UNIT STANDARDS REVIEW
SIGNATURE FORM

Department of: School of Public and Community Health Science
Year: 2019

1) Department Chair:

Signature: [Signature]
Date: 9/12/19

2) Dean:

Signature: [Signature]
Date: 9/12/19

3) Chair, UM Unit Standards Committee:

Signature: [Signature]
Date: 10/5/20

4) Provost and Vice President for Academic Affairs:

Signature: [Signature]
Date: 10/5/2020
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.
3. Service: The SPCHS will provide service to help meet the public health needs of Montana, the intermountain west and areas beyond through consultation, collaboration, and continuing education.

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

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

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

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

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

Teaching - Effectiveness in teaching is critical to the mission of the SPCHS. Teaching involves instructing, either alone or as part of a collaborative team, of in-person, hybrid, or online didactic courses, and the supervision of independent study courses. Since training students in public health practice and/or research methods is a key metric of the success of SPCHS programs, teaching also includes being the academic advisor on undergraduate senior thesis projects, MPH Applied Practice Experience and Integrative Learning Experience capstone committees and being the primary research advisor for doctoral students. MPH and PhD committee membership may be considered teaching should the faculty member demonstrate evidence of a significant teaching role while acting in this capacity.
Per the CBA, each faculty member must have at least one course evaluated each semester he/she teaches, and must make all completed course evaluation forms available to the student evaluation committee (CBA 10.230). The SPCHS unit acknowledges that both student and peer evaluations of teaching can be complex, and multiple factors may influence these evaluations, including course difficulty, course format (in-person, online, hybrid), and other factors. When submitting either student or peer evaluations of teaching quality for review by the student evaluation committee or as part of the IPR, faculty members may provide a written statement outlining contextual factors that may have influenced the external review of teaching quality. In addition, in its review, the FEC should be aware of implicit or explicit bias, toward women and scholars of color for example, in evaluations of teaching.

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

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

**Evaluation of Teaching** -

The FEC expects evidence to support a normal standard of performance could include, but is not limited to, the following examples:
• Obtaining fair to good student evaluations of teaching performance;
• Obtaining a fair to good evaluation of teaching performance from another faculty member using the SPCHS Rubric for Teaching Observation;
• Serving as the primary academic advisor or in a significant teaching capacity on one or more undergraduate thesis projects, MPH capstone, and/or doctoral committees per academic year (AY).

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

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

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

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

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

**Research and Scholarly Activity** - Each faculty member is expected to make continuous effort toward development of knowledge in their area of specialization. Faculty members are encouraged to identify and communicate their intermediate-to-long term research goals and their
trajectory toward these goals in their Individual Performance Record (IPR). Value is placed on research and scholarly activity with societal and public health benefits. The efforts of the faculty member should include some tangible results in a form accessible for departmental review. Any research or creative work which is related to the field of public health in the broadest sense can be used to demonstrate research and scholarly activity. Interdisciplinary work bridging public health and other academic fields is encouraged.

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

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

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

**Evaluation of Research and Scholarly Activity**

Performance and continued development in research and scholarly activity are central to the overall mission and vision of SPCHS. All tenured and tenure-track faculty members are expected to conduct research and scholarly activities, and the FEC will place high value on successful receipt of external research funding, funded research with indirect cost recovery, evidence of securing research funding to support the faculty member’s salary, student, staff, or
collaborators, and serving as lead, co-Investigator, or in another senior role on grants. In
addition, all tenured and tenure-track faculty members are expected to actively disseminate
research and scholarly activity findings with stakeholders through presentations, publications,
and other activities. For publications, higher value is placed on first- or senior-authored
publications, publications in high impact or high ranking journals (evidence such as impact
factor or journal ranking should be provided by the faculty member in their IPR), and
publications with significant student involvement leading to student co-authorship or first
authorship. In their evaluation of a faculty member’s publication record, the FEC should
consider that community engaged research, research with tribal or indigenous populations,
international research and research in other settings may require a longer time to journal
submission. In their IPR, faculty members may include manuscripts or other research and
scholarly works that are in review with an official body (e.g. journal, tribal council) and may
provide the FEC with additional context as to unique challenges with the setting in which this
work is being conducted. Faculty members should note the status of the in-review work in their
IPR submission (e.g., under tribal council review, in review at a journal).

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

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

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

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

- Multiple submissions and publications of research findings to peer-reviewed journals or at
  least 1 publication in a top-tiered journal for the discipline, as measured by the journal’s
  impact factor or ranking for the discipline and as communicated by the faculty member under
  review;
- Receipt of external research support;
- Research products developed from the mentoring of undergraduate and graduate students in
  research and scholarly activities, such as abstracts presented at conferences.
Performance in research and scholarly activity may be deemed to be outstanding where the faculty member’s performance is at an unusual and exceptional level. Evidence to support an outstanding level of performance could include, but is not limited to, the following examples:

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

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

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

1) School. Service entails assuming a fair and equitable quantity of the responsibilities necessary to the School’s satisfactory functioning, including active participation in the everyday operation and decision making of the School. Such service activities could include, but are not limited to:

- Serving on SPCHS Committees (including standing and ad hoc). Examples of SPCHS Committees include, but are not limited to, the following: Curriculum, Admissions, FEC, CEPH accreditation, Marketing, and Coordinators of Programs (PhD, Master, and Undergraduate);
- Participating in full faculty meetings and assigned committee meetings and completing assigned tasks identified during faculty meetings;
- Conducting student advising;
- Participating in student recruitment or retention activities, such as visiting a high school science class, working at the State Science Fair, promoting our graduate programs at professional conferences, or meeting in person or by phone with prospective students.

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

- Participation in program assessment / evaluation or accreditation self-study activities and preparing required documentation;
• Development and maintenance of supportive relationships with agencies, organizations, or persons whose cooperation is important to the School, including fundraising;
• Serving as a faculty mentor to undergraduate students.

2) College. Tenurable/tenured faculty members are encouraged to engage in activities / Committees at the College level, which could include, but are not limited to:
• College committees related to diversity and cultural competence, curriculum and interprofessional education, research and creative scholarship, student affairs, communications, or other college-wide initiatives;
• Faculty advising to student groups and organizations;
• Serving on graduate student committees in a non-teaching role.

3) University. Tenurable/tenured faculty members are encouraged to engage in activities / Committees at the University level to promote the well-being of students and colleagues. Examples of service to the University could include, but are not limited to:
• Serving on University committees such as Faculty Senate, Graduate Council, etc.;
• Participation in graduate student committees in other departments;
• Participation and/or judging in other campus-wide undergraduate or graduate research symposia (e.g., GradCon, UM Conference on Undergraduate Research).

4) Community. Tenurable/tenured faculty members are encouraged to engage in activities / Committees at the community level that promote the well-being of the public at large. Community can be defined as local, state, national and/or international. Examples of service to the community could include, but are not limited to:
• Outreach to local schools (K-12);
• Outreach to community based programs;
• Lectures, presentations, or trainings to off-campus organizations;
• Health related presentations to community, health care providers, and continuing education programs;
• Memberships on boards or committees in the community;
• Tribal community service, including Tribal Institutional Review Board service;
• Other extramural review board service;
• Participation in community outreach or fund raising ventures;
• Participation and/or judging in the State Science Fair.

5) Professional Organizations. Tenurable/tenured faculty members are encouraged to engage in activities / service that support professional organizations and the scientific community. Examples of service to professional organizations could include, but are not limited to:
• Active member participation in local, state, national, or international professional organizations;
• Election or appointment or board membership in local, state, national, or international professional organizations;
• Leadership role in organization of professional conferences;
• Professional consultation or training service to boards, state agencies, or community organizations;
Provision of expert testimony or consultation services;
• Review of tenure and promotion dossiers;
• Providing peer review or serving in an editorial role for an academic journal.

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

Evaluation of Service

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

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

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

• Assuming leadership responsibilities within the School, College, or University, such as serving as chair of a School, College, or University committee or significantly advancing the work of the committee, as supported by evidence provided by the faculty member;
• Significant participation in professional societies:
  o Member of a committee or task force;
  o Position as an administrator or officer;
• Participation in the organization of conferences, symposia, or lecture series;
• Reviewing multiple journal submissions, grant proposals, books;
• Receipt of awards and honors or other special recognition for service activity, including recognition for tribal, indigenous and internal community service in public health;
Performance in service may be deemed to be **outstanding** where the faculty member’s performance is at an unusual and exceptional level. While determination of an outstanding standard of performance is made on a case-by-case basis by the FEC, generally the FEC expects evidence to support an outstanding level of performance could include, but is not limited to, the following examples:

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

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

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

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

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

**To Associate Professor:**
Requires four (4) or more years of full-time service in rank as Assistant Professor prior to the date of promotion (application may be made during the fourth year in rank; exceptions may be negotiated at the time of hire for faculty members who have prior service at other institutions), and possession of the Ph.D. or relevant terminal degree. The quality of 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. Faculty must demonstrate research productivity and external reputation at levels required to achieve tenure. Completing the required number of years in rank shall not by itself be grounds for promotion. Faculty members must demonstrate:

- Competence in teaching/advising, research/scholarship, and service as evidenced by ratings of at least normal performance for all years, or evidence of professional development and
growth immediately following any year(s) a faculty member received a less-than-normal performance review in teaching, research, or service.

- Increasing research and scholarly achievement as evidenced by meeting the normal expectations of, on average, at least one scholarly publication per year, active pursuit of grant support, and productive mentoring and training of students.

- Professional growth and an increasingly valuable contribution at the campus, local, state, regional, and/or national level through teaching, research, and service activity.

**To Professor:** Requires five (5) or more years in rank as Associate Professor prior to the date of promotion (application may be made during the fifth year). The quality of 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 and the broader community. Note that consistent, normal performance during the evaluation period in teaching, research, and service is insufficient for promotion to full Professor, and no faculty member may be promoted to full Professor on the basis of teaching and service alone. Faculty members must demonstrate:

- Progressively valuable contributions as evidenced by the applicant’s IPRs that demonstrate, at minimum, normal performance for all years in the areas of teaching, research, and service; or evidence of professional development and growth immediately following any year(s) when normal expectations for performance in teaching, research, or service were not met as determined by the FEC.

- Teaching excellence, as shown through consistent demonstration of teaching effectiveness, a track record of continuous growth and innovation in terms of course development, delivery, and/or improvement, and demonstration of ability to lead MPH capstone and doctoral advisory committees.

- Excellence in research and scholarly activity, as shown through direction of an independent research program with high level of productivity conducted under the highest ethical standard and a consistent record of regular publications in peer-reviewed journals, the volume of which should be commensurate with their research and scholarship workload. In general, a minimum of one publication in a peer-reviewed journal per year, on average, is expected for promotion to full Professor. Successful receipt of grant, contract, or other external support for research and scholarly activity is required, as is regular, sustained scholarly activity that is recognized regionally, nationally or internationally.

- Professional growth and increasingly valuable contributions in leadership to the SPCHS through administrative assignments, committee chair representation and leadership in service at the local, state, regional, and/or national levels. A diverse array of scholarly and professional service activities is expected, with some areas of national recognition in evidence.


**Eligibility for Tenure Application** – A probationary tenurable faculty member shall be eligible to make an application for tenure after the appointee has accumulated five years of approved credit toward tenure. At least two of these years should have been accumulated at UM. Up to three years may be credited for teaching, research and scholarly activity, and service performed
at another university or comparable institution in the rank of Assistant Professor (or its
equivalent professional rank) or higher as documented at the time of hiring, which is referred to
henceforth as credited prior service. In addition, the applicant must have a doctoral degree in
public health or related discipline or relevant terminal degree for their discipline (e.g., J.D.,
M.D.) approved at hiring and must have attained the minimum academic rank of Associate
Professor, except in unusual circumstances. The tenure application should document
performance for the entire probationary period, which includes any credited prior service (CBA
Section 10.220).

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

1. Teaching - Each faculty member must demonstrate teaching effectiveness, including
mentorship of graduate students.

2. Research and Scholarly Activity - Each faculty member must demonstrate annual
productivity within an independent research program conducted under the highest ethical
standards that includes maintaining a record of regular publication in peer-reviewed journals
and active participation in development of funded research. High value is placed on
successful receipt of external research funding, funded research with indirect cost recovery,
evidence of securing research funding to support student, staff, or collaborators, and serving
as lead Investigator, co-Investigator, or in another senior role on grants.

3. Service - The service component must include participation in SPCHS activities or special
projects; as well as participation in university, community, regional, state, national, or
international activities/organizations.

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

1. A statement of teaching, research and scholarly activities, and service performed by the
applicant during the probationary period, which includes any credited prior service. This
statement shall consist of a narrative plus a curriculum vitae (CV) and supporting documents.

2. A list of the applicant’s publications during the probationary period relevant to public health
or teaching effectiveness and innovation. Examples of 5 key publications selected by the
applicant should also be provided, consisting of a full electronic (pdf) copy of the
publication.

3. Evidence that the applicant is achieving expertise and recognition beyond UM in an
appropriate field of competence. Three letters shall be obtained by the SPCHS Chair from
external colleagues outside the University of Montana who have the appropriate disciplinary
expertise to evaluate the scholarship. The applicant may suggest up to 5 external reviewers
to the SPCHS Chair and the Chair will seek letters from at least three of these external
reviewers. Applicant suggestions for external reviewers and tenure documentation for these
reviews should be provided to the Chair by June 30th. External reviewers shall evaluate the
applicant’s statement of teaching, research and scholarly activities, and service, CV, and at
least 3 of the candidate’s key publications in peer-reviewed journals. The publications shall be selected by the candidate and must have occurred in the candidate’s probationary period, which includes any credited prior service. External reviewers will be directed to comment on the originality, quality, and significance of the applicant’s work and contributions to the field. External reviewers will have the option to request that their review is confidential. They will be instructed not to comment on the question of tenure, but on whether the candidate has established himself or herself as an independent scholar, has made significant contributions to the field, and is appropriately active in the field.

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

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

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

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

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

**Lecturers and Adjunct Teaching Faculty** - Will have little or no research responsibility and will be evaluated on the quality of their teaching under the terms of their contract and as defined in Section I. Lecturers may receive outstanding performance awards and recognition as a Distinguished Lecturer. Lecturers and Adjunct Teaching Faculty are eligible for salary increases and promotion, but not for tenure, and their continued appointment is contingent on the instructional needs of the SPCHS.
Research Faculty - Will have little teaching responsibility and will be evaluated on the quality and quantity of research and scholarly activity achievement and productivity as defined in Section I. Research Faculty members are eligible for salary increases, promotion, and outstanding performance awards, but not for tenure, and their continued appointment is contingent upon sufficient grant, contract, and other extramural funding. Upon approval by the Chair, research faculty may direct or advise graduate student research.

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

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

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

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

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

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

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

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


Evaluations of faculty members for purposes of promotion, tenure, salary determination, or recommendation for retention shall involve consideration of appropriate University requirements.
as well as Unit Standards of the SPCHS. These Unit Standards are intended to be complementary to and consistent with the current CBA. In the event of omissions or inconsistencies, the terms of the CBA shall be applicable and take precedence. Faculty members should consult the CBA for procedures relative to the evaluation process beyond the FEC and to determine procedural requirements for appeals. The following items or situations shall remain consistent with the current CBA:

- Restraints on Evaluation and Repeal
- Conflicts of Interest
- Appropriate Remedial Action

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

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

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

**Individual Performance Record (IPR) Reporting** - It is the responsibility of all faculty members to maintain a record of individual accomplishments in the areas of teaching, research and scholarly activity, and service. Each faculty member shall submit written documentation of performance (the IPR) to the FEC by October 15th or as stated in the current CBA. Exceptions to this requirement are limited to those members of the bargaining unit who are in their first year of service at the University of Montana, who are on a terminal year contract, or on sabbatical or leave of absence. These individuals are not required to prepare nor submit an IPR. The performance period shall consist of one or more academic year(s) of record each running from the first day of the academic year and including Fall Semester, Spring Semester and applicable winter and summer term(s). The performance periods to be included when documenting performance for the respective types of advancement are described in CBA 10.220.
Conflicts of Interest – See CBA 10.310 regarding conflicts of interest with respect to evaluation of faculty.

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

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

The FEC will use the SPCHS Unit Standards to evaluate the performance of each faculty member under review, and make a written recommendation with justification signed by the FEC Chair. Where appropriate, the review will specifically address: (1) retention, (2) salary increment, (3) promotion, and (4) tenure. The FEC summary will be provided to the faculty member under review by November 5th. Within ten (10) days of receipt of the recommendation from the FEC, the faculty member may submit a written appeal to the FEC regarding any aspect of the FEC’s recommendation or process. The appeal must state any matters which the FEC is requested to consider as well as the remedial action desired. All documentation related to each faculty member's evaluation shall be in compliance with the current unit standards and shall be available for the faculty member's review. The faculty member shall have the right to appeal any of the documentary evidence. The appeal may present for consideration appropriate documentation that the faculty member omitted from his/her IPR. Within ten (10) days of receipt of the appeal, the FEC shall either grant or deny the requested remedial action and shall so notify the faculty member and make the decision a part of the record. The FEC recommendation shall be forwarded to the SPCHS Chair by November 15th.
SPCHS Chair Recommendation to the CHPBS Dean – Based on the SPCHS Unit Standards and evidence described in CBA 10.250, the SPCHS Chair will prepare a written evaluation of the faculty member, which shall be provided to the faculty member by December 5th. The SPCHS Chair shall discuss the FEC report and his or her recommendations with the faculty member prior to forwarding it to the Dean of the CHPBS. The faculty member may respond in writing. The SPCHS Chair will forward the complete record to the CHPBS Dean by December 15th.

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

VII. PREPARATION, APPROVAL, AND REVISION OF UNIT STANDARDS [CBA 10.120; 10.130]

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

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

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

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