UNIT STANDARDS FOR TENURE AND PROMOTION OF FACULTY IN THE
DEPARTMENT OF BIOLOGY
THE UNIVERSITY OF MONTANA - WESTERN
APPROVED & POSTED 8.24.11
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INSTITUTIONAL REQUIREMENTS FOR TENURE AND PROMOTION

For all successful promotion and tenure applications a faculty member must:

A. Consistently meet all aspects of Academic Responsibility (CBA section 3.600) and other contract obligations.

B. Have evidence of excellence in teaching.

C. Demonstrate effective use of experiential teaching methods.

D. Show evidence of continual development of pedagogical technique and course content development.

E. Show evidence of scholarly and/or creative activities that are recognized as being of high quality by campus colleagues and by external peers in one’s field of expertise.

F. Show accomplishments in the area of professional service.

The ways that faculty may accomplish these things will be detailed in their respective Unit Standards. All credited items must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. All credited accomplishments must be documented.

As stipulated in CBA Section 9.340:
Tenure and/or promotion application portfolios shall be submitted to the Provost on or before January 15 and shall include at least the following: (1) a statement of the teaching, research and/or creative activity, and professional service performed by the applicant both on and off campus during the appropriate performance period; (2) a vita of the applicant’s publications and/or creative works; and (3) any other information the applicant deems relevant to his/her professional development, competence or performance.

At a minimum, the documentation provided in the application portfolio must include all available copies of the applicant’s student course evaluations, annual peer evaluations, and his/her annual or biannual administrative evaluations.
Institutional Terminal Degree Requirements for Tenure and Promotion

The normal terminal degree requirement is a doctorate in the discipline in which one is teaching. A terminal master’s degree may sometimes be acceptable. Sometimes an out of area doctorate is acceptable as terminal if the individual has an extensive knowledge base and experience in the discipline in which they are teaching.

MISSION STATEMENT

The mission of the Department of Biology is to provide students an outstanding and comprehensive undergraduate education in the life sciences. We strive to provide our students a fundamental understanding of the processes that govern living systems and the techniques necessary to study them. We prepare students to pursue careers in the life sciences, to understand complex biological issues and to use scientific thinking throughout their lives. Student development occurs through a rigorous course of study that emphasizes interdisciplinary, experience-based classes and research projects. Faculty accessibility to students is a priority; therefore, we endeavor to offer small classes with integrated labs and research experiences that promote student and faculty interaction. Students gain work experience through thesis research and/or internships that are supervised by faculty, and/or professional mentors. The Department serves the Campus through (1) supporting the General Education program; (2) providing the scientific content that contributes to the certification of pre-service teachers; and (3) offering Bachelor of Science degrees, which include various areas of focus or specialization.

MINIMUM REQUIREMENTS

Full time faculty members who hold a tenure track position in the Department of Biology are expected to fulfill the minimum requirements of Academic Responsibility as outlined in the Collective Bargaining Agreement Section 3.600.

DEPARTMENTAL LETTERS OF SUPPORT

All Biology faculty members applying for tenure and/or promotion must obtain two letters of support for the current promotion and/or tenure. Each letter will be written by a tenured or tenure-track member of the Biology Department, and these letters will be included in the applicant’s submitted portfolio.

UNIT STANDARDS

Members of the Department of Biology have the following standards upon which promotion, tenure, merit and other performance assessments of our faculty should be evaluated. Subheadings under each of the three major divisions (Scholarship, Teaching, and Service) list some examples of the possible areas of achievement. We use a point system in which various achievements, listed below, are assigned values of 1 or 2 points. Multiple points will be allowed for multiple achievements within the same subheading. (For example, two papers published in peer-reviewed, scientific journals would be awarded two points each, yielding 4 points total within that scholarship category.)
We wish to emphasize that, in this document, we have listed a number of examples of creditable achievements and various kinds of documentary evidence that biology candidates typically use in their application portfolios. However, in light of Section 9.430 of the Collective Bargaining Agreement, which indicates that the applicant for tenure and/or promotion may include "any other information the applicant deems relevant to his/her professional development, competence or performance", we recognize that there may be other meritorious professional activities which the applicant may deem worthy of consideration, which he/she may decide to include in the application portfolio. It is the duty of the applicant to demonstrate that all items to be credited represent significant, well-documented accomplishments that are relevant to his/her professional performance.

Appointment to the Instructor level (including adjuncts) requires a minimum of a completed Master's degree in the appropriate discipline. Initial appointment to the rank of Assistant Professor requires the completed Ph.D. in the appropriate discipline. Promotion from Assistant to Associate Professor will be based on the completion of a total of eight points (at least two points in each category, with at least two of the scholarship points coming from a peer-reviewed publication) at least 6 points of which must be earned during employment at The University of Montana -Western. Promotion from Associate to Full Professor will be based on completion of a total of eight points (at least two points in each category) that are new achievements since promotion to Associate Professor. Tenure will be based on the completion of a total of 10 points since completion of the Ph.D. (at least three points in the area of teaching and at least two points in each of the other two categories, with at least two of the scholarship points coming from a peer-reviewed publication), at least 8 points of which must be earned during employment at The University of Montana -Western.

All "points" must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution.

A. Teaching

1. Excellent teaching. Documentation may include copies of course evaluations by students; peer evaluations; administrator evaluations; student letters; teaching awards. (1 point)

2. Incorporation of experiential education into classes. Experiential education methods can be regarded as any type of authentic practices within the biological discipline that reflect various types of professional experiences within the discipline. (1 point)

3. Successful supervision of student research (completion of student projects, student publications or presentations of their research results). Documentation may include
samples of the student work; a description of the faculty member's involvement; peer or administrator critiques of the faculty member's involvement. (1 point)

4. Mentoring activities (assisting student professional presentations, assistance in students' advancement to graduate school, assistance in procurement of internships, or professional employment). Documentation may include a description of the mentoring, letters to and from graduate schools, employers and intern sites; critiques of efforts by peers and administrators; letters of appreciation from students. (1 point)

5. Development of new courses or curricula. Documentation may include course syllabi, catalog descriptions, letters of commendation from peers, the department chair, or other administrators. (1 point)

**B. Scholarship**

1. Publication in a peer-reviewed scientific or science-education professional publication (2 points), or publication in a non-peer-reviewed publication, on a subject appropriate to the professor's discipline (1 point). Documentation must include a copy of the published paper, and may include peer evaluation of the significance of the publication; and/or an indication of the selectivity of the publication.

2. Formal presentation at a scientific professional society meeting, including such things as poster presentations or chairing a technical section. Documentation may include meeting announcements, talk schedules, peer or administrator evaluation of the significance of the presentation. (1 point)

3. Success (2 points), or a significant attempt (1 point) at obtaining extramural funding to support appropriate scholarly, educational, or service activities. Documentation must include a copy of the grant proposal and written confirmation of receipt of the proposal and the decision letter, when available.

4. Substantial scientific research in progress, but not yet published or presented. Documentation may include field or laboratory records; interim progress reports; relevant communications with research colleagues/agency professionals; course syllabi; on-campus or off-campus presentations. (1 point)

5. Scientific or technological inventions or new technological applications. Documentation may include patents or patent applications, records, written announcements or communications with manufacturers. (1 point)

6. Serve as an editor of a regional or national journal, and/or as an ad hoc professional reviewer of scientific journal articles. (1 point)
7. Engage in consulting activities and/or applied research. Documentation may include reports about these activities. (1 point)

C. Professional Service

1. Professional service performed off campus such as scientific presentations to nonscientists, holding committee assignments or offices in scientific professional societies and other discipline-relevant organizations, UM-system committee work, paid or volunteer scientific consulting, professional contribution to community issues. Documentation may include announcements and descriptions of presentations; letters of appreciation; peer or administrator evaluation of the significance of the service. (1 point)

2. Significant contribution to the activities of a college committee beyond mere participation, such as chairing the committee, or serving as a major contributor to the department’s academic assessment activities. Documentation may include committee minutes; summary of committee accomplishments; peer or administrator evaluations of the significance of the faculty member's contributions to committees, letters of achievement. (1 point)

3. Other campus-based service activities such as serving as a Faculty Association officer, Departmental Chair, advising student clubs and other significant contributions to campus life. Documentation may include program announcements; letters from colleagues or administrators. (1 point)

4. Exemplary academic and/or career advising. Documentation may include description of the extent and success of advising; peer and administrator assessments of advising quality; records of successful advisees, which may include testimonials regarding their postgraduate activities. (1 point)

5. Recruitment activities for UM-Western's academic programs. Documentation may include records of contacts with potential students, guidance counselors, other school officials; records of participation in campus recruiting activities such as meeting with student visitors, calling potential students, giving presentations to potential students; letters of support from peers, admissions officers, and administrators; lists of students that were recruited in part due to your efforts. (1 point)

6. Significant achievements in student retention/student success activities, such as mentoring, organization and/or participation in workshops designed to improve student success, etc. Documentation may include description of activities, peer and administrator assessment of activities. (1 point)
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Mission Statement
Offering a unique combination of traditional business courses and options that incorporate technology, problem-based learning, and hands-on and team-based projects, Montana Western’s business degrees are designed to challenge students to acquire the practical, intellectual, technological, problem-solving, and communications skills necessary for successful participation in a diverse, dynamic, and global society. While the program is delivered using a small business, rural context, graduates are well prepared for joining a large corporation, for teaching business education in high schools, as well as pursuing a master’s degree in business administration.

The principles of economics courses, taught by business faculty are included in Montana Western’s general education program.

Employment Criteria
Due to the focus on experiential learning implied by Experience One and given the small business focus of the business administration program, it is essential that faculty not only have the requisite academic qualifications, but also bring to the classroom actual working experience in their field. The business and technology department requires faculty expertise in the functional areas of administration (marketing, management, operations, and accounting and finance), business education, computer technology, economics, and tourism and recreation. Further, every faculty member hired must provide a personal philosophy statement of teaching and scholarship.

Academic Qualifications (UMW)
For hire at the rank of assistant professor or above, promotion to the rank of associate professor or above, or achievement of tenure, faculty members in the business and technology department must have terminal degree qualifications appropriate to the position that they hold. Appropriate terminal degree qualifications will be specified at the time of hire into a tenure-track position by the administration after consultation with the department faculty.

Appropriate terminal qualifications may include any of the following:
• Hold a Ph.D. in business, administration, information systems, economics, tourism and recreation or other related field with
  o A graduate-level major, minor, or concentration in the area of teaching responsibility, or
  o Professional certification in the area of teaching responsibility, or
- Five or more years of professional and management experience related to the area of teaching responsibility, or
- Completion of a special post-graduate program or series of courses especially designed to improve the faculty member’s knowledge and teaching skills in the area of the assigned teaching responsibilities.

- Hold a doctorate of business administration (D.B.A.), with
  - A graduate-level major, minor, or concentration in the area of teaching responsibility, or
  - Professional certification in the area of teaching responsibility, or
  - Five or more years of professional and management experience related to the area of teaching responsibility, or
  - Completion of a special post-graduate program or series of courses especially designed to improve the faculty member’s knowledge and teaching skills in the area of the assigned teaching responsibilities.

- Hold a juris doctorate (J.D.) and
  - Hold a business-related master’s degree with a specialization in the area of teaching responsibility, or
  - Hold professional certification and teach in the area of the certification, or
  - Have three or more years of professional management experience directly related to the area of teaching responsibility, or
  - Completion of a special post-graduate program or series of courses especially designed to improve the faculty member’s knowledge and teaching skills in the area of the assigned teaching responsibilities.

- Hold an Ed.D. in the area of business education, computer education, instructional technology, curriculum and instruction, administration, or other related field and
  - A graduate-level major, minor, or concentration in the area of teaching responsibility, or
  - Professional certification in the area of teaching responsibility, or
  - Five or more years of professional and management experience related to the area of teaching responsibility, or
  - Completion of a special post-graduate program or series of courses especially designed to improve the faculty member’s knowledge and teaching skills in the area of the assigned teaching responsibilities.

- Hold an out-of-field doctorate and
  - Demonstrate content area knowledge by evidence of at least 15 hours of graduate or post-graduate coursework or training in the primary area of the assigned teaching responsibilities, or
Hold a master’s degree in a business-, tourism-, instructional technology- or information systems-related field with a major, concentration, or specialization in the area of the assigned teaching responsibilities, and

- Possess professional certification at the expert level in the area of assigned teaching responsibilities, or

- Demonstrate exceptional evidence of successful professional experience including at least five (5) years professional or management level practice, at least five (5) years involvement in professional organizations related to the teaching field, or at least five (5) years consulting activity related to the area of the assigned teaching responsibilities.

or

- Hold a masters in business administration (MBA) or a masters in public administration (MPA), and the nationally-recognized professional certification of Certified Public Accountant (CPA) or Certified Management Accountant (CMA), and have a minimum of five (5) or more years professional- and management-level practice in work directly related to area of assigned teaching responsibilities, and have a minimum of three (3) years of successful and documented teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research and/or programs for the enhancement of pedagogical skills.

**Academic Qualifications (Specialized Accreditation)**
The business administration accreditation organization, the International Assembly for Collegiate Business Education (IACBE), requires that all courses required for business students be taught by doctorally- or professionally-qualified faculty. Therefore, all credentials must be validated to the level of teaching assignments every year.

**Promotion and Tenure Assessment Criteria**
The business and technology department defines three areas of assessment as follows:

- Teaching Effectiveness
- Research, Professional Development and Scholarly Activities
- Service to Stakeholder Communities and the Campus

The University of Montana Western is first and foremost a teaching institution and the areas of assessment are designed to enable the business and technology faculty to remain professionally current in their respective fields, thus better serving students and stakeholders. Recognizing that there are financial and time implications for conducting primary research and that the business department actively and constantly maintains direct contact with the K-12 schools (business education degree program) and the business community (business administration and bachelor of applied science in business degree programs) through class-related service projects, consulting, or personal service, the department faculty have determined that it is appropriate to designate optional ways to demonstrate research and scholarly activities for those hired into tenure track positions.
Promotion and Tenure Expectations

To apply for promotion from assistant professor to associate professor, a candidate must have served in rank for a period of four (4) years (including any credit awarded at time of hire). Achievement of promotion requires evidence of achievement and mastery in each of the three assessment areas:

- **Teaching effectiveness**—eight (8) points and a minimum of three (3) different activities;
- **Research, Professional Development and Scholarly Activities**—four (4) points, one (1) of which must be from a published peer-reviewed article, or authored or edited book or chapter of a book within the teaching discipline, and three (3) of which can be from making formal presentations at academic or industry conferences showing results of current consulting (paid or nonpaid), industry-specific contributions, or class-based projects requiring supervision of Institutional Review Board (IRB)-approved student research activities conducted at the request of a community stakeholder. *Any activity used to demonstrate teaching effectiveness as well as research, must be framed and described in a manner appropriate to each.*
- **Service to Stakeholder Communities and the Campus**—four (4) points from at least two (2) different activities (one on-campus and one off-campus). *The activity used to demonstrate service may also be used for either teaching effectiveness or research if it can be framed in the appropriate context (However, the activity can only be used in one category).*

*In the case of a Montana Western instructor being hired into a tenure-track position at Montana Western, it is understood that any primary research conducted while at Montana Western can be considered part of the promotion package.

To apply for promotion from associate professor to full professor, a candidate must be in at least their fourth (4\textsuperscript{th}) year of service in rank. Achievement of promotion requires evidence of achievement and mastery in each of the three assessment areas during time in current rank: (No activities completed prior to promotion to associate professor may be used.)

- **Teaching effectiveness**—eight (8) points and a minimum of three (3) different activities;
- **Research, Professional Development and Scholarly Activities**—four (4) points, one (1) of which must be from a published peer-reviewed article, or authored or edited book or chapter of a book within the teaching discipline, and three (3) of which can be from making formal presentations at academic or industry conferences showing results of current consulting (paid or nonpaid), industry-specific contributions, or class-based projects requiring supervision of student research activities approved by the IRB generally conducted at the request of a community stakeholder. *Any activity used to demonstrate teaching*
effectiveness as well as research, must be framed and described in a manner appropriate to each.

• Stakeholder Communities and the Campus—four (4) points from at least two (2) different activities (one on-campus and one off-campus). The activity used to demonstrate service may also be used for either teaching effectiveness or research if it can be framed in the appropriate context (However, the activity can only be used in one category).

Tenure requires a minimum of four (4) years on campus from time of hire at Montana Western. Achievement of tenure requires demonstration of achievement encompassing teaching effectiveness, scholarly work, and service. Any activities and/or accomplishments since the time of hire may be used for tenure application. Minimum requirements would be twelve (12) points in teaching effectiveness and four (4) points in each of the other two areas. (These points represent minimum additional achievement beyond that required for promotion to associate professor and achievements and activities used for tenure may also be used for promotion.)

Point Values of Approved Activities

Teaching Effectiveness

1. Developing, integrating and managing service learning projects in conjunction with a class (2 pts.) wherein curriculum has been adjusted to reflect learning goals from the projects
2. Developing, integrating and managing action research projects for a specific course (2 pts.) wherein curriculum has been adjusted to reflect learning goals from the projects
3. Supervising student teachers or student assistants (2 pts.) with feedback and meetings well documented showing student learning due to the experience.
4. Participating in faculty exchanges or serving as a visiting professor at another institution (1 pt.)
5. Attending and participating in activities undertaken to improve teaching or to enhance the curriculum (workshops, webinars, or conferences; designing and delivering honors courses) (1 pt.)
6. Being awarded a grant and describing how implementation will enhance curriculum and teaching (2 pts.)
7. Supervising internships, student thesis projects or student business plan development (2 pts.) with feedback and meetings well documented showing student learning due to the experience.
8. Assisting student clubs in developing learning-based activities for their members (1 pt.) with documented learning goals
9. Being recognized by an organization outside of the department as demonstrating excellence in teaching (2 pts.)
Research, Professional Development and Scholarly Activities

1. Publishing an article in a peer-reviewed journal within their discipline or in the teaching and learning of their discipline (2 pts.)
2. Presenting at academic or industry* conferences or via webinar (1 pt.)
3. Attending two academic or industry* conferences (1 pt.)
4. Conducting workshops and/or seminars at conferences (either academic or industry*) (1 pt.)
5. Serving as industry* consultant (1 pt.)
6. Editing a professional journal (2 pts.)
7. Serving as a peer reviewer for professional journal or working in an advisory role with a publisher (1 pt.)
8. Authoring or editing a book (2 pts.) or a chapter of a book (1 pt.) within teaching discipline
9. Actively pursuing advanced or additional degrees and/or certifications (1 pt.)
10. Earning an advanced or additional degree and/or certification (2 pts.) which advances their discipline knowledge or expands their teaching options within the department
11. Submitted and/or being awarded a grant that will enhance the curriculum, department, or institution and describing the research required to win the grant (2 pts.)
12. Conducting departmental assessment data collection, analyzing and interpreting, making recommendations and reporting for accreditation purposes (1 pt.)

*Industry refers to a K-12 professional development event or corporate conference or tradeshow within the teaching discipline that enables the faculty member to share expertise with and learn from professional practitioners. This “mini-internship” serves to help keep business knowledge and skills current and directly informs and influences teaching the discipline.

Service to Stakeholder Communities and the Campus

1. Conducting research projects and/or surveys for a campus- or community-based group (2 pts.)
2. Serving on non-campus boards or committees (1 pt.)
3. Serving as a club advisor (1 pt.)
4. Serving as peer reviewer for accreditation organization (1 pt.)
5. Serving on campus committees outside of required committee assignments (1 pt.)
6. Serving as chair of required campus committee (1 pt.)
7. Serving as chair of faculty senate (2 pts.)
8. Assuming extra departmental tasks (scheduling or budgeting responsibilities) (1 pt.)
9. Offering training or mentoring to campus colleagues (1 pt.)
10. Working with public schools in ways that develop and/or enhance a positive image for the department and the campus (1 pt.) using discipline-specific knowledge and expertise
11. Participating in public and private youth-based organizations (1 pt.) using discipline-specific knowledge and expertise
12. Being given an award as recognition of accomplishments, either academic, industry-based, or from a community organization (1 pt.) due to discipline knowledge and expertise

All points must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the department and institution.

**Mentoring Responsibilities of the Department and the Institution**

It is recommended that every junior faculty member develop a relationship with a longer-term senior faculty for guidance both in terms of research and professional growth.

It is recommended that the faculty member request departmental review of the promotion and tenure portfolios prior to submission in order to help ensure successful requests.

It is recommended that every faculty member meet at least once annually in a face-to-face meeting with the Provost for purposes of formally documenting that he/she is on track for promotion and/or tenure.
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UMW Department of Education

Vision

Our vision is to prepare courageous educators and scholarly innovators.

Mission

The mission of the University of Montana Western Department of Education is to prepare effective teachers who are educational leaders for the twenty-first century. To that end, the department’s adopted motto is teaching tomorrow’s leaders.

Qualities

To meet the challenges of the department’s mission, those who earn education degrees from Montana Western must acquire a broad set of skills and attributes that will ensure their success as twenty-first century thinkers and educators. The faculty of the University of Montana Western Department of Education captured the breadth and complexity of becoming an effective educator into three qualities that all educators must possess. In short, effective educators should strive to become Scholarly, Reflective, Courageous Practitioners.

UMW Department of Education Unit Standards for Promotion and Tenure

Academic Qualifications

For hire at the rank of Assistant Professor or above, promotion to the rank of Associate Professor or above, or achievement of tenure, faculty members in the Education Department must have terminal degree qualifications appropriate to the position that they hold. Appropriate terminal degree qualifications will be specified at the time of hire into a tenure-track position. Academic qualifications may include an Ed.D. or a Ph.D. in Education specialty.

Minimum Requirements

Anyone filling a full-time, tenure-track position in the Education Department is expected to fulfill the minimum requirements of Academic Responsibility as stated in the Collective Bargaining Agreement Section 3.600.

Promotion and Tenure Assessment Criteria

The Education Department defines three areas of assessment as follows:

- Teaching Excellence
- Scholarship
- Professional Service
Promotion and Tenure Expectations

The following set of guidelines pertains to candidates applying to the Tenure and Promotion Committee for award of tenure, for promotion from Assistant Professor to Associate Professor and for promotion from Associate Professor to Professor.

Refer to the UMW Collective Bargaining Agreement, section 9.400, for details regarding eligibility for promotion and tenure.

In the case of a temporary-status instructor being subsequently hired into a tenure-track position at Montana Western, it is understood that any primary research conducted while at Montana Western can be included for credit in the candidate’s promotion or tenure application portfolio.

Candidates hired with years credited toward promotion or tenure may use evidence from work completed prior to appointment at Montana Western, as determined by the letter of hire. This evidence must meet the requirements of the three assessment criteria.

Point expectations for each promotion or for tenure:

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<tr>
<th>Promotion to Associate Professor (15 points)</th>
<th>Tenure (19 points)</th>
<th>Promotion to Professor (15 points)</th>
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<tr>
<td>Teaching 8 points</td>
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<td>Scholarship 3 points</td>
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<td>Service 4 points</td>
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Promotion from Assistant to Associate Professor requires 15 points of meritorious achievement. A minimum of 8 points in teaching, 3 points in scholarship, and 4 points in professional service are required.

Promotion from Associate Professor to Professor requires 15 points of meritorious achievement. A minimum of 8 points in teaching, 3 points in scholarship, and 4 points in professional service are required. Evidence included in the promotion review for Associate Professor may not be included in the promotion review for Professor.

Award of Tenure: Eligibility for tenure requires 19 points of meritorious achievement. A minimum of 10 points in teaching, 4 points in scholarship, and 5 points in professional service are required. Accomplishments since time of hire may be used for tenure application, as well as years credited in the letter of hire. If the faculty member is applying for both promotion and tenure simultaneously, the total portfolio needs only the 19 points listed for Award of Tenure.

Criterion 1: Teaching

1. Demonstrated Excellence in Teaching

   A. Required (4 points)

   1. Student Evaluations: All required evaluations received during the current performance period. Evaluation data must show consistent evidence of teaching excellence. (2 points)
2. Peer evaluations: One per each year, during the current performance period; other evidence may include two solicited letters of peer support written in the year of submission for P/T review. (1 point)
3. Available Provost evaluations received during the current performance period (1 point).

B. Optional
   1. Teaching Awards (1 point)
   2. Letter of support from Department Chair (1 point)
   3. Publications on teaching not credited under the scholarly achievement assessment section (1 point)
   4. Letters of support from students written in the year of submission for P/T review (1 point)

2. Demonstrate continual development of pedagogical technique and course content technique (Select from any combination of the following):
   - Narrative description and rationale for the development of two courses with examples showing earlier and later content, student work examples, and resources. (1 point each for two courses)
   - Student research/projects (1 point)
   - Proposed and/or approved courses or programs for experimental or new permanent courses/programs (1 point)
   - Demonstrate philosophy of Experience One by evidence of incorporating experiential learning. Examples of evidence include:
     - Lesson Plan for experiential learning activity (1 point)
     - Narrative description of embedded experiential curricula (1 point)
     - Student work from experiential curricula (1 point)
     - Artifacts of experiential curricula (e.g., video, photo slide show) (1 point)

Criterion 2: Scholarship

Tier 1: Significant scholarly contributions

A. Required: One of the following by the time of the Tenure-review:

   1. Peer reviewed journal article (1 point)
   2. Peer reviewed published book in the individual’s discipline(s) (1 point)
   3. Peer reviewed chapter in an edited book (1 point)
   4. Book editor of a collection of scholarly chapters (1 point)

B. Optional (1 point each):

   1. Any additional submissions listed under “Tier 1 Required” (1 point)
   2. Peer reviewed educational production of video tape/multimedia digital scholarly work (1 point)
   3. Published book in the discipline (1 point)
   4. Juried exhibits or art work, performances or productions (1 point)
   5. Awards of special fellowship in the discipline (1 point)
6. Externally funded grant or award in the amount of $5000 or greater to support research and/or enhance educational programs (1 point)

7. Department-approved scholarly writing prepared for departmental or accreditation use (e.g., Teacher Work Sample guiding documents; authorship of significant accreditation documents) (1 point)

**Tier 2: Supporting scholarly contributions**

A. Optional (1/2 Point Each):

1. Reviewer: books, journal articles, grants and/or multimedia digital scholarly works
2. Invited/Selected Presentation: State, national or international conferences or institutes
3. Editorial Board Member: Scholarly journal
4. Juried presentations: State, regional, national and/or international conferences

**Criterion 3: Professional Service**

Although points do not carry over from review to review, a candidate may document and count a service that the candidate has continued from review to review. For example, if a candidate receives points for serving as Department Chair when promoted to Associate Professor, he or she may receive points for this same kind of service that occurred during the next performance period.

1. Demonstrate excellence in advising (1 point)
2. Substantial contribution to the university through committee work (e.g., faculty senator, faculty mentoring, or faculty advisor to student groups, clubs/organizations, or athletic teams) (1 point each, up to 3 points)
3. Develop or direct ongoing campus and/or community service and service learning projects (1 point)
4. Professional relationships with schools and programs such as providing service, training, evaluation, research, technical assistance, or mentoring to faculty (1 point)
5. Leadership role within the university (e.g., department chair, program coordinator), or in state, regional, national, or international level organization (1 point)
6. Educational consultant at state, regional, national, and/or international level (1 point)
7. Member of a Montana University System committee (1 point)
Institutional Requirements for Tenure and Promotion

For all successful promotion and tenure applications a faculty member must:

A. Consistently meet all aspects of Academic Responsibility (CBA section 3.600) and other contract obligations.

B. Have evidence of excellence in teaching.

C. Demonstrate effective use of experiential teaching methods.

D. Show evidence of continual development of pedagogical technique and course content development.

E. Show evidence of scholarly and/or creative activities that are recognized as being of high quality by campus colleagues and by external peers in one’s field of expertise.

F. Show accomplishments in the area of professional service.

The ways that faculty may accomplish these things will be detailed in their respective Unit Standards. All credited items must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. All credited accomplishments must be documented.

As stipulated in CBA Section 9.430

“Tenure and/or promotion application portfolios shall be submitted to the Provost on or before January 15 and shall include at least the following: (1) a statement of the teaching, research and/or creative activity, and professional service performed by the applicant both on and off campus during the appropriate performance period; (2) a vita of the applicant’s publications and/or creative works; and (3) any other information the applicant deems relevant to his/her professional development, competence or performance.
At a minimum, the documentation provided in the application portfolio must include all available copies of the applicant’s student course evaluation summaries, annual peer evaluations, and his/her annual or biannual administrative evaluations.

**Institutional Terminal Degree Requirements for Tenure and Promotion**

The normal terminal degree requirement is a doctorate in the discipline in which one is teaching. A terminal master’s degree may sometimes be acceptable. Sometimes an out-of-area doctorate is acceptable as terminal if the individual has an extensive knowledge base and experience in the discipline in which they are teaching.

**MISSION STATEMENT OF THE ACADEMIC UNIT**

The English major fosters superior knowledge and skills in oral and written communications and a comprehensive understanding of a range of western and world literatures.

Using rhetorical and creative strategies, and collaborative techniques, students learn to express and reflect upon their ever-evolving base of knowledge. Students respond critically and creatively to a constellation of literatures in seminar formats made possible by small classes. Faculty encourage open inquiry, drawing on a broad selection of literary approaches. Through a variety of innovative and traditional methods, faculty and students engage in a rich dialog that creates an active learning environment where both parties are learners and teachers.

Graduates are positioned to enter a broad scope of fields including publishing, media, public relations, education, law, or communications, or they might choose to pursue graduate and professional degrees. It is our program’s goal to graduate astute readers, writers, and speakers, who will have not only the necessary skills for whatever occupation they choose, but also a lifelong passion for literature and writing. Faculty model scholarship, curiosity, openness of spirit and lifelong learning, in and out of class.

**UNIT STANDARDS**

The faculty of the Department of English have the following standards by which new appointments are made and existing faculty evaluated for promotion and tenure.

**Initial appointment to any tenure-track rank** requires a Ph.D. in an English literature or writing discipline or an MFA for a creative writer.

**Evaluation for promotion and tenure** is based on points derived from performance in the three basic categories: teaching, scholarship and service.
Achievement in any subheading is valued as one point. Multiple points may be allowed for multiples of the same sort of achievement, for example, two or more short stories, television scripts, plays, articles, etc. published.

For promotion from assistant to associate professor, the candidate should have a minimum of eight points, including at least two in each of the three categories.

For promotion to full professor, the candidate should have a minimum of eight points, including at least two in each of the three categories, representing new work since promotion to associate professor. At least one point of Scholarship must come from a publication/forthcoming publication (as described in B1, B2, B3, and/or B4).

For tenure, a total of twelve points is required following hiring in rank, unless stipulated differently in the employment contract. At least six must be in the teaching category. At least one point of Scholarship must come from a publication/forthcoming publication (as described in B1, B2, B3, and/or B4).

All points must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. Forms of documentation other than those suggested are possible. All points must be documented. Additionally, no application for promotion and/or tenure may be submitted without first being reviewed by the tenure-line English faculty. Because the Unit Standards reflect both the guiding principles of the institution and the subject knowledge of scholars in English, all tenure-line faculty in English will either express their endorsement of each candidate’s interpretation of individual points within the Unit Standards or will be afforded the opportunity to submit a letter of explanation, clarifying any disagreements.

A. TEACHING

1. Excellent teaching evaluations evidenced by standard forms and/or letters from students and former students, peers, and/or supervisors.

2. Creation and development of new courses, curricula, or programs, documented by syllabi, materials presented to Curriculum Committee, listings in catalogues, other documenting materials.

3. Supervision and mentoring of students in internships, student research, creative productions, student presentations at scholarly conferences, publication, etc., documented by letters from students and peers, examples of the work created under supervision, conference programs, other evidence.

4. Other demonstrations of teaching excellence, shown by letters from students or peers, department chair, or other administrators.
5. Demonstration of clear, appropriate philosophy and pedagogy of Experience One in at least two classes, evidenced by lesson plans for experiential-learning activities, narrative description of embedded experiential curricula, student work from experiential curricula, and/or media artifacts of experiential curricula (e.g., video, photo slide show).

B. SCHOLARSHIP

1. Publication of article or creative work in a peer-reviewed journal or literary magazine or reference work (print or electronic), including the publication of solicited book reviews and of chapters in edited anthologies.

2. Publication in a non-peer-reviewed or editorially reviewed journal or magazine (print or electronic) or reference work of an article on a topic in the scholar’s field or of creative work. This includes multimedia work documented by appropriate artifacts.

3. Publishing a book in one’s field with an appropriate, established press (as author, co-author, editor, or co-editor).

4. Substantial research/creative work in progress, not yet published but under formal contract with an established, appropriate journal/publisher.

5. Presentation at regional, national, international conference(s); chairing sections; and/or organizing scholarly conferences (documented by conference schedule, notification of acceptance, copy of work, etc.).

6. Success at gaining or serious attempts (completion of grant proposal) to gain significant outside funding to support scholarly or educational activity (documented by grant proposal paperwork, grant reviewer evaluations, cover letter, minutes of meetings, etc.).

7. Editing or refereeing journal(s).

C. SERVICE

1. Professional service performed off campus (Montana Committee for the Humanities presentations to community groups, for example), membership, office-holding in professional groups such as MATELA, MLA, etc. Professional consulting or editing for community groups, paid or unpaid; UM system committee work, documented professional contributions to community issues.
2. Meritorious college committee participation, including chairing committees, (with documentation of significant activity, beyond membership, shown by letters or other proof of achievement).

3. Campus-based activities such as chairing department, directing program, holding Faculty Association or Senate office, sponsoring student honor societies or other groups, such as the Student Senate or Twisted Ink. (Documentation: letters, program announcements or other evidence.)

4. Other campus service such as significant contribution to academic advising, recruitment of students, other retention activities such as mentoring of students. (Documentation: listing of activities and/or evaluations from faculty peers, students, and administrators.)
INSTITUTIONAL REQUIREMENTS FOR TENURE AND PROMOTION

For all successful promotion and tenure applications a faculty member must:

A. Consistently meet all aspects of Academic Responsibility (CBA section 3.600) and other contract obligations.

B. Have evidence of excellence in teaching.

C. Demonstrate effective use of experiential teaching methods.

D. Show evidence of continual development of pedagogical technique and course content development.

E. Show evidence of scholarly and/or creative activities that are recognized as being of high quality by campus colleagues and by external peers in one’s field of expertise.

F. Show accomplishments in the area of professional service.

The ways that faculty may accomplish these things will be detailed in their respective Unit Standards. All credited items must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. All credited accomplishments must be documented.

As stipulated in CBA Section 9.340:
Tenure and/or promotion application portfolios shall be submitted to the Provost on or before January 15 and shall include at least the following: (1) a statement of the teaching, research and/or creative activity, and professional service performed by the applicant both on and off campus during the appropriate performance period; (2) a vita of the applicant's publications and/or creative works; and (3) any other information the applicant deems relevant to his/her professional development, competence or performance.

At a minimum, the documentation provided in the application portfolio must include all available copies of the applicant’s student course evaluations, annual peer evaluations, and his/her annual or biannual administrative evaluations.

Institutional Terminal Degree Requirements for Tenure and Promotion
The normal terminal degree requirement is a doctorate in the discipline in which one is teaching. A terminal master’s degree may sometimes be acceptable. Sometimes an out of area doctorate is acceptable as terminal if the individual has an extensive knowledge base and experience in the discipline in which they are teaching.

MISSION STATEMENT OF THE ACADEMIC UNIT

The mission of the environmental sciences program is to provide students with an understanding of the natural and human processes that create and shape our environment. In addition, students learn how to communicate their understanding in a variety of formats to different audiences. Environmental science majors will become informed, critical thinkers capable of scientifically evaluating complex issues involving the environment. Student development occurs through a
course of study that emphasizes interdisciplinary, field-based research projects that have societal relevance. Students gain work experience through thesis research and/or internships that are supervised by faculty and/or industry mentors. The department serves the campus through (1) supporting the general education program; (2) providing the scientific content for certification of pre-service teachers; and (3) offering Bachelor of Science degrees in Environmental Sciences and Environmental Interpretation, with options in geology, sustainable natural resource management, wetlands management, geological naturalist and biological naturalist.

MINIMUM REQUIREMENTS

Anyone filling a position in the Environmental Sciences Department is expected to fulfill the minimum requirements of Academic Responsibility as stated in the Collective Bargaining Agreement Section 3.600.

UNIT STANDARDS

Members of the Environmental Sciences Department submit the standards by which promotion and tenure applications from our faculty should be evaluated. Subheadings under each of the three major divisions (scholarship, teaching, and service) list possible areas of achievement. We propose a point system, in which achievement in any subheading is equal to one point. Multiple points will be allowed for the same subheading (for example, for two papers published in peer-reviewed scientific journals). We recognize this list might require expansion and retain the option to add appropriate subheadings with the approval of the Unit Standards Committee.

Appointment to the instructor level (including adjuncts) requires a minimum of a completed Master's degree in the appropriate discipline. Initial appointment to assistant professor rank requires the completed Ph.D. in the appropriate discipline. Promotion from Assistant to Associate Professor will be based on the completion of a total of four points (at least one in each category). Promotion from Associate to Full Professor will be based on completion of a total of four points (at least one in each category) that are new achievements since promotion to Associate professor. Tenure will be based on the completion of a total of 6 points since completion of the Ph.D. (at least two from teaching and one from each of the other two categories), at least four of which must be earned during employment at The University of Montana Western. Items in parentheses provide recommended documentation of achievements, but should not be considered exclusive. In addition, at least one point in scholarship must be earned from a peer-reviewed publication prior to going up for tenure.

A. Teaching

1. Excellent teaching documentation may include copies of course evaluations by students; peer evaluations; administrator evaluations; student letters and teaching awards.

2. Successful supervision of student research (completion of student projects, student publications or presentations of their research results). Documentation may include samples of the student work; a description of the faculty member's involvement; peer or administrator critiques of the faculty member's involvement.

3. Mentoring activities (assisting student professional presentations, assistance in students' advancement to graduate school, assistance in procurement of internships, or professional employment). Documentation may include a description of the mentoring, letters to and from graduate schools, employers and intern sites; critiques of efforts by peers and administrators; letters of appreciation from students.
4. Development of new courses or curricula. Documentation may include course syllabi, catalog descriptions, letters of commendation from peers, the department chair, or other administrators.

**B. Scholarship**

1. Publication in a peer-reviewed scientific or science-education professional publication. Documentation may include a copy of the published paper, peer evaluation of the significance of the publication; indication of the selectivity of the publication.

2. Publication in a non-peer-reviewed publication, on a subject appropriate to the professor's discipline. Documentation may include a copy of the published paper; professional reviews of the significance of the paper.

3. Significant presentation at a scientific professional society meeting, including such activities as chairing a technical section. Documentation may include meeting announcements, talk schedules, peer or administrator evaluation of the significance of the presentation.

4. Success, or significant attempts, at obtaining extramural funding to support appropriate scholarly, educational, or service activities. Documentation may include copies of grant proposals, minutes of meetings, critiques of grant proposals; grant award letters.

5. Scientific research that is in progress, but not yet published or presented. Documentation may include field records; letters from research colleagues; course syllabi; on-campus or off-campus presentations.

6. Scientific or technological inventions or new technological applications. Documentation may include patents or patent applications, records, written announcements or communications with manufacturers.

**C. Service**

1. Professional service performed off campus such as scientific presentations to nonscientists, holding committee assignments or offices in scientific professional societies, UM-system committee work, paid or volunteer scientific consulting, professional contribution to community issues. Documentation may include announcements and descriptions of presentations; letters of appreciation; peer or administrator evaluation of the significance of the service.

2. College committee participation, with significant activity beyond attendance at meetings, including such things as significant participation in academic assessment activities. Documentation may include committee minutes; summary of committee accomplishments; peer or administrator evaluations of the significance of the faculty member's contributions holding offices in committees, letters of achievement.

3. Non-committee campus-based service activities such as holding Faculty Association offices, Departmental Chair, advising student clubs and other contributions to
campus life. Documentation may include program announcements; letters from colleagues or administrators.

4. Successful academic advising. Documentation may include description of the extent and success of advising; peer and administrator assessments of advising quality; success records of advisees.

5. Recruitment activities for UMW’s academic programs. Documentation may include records of contacts with potential students, guidance counselors, other school officials; records of participation in campus recruiting activities such as meeting with student visitors, calling potential students, giving presentations to potential students; letters of support from peers, admissions officers, and administrators; lists of students that were recruited in part due to your efforts; social media and web page communication with potential students.

6. Significant participation in student retention activities such as mentoring, participation in workshops designed to improve student success, etc. Documentation may include description of activities, peer and administrator assessment of activities.

All "points" must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution.
Institutional Requirements for Tenure and Promotion

For all successful promotion and tenure applications a faculty member must:

A. Consistently meet all aspects of Academic Responsibility (CBA section 3.600) and other contract obligations.

B. Have evidence of excellence in teaching.

C. Demonstrate effective use of experiential teaching methods.

D. Show evidence of continual development of pedagogical technique and course content development.

E. Show evidence of scholarly and/or creative activities that are recognized as being of high quality by campus colleagues and by external peers in one’s field of expertise.

F. Show accomplishments in the area of professional service.

The ways that faculty may accomplish these things will be detailed in their respective Unit Standards. All credited items must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. All credited accomplishments must be documented.

As stipulated in the CBA Section 9.340: “Tenure and/or promotion application portfolios shall be submitted to the Provost on or before January 15 and shall include at least the following: (1) a statement of the teaching, research and/or creative activity, and professional service performed by the applicant both on and off campus during the appropriate performance period; (2) a vita of the applicant's publications and/or creative works; and (3) any other information the applicant deems relevant to his/her professional development, competence or performance. At a minimum, the documentation provided in the application portfolio must include all available copies of the applicant’s student course evaluations, annual peer evaluations, and his/her annual or biannual administrative evaluations.

Institutional Terminal Degree Requirements for Tenure and Promotion
The normal terminal degree requirement is a doctorate in the discipline in which one is teaching. A terminal master’s degree may sometimes be acceptable. Sometimes an out of area doctorate is acceptable as terminal if the individual has an extensive knowledge base and experience in the discipline in which they are teaching. Appropriate terminal degree qualifications will be specified at the time of hire into a tenure-track position by the administration and may be altered at subsequent dates by mutual agreement of the faculty member and the administration.

MISSION STATEMENT
The mission of the Equine Science Department is to enable students to achieve an outstanding and comprehensive education that encompasses the whole of the equine industry. By equipping our students with fundamental understanding of equine anatomy and physiology, nutrition, equine behavior and management, as well as natural horsemanship, this knowledge base is acquired both in the classroom and through hands on experiential learning. Our goal is to produce and develop equine professionals that can pursue careers anywhere in the horse industry.

Small class size and close student/faculty interaction is the primary goal for experiential learning and study. The Equine Studies Department serves the UM Western Campus by providing both BS and AAS degrees with focus on Equine Business, Psychology and Biology options.

MINIMUM REQUIREMENTS

Full time faculty members who hold a tenure track position in the Department of Equine Studies are expected to fulfill the minimum requirements of Academic Responsibility as outlined in the Collective Bargaining Agreement Sections 3.600.

UNIT STANDARDS

Members of the Department of Equine Studies have the following standards upon which promotion, tenure, merit and other performance assessments of our faculty should be evaluated.

Subheadings:

A. Teaching/Teaching Effectiveness  
B. Scholarship/Creative Activities  
C. Professional Service to the Campus and the Community

1 or 2 points will be assigned to various professional achievements that lead to the further professional development. The following guideline is suggested but is not limited to other unique professional activities that applicant may wish to include, as long
as these activities can be documented and are relevant to the professional enhancement and performance.

Appointment to the Instructor level (including adjuncts) requires a minimum of a completed Master's degree in the appropriate discipline. Initial appointment to the rank of Assistant Professor requires the completed Ph.D. or DVM, as a terminal degree.

To achieve promotion from Instructor to Assistant Professor, a candidate must have appropriate terminal qualifications. In addition the candidate must earn at least 8 points, at least 6 points of which must be earned during employment at The University of Montana-Western. 2 points must be from each category.

Promotion from Assistant to Associate Professor will be based on the completion of a total of 8 points, at least 6 points of which must be earned during employment at The University of Montana-Western. Two points must be from each category, and at least two scholarship points from a peer-reviewed publication.

Promotion from Associate to Full Professor will be based on completion of a total of 8 points, that are new achievements since promotion to Associate Professor. 2 points must be from each category and at least 2 scholarship points from a peer review publication.

Tenure will be based on the completion of a total of 10 points since completion of the Ph.D. At least 8 points of which must be earned during employment at The University of Montana-Western. At least 3 points in the area of teaching and at least 2 points in each of the other 2 categories.

All "points" must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing education and professional growth and valuable contribution to the The University of Montana-Western.

A. Teaching

1. Excellent teaching. Documentation may include copies of course evaluations by students; peer evaluations; administrator evaluations; student letters; teaching awards. (1 point)

2. Incorporation of experiential education and new technologies into classes. Experiential education methods can be regarded as any type of professional experiences within the discipline of the Equine Science or the Equine Profession. (1 point)
3. Successful supervision of student projects or research (completion of student projects, student publications or presentations of their research results). Documentation may include samples of the student work; a description of the faculty member's involvement; peer or administrator critiques of the faculty member's involvement. (1 point)

4. Mentoring activities (assisting student professional presentations, assistance in students' advancement to graduate school, assistance in procurement of internships, or professional employment, training student assistants). Documentation may include a description of the mentoring, letters to and from graduate schools, employers and intern sites; critiques of efforts by peers and administrators; letters of appreciation from students. (1 point)

5. Development of new courses or curricula. Documentation may include course syllabi, catalog descriptions, student projects, problem sets, study guides, tutorials, letters of commendation from peers, the department chair, or other administrators. (1 point)

6. Participating in faculty exchanges (2 points)

7. Attending and participating in activities undertaken to improve teaching or enhancing the curriculum or equine studies or workshops

8. Participating in activities that explore diverse cultures, such as cross training with international equine institutions (2 points)

B. Scholarship

1. Publication in a scientific or science-education professional publication (2 points) or equine publication, on a subject appropriate to the equine industry. (2 points). Documentation must include a copy of the published paper, and may include peer evaluation of the significance of the publication; and/or an indication of the selectivity of the publication.

2. Formal presentation at a scientific professional society meeting, including such things as poster presentations or chairing a technical section. Documentation may include meeting announcements, talk schedules, peer or administrator evaluation of the significance of the presentation. (2 points)

3. Success (2 points), or a significant attempt (1 point) at obtaining extramural funding to support appropriate scholarly, educational, or service activities. Documentation must include a copy of the grant proposal and written confirmation of receipt of the proposal and the decision letter, when available.
4. Substantial scientific research in progress, but not yet published or presented. Documentation may include field or laboratory records; interim progress reports; relevant communications with research colleagues/agency professionals; course syllabi; on-campus or off-campus presentations. (1 point)

5. Editing a professional journal (2 points)

6. Major author of a textbook (5 points)

7. Writing chapters of books, textbooks, reviewing textbooks for other authors (3 points)

C. Professional Service

1. Professional service performed off campus such as presentations to the community, holding committee assignments or offices in scientific professional societies and other discipline-relevant organizations, UM-system committee work, paid or volunteer scientific consulting, professional contribution to community issues. Documentation may include announcements and descriptions of presentations; letters of appreciation; peer or administrator evaluation of the significance of the service. (1 point)

2. Significant contribution to the activities of a college committee beyond mere participation, such as chairing the committee, or serving as a major contributor to the department’s academic assessment activities. Documentation may include committee minutes; summary of committee accomplishments; peer or administrator evaluations of the significance of the faculty member's contributions to committees, letters of achievement. (1 point)

3. Other campus-based service activities such as serving as a Faculty Association officer, Departmental Chair, advising student clubs and other significant contributions to campus life. Documentation may include program announcements; letters from colleagues or administrators. (1 point)

4. Exemplary academic and/or career advising. Documentation may include description of the extent and success of advising; peer and administrator assessments of advising quality; records of successful advisees, which may include testimonials regarding their postgraduate activities. (1 point)

5. Recruitment activities for UM-Western's academic programs. Documentation may include records of contacts with potential students, guidance counselors, other school officials; records of participation in campus recruiting activities such as meeting with student visitors, calling potential students, giving presentations to potential students; letters of support from peers, admissions officers, and
administrators; lists of students that were recruited in part due to your efforts. (1 point)

6. Significant achievements in student retention/ student success activities, such as mentoring, organization and/or participation in workshops designed to improve student success, etc. Documentation may include description of activities, peer and administrator assessment of activities. (1 point)

7. Submission of grants that enhance the facility and curriculum (2 points)

8. Offering training opportunities to faculty/staff in using new technology (1 point)

9. The attending of scientific or veterinary meetings, conferences or forum for continuing education or completing expert certification. (10 hours 1 point) (20 hours 2 points)

10. Conducting a professional or lay meeting or conference on a topic or topics pertinent for the equine industry or of interest to the students or the community. (1 point)

11. Engage in consulting activities, the practice of veterinary medicine and/ or surgery. Documentation may include reports of these activities. (2 points)

12. Holding and elected office in a professional organization (2 points)

13. Participating in scholarly exchanges. (2 points)

14. Serving on an editorial committee of a professional journal. (1 point)

15. Serving as a consultant in areas of expertise. (1 point)

16. Serving as a Club Advisor for a student organization. (1 point)

17. Serving as Department Chair (1 point)

18. Serving on Faculty Senate. (1 point per year)

19. Serving as Faculty senate Chair (2 points per year)

20. Participating in activities that recruit new students to campus (1 point)

21. Maintaining a network of contacts with former participants (1 point)
22. Acting as a consultant to schools, businesses, ranches, feed companies and other equine related groups. (1 point)

23. Developing new degrees, option areas and certificate programs based on emerging market needs in the equine industry (2 points)

24. Participating in public and private organizations to enhance campus, community and youth organizations (1 point)

25. Working with public schools and horse clubs or groups in a variety of ways that develop a positive image for the campus (1 point)

26. Conducting follow-up activities with advisees beyond office visits about coursework and career planning (1 point)

27. Attending and participating in activities undertaken to improve teaching or enhancing the curriculum, equine studies, or workshops (1 point)

28. Developing and participating in partnerships on and off campus to meet community or campus needs (1 point)
Institutional Requirements for Tenure and Promotion

For all successful promotion and tenure applications a faculty member must:

A. Consistently meet all aspects of Academic Responsibility (CBA section 3.600) and other contract obligations.
B. Have evidence of excellence in teaching.
C. Demonstrate effective use of experiential teaching methods.
D. Show evidence of continual development of pedagogical technique and course content development.
E. Show evidence of scholarly and/or creative activities that are recognized as being of high quality by campus colleagues and by external peers in one’s field of expertise.
F. Show accomplishments in the area of professional service.

The ways that faculty may accomplish these things will be detailed in their respective Unit Standards. All credited items must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. All credited accomplishments must be documented.

As stipulated in CBA Section 9.340:
“Tenure and/or promotion application portfolios shall be submitted to the Provost on or before January 15 and shall include at least the following: (1) a statement of the teaching, research and/or creative activity, and professional service performed by the applicant both on and off campus during the appropriate performance period; (2) a vita of the applicant's publications and/or creative works; and (3) any other information the applicant deems relevant to his/her professional development, competence or performance.”

At a minimum, the documentation provided in the application portfolio must include all available copies of the applicant’s student course evaluations, annual peer evaluations, and his/her annual or biannual administrative evaluations.

Institutional Terminal Degree Requirements for Tenure and Promotion

The normal terminal degree requirement is a doctorate in the discipline in which one is teaching. A terminal master’s degree may sometimes be acceptable. Sometimes an out of area doctorate is acceptable as terminal if the individual has an extensive knowledge base and experience in the discipline in which they are teaching.
Unit Standards for Tenure and Promotion  
Department of History, Philosophy, and Social Sciences

Whereas the faculty in the Department of History, Philosophy, and Social Sciences are proactive in fostering their intellectual and professional development, and in contributing significantly to their classes, the campus and University system communities, respective disciplines, and professional and civic organizations, the point system for promotion and tenure shall reflect that deepening commitment to professional development and growth.

The minimum points required for promotion from Assistant to Associate Professor shall be eight; for the award of tenure, four; and from Associate to Full Professor shall be eight, with additional distribution criteria stipulated below.

Whereas the primary professional responsibility of faculty in the Department of History, Philosophy, and Social Sciences falls under the auspices of teaching and mentorship—including service and general education courses to the campus community, required courses for majors and minors within department programs, supervision of theses and independent studies, and student advising—the distribution of points for the award of tenure and promotion shall reflect this emphasis. **No fewer than half the total points accumulated for promotion at any rank must come from the category of Teaching and Mentorship. In addition, at least one point in Scholarship must be earned from a peer-reviewed publication prior to earning tenure.**

- Promotion from Assistant to Associate Professor will be based on the completion of a total of 8 points, with four coming from Teaching and Mentorship, and two points coming from each of the remaining categories. One point may be earned prior to the completion of the Doctoral degree. All remaining points must be earned after the completion of the terminal degree.

- Tenure will be based on the completion of a total of 4 points, including two from Teaching and Mentorship, and at least one in each of the remaining categories. Points must be earned since appointment to Associate Professor unless application for promotion to Associate Professor and tenure occurs during the same academic year. In that case, a total of twelve points will be required to achieve both tenure and promotion. All points must be earned after the completion of the Doctoral degree.

- Promotion from Associate to Full Professor will be based on the completion of 8 points, accumulated since promotion to Associate Professor. At least three points must come from the Teaching and Mentorship category, and at least two must come from each of the other two categories (Service and Scholarship). At least one point in Scholarship must come from a peer-reviewed publication. All points must be earned after the completion of the Doctoral degree.
Each bulleted item listed below counts for a single “point.” All "points" must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. Multiple points can be claimed for completing a listed item more than once, but in meeting the Teaching and Mentorship criteria outlined above, points must be earned from at least two distinct activities.

**Eligible Points**

**TEACHING AND MENTORSHIP**

- Make two peer contacts each semester, at least one of which will be within the department, for the purpose of using exemplary faculty as a model for teaching effectiveness utilizing Experience One. Though classroom visits are an excellent source for gathering information to be used to improve instruction, peer contacts may include critiques of syllabi, assessment techniques, and learning experiences by colleagues.
- Use student feedback in the formulation of annual professional development plan goals for improving experiential classroom instruction. In those cases where class size makes it inappropriate to rely on statistical analysis, students' narrative comments will take precedence.
- Use formative faculty peer reviews in the formulation of annual professional development plan goals for improving experiential classroom instruction when available. Under no circumstances will a department member be held accountable for a lack of peer or administrative reviews when a good faith effort has been made to invite such reviews.
- Undertake uncompensated teaching above the normal workload, including directing theses and internships, as well as Independent and Directed Studies.
- Design and prepare new courses.
- Significantly redesign or revise an existing course.
- Significantly redesign or revise an existing curriculum or program.
- Participate in conferences or other meetings on pedagogical technique and improvement, including on-line webinars, Massive Open On-line Courses (MOOCs), Coursera and similar programs.
- Prepare students to participate and present research at local, regional, national, or international professional conferences, or to publish the results of their research.
- Plan and conduct a study abroad (domestic or international) experience
- Perform effective advising
- Earning Teaching Awards and Other Outstanding Accomplishments in Instruction
- Demonstrate the effectiveness of Students in Succeeding Courses

**SCHOLARSHIP**

- Attend regional and national conferences to present volunteered and invited papers.
- Attend regional and national conferences to present juried papers selected through peer review.
- Participate in on-line continuing education programs related to one’s discipline (Coursera, MOOCs, etc.).
• Publish in professional peer-reviewed publications at the national, state, and regional levels.
• Engage in consulting activities, applied research, and reports thereof.
• Serve as proposal reviewers for regional and national professional conferences.
• Serve as editors of regional and national journals; subject to resubmission for additional point for each new journal edited.
• Serve as book editors; subject to resubmission for additional point for each new book edited.
• Serve as book reviewers.
• Serve as a peer reviewer for a journal in one’s field.
• Participate in funded grants or other forms of sponsored research
• Engage in post-doctoral studies or continuing education.
• Receive awards, honors, exhibitions, or speaking engagements.
• Make contributions to a discipline outside his/her primary area of specialization.

SERVICE

• Attend regional and national conferences to serve as moderators of conference sessions.
• Engage in active departmental committee membership
• Engage in active college committee membership.
• Engage in active University of Montana-Missoula committee membership.
• Engage in active Montana University System committee membership.
• Accept departmental committee leadership responsibility
• Accept college committee leadership responsibility.
• Accept University of Montana-Missoula committee leadership responsibility.
• Accept Montana University System committee leadership responsibility.
• Engage in active membership in professional organizations at the local, state, regional, and national level.
• Accept leadership responsibility in professional organizations.
• Accept leadership responsibility in student service activities.
• Accept leadership responsibility in community service activities.

In making application for promotion or tenure, other relevant accomplishments may be included with a rationale for their specific relevance to one of the three main categories. The determination if these constitute a valid awarding of points will be at the discretion of the Department.
Institutional Requirements for Tenure and Promotion
For all successful promotion and tenure applications a faculty member must:

A. Consistently meet all aspects of Academic Responsibility (CBA section 3.600) and other contract obligations.

B. Have evidence of excellence in teaching.

C. Demonstrate effective use of experiential teaching methods.

D. Show evidence of continual development of pedagogical technique and course content development.

E. Show evidence of scholarly and/or creative activities that are recognized as being of high quality by campus colleagues and by external peers in one’s field of expertise.

F. Show accomplishments in the area of professional service.

The ways that faculty may accomplish these things will be detailed in their respective Unit Standards. All credited items must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. All credited accomplishments must be documented.

As stipulated in the CBA Section 9.340: “Tenure and/or promotion application portfolios shall be submitted to the Provost on or before January 15 and shall include at least the following: (1) a statement of the teaching, research and/or creative activity, and professional service performed by the applicant both on and off campus during the appropriate performance period; (2) a vita of the applicant's publications and/or creative works; and (3) any other information the applicant deems relevant to his/her professional development, competence or performance.

At a minimum, the documentation provided in the application portfolio must include all available copies of the applicant’s student course evaluations, annual peer evaluations, and his/her annual or biannual administrative evaluations.

The normal terminal degree requirement is a doctorate in the discipline in which one is teaching. A terminal master’s degree may sometimes be acceptable. Sometimes an out of area doctorate is acceptable as terminal if the individual has an extensive knowledge
base and experience in the discipline in which they are teaching.

**Employment Criteria**

**Academic Qualifications**
For hire at the rank of assistant professor or above, promotion to the rank of associate professor or above, or achievement of tenure, faculty members in the Health and Human Performance Department must have terminal degree qualifications appropriate to the position that they hold. Appropriate terminal degree qualifications will be specified at the time of hire into a tenure-track position by the administration after consultation with the department faculty.

**Minimum Requirements**
Anyone filling a full-time, tenure-track position in the Health and Human Performance Department is expected to fulfill the minimum requirements of Academic Responsibility as stated in the Collective Bargaining Agreement Section 3.600.

**Mission Statement**
Through the use of immersive and applied content delivery methods, the Health and Human Performance Department at the University of Montana Western prepares students with knowledge and application based experience in the nutritional, physiological, biomechanical, psychosocial, wellness, and recreational dimensions of human activity and health for use in graduate study or professional careers in the field.

**Promotion and Tenure Assessment Criteria**
The Health and Human Performance Department defines three areas of assessment as follows:

- Teaching Effectiveness
- Research, Professional Development, and Scholarly Activities
- Service to Stakeholder Communities and the Campus

The University of Montana Western is first and foremost a teaching institution and the areas of assessment are designed to enable the faculty to remain professionally current in their respective fields, thus better serving students and stakeholders. Recognizing that there are financial and time implications for conducting primary research and that the department actively and constantly maintains direct contact with the K-12 schools (physical education and health degree program) and the professional and scientific community (health and human performance degree) through class-related service projects, consulting, or personal service, the department faculty have determined that it is appropriate to designate optional ways to demonstrate research and scholarly activities for those hired into tenure-track positions.
**Promotion and Tenure Expectations** – comparison of requirements

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<th>Assistant to Associate</th>
<th>Associate to Professor</th>
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<tbody>
<tr>
<td>Teaching</td>
<td>8 points teaching, 3 different activities</td>
<td>8 points teaching, 3 different activities</td>
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<tr>
<td>Scholarship</td>
<td>4 points scholarship - 2 required from peer reviewed article/presentation</td>
<td>4 points scholarship - 2 required from peer reviewed article/presentation</td>
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<td>Service</td>
<td>4 points service, 2 different activities</td>
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<td>Point Values and Requirements</td>
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<td>Teaching Effectiveness</td>
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1. Developing, integrating and managing service learning projects in conjunction with a class (2 pts.) wherein curriculum has been adjusted to reflect learning goals from the projects

2. Developing, integrating and managing action research projects for a specific course (2 pts.) wherein curriculum has been adjusted to reflect learning goals from the projects

3. Supervising student teachers or student assistants (2 pts.) with feedback and meetings well documented showing student learning due to the experience

4. Attending and participating in activities undertaken to improve teaching or to enhance the curriculum (workshops, webinars, or conferences; designing and delivering honors courses) (1 pt.)

5. Being awarded a grant and describing how implementation will enhance curriculum and teaching (2 pts.)

6. Supervising internships, student thesis projects or student business plan development (2 pts.) with feedback and meetings well documented showing student learning due to the experience

7. Assisting student clubs in developing learning-based activities for their members (1 pt.) with documented learning goals

8. Being recognized by an organization outside of the department as demonstrating excellence in teaching (2 pts.)

9. Narrative description and rationale for the evolution of two courses with examples showing earlier and later content, student work examples, and resources

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<tr>
<th>Research, Professional Development and Scholarly Activities</th>
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<td>A minimum of 2 points MUST come from a peer reviewed publication</td>
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1. Publishing an article in a peer-reviewed journal within their discipline or in the teaching and learning of their discipline (2 pts.)

2. Presenting at academic or industry* conferences or via webinar (1 pt.)

3. Attending two academic or industry* conferences (1 pt.)

4. Conducting workshops and/or seminars at conferences (either academic or industry*) (1 pt.)
5. Editing a professional journal (2 pts.)

6. Serving as a peer reviewer for professional journal or working in an advisory role with a publisher (1 pt.)

7. Authoring or editing a book (2 pts.) or a chapter of a book (1 pt.) within teaching discipline

8. Actively pursuing advanced or additional degrees and/or certifications (1 pt.)

9. Being awarded a grant that will enhance the curriculum, department, or institution and describing the research required to win the grant (2 pts.)

10. Conducting departmental assessment data collection, analyzing and interpreting, making recommendations and reporting for accreditation purposes (1 pt.)

*Industry refers to a K-12 professional development event or discipline specific conference or tradeshow within the Health & Human Performance discipline that enables the faculty member to share expertise with and learn from professional practitioners. This “mini-internship” serves to help keep knowledge and skills current and directly informs and influences teaching the discipline.*

### Service to Stakeholder Communities and the Campus

- 1. Conducting research projects and/or surveys for a campus- or community-based group (2 pts.)

- 2. Serving on non-campus boards or committees (1 pt.)

- 3. Serving as a club advisor (1 pt.)

- 4. Serving as peer reviewer for accreditation organization (1 pt.)

- 5. Serving on campus committees outside of required committee assignments (1 pt.)

- 6. Serving as chair of required campus committee (1 pt.)

- 7. Serving as chair of faculty senate (2 pts.)

- 8. Assuming extra departmental tasks (scheduling or budgeting responsibilities) (1 pt.)

- 9. Offering training or mentoring to campus colleagues (1 pt.)
| 10. Officer on state, regional, national, or international level organization (1 pt.) |
| 11. Working with public schools in ways that develop and/or enhance a positive image for the department and the campus (1 pt.) using discipline-specific knowledge and expertise |
| 12. Participating in public and private youth-based organizations (1 pt.) using discipline-specific knowledge and expertise |
| 13. Being given an award as recognition of accomplishments, either academic, industry-based, or from a community organization (1 pt.) due to discipline knowledge and expertise |

All points must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the department and institution.

**Mentoring Responsibilities of the Department and the Institution**

It is *recommended* that every junior faculty member develop a relationship with a longer-term senior faculty for guidance both in terms of research and professional growth.

It is *recommended* that the faculty member request departmental review of the promotion and tenure portfolios prior to submission in order to help ensure successful requests.

It is *recommended* that every faculty member meet at least once annually in a face-to-face meeting with the Provost for purposes of formally documenting that he/she is on track for promotion and/or tenure.
Institutional Requirements for Tenure and Promotion
For all successful promotion and tenure applications a faculty member must:

A. Consistently meet all aspects of Academic Responsibility (CBA section 3.600) and other contract obligations.

B. Have evidence of excellence in teaching.

C. Demonstrate effective use of experiential teaching methods.

D. Show evidence of continual development of pedagogical technique and course content development.

E. Show evidence of scholarly and/or creative activities that are recognized as being of high quality by campus colleagues and by external peers in one’s field of expertise.

F. Show accomplishments in the area of professional service.

The ways that faculty may accomplish these things will be detailed in their respective Unit Standards. All credited items must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. All credited accomplishments must be documented.

As stipulated in CBA Section 9.340: Tenure and/or promotion application portfolios shall be submitted to the Provost on or before January 15 and shall include at least the following: (1) a statement of the teaching, research and/or creative activity, and professional service performed by the applicant both on and off campus during the appropriate performance period; (2) a vita of the applicant's publications and/or creative works; and (3) any other information the applicant deems relevant to his/her professional development, competence or performance.

At a minimum, the documentation provided in the application portfolio must include all available copies of the applicant’s student course evaluations, annual peer evaluations, and his/her annual or biannual administrative evaluations.
Institutional Terminal Degree Requirements for Tenure and Promotion

The normal terminal degree requirement is a doctorate in the discipline in which one is teaching. A terminal master’s degree may sometimes be acceptable. Sometimes an out of area doctorate is acceptable as terminal if the individual has an extensive knowledge base and experience in the discipline in which they are teaching.

The faculty of the Department of Mathematics have the following standards by which new appointments are made and existing faculty are evaluated for promotion and tenure.

**Initial appointment to a tenure-track rank in mathematics** requires an earned doctorate in mathematics, applied mathematics, statistics, or a related area from an accredited institution.

The normal terminal degree requirement for **initial appointment to a tenure-track rank in developmental mathematics** is a doctorate or terminal master’s degree in mathematics education or a related field. An out of area doctorate or master’s degree is acceptable if the individual has at least three years of teaching experience in developmental mathematics and an extensive knowledge base about the teaching of mathematics.

Anyone filling a full time position in the mathematics department is expected to fulfill the minimum requirements of Academic Responsibility as stated in the Collective Bargaining Agreement Section 3.600.

**Evaluation for promotion and tenure** is based on points derived from performance in the three basic categories: teaching, scholarship and professional service. Achievement in any subheading is valued as one (1) point, unless otherwise specified. Multiple points may be allowed for multiples of the same sort of achievement.

**Promotion from Assistant to Associate Professor** requires a minimum of five (5) points, at least one in each of the three headings, since the completion of the terminal degree.

**Promotion to Full Professor** requires a minimum of five (5) more points, at least one in each heading, that have been acquired since promotion to Associate Professor.

**Tenure** requires the completion of seven (7) points, at least two (2) from teaching and at least one (1) from each of the other headings, since the completion of the terminal degree.

**All points must represent significant, well-documented accomplishments** and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. Forms of documentation other than those
suggested are possible. All points must be documented.

1. Teaching
   a) Excellent teaching. Documentation may include copies of course evaluations by students; peer evaluations; administrator evaluations; student letters.
   b) Successful development and/or delivery of new course(s) or program(s) of study that exemplify experiential education and make explicit use of the X1 system. Documentation may include description of efforts; evaluation of efforts by other faculty and administrators; student critiques of new courses or programs.
   c) Successful direction of student theses. Documentation may include a description of the faculty efforts that went into the student theses; copies of the student theses; peer or administrator critiques of thesis direction.
   d) Publication about teaching and learning in a peer-reviewed journal. Documentation may include copies of papers; explanation of the rigor of peer review involved; peer evaluation of the significance of the publication.
   e) Presentation at workshops on teaching. Documentation may include copies of presentation materials; critiques of presentations by workshop attendees.
   f) Development and use of mathematical teaching and learning software or other instructional material. Documentation may include a link to a website where that software is maintained and/or documentation of how the materials were used in a class.
   g) Directing and/or coaching learning center tutors, math education students, or students in similar fields of study, with the goal of co-teaching a lesson or lessons in math classes. Documentation may include a letter from the student(s) involved or teaching materials created by said student(s).
   h) Observing other teachers with the goal of learning new and innovative teaching strategies. Documentation may include a reflection piece about what was learned or a letter to the peer giving specific insights gained and potentially sharing ideas.

2. Scholarship (NOTE: for tenure or promotion to Associate Professor or Professor, at least one (1) point of scholarship must come from items a-d below)
   a) Publication of research in a peer-reviewed mathematics, mathematical sciences, or mathematics education professional journal, or a professional journal from a related field. Documentation may include copies of papers; explanation of the rigor of peer review involved; peer evaluation of the significance of the publication.
   b) Publication of research in one chapter of a peer-reviewed mathematics, mathematical sciences, or mathematics education book. Documentation may include copies of the chapter; explanation of the rigor of peer review involved; peer evaluation of the significance of the publication.
   c) Success at obtaining extramural funding for scholarly activities. Documentation may include copies of grant proposals; reviewer critiques;
grant award letters; minutes of meetings; copies of scholarly papers resulting from said activities. (Successfully funded grants at $1000 or more are worth two points.)

d) Publication of a peer-reviewed book on mathematics, mathematical sciences, or mathematics education. Documentation may include copies of authored works and/or professional critiques of work (This is worth two points).

e) Presentation of research at regional, national or international mathematics, mathematical sciences or mathematics education conference. Documentation may include copies of presentation materials; critique of presentation by other meeting attendees; peer support of significance of presentation.

f) Taking courses in mathematics, mathematical sciences, mathematics education, or related fields. Documentation may include transcripts or certificates along with descriptions of the course.

3. Professional Service
   a) Serving as a referee for a peer-reviewed mathematics, mathematics education or mathematical sciences journal. Documentation may include appreciation letters from editors; samples of journals refereed.

   b) Organizing professional conferences. Documentation may include conference programs; description of role in organizing conference; critiques of the conference; support letters from others involved in organizing conference (This is worth two points).

   c) Holding office in campus committees or high levels of committee involvement. Documentation may include description of work performed; peer critique of committee work; administrator critique of committee work.

   d) Other non-committee campus based activities (e.g., holding office in the Faculty Association or high levels of faculty association involvement, serving as department chair). Documentation may include description of work; peer critique of work; administrator critique of work.

   e) Success at obtaining extramural funding for service activities or significantly well-written attempts. Documentation may include copies of grant proposals; grant award letters; reviewer critiques. (Successfully funded grants at $1000 or more are worth two points.)

   f) Participation in the recruitment of students into Montana Western's academic programs. Documentation may include records of contacts with potential students, guidance counselors, other school officials; evidence of participation in campus recruiting activities such as hosting student visits, calling potential students, giving presentations to potential students; letters of support from peers, admissions or administrators; list of students that were recruited in part due to your efforts.

   g) Participation in academic assessment activities. Documentation may include description of activity; peer and administrator critiques of activity.

   h) Participation in student retention activities such as mentoring, participation
in workshops designed to increase student success, etc. Documentation may include description of activity; peer and administrator critiques of activity.

i) Professional service performed off campus (e.g., presentations to non-mathematicians, holding committee assignments of offices in mathematics professional societies, UM system committee work, volunteer mathematical consulting, volunteering for mathematics related community activities). Documentation may include description of service; peer or administrator critique of service.

j) Provide mentorship for new faculty. Documentation may include description of said mentorship or a letter from the new faculty member or administrator.

k) Contribute to the academic development of students outside the classroom by being significantly involved in events involving students. This includes serving as club advisor and/or consistently being involved with events or activities involving students, such as plays, concerts, symposia, and athletic events. Documentation may include letters from students, peers,
Institutional Requirements for Tenure and Promotion
For all successful promotion and tenure applications a faculty member must:

A. Consistently meet all aspects of Academic Responsibility (CBA section 3.600) and other contract obligations.

B. Have evidence of excellence in teaching.

C. Demonstrate effective use of experiential teaching methods.

D. Show evidence of continual development of pedagogical technique and course content development.

E. Show evidence of scholarly and/or creative activities that are recognized as being of high quality by campus colleagues and by external peers in one’s field of expertise.

F. Show accomplishments in the area of professional service.

The ways that faculty may accomplish these things will be detailed in their respective Unit Standards. All credited items must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. All credited accomplishments must be documented.

Institutional Terminal Degree Requirements for Tenure and Promotion
The normal terminal degree requirement is a doctorate in the discipline in which one is teaching. A terminal master’s degree may sometimes be acceptable. Sometimes an out of area doctorate is acceptable as terminal if the individual has an extensive knowledge base and experience in the discipline in which they are teaching.

Introduction to Unit Standards of the Fine Arts Department
In compliance with the Collective Bargaining Agreement, section 9.500, unit standards applied to Fine Arts faculty evaluation for promotion and tenure shall be based upon faculty participation and accomplishment in the areas of teaching effectiveness, creative and scholarly activities, and professional service both on- and off-campus. The following statements define the criteria to be used in the evaluation of faculty from the University of Montana Western Fine Arts Department, which includes the disciplines of Drama, Music, and the Visual Arts.
For the purpose of faculty evaluation a number of conditions must first be established. First, it should be recognized that all faculty are individuals, thus individual faculty strengths and contributions will vary. Second, it should also be recognized that within the Fine Arts Department, with its variety of disciplines, accomplishments in creative and scholarly activities will vary. Third, given the historic mission of University of Montana Western, classroom teaching effectiveness should carry the most weight in evaluating faculty for tenure and promotion. Fourth, all faculty must participate in both creative and scholarly activities and professional service. Individual faculty, when applying for tenure and promotion, may equally represent creative/scholarly activities and professional service, or exhibit superior strengths in one area exceeding his/her accomplishments in another area.

Evaluation Structure
For the clarification of expectations, both for the faculty and tenure and promotion reviewers, faculty participation and accomplishments are divided into three categories which include teaching effectiveness, creative and scholarly research and professional service. Evaluation is based on points derived from each of these categories. Multiple points may be allowed for two or more of the same sort of achievement, such as, two or more exhibitions, recordings, scripts or grants.

For promotion from assistant to associate professor, the candidate should have a minimum of twelve points, including at least four in each of the three categories.

For tenure, a total of sixteen points is required following hiring in rank, unless stipulated differently in the employment contract. At least six must be in the teaching category.

For promotion to full professor, the candidate should have a minimum of eight points, including at least two in each of the three categories, which represent new work since promotion to associate professor.

All points must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution. Forms of documentation other than those suggested are possible. All points must be documented.

Appropriate Terminal Degrees
- Drama: M.F.A. in Drama, Ph.D. in Dramatic Theatre, Ed.D in Drama Education
- Visual Art: M.F.A. in all studio areas, Ph.D in Art History, Theory, or Criticism, Ed.D in Art Education
Following are relevant examples of Fine Arts Department faculty participation and accomplishments. Each listed item represents 1 point.

**Teaching Effectiveness**

- Providing supervision for students in student teaching, internships, or other individual projects.
- Modeling a professional and collegial learning environment as evidenced in student and peer evaluation. (Which includes for example, positive peer intervention, constructive and respectful critique of others work, goal oriented activities, and effective time management).
- Fostering a creative learning environment as evidenced by syllabi and student and peer evaluations. (Examples include, providing a variety of learning activities from which students can choose, providing a variety of media and methods, and encouragement of risk taking)
- Modeling safe practices and respect for materials, equipment and resources as evidenced by student and peer evaluations.
- Providing supervision for students in developing a portfolio of work suitable for postgraduate career options.
- Development of new assignments, innovative course structure and/or evaluation techniques which enhance experiential learning in the block system.
- Excellent teaching evaluations evidenced by standard forms and letters from students and former students, peers and or supervisors.
- Development of innovative delivery systems to aid student acquisition of course content; technology, media, experiential learning, field trips, travel.
- Development and/or refinement of new courses and/or curriculum.
- Program development or program coordinator.

**Creative and Scholarly Activities**

- Exhibition in UMW faculty exhibits, recitals, etc.
- Maintain and improve creative and technical skills through regular practice of one’s creative discipline.
- Create scores or audio recordings for distribution on local, state and national level.
- Writing and receiving a grant (2 pts) or other fund raising efforts (1pt) that support creative and scholarly activity.
- Regional, non-juried presentation of one's creative/scholarship/research work to professional groups (ex., exhibitions, conferences, performances, etc.)
- Serving on discussion panels at a professional conference.
- Serving as a reviewer of articles, textbooks, plays, etc.
- One-person or group exhibitions or performances of creative work, or directing a play or performance, either local (1 pt), regional (2 pt) or national (3 pt).
- Publishing of one's creative work/scholarship/research in a national periodical/publication.
- Serve by invitation as a expert instructor, consultant, presenter, panelist, guest artist/performer.
- Act as guest artist or lecturer at a community center or institution.
- Publishing a scholarly, referred article in a recognized journal on original work in their academic discipline or on teaching and learning in their academic discipline (2 pts).
- Writing (2 pt) or editing (1 pt) a scholarly book (including a textbook) on the discipline.
- Writing and publishing a play or set of music that is subsequently performed locally, regionally or nationally (2 pt).

**Professional Service**

- Membership in organizations relevant to one's institutional responsibilities and profession.
- Attendance at conferences relevant to one's institutional responsibilities and profession.
- Maintaining classroom environment including cleaning, ordering of materials, serving as lab monitor.
- Participate in two assigned campus committees and make significant contributions.
- Facilitating special programs, events, or workshops both on-campus and in the local and regional community (ex. Elder hostels, special children's classes, performance master classes, etc.)
- Serve as a faculty adviser for student groups, clubs, or organizations.
- Participate in the active recruitment and retention of quality students. (ex., phone perspective students, meet with Visiting perspective students, x-days and majors fair, etc.)
- Providing gratis professional consultations and services for local and regional groups, organizations, or institutions.
- Participation in groups and/or organizations that further the support and appreciation of the Fine Arts.
- Serve as department chairperson.
- Actively work on, and provide guidance for improving and maintaining the facilities at the University of Montana Western.
- Providing professional expertise that supports and assists the work of UMW such as facilities and classroom design.
- Serve as an officer in a national organization or conference relevant to one's institutional responsibilities and profession.
- Serve as a consultant at the state, regional or national level relevant to one's discipline.
- Serve as department chair.
- Providing professional consultations and services relevant to one's teaching responsibilities (ex. letters of recommendation)
- Local presentation of one's creative/scholarship/research work to campus or non-professional groups
- Serve on off-campus committees; task forces, review and advisory boards relevant to one's institutional responsibilities and profession
Tenure and Promotion
To be eligible for promotion, faculty must have served the required amount of minimum service in rank at University of Montana Western and possess the appropriate terminal degree. Application for tenure and promotion shall follow the procedure as outlined in section 9.400 in the CB agreement. Promotion and tenure require evidence of professional activity and accomplishments as defined within the three levels previously defined. Faculty should provide evidence in the form of a portfolio that lists, details, and describes their activities and accomplishments relevant to tenure and promotion. The portfolio should include supportive documentation, for example copies of syllabi and assignments, copies of letters of recommendation, copies of other relevant print materials, photographs, slides, audio or video recordings of creative work or events/workshops, press releases and reviews, copies of publications, grant award letters, etc. A statement on the candidate’s philosophy of teaching and scholarship is also useful and encouraged.