technical reports for peer review;
- 213 • Collaboration with local, state, national, or international entities on public health research,
214 programs, policy evaluation, or other scholarly activity resulting in tangible products such as
215 presentations, publications, or technical reports;
- 216 • Evidence of conducting successful organizational or community-based research, program
217 evaluations, policy analyses, or other public health activities.

218

219 Each faculty member's level of pursuit of research support is considered in evaluation of
220 research and scholarly activity performance. It is up to each faculty member to provide
221 appropriate documentation of their research and scholarly activities, including a descriptive
222 listing of key activities and examples of work products for particularly significant achievements.

223

224 **Evaluation of Research and Scholarly Activity**

225 Performance and continued development in research and scholarly activity are central to the
226 overall mission and vision of SPCHS. All tenured and tenure-track faculty members are
227 expected to conduct research and scholarly activities, and the FEC will place high value on
228 successful receipt of external research funding, funded research with indirect cost recovery,
229 evidence of securing research funding to support the faculty member's salary, student, staff, or

230 collaborators, and serving as lead, co-Investigator, or in another senior role on grants. In
231 addition, all tenured and tenure-track faculty members are expected to actively disseminate
232 research and scholarly activity findings with stakeholders through presentations, publications,
233 and other activities. For publications, higher value is placed on first- or senior-authored
234 publications, publications in high impact or high ranking journals (evidence such as impact
235 factor or journal ranking should be provided by the faculty member in their IPR), and
236 publications with significant student involvement leading to student co-authorship or first
237 authorship. In their evaluation of a faculty member's publication record, the FEC should
238 consider that community engaged research, research with tribal or indigenous populations,
239 international research and research in other settings may require a longer time to journal
240 submission. In their IPR, faculty members may include manuscripts or other research and
241 scholarly works that are in review with an official body (e.g. journal, tribal council) and may
242 provide the FEC with additional context as to unique challenges with the setting in which this
243 work is being conducted. Faculty members should note the status of the in-review work in their
244 IPR submission (e.g., under tribal council review, in review at a journal).

245
246 In their evaluations, the FEC will consider the faculty member's research trajectory. In general,
247 senior faculty are expected to have more robust and developed research programs as compared to
248 junior faculty members. However, junior faculty members should demonstrate appropriate steps
249 toward developing their research and scholarly activities, such as securing research funding,
250 identifying appropriate mentorship, and participating in professional development activities to
251 support their growth as a researcher.

252
253 In their evaluations, the FEC will consider the faculty member's performance relative to the
254 faculty member's appointment level devoted to research and scholarship. The FEC expects that
255 evidence to support a **normal** standard of performance could include, but is not limited to, the
256 following examples:

- 257
258 • Dissemination of research and scholarly information to the scientific, medical, or public
259 health communities in written or oral formats;
260 • Submission of grants, contract applications, etc. for research support;

261
262 Performance in research and scholarly activity will be deemed to be of an **above normal**
263 standard when the faculty member's performance significantly exceeds the requirements for a
264 normal performance standard. Generally the FEC expects evidence to support an above normal
265 standard of performance could include, but is not limited to, the following examples:

- 266
267 • Multiple submissions and publications of research findings to peer-reviewed journals or at
268 least 1 publication in a top-tiered journal for the discipline, as measured by the journal's
269 impact factor or ranking for the discipline and as communicated by the faculty member under
270 review;
271 • Receipt of external research support;
272 • Research products developed from the mentoring of undergraduate and graduate students in
273 research and scholarly activities, such as abstracts presented at conferences.

274

275 Performance in research and scholarly activity may be deemed to be **outstanding** where the
276 faculty member’s performance is at an unusual and exceptional level. Evidence to support an
277 outstanding level of performance could include, but is not limited to, the following examples:
278

- 279 • Multiple publications in peer-reviewed journals during the evaluation period, including
280 publications in a top-tiered journal for the discipline;
- 281 • Successful pursuit of external research support resulting in support for students, staff
282 members or collaborators;
- 283 • Research products developed from the mentoring of undergraduate and graduate students in
284 research and scholarly activities, such as publications, or student research awards and honors;
- 285 • Evidence that the faculty’s research and scholarly activity is making a difference in
286 communities outside the university. For example, impact could be demonstrated through
287 addressing relevant social problems or issues, facilitating organizational development,
288 improving existing practices or programs and/or enriching the cultural life and health of the
289 community.

290
291 Performance in research and scholarly activity will be deemed to be of a **less-than-normal**
292 standard if the faculty member failed to meet the requirements of a normal standard of
293 performance. However, extenuating personal circumstances (as defined by the Family Medical
294 Leave Act, Faculty Modified Duty, and including bereavement, etc.) will be taken into
295 consideration before assigning a less-than- normal performance evaluation (CBA 11.220).
296

297 **Service** – All tenurable and tenured faculty members have the obligation and responsibility to
298 engage in meaningful professional service. In carrying out the School’s mission, faculty
299 members are expected to engage in service activities related to the 1) School, 2) College, 3)
300 University, 4) community, or 5) professional organizations. Examples of service activities could
301 include, but are not limited to, the following examples:
302

- 303 1) School. Service entails assuming a fair and equitable quantity of the responsibilities
304 necessary to the School’s satisfactory functioning, including active participation in the
305 everyday operation and decision making of the School. Such service activities could include,
306 but are not limited to:
 - 307 • Serving on SPCHS Committees (including standing and ad hoc). Examples of SPCHS
308 Committees include, but are not limited to, the following: Curriculum, Admissions, FEC,
309 CEPH accreditation, Marketing, and Coordinators of Programs (PhD, Master, and
310 Undergraduate);
 - 311 • Participating in full faculty meetings and assigned committee meetings and completing
312 assigned tasks identified during faculty meetings;
 - 313 • Conducting student advising;
 - 314 • Participating in student recruitment or retention activities, such as visiting a high school
315 science class, working at the State Science Fair, promoting our graduate programs at
316 professional conferences, or meeting in person or by phone with prospective students.

317
318 Other School service activities could include, but are not limited to:

- 319 • Participation in program assessment / evaluation or accreditation self-study activities and
320 preparing required documentation;

- 321 • Development and maintenance of supportive relationships with agencies, organizations, or
 322 persons whose cooperation is important to the School, including fundraising;
 323 • Serving as a faculty mentor to undergraduate students.
 324
- 325 2) College. Tenurable / tenured faculty members are encouraged to engage in activities /
 326 Committees at the College level, which could include, but are not limited to:
 327 • College committees related to diversity and cultural competence, curriculum and
 328 interprofessional education, research and creative scholarship, student affairs,
 329 communications, or other college-wide initiatives;
 330 • Faculty advising to student groups and organizations;
 331 • Serving on graduate student committees in a non-teaching role.
 332
- 333 3) University. Tenurable/tenured faculty members are encouraged to engage in activities /
 334 Committees at the University level to promote the well-being of students and colleagues.
 335 Examples of service to the University could include, but are not limited to:
 336 • Serving on University committees such as Faculty Senate, Graduate Council, etc.;
 337 • Participation in graduate student committees in other departments;
 338 • Participation and/or judging in other campus-wide undergraduate or graduate research
 339 symposia (e.g., GradCon, UM Conference on Undergraduate Research).
 340
- 341 4) Community. Tenurable/tenured faculty members are encouraged to engage in activities /
 342 Committees at the community level that promote the well-being of the public at large.
 343 Community can be defined as local, state, national and/or international. Examples of service
 344 to the community could include, but are not limited to:
 345 • Outreach to local schools (K-12);
 346 • Outreach to community based programs;
 347 • Lectures, presentations, or trainings to off-campus organizations;
 348 • Health related presentations to community, health care providers, and continuing education
 349 programs;
 350 • Memberships on boards or committees in the community;
 351 • Tribal community service, including Tribal Institutional Review Board service;
 352 • Other extramural review board service;
 353 • Participation in community outreach or fund raising ventures;
 354 • Participation and/or judging in the State Science Fair.
 355
- 356 5) Professional Organizations. Tenurable/tenured faculty members are encouraged to engage in
 357 activities / service that support professional organizations and the scientific community.
 358 Examples of service to professional organizations could include, but are not limited to:
 359 • Active member participation in local, state, national, or international professional
 360 organizations;
 361 • Election or appointment or board membership in local, state, national, or international
 362 professional organizations;
 363 • Leadership role in organization of professional conferences;
 364 • Professional consultation or training service to boards, state agencies, or community
 365 organizations;

- 366 • Provision of expert testimony or consultation services;
- 367 • Review of tenure and promotion dossiers;
- 368 • Providing peer review or serving in an editorial role for an academic journal.

369
370 Distinction shall not be made between compensated and uncompensated service, except that
371 compensated service must be performed in compliance with established University policies.
372 Service activities cannot substitute for teaching and/or scholarly activities in meeting the
373 minimum requirement for promotion or tenure. However, they may be considered in evaluating
374 a faculty member's overall suitability for promotion and tenure. The degree and type of service
375 expectations for probationary (i.e. pre-tenured) faculty members will be less demanding than for
376 tenured faculty members. There is no service expectation for non-tenurable appointments (such
377 as Research or Teaching faculty). It is up to each faculty member to provide appropriate
378 documentation of such activity, which may be no more than a descriptive listing of positions held
379 and key activities, but may well include peer evaluations and work products for particularly
380 significant achievements.

381 382 **Evaluation of Service**

383 In their evaluations, the FEC will consider the faculty member's performance relative to the
384 faculty member's appointment level devoted to service. To meet the requirements of a **normal**
385 standard, all tenure-track faculty members are encouraged to serve on at least one SPCHS
386 Committee per year. Further evidence to support a normal standard of performance could
387 include, but is not limited to, the following examples:

- 388
- 389 • Participation in SPCHS, College, or University committees;
- 390 • Evidence of service to the community or professional organizations;
- 391 • Serving as a mentor/advisor to undergraduate students or serving on graduate student
392 committees (e.g., Applied Practice Experience, Integrated Learning Experience, and doctoral
393 committees) in a supportive role (i.e. not as the primary advisor or with a significant teaching
394 role).

395
396 Performance in service will be deemed to be of an **above normal** standard where the faculty
397 member's performance significantly exceeds the requirements for a normal performance
398 standard. Generally the FEC expects that evidence to support an above normal standard of
399 performance could include, but is not limited to, the following examples:

- 400
- 401 • Assuming leadership responsibilities within the School, College, or University, such as
402 serving as chair of a School, College, or University committee or significantly advancing the
403 work of the committee, as supported by evidence provided by the faculty member;
- 404 • Significant participation in professional societies:
 - 405 ○ Member of a committee or task force;
 - 406 ○ Position as an administrator or officer;
- 407 • Participation in the organization of conferences, symposia, or lecture series;
- 408 • Reviewing multiple journal submissions, grant proposals, books;
- 409 • Receipt of awards and honors or other special recognition for service activity, including
410 recognition for tribal, indigenous and internal community service in public health;

411

412 Performance in service may be deemed to be **outstanding** where the faculty member's
413 performance is at an unusual and exceptional level. While determination of an outstanding
414 standard of performance is made on a case-by-case basis by the FEC, generally the FEC expects
415 evidence to support an outstanding level of performance could include, but is not limited to, the
416 following examples:

- 417 • Leadership role or elected member in University governance (e.g., Chair Faculty Senate,
418 Chair of initiatives or task force, Chairing a university committee);
- 419 • High level of participation in community-oriented activities or professional based citizen
420 service, such as serving on boards, commissions, either within or outside area of specialized
421 professional service;
- 422 • Serving as a journal editor, associate editor, or on editorial board;
- 423 • Serving on Institutional Review Boards, including Tribal Institutional Review Boards.

424
425 Performance in service will be deemed to be of a **less-than-normal** standard if the faculty
426 member failed to meet the requirements of a normal standard of performance. However,
427 extenuating personal circumstances (as defined by the Family Medical Leave Act, Faculty
428 Modified Duty, and including bereavement, etc.) will be taken into consideration before
429 assigning a below normal performance evaluation (CBA 11.220).

430 431 **II. PROMOTION REQUIREMENTS** [CBA 9.220; 9.240; 10.110] 432

433 The following University requirements must be met regarding promotion. The standards below
434 are to be applied to the time period since attaining the faculty member's current rank or the most
435 recent 7 years. In their evaluations, the FEC will consider the faculty member's performance
436 relative to the faculty member's appointment level devoted to teaching, research and scholarship,
437 and service.

438 439 **To Assistant Professor:**

440 Requires possession of a Ph.D. or relevant terminal degree in an appropriate area of
441 specialization, and recognition by the SPCHS faculty that the individual is capable of effective
442 teaching, scholarly productivity, and development in their area of specialization.

443 444 **To Associate Professor:**

445 Requires four (4) or more years of full-time service in rank as Assistant Professor prior to the
446 date of promotion (application may be made during the fourth year in rank; exceptions may be
447 negotiated at the time of hire for faculty members who have prior service at other institutions),
448 and possession of the Ph.D. or relevant terminal degree. The quality of service in rank as
449 Assistant Professor shall be such that there is a clear demonstration of professional growth and
450 an increasingly valuable contribution to the University. Faculty must demonstrate research
451 productivity and external reputation at levels required to achieve tenure. Completing the
452 required number of years in rank shall not by itself be grounds for promotion. Faculty members
453 must demonstrate:

- 454
455 • Competence in teaching/advising, research/scholarship, and service as evidenced by ratings
456 of at least normal performance for all years, or evidence of professional development and

- 457 growth immediately following any year(s) a faculty member received a less-than-normal
458 performance review in teaching, research, or service.
- 459 • Increasing research and scholarly achievement as evidenced by meeting the normal
460 expectations of, on average, at least one scholarly publication per year, active pursuit of grant
461 support, and productive mentoring and training of students.
 - 462 • Professional growth and an increasingly valuable contribution at the campus, local, state,
463 regional, and/or national level through teaching, research, and service activity.

464
465 **To Professor:** Requires five (5) or more years in rank as Associate Professor prior to the date of
466 promotion (application may be made during the fifth year). The quality of service in rank as
467 Associate Professor shall be such that there is a clear demonstration of professional growth and
468 an increasingly valuable contribution to the University and the broader community. Note that
469 consistent, normal performance during the evaluation period in teaching, research, and service is
470 insufficient for promotion to full Professor, and no faculty member may be promoted to full
471 Professor on the basis of teaching and service alone. Faculty members must demonstrate:

- 472
473 • Progressively valuable contributions as evidenced by the applicant's IPRs that demonstrate,
474 at minimum, normal performance for all years in the areas of teaching, research, and service;
475 or evidence of professional development and growth immediately following any year(s)
476 when normal expectations for performance in teaching, research, or service were not met as
477 determined by the FEC.
- 478 • Teaching excellence, as shown through consistent demonstration of teaching effectiveness, a
479 track record of continuous growth and innovation in terms of course development, delivery,
480 and/or improvement, and demonstration of ability to lead MPH capstone and doctoral
481 advisory committees.
- 482 • Excellence in research and scholarly activity, as shown through direction of an independent
483 research program with high level of productivity conducted under the highest ethical standard
484 and a consistent record of regular publications in peer-reviewed journals, the volume of
485 which should be commensurate with their research and scholarship workload. In general, a
486 minimum of one publication in a peer-reviewed journal per year, on average, is expected for
487 promotion to full Professor. Successful receipt of grant, contract, or other external support
488 for research and scholarly activity is required, as is regular, sustained scholarly activity that is
489 recognized regionally, nationally or internationally.
- 490 • Professional growth and increasingly valuable contributions in leadership to the SPCHS
491 through administrative assignments, committee chair representation and leadership in service
492 at the local, state, regional, and/or national levels. A diverse array of scholarly and
493 professional service activities is expected, with some areas of national recognition in
494 evidence.

495
496
497 **III. TENURE** [CBA 9.240; 9.300; 9.310; 9.320; 9.340; 10.110]

498
499 **Eligibility for Tenure Application** – A probationary tenurable faculty member shall be eligible
500 to make an application for tenure after the appointee has accumulated five years of approved
501 credit toward tenure. At least two of these years should have been accumulated at UM. Up to
502 three years may be credited for teaching, research and scholarly activity, and service performed

503 at another university or comparable institution in the rank of Assistant Professor (or its
504 equivalent professional rank) or higher as documented at the time of hiring, which is referred to
505 henceforth as credited prior service. In addition, the applicant must have a doctoral degree in
506 public health or related discipline or relevant terminal degree for their discipline (e.g., J.D.,
507 M.D.) approved at hiring and must have attained the minimum academic rank of Associate
508 Professor, except in unusual circumstances. The tenure application should document
509 performance for the entire probationary period, which includes any credited prior service (CBA
510 Section 10.220).

511
512 **Tenure Requirements** - In addition to the eligibility for tenure application, the general
513 requirements listed in Section I above, and the specific requirements for promotion to Associate
514 Professor in Section II above, the candidate for tenure must meet the following SPCHS
515 requirements in addition to demonstrating overall strength and professional growth in teaching,
516 research and scholarly activity, and service. In their evaluations, the FEC will consider the
517 faculty member's performance relative to the faculty member's appointment level devoted to
518 teaching, research and scholarship, and service. High value is placed on achievement of Above
519 Normal and Outstanding reviews during the evaluation period.

- 520 1. **Teaching** - Each faculty member must demonstrate teaching effectiveness, including
521 mentorship of graduate students.
- 522 2. **Research and Scholarly Activity** - Each faculty member must demonstrate annual
523 productivity within an independent research program conducted under the highest ethical
524 standards that includes maintaining a record of regular publication in peer-reviewed journals
525 and active participation in development of funded research. High value is placed on
526 successful receipt of external research funding, funded research with indirect cost recovery,
527 evidence of securing research funding to support student, staff, or collaborators, and serving
528 as lead Investigator, co- Investigator, or in another senior role on grants.
- 529 3. **Service** - The service component must include participation in SPCHS activities or special
530 projects; as well as participation in university, community, regional, state, national, or
531 international activities/organizations.

532
533 **Tenure Application** - The tenure application shall include at least the following:

- 534 1. A statement of teaching, research and scholarly activities, and service performed by the
535 applicant during the probationary period, which includes any credited prior service. This
536 statement shall consist of a narrative plus a curriculum vitae (CV) and supporting documents.
- 537 2. A list of the applicant's publications during the probationary period relevant to public health
538 or teaching effectiveness and innovation. Examples of 5 key publications selected by the
539 applicant should also be provided, consisting of a full electronic (pdf) copy of the
540 publication.
- 541 3. Evidence that the applicant is achieving expertise and recognition beyond UM in an
542 appropriate field of competence. Three letters shall be obtained by the SPCHS Chair from
543 external colleagues outside the University of Montana who have the appropriate disciplinary
544 expertise to evaluate the scholarship. The applicant may suggest up to 5 external reviewers
545 to the SPCHS Chair and the Chair will seek letters from at least three of these external
546 reviewers. Applicant suggestions for external reviewers and tenure documentation for these
547 reviews should be provided to the Chair by June 30th. External reviewers shall evaluate the
548 applicant's statement of teaching, research and scholarly activities, and service, CV, and at

549 least 3 of the candidate's key publications in peer-reviewed journals. The publications shall
550 be selected by the candidate and must have occurred in the candidate's probationary period,
551 which includes any credited prior service. External reviewers will be directed to comment on
552 the originality, quality, and significance of the applicant's work and contributions to the field.
553 External reviewers will have the option to request that their review is confidential. They will
554 be instructed not to comment on the question of tenure, but on whether the candidate has
555 established himself or herself as an independent scholar, has made significant contributions
556 to the field, and is appropriately active in the field.

557 4. Additional information that the applicant deems relevant to professional development,
558 competence, or performance. Documentation of activities for the entire probationary period,
559 including credited prior service, should be provided.

560
561 **Procedures for Tenure Application** – Tenure shall not be awarded in absence of application by
562 the eligible faculty and approval of tenure by the employer. Evaluation of tenure applications
563 shall be conducted according to the Unit Standards and Faculty Evaluation Procedures outlined
564 in the CBA. The FEC shall evaluate progression of probationary faculty toward the award of
565 tenure as part of the regular IPR evaluation. It is the responsibility of the eligible faculty
566 member to initiate the application for tenure within the appropriate time period.

567
568 **Failure to Attain Tenure** - Faculty in tenure track positions will have a maximum of 7 years of
569 completed credited service before they must attain tenure. This means that the tenure application
570 must be made by October 15th of the 7th credited year of service. A faculty member who has not
571 attained tenure by this time will be given notice and placed on a one-year non-renewable
572 contract. A faculty member may not serve in a probationary position beyond the 8th year of
573 credited service. Exception shall be made for new faculty being credited with six (6) or more
574 years of credited service, who shall, at his / her discretion, be entitled to up to two (2) full years
575 of service at the University of Montana before applying for tenure, and will be given notice and
576 placed on a non-renewable contract if he / she has not attained tenure within the three (3) year
577 period stipulated.

578
579

580 **IV. NON-TENURABLE FACULTY [CBA 9.100; 9.110]**

581

582 **Appointment and Termination** - Non-tenurable faculty include Specialized and / or Special
583 Purpose Appointments for Instruction (Lecturers and Adjunct Teaching Faculty), Visiting
584 Faculty, Research Faculty, Faculty Affiliates, International Visiting Scholars, and Clinical
585 Faculty.

586

587 **Lecturers and Adjunct Teaching Faculty** - Will have little or no research responsibility and
588 will be evaluated on the quality of their teaching under the terms of their contract and as defined
589 in Section I. Lecturers may receive outstanding performance awards and recognition as a
590 Distinguished Lecturer. Lecturers and Adjunct Teaching Faculty are eligible for salary increases
591 and promotion, but not for tenure, and their continued appointment is contingent on the
592 instructional needs of the SPCHS.

593

594 **Research Faculty** - Will have little teaching responsibility and will be evaluated on the quality
595 and quantity of research and scholarly activity achievement and productivity as defined in
596 Section I. Research Faculty members are eligible for salary increases, promotion, and
597 outstanding performance awards, but not for tenure, and their continued appointment is
598 contingent upon sufficient grant, contract, and other extramural funding. Upon approval by the
599 Chair, research faculty may direct or advise graduate student research.

600

601 **Other Non-tenurable Faculty (clinical faculty at any rank or visiting faculty at any rank) -**
602 Will be evaluated on the basis of their assigned duties.

603

604

605 **V. SALARY DETERMINATIONS [CBA 9.220; 10.110; 13.000]**

606

607 Basic evidence for salary determinations shall include a detailed IPR; evidence for merit shall
608 also include supporting evidence as outlined in Section I. The following SPCHS requirements
609 must be met to qualify for the respective types of salary determination.

610

611 **Merit** - Merit considerations will be based upon above normal performance in at least two of the
612 three areas of teaching, research and scholarly activity, and service and normal performance in
613 one area; or normal performance in at least two areas and outstanding performance in at least one
614 of these areas.

615

616 **Normal Increment** - The performance of most faculty members will be evaluated as normal.
617 They will be expected to perform their duties in a consistently effective manner.

618

619 **Less than Normal** - Within the constraints imposed by the CBA, the absence of any
620 performance or poor performance of assigned responsibilities within the scope of employment
621 may form the basis for a recommendation of a less-than-normal increment. Such a
622 recommendation must be accompanied by written justification. Failure to submit an IPR for
623 evaluation by a faculty member, when required (see CBA 10.210, 10.220), is grounds for a less-
624 than-normal increment.

625

626 **Non-Renewal of Contract** - Employment may be discontinued in the event the employer elects
627 not to renew a probationary appointment for an additional term consistent with the provisions of
628 this agreement and the CBA.

629

630 **Probationary Appointments** - A probationary appointee has the right to serve the specified
631 term of the appointment and can be discharged only in accordance with the defined CBA
632 procedures found in CBA 9.230.

633

634

635 **VI. PROCEDURES FOR FACULTY EVALUATION [CBA 10.100; 10.220; 10.230; 10.240;** 636 **10.250 10.310; 16.220]**

637

638 Evaluations of faculty members for purposes of promotion, tenure, salary determination, or
639 recommendation for retention shall involve consideration of appropriate University requirements

640 as well as Unit Standards of the SPCHS. These Unit Standards are intended to be
641 complementary to and consistent with the current CBA. In the event of omissions or
642 inconsistencies, the terms of the CBA shall be applicable and take precedence. Faculty members
643 should consult the CBA for procedures relative to the evaluation process beyond the FEC and to
644 determine procedural requirements for appeals. The following items or situations shall remain
645 consistent with the current CBA:

- 646 • Restraints on Evaluation and Repeal
- 647 • Conflicts of Interest
- 648 • Appropriate Remedial Action

649
650 **Distribution of Evaluation Standards** - Any evaluation of faculty members for purposes of
651 promotion, tenure, salary determination, or recommendation for retention shall involve
652 consideration of appropriate University Standards as well as Unit Standards of the respective
653 academic units. Distribution of approved University Standards and Unit Standards to
654 appropriate faculty prior to initiating the evaluation process will be done by the appropriate Dean
655 or the Dean's designee.

656
657 **Evaluation Schedule for Faculty** - Faculty are evaluated on the schedule provided in the CBA.
658 As described below, the faculty evaluation schedule timeline is as follows:

- 659 • By June 30: Faculty applying for tenure will work with the Chair to create a list of up to 5
660 external reviewers. The applicant will also provide a summary of teaching, research and
661 scholarly activities, and service as well as a CV. The Chair initiates the process of obtaining
662 letters from at least 3 of these reviewers.
- 663 • By September 15: Student Evaluation Committee (SEC) is formed
- 664 • By October 1: Faculty Evaluation Committee (FEC) is formed
- 665 • By October 5: SEC Recommendation is provided to applicants
- 666 • By October 15: External reviews (if applicable) and the Individual Performance Record
667 (IPR) are due to FEC
- 668 • By November 5: FEC review of IPRs is provided to applicants
- 669 • By November 15: FEC forwards the evaluation record to the Chair
- 670 • By December 5: Written evaluation from Chair given to faculty member
- 671 • By December 15: Faculty evaluation record provided to Dean

672
673 **Individual Performance Record (IPR) Reporting** - It is the responsibility of all faculty
674 members to maintain a record of individual accomplishments in the areas of teaching, research
675 and scholarly activity, and service. Each faculty member shall submit written documentation of
676 performance (the IPR) to the FEC by October 15th or as stated in the current CBA. Exceptions to
677 this requirement are limited to those members of the bargaining unit who are in their first year of
678 service at the University of Montana, who are on a terminal year contract, or on sabbatical or
679 leave of absence. These individuals are not required to prepare nor submit an IPR. The
680 performance period shall consist of one or more academic year(s) of record each running from
681 the first day of the academic year and including Fall Semester, Spring Semester and applicable
682 winter and summer term(s). The performance periods to be included when documenting
683 performance for the respective types of advancement are described in CBA 10.220.

684

685 **Conflicts of Interest** – See CBA 10.310 regarding conflicts of interest with respect to evaluation
686 of faculty.

687
688 **Student Evaluation Committee (SEC)** – The SEC shall consist of at least three but not more
689 than seven SPCHS students, appointed by the SPCHS Chair in consultation with SPCHS faculty
690 by September 15th. Each faculty member must have at least one course evaluated each semester
691 he / she teaches, and faculty members are encouraged to have all their courses evaluated. The
692 results of all courses evaluated will be provided to the SEC. The committee shall prepare a
693 written evaluation of the teaching and advising of each faculty member whose performance is
694 reviewed by October 5th. Each written evaluation shall be signed by the SEC chairperson and the
695 faculty member being evaluated by October 15th. A faculty member being reviewed may append
696 a response to the SEC report. While SEC recommendations are highly valued, consistent with
697 CBA 10.235, the absence of SEC participation shall not be regarded as a defect in the evaluation
698 process in the event the SEC has not exercised its role in the process within the specified
699 deadlines.

700
701 **Faculty Evaluation Committee (FEC)** - The FEC shall consist of three or more members,
702 elected by members of the SPCHS unit before October 1st in consultation with the SPCHS Chair,
703 who are tenured or tenurable in SPCHS. Faculty members being evaluated for promotion,
704 tenure, or merit can serve on the FEC; however, they must recuse themselves from evaluations of
705 other faculty members also applying for the same level of advancement, including merit awards.
706 Only if needed to achieve three voting members for each application, tenured or tenurable
707 faculty from other units at the University of Montana may be elected by the faculty to serve on
708 the FEC. Such individuals will have been a University of Montana faculty member for no less
709 than three years. It is the responsibility of the SPCHS Chair to ensure that a chairperson of the
710 FEC is elected. The elected FEC Chair shall appoint one student observer with all rights, save
711 voting, and shall initiate the call for IPRs from the unit faculty, but will not be responsible for
712 collecting IPRs after the due date.

713
714 The FEC will use the SPCHS Unit Standards to evaluate the performance of each faculty
715 member under review, and make a written recommendation with justification signed by the FEC
716 Chair. Where appropriate, the review will specifically address: (1) retention, (2) salary
717 increment, (3) promotion, and (4) tenure. The FEC summary will be provided to the faculty
718 member under review by November 5th. Within ten (10) days of receipt of the recommendation
719 from the FEC, the faculty member may submit a written appeal to the FEC regarding any aspect
720 of the FEC's recommendation or process. The appeal must state any matters which the FEC is
721 requested to consider as well as the remedial action desired. All documentation related to each
722 faculty member's evaluation shall be in compliance with the current unit standards and shall be
723 available for the faculty member's review. The faculty member shall have the right to appeal any
724 of the documentary evidence. The appeal may present for consideration appropriate
725 documentation that the faculty member omitted from his / her IPR. Within ten (10) days of
726 receipt of the appeal, the FEC shall either grant or deny the requested remedial action and shall
727 so notify the faculty member and make the decision a part of the record. The FEC
728 recommendation shall be forwarded to the SPCHS Chair by November 15th.

729
730 **SPCHS Chair Recommendation to the CHPBS Dean** – Based on the SPCHS Unit Standards
731 and evidence described in CBA 10.250, the SPCHS Chair will prepare a written evaluation of the
732 faculty member, which shall be provided to the faculty member by December 5th. The SPCHS
733 Chair shall discuss the FEC report and his or her recommendations with the faculty member
734 prior to forwarding it to the Dean of the CHPBS. The faculty member may respond in writing.
735 The SPCHS Chair will forward the complete record to the CHPBS Dean by December 15th.

736
737 **Evaluation of the Administrative Performance of the SPCHS Chair** – As described in CBA
738 16.240, the evaluation of the SPCHS Chair as a faculty member will occur in accordance with
739 Section 10.000. The procedure for further recommendations and appeal will be the same as that
740 prescribed for other faculty. The administrative performance of departmental chairpersons is
741 subject to review at any time by the CHPBS Dean. The results of any such evaluation of the
742 administrative role of each chairperson will be included in the next normal faculty evaluation
743 according to the procedures of Section 10.000. The evaluation will focus on the chairperson’s
744 leadership in meeting the goals of the unit and fulfilling the duties outlined in the CBA Section
745 16.220.

746
747
748 **VII. PREPARATION, APPROVAL, AND REVISION OF UNIT STANDARDS** [CBA
749 10.120; 10.130]

750 Preparation, approval, and revision of unit standards shall be consistent with the current CBA.
751 Preparation of the unit standards shall be a project of the SPCHS faculty. Unit standards within
752 the SPCHS and proposed revisions shall be subject to approval by the SPCHS faculty, the
753 SPCHS Chair, the Dean of CHPBS, the University Standards Committee, and the Academic
754 Vice President. Failure to agree on unit standards issues will result in arbitration by an ad hoc
755 committee as defined in the current CBA (10.130).

756
757 The Faculty Senate shall appoint a University Standards Committee consisting of bargaining unit
758 members that are proportionately representative of the professional schools in the unit and the
759 College. The chairperson of the committee shall be elected from among the membership.

760
761 The Standards Committee shall have the responsibility of reviewing the unit standards on a five-
762 year cycle, taking a fifth of the unit standards each year. Recommendations for change of the
763 unit standards may be submitted to the Standards Committee by the unit faculty, the SPCHS
764 Chair, the CHPBS Dean, or the Provost. The unit faculty, SPCHS Chair, the University
765 Standards Committee, the CHPBS Dean, and Provost must approve any proposed change. Any
766 changes in unit standards resulting from this process shall not take effect until twelve (12)
767 months after the decision, unless agreed otherwise by the unit faculty, the CHPBS Dean, and the
768 Provost.

769
770
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