

Agenda of the Faculty Senate
September 8, 2022
Zoom Meeting
3:30-5:00pm

- I. Recognize proxies and new senators
- II. Approval of agenda
- III. Approval of minutes from May 5, 2022 (Election Meeting)
- IV. Remarks from Dr. Ken Kitts, President
- V. Remarks from Dr. Ross Alexander, Provost/EVPAA
- VI. Remarks from Dr. Jessica Stovall, Faculty Senate President
- VII. Elections for Committee Vacancies
 - a. Athletic Committee (2021-2024 Faculty At-Large)
 - b. Institutional Review Board (2022-2025 Kinesiology Faculty)
 - c. Safety and Emergency Preparedness Committee (2022-2025 Engineering and Industrial Professions Faculty)
 - d. Undergraduate Curriculum Committee (2020-2023 CASE Faculty)
- VIII. Reports
 - a. Standing Committees
 - i. Faculty Affairs
 - ii. Academic Affairs
 - iii. Faculty Attitude Survey
 - 1. Presentation of Faculty Attitude Survey Results to Senate
 - iv. Faculty Handbook Oversight
 - b. Other Committees
 - i. Faculty Senate Constitution Review
- IX. Unfinished Business

X. New Business

- a. Proposal for Faculty Handbook Revisions: Transcript Requirements (SGEC: FS)
- b. Review of Policies for Policy Environment Task Force (SGEC: FS)
 - i. Graduate Faculty Selection Policy
 - ii. Nepotism Policy
 - iii. Policies Concerning Adjunct Faculty
 - iv. Promotion Policy
 - v. Workload Policy

XI. Information items

XII. Adjourn

Faculty Vacancies on Shared Governance Committees Beginning in Fall 2022

A red asterisk () next to a name indicates the person has served the maximum of two consecutive service terms on that particular committee as allowed by the shared governance document and therefore, is not eligible for reappointment.*

Committee	Incumbent Faculty Member w/Term Expiring Aug. 2022	Representation per Shared Governance Document	Nomination for Service Term 2022-2025
Academic and Student Affairs	Jim Watkins	Education & Human Sc.	Rebecca Smith
Academic and Student Affairs	Lisa Clayton	Faculty at large	Kristy Oden
Animal Care and Use	Jason Jones*	Practicing scientist w/experience in animal research	Emily Kasl
Animal Care and Use	Chris Klein	Faculty at large	Patrick Shremshock
Athletic	Lamont Maddox	Faculty at large	Melanie Looser
Athletic	Christa Raney*	Faculty at large	Marie Taylor
Facilities & Infrastructure Development	Tim Loughrist	Faculty at large	Jennifer Maddox
Faculty/Staff Welfare	Leshan Kimbrough	Faculty at large	Ashley Johnson
Graphics Standards and Web Communications	Rebecca Smith	Education & Human Sc.	Natasha Lindsey
Graphics Standards and Web Communications	Rachel Winston	Nursing & Health Prof.	Amy Seay
Institutional Effectiveness	Leah Graham*	Faculty w/institutional effectiveness reporting requirements	Craig Robertson
Institutional Effectiveness	Natasha Lindsey	Educ. Techn. Services	John McGee
Institutional Review Board	Chanho Kang	Kinesiology	Hunter Waldman
Institutional Review Board	Laura Williams	Nursing & Health Prof.	Hillary Glover
Institutional Review Board	John Parnell	Business & Technology	Jill Simpson
Institutional Review Board	Paul Davison*	Faculty w/primary concerns in scientific areas that traditionally do not use human subjects	Brian Kim
Institutional Review Board	Ping Zhao	Chemistry, Biology, or Physics	Mel Blake
International Programs/Offerings	Lorie Johnson	Education & Human Sc.	Vicki Howell
International Programs/Offerings	Matthew Oglesby	Business & Technology	Matthew Oglesby
International Programs/Offerings	Clarissa Hall*	Nursing & Health Prof.	Melanie Looser
International Programs/Offerings	Gabriela Carrasco	Has led credit-bearing study abroad program within previous 3 years	Alejandra Alvarado-Brizuela
Multicultural Advisory	Tom Lukowicz	Arts, Sciences, & Engin.	Karla Zelaya
Multicultural Advisory	Daniel Ray	Business & Technology	Lindsey Sherrill
Multicultural Advisory	Heather Rhodes	Business & Technology	Shinika Byrd
Multicultural Advisory	Erin Piedmont	Education & Human Sc.	Rebecca Hopkins

Committee	Incumbent Faculty Member w/Term Expiring Aug. 2022	Representation per Shared Governance Document	Nomination for Service Term 2022-2025
Parking and Traffic	Gary Padgett	Faculty at large	Neysa Brown
Parking and Traffic	Chris Purser	Faculty at large	Shane Welker
Research	Jean Ann Allen	Faculty at large	Humayun Kabir
Research	Benedict Lowe	Faculty at large	Mark Greer
Safety & Emer. Preparedness	Leshan Kimbrough*	Chemistry & OHS	Humayun Kabir
Shared Governance Executive	Terry Richardson	Tenured faculty at large	Craig Robertson
Strategic Planning & Budget Study	Scott Infanger	Faculty at large	Tabitha Blasingame
Strategic Planning & Budget Study	Eric O'Neal	Faculty at large	Kelly Latchaw
Strategic Planning & Budget Study	Wayne Bergeron	Faculty at large	Gregory Buckley
Student Financial Services	Kristy Oden	Faculty at large	Kristy Oden
Student Financial Services	Tim Loughrist	Faculty at large	Jennifer Maddox
Technologies Advisory	Lisa Harrington	Nursing & Health Prof.	Brittnay Mitchell
Undergraduate Readmissions	Anissa Graham	Arts, Sciences, & Engin.	John Hodges
Undergraduate Readmissions	Patrick Shremshock	Education & Human Sc.	Lee Renfroe

(see additional pages that follow)

Faculty Vacancies on Committees that Function Outside of Shared Governance Structure

Committee	Membership Service Term	Incumbent Faculty Member w/Term Expiring Aug. 2022	Representation per Committee Description	Person Selected (or Re-elected) for Vacancy
Undergraduate Curriculum	Three years: 2022-2025	Peter Williams	Business & Techn.	Michael Floren
Undergraduate Curriculum	Three years: 2022-2025	Randall Bunker	Business & Techn.	Justin Coats
Undergraduate Curriculum	Three years: 2022-2025	Will Brewer	Nursing & Health Professions	Ann-Marie Irons
Non-Traditional and Interdisciplinary Curriculum	Two years: 2022-2024	Craig Robertson	Faculty at large	Amanda Hitt

Faculty Pool for Grievance Committees *(if such a case arises during the coming year)*

Submit the Names of 15 Faculty Members Willing to Serve		
1.Sarah Franklin	5.Peter Williams	9.Charles Brooks
2.Kristy Oden	6.Keith Jones	10.Thomas Lukowicz
3.Ann-Marie Irons	7.Felecia Harris	11.Gabriela Carasco
4.Whitney O'Neal	8.Christopher James	12.Jennifer Maddox
13.Leigh Stanfield	14.Craig Robertson	15.Leshan Kimbrough

Faculty Pool for Due Process Committees
*(if such a case arises during the coming year;
may include duplicates from Grievance Committee pool above)*

Submit the Names of 15 Faculty Members Willing to Serve		
1.Sarah Franklin	5.Felecia Harris	9.Betsy Heckert
2.Krsity Oden	6.Christopher James	10.Chris Purser
3.Leigh Stanfield	7.Christopher Cottingham	11.Ian Loeppky
4.Mark Lawrence	8.John Hodges	12.Patrick Shremshock
13.Keith Jones	14.Frank Diaz	15.Tom Lukowicz

Faculty Pool for University-Wide Promotion and Tenure Portfolio Review Committee

Note: Please be sure to include in your pool at least one faculty member from Business and from Nursing, as the terms of the current representatives from those areas expire this fall.

From Section 2.5.3 of the Faculty Handbook:

Annually, the Faculty Senate will identify a pool of at least 15 eligible members *from all tenured professors at the Associate and Full Professor ranks* for recommendation to the President to serve on this committee. From this pool of candidates, the President of the University will annually, in October, select members to serve for two (2) academic years. **No faculty member from a faculty constituency will be appointed for additional terms until the entire pool from that constituency has been exhausted.** Only then may professors be appointed to serve another term. Exemptions from service should only be granted in extreme circumstances and then only for one (1) term. Faculty may not serve on the committee while applying for promotion.

1. Willard Brewer	6. Andrea Hunt	11. Kevin Stoltz
2. Lorie Johnson	7. Alejandra Brizuela	12. Chris Purser
3. Paul Zhang	8. Whitney O'Neal	13. Sunhui Sim
4. Eric O'Neal	9. Jason Watson	14. Melissa Moore
5. Chris Cottingham	10. Gabriela Carrasco	15. Craig Robertson

Those who have already served on this committee:

Doug Barrett (<i>Business</i> , 2019-2020)	Jennifer Maddox (<i>Lib/EducTech</i> , 2021-2023)
Larry Bates (<i>at large</i> 2015-2017)	Lamont Maddox (<i>Education</i> , 2021-2023)
Santanu Borah (<i>Business</i> , 2012-2013)	Keith Malone (<i>at large</i> , 2011-2013)
Daryl Brown (<i>A&S</i> , 2009-2010)	David McCullough (<i>at large</i> , 2011-2013)
Amy Butler (<i>Lib/EducTech</i> , 2015-2017)	Jessica Mitchell (<i>at large</i> , 2019-2021)
Greg Carnes (<i>at large</i> , 2009-2011)	Michelle Nelson (<i>Nursing</i> , 2016-2018)
Chiong-Yiao Chen (<i>at large</i> , 2009-2011)	Kristy Oden (<i>Nursing</i> , 2018-2020)
Lisa Clayton (<i>Education</i> , 2015-2017)	Brent Olive (<i>at large</i> , 2013-2015)
Amanda Coffman (<i>A&S</i> , 2017-2018)	Gary Padgett (<i>Education</i> 2018-2019)
John Crabtree (<i>at large</i> , 2013-2015)	Quinn Pearson (<i>Education</i> , 2009-2011)
Valeriy Dolmatov (<i>A&S</i> , 2011-2013)	Cheryl Price (<i>at large</i> , 2020-2022)
Wendy Darby (<i>Nursing</i> , 2009-2010)	Ansley Quiros (<i>A, S, & E</i> , 2021-2023)
Melissa Driskell (<i>A&S</i> , 2018-2019)	Lee Renfroe (<i>at large</i> , 2018-2020)
Sarah Franklin (<i>at large</i> , 2016-2018)	Matt Schoenbachler (<i>at large</i> , 2020-2022)
Matt Green (<i>Education</i> , 2011-2013)	Leigh Stanfield (<i>Lib/EducTech</i> , 2017-2019)
Felecia Harris (<i>Education</i> , 2017-2018)	Mark Terwilliger (<i>Business</i> , 2020-2022)
John Hodges (<i>A&S</i> , 2019-2021)	Brian Thompson (<i>at large</i> , 2019-2021)
Scott Infanger (<i>at large</i> , 2018-2020)	Darlene Townsend (<i>Lib/EduTech</i> , 2019-2021)
Chris James (<i>Education</i> , 2019-2021)	Claudia Vance (<i>at large</i> , 2012-2014)
Keith Jones (<i>at large</i> , 2014-2016)	Kristy Van Rensselaer (<i>Business</i> , 2013-2014)
Katie Kinney (<i>at large</i> , 2017-2018)	Laura Williams (<i>at large</i> , 2021-2023)
Tera Kirkman (<i>Nursing</i> , 2014-2016)	Tammy Winner (<i>at large</i> , 2017-2019)
Lisa Kirch (<i>A&S</i> , 2015-2017)	Rachel Winston (<i>Nursing</i> , 2020-2022)
Chris Klein (<i>at large</i> , 2021-2023)	Ryan Zayac (<i>at large</i> , 2016-2018)

Senate Exec

President-Elect: Lauren Killen

Secretary: Lisa Ann Blankenship

Exec 1: Chris Cottingham

Exec 2: Kevin Stoltz

2022 Faculty Attitude Survey Report

Committee Members:

Chris Purser (Chair)

Stephanie Clark

Jessica Stovall

Kevin Stoltz

Xiaonan Zhu

Submitted to the President of the Faculty Senate of the University of North
Alabama on August 17, 2022

The 2022 Faculty Attitude Survey at the University of North Alabama (UNA) was available from April 26 through May 13, 2022. The 2022 survey was disseminated approximately a week later than 2021, largely due to the establishing of a new university Qualtrics liaison. While admittedly this was over one month after the final survey instrument was ratified by the FAS (late March), had it not been for the diligent work by our new Qualtrics liaison (in addition to their normal responsibilities, and including working with Qualtrics during weekends and holidays), the survey would have been delivered much later. Despite the slight delay, the timeline of the 2022 survey is largely congruent with the historical timeline for survey delivery and collection. The survey was again administered online using the Qualtrics platform. As part of their contractual agreement with UNA, Qualtrics also provides descriptions of the final survey results in a series of tables and charts that appear in this report. Each faculty member at UNA was provided a unique link to ensure that respondents could only complete the survey once. Overall, 168 faculty members completed the survey, down 24% from the corresponding numbers in 2021 (221 respondents) and 16.5% from 2020 (201 respondents). Separate (though similar) surveys were administered for full-time faculty/instructors and adjunct/part-time instructors. It is the view of the committee that the primary reason for the lower response rate was due to the survey's administration during the week of final exams and the following two weeks.

Based on the recommendations of the previous years, part of our task as the Faculty Attitude Survey Committee was to revise the survey so as to help Faculty Senate prioritize its business for the upcoming school year. While the committee remained cognizant of that throughout our preparation of the 2022 survey, it is a daunting task, and the committee is hopeful that future iterations of the survey can improve upon helping to develop a working agenda for Faculty Senate. That being said, some potential agenda items for Faculty Senate stemming from this survey could be: **revising and updating the university's parental-leave policies; cost-of-living adjustments being comparable to actual increases in the cost of living; the placement and safety (e.g., visibility) of campus crosswalks; the vehicle registration process being cumbersome and the potential for receiving decals via campus mail; ethical issues regarding online proctoring tools that require students to pay for the services; more support/guidance for faculty involved in the accreditation process; excessive frequency and time commitment associated with mandatory trainings; and some degree of standardization regarding the academic calendar, particularly pertaining to the start and end dates of academic terms.**

The 2022 Faculty Attitude Survey Committee included Chris Purser (chair), Stephanie Clark, Kevin Stoltz, Jessica Stovall, and Xiaonan Zhu. The committee was convened in February, 2022, and met weekly, revising the previous year's survey, until the instrument was finalized on March 18. The committee chose to incorporate numerous, but primarily minor, changes to the previous version of the survey for litany of reasons, most notably due to the fact that the committee deemed some issues had largely become irrelevant, and other emerging issues deserved attention. The biggest differences with this and the 2021 Faculty Attitude Survey are the following:

- Revamped questions about placement and safety regarding crosswalks on campus
- Revised some questions pertaining to attitudes toward department chairs and college deans
- Added questions related to faculty member level of support from administration on

accreditation process

- Added questions related to standardization of the academic calendar
- Added questions regarding need for university parental leave policy
- Added question on the adequacy of COLA's in relation to actual increases in cost-of-living.
- Eliminated questions relating to hiring procedures being in congruence with university policy, given the large percentage of "no basis for judgment" responses
- Added questions regarding administration supporting faculty by completing administrative tasks without burdening faculty members

The Qualtrics summary of the full survey results is available as part of this report. It begins on page 7. The committee has chosen to highlight what it views as the most noteworthy outcomes of the survey and presents those as bullet points next.

Overall:

1. 168 faculty members completed the survey (102 tenured or tenure track professors, 43 adjunct or part-time instructors, 3 full-time instructors, 1 visiting professor, and 0 emeritus professors. The total number of survey participants is approximately 20% lower than the previous two years. As compared to 2021, this is largely due to a significant decline in tenure-track (23.9% decline) and adjunct/part-time instructor participants (32.8% decline).
2. Well over half the responses (61.3%) came from Arts and Science faculty, similar to previous years.

Adjunct/part-time instructors:

3. Adjunct/part-time instructors continue to reveal they are comfortable leading class discussions dealing with sensitive cultural diversity issues.
4. Adjunct/part-time instructors have the resources needed to teach, and use Canvas effectively.
5. While nearly half (49%) of adjunct/part-time instructors know how to effectively caption their instructional materials, this is down from 64% in 2020.
6. While over half (56%) of adjunct/part-time instructors agree that their departmental colleagues appreciate the work they do, this is down from 78% in 2020.
7. 42% of adjunct/part-time instructors agree that they would like to be more involved in work that pertains to their department, similar to the corresponding numbers (44%) in 2020.
8. 56% of adjunct/part-time instructors attend cultural events on campus, but slightly less than half (44%) have attended athletic events on campus.
9. Only 21% of adjunct/part-time instructors use the health and wellness resources on campus, up from 19% in 2020.
10. Adjunct/part-time instructors do not view academic dishonesty as a problem in their traditional or online classes.
11. The overwhelming majority of adjunct/part-time instructors agree they know what UNA

considers a violation of academic standards (91%), and how to report academic conduct violations at UNA (81%). (This was a new question to the 2022 survey.)

12. As was the case in 2021, adjunct/part-time instructors are about evenly split regarding whether they are fairly (34.8%) or unfairly (37.2%) compensated, though unlike 2021, more respondents feel underpaid than fairly paid. Consequently, the 2022 numbers match the 2020 survey. Regarding benefits satisfaction, the modal response category was “no basis for judgment” (55.8%).
13. The most cited benefit (6 of 27 respondents) that adjuncts/part-time instructors would like to see is health benefits.
14. Adjunct/part-time instructors are more likely to agree (47%) that UNA has made progress toward student retention and that the university’s recruitment efforts (42%) should be geared toward attracting higher quality students rather than maximizing enrollment.
15. The majority of adjunct/part-time instructors (are either neutral or disagree) do not agree that the instructor and course evaluation process at UNA is a good indicator of teaching skills, but the modal response category (49%) was neutral.
16. Only 26% of adjunct/part-time instructors agree that grade inflation is a problem at UNA, but the modal response category (35%) was “no basis for judgment”.

The rest of the faculty respondents (full-time instructors, tenured/tenure-track professors, and emeritus professors) were grouped together in the survey and will be called “faculty” below.

17. As in 2020 and 2021, faculty have more positive than negative sentiment toward both President Kitts and Provost Alexander, particularly pertaining to overall job performance.
18. An overwhelming majority of faculty (89%) agree that President Kitts’ “Project 208” has been effective.
19. A smaller percentage, but still a majority of faculty (62%) agree that President Kitts and Provost Alexander (56%) support the primary endeavors of faculty by not burdening faculty with the completion of administrative tasks. (A new question for the 2022 survey.)
20. Regarding Provost Alexander, a majority of faculty (64%) agree that he is responsive in addressing academic issues.
21. As in 2020 and 2021, generally speaking, faculty are positive toward the performance of other high-level administrators (vice presidents, deans/associate deans, department chairs, chief of campus police, athletics director, etc.).
22. The most cited comment with UNA administration was a concern related to loss of faculty and understaffing (8 comments) and a concern about efforts to increase enrollment at the expense of academic standards (7).
23. The majority of faculty respondents report being comfortable leading class discussions dealing with sensitive cultural issues and indicate they have received appropriate training concerning becoming a liaison for cultural diversity and inclusion.
24. The majority of faculty respondents believe that hiring practices concerning staff, faculty, and administrators are done fairly and equitably.
25. The overwhelming majority of faculty indicate they are able to use Canvas effectively and know how to create audio/video presentations of lectures.

26. Faculty indicate less agreement regarding the university adopting and funding (less than 50% agree) a comprehensive proctoring service across all colleges and departments, and only 36% agree that they need more services/support than Respondus for proctoring online exams.
27. Faculty report being aware of experiential and work-based learning support programs, but only half of the respondents are aware of the QEP on experiential and work-based learning.
28. Faculty view cheating as at least an occasional problem in face-to-face (52% agree) and online courses (48% agree). Relatedly, the majority of respondents (68%) did not involve any outside party in resolving the academic dishonesty incident, with the issue being handled between the faculty member and student.
29. In open-ended responses, faculty suggest that the university handles academic dishonesty inconsistently (4 responses), and online academic dishonesty is more prevalent (3 comments).
30. Half of faculty respondents indicate administrative expansion is a problem at UNA, and half of respondents agree that administrative expansion comes at the expense of hiring faculty. Moreover, a majority of faculty is either neutral (27%) or disagree (27%) that administrators support the primary endeavors of faculty by completing administrative tasks without burdening other faculty members.
31. Over half of faculty respondents are involved in some way with accreditation, with vast majority of those involved indicating they pulled course materials as part of a program evaluation, and they evaluated whether student learning objectives/outcomes were being met through course materials. (Slightly less than half of the faculty agreed with a litany of items concerning becoming more familiar/knowledgeable on the accreditation process.)
32. While not a majority, faculty indicate some level of agreement (more than 1/3) on mandatory training requirements being too numerous, too frequent, and too lengthy.
33. Faculty agreed that their physical office and classrooms are conducive to productivity and learning, while nearly 1/3 report that their physical work environment may adversely affect their health.
34. While the overwhelming majority of faculty indicate feeling safe on campus, less (but still a majority) agree that appropriate security is in place to protect equipment/supplies stored in classrooms (55%) and that campus crosswalks are safe to use (52%) and located in appropriate areas (57%). Less than half of faculty respondents report that emergency call boxes are adequately distributed across campus.
35. An overwhelming majority of faculty (77%) agree that parking decals should be made available via campus mail, and slightly over 1/3 of faculty agree that the registration process and documentation required to receive parking decals is too complex.
36. Faculty were generally positive toward the efforts of CRTF and University Health Services.
37. Nearly 2/3 of faculty (65%) agree to standardized starting dates for academic terms (e.g., semesters beginning no earlier than January 10), and over half agree that a review of the academic calendar is needed.
38. While over 70% of faculty view summer teaching as a means to achieve a salary level that cannot be reached on a 9-month contract, less than 1/4 view the winter term in this manner.
39. While the overwhelming majority of faculty report having an active research agenda, most

report not having sufficient time and funds to conduct their research.

40. Faculty generally express support in the university's efforts in student retention and that recruitment efforts should be geared toward attracting higher quality students to UNA. Moreover, faculty are generally satisfied with their level of autonomy in improving academic programs.
41. By a 4-to-1 margin, faculty do not believe the instructor and course evaluation process at UNA is a good indicator of teaching skills, and slightly more than 1/3 see grade inflation as a problem at UNA.
42. A slight majority of faculty view the Faculty Senate as playing an important role at the university, providing a line of communication between faculty and The Board of Trustees, and effectively representing faculty interests.
43. While nearly 1 in 3 faculty agree UNA's parental leave policy needs to be reviewed and updated, over half of respondents reported no basis for judgement.
44. While more faculty support the role and efficacy of shared governance at UNA, a relatively sizable percentage of respondents report no basis for judgment.



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Faculty Attitudes Survey 2022

May 2022

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- Approach
- Respondent Profile
- Adjunct / PT Instructor Results
- Full-Time Instructor Results



Approach

The online survey reached 168 faculty members at UNA. This survey was a comprehensive review of faculty members, including full-time, part-time, and adjunct professors. The goal of this study was to gather faculty feedback about the campus climate, on matters such as creating an inclusive environment, evaluation of work environment, technology and its usage in instruction, and perceptions of the administrative staff.

Key Metrics Evaluated

- Agreement with diversity statements
- Agreement with work environment statements
- Agreement with technology statements
- Agreement with winter/summer teaching statements
- COVID protocol evaluation
- Academic dishonesty evaluation
- Campus safety evaluation
- Recruitment, retention, and educational programming
- Administrator evaluation
- Attitudes towards salaries, support, and benefits

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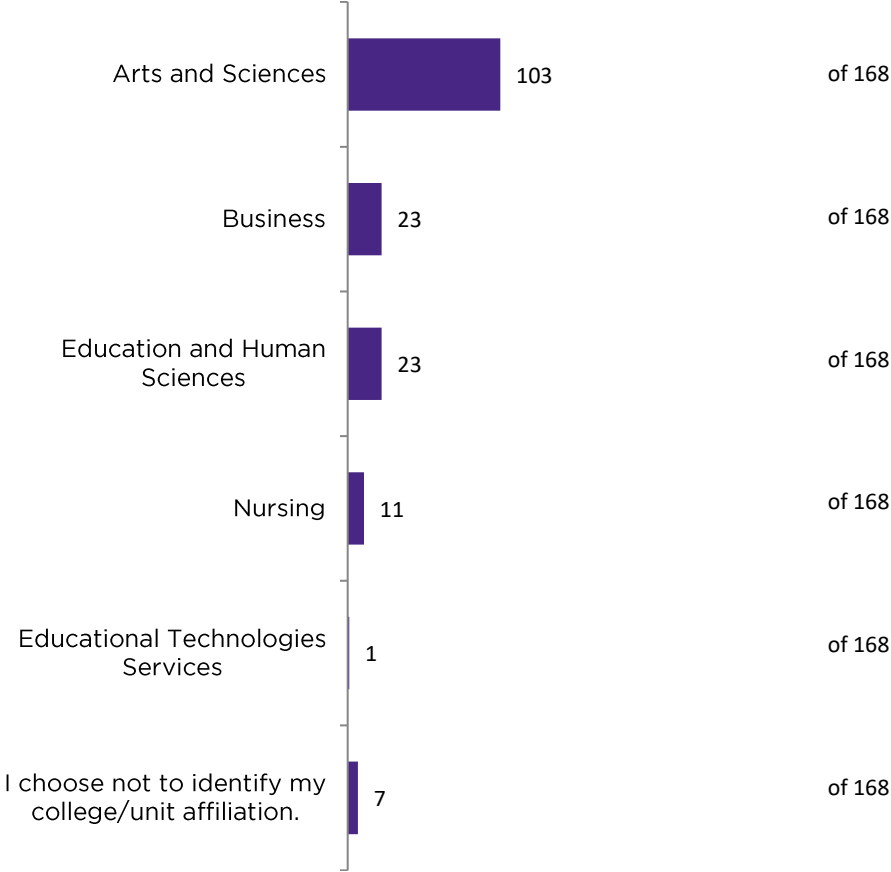
- Approach
- Respondent Profile
- Adjunct / PT Instructor Results
- Full-Time Instructor Results



Respondent Profile

College Unit/Affiliation N=100.0%

Would you please identify your college/unit affiliation?
Choice Count



Faculty Classification N=100.0%

Please indicate your faculty classification.
Choice Count

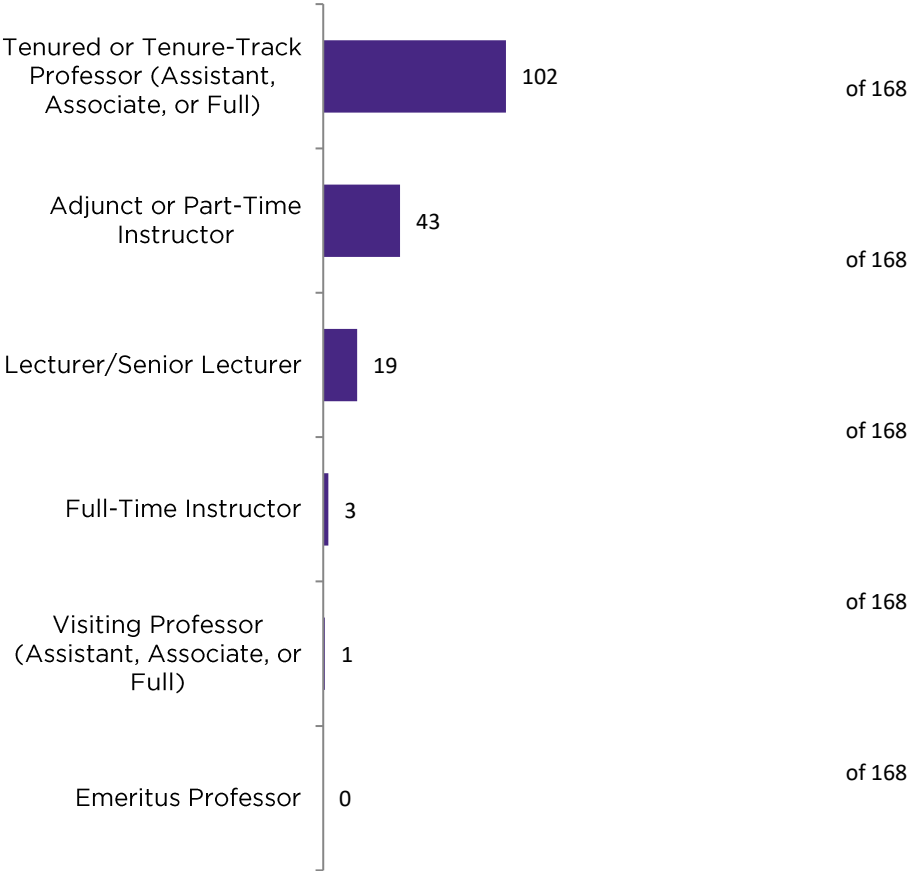


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- Approach
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Diversity Statement Agreement

Diversity Statement | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I am comfortable leading class discussions dealing with sensitive cultural diversity issues.	71%	10%	5%	14%	25.0%



Teaching & Technology Statement Agreement

Teaching & Technology Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I am able to use Canvas effectively.	88%	7%	2%	2%	25.6%
I have the resources I need to teach well.	79%	16%	5%	0%	25.6%
My departmental colleagues are respectful of me as a professional.	77%	12%	7%	5%	25.6%
I have sufficient technology to teach effectively.	72%	7%	12%	9%	25.6%
I know how to create audio/video presentations of my classroom lectures for instructional delivery.	72%	12%	9%	7%	25.6%
Information Technology Services responds positively to the needs of UNA faculty.	70%	12%	5%	14%	25.6%
My departmental colleagues appreciate the work I do.	56%	21%	9%	14%	25.6%
Educational Technology Services training/workshops focused on instructional design have been helpful to me.	49%	26%	2%	23%	25.6%
I know how to caption my instructional materials.	49%	23%	9%	19%	25.6%
I would like to be more involved in work that pertains to my academic department.	42%	35%	12%	12%	25.6%
The University should adopt and fund a comprehensive proctoring service across all colleges and departments.	23%	37%	12%	28%	25.6%
I need more services/support than Respondus provides for proctoring online exams.	16%	30%	14%	40%	25.6%

Problems with Canvas N=0.6%

Please describe your problems or difficulties with Canvas in more detail.

Coded Responses

Online seminar was clumsy/poorly prepared

1

of 1



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Facilities Usage Statement Agreement

Facilities Usage Statements | Agreement

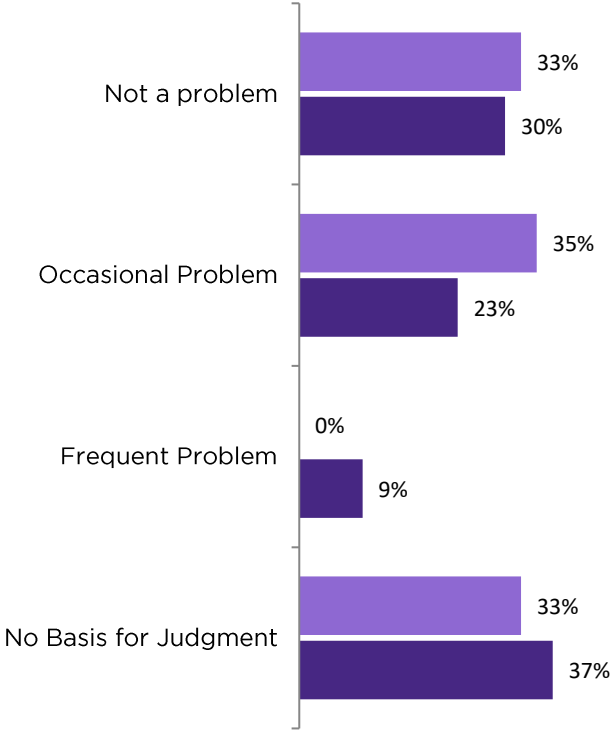
Percent Selected

Statement	Yes	No		N
Since I have been working at UNA, I have attended cultural events on campus.	56%	44%		26.5%
Since I have been working at UNA, I have attended athletic events.	44%	56%		26.5%
Since I have been working at UNA, I have received health care from University Health Services.	21%	79%		26.5%
Since I have been working at UNA, I have taken advantage of the Faculty/Staff Wellness Center.	2%	98%		26.5%



Academic Dishonesty Problem Level & Academic Standards Statement Agreement

Academic Dishonesty Problem Level N=26.5%
How significant of a problem is academic dishonesty in my live lecture/online classes?
Percent Selected



Academic Standards Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I know what UNA considers a violation of academic standards.	91%	5%	2%	2%	26.5%
I know how to report academic conduct violations at UNA.	81%	9%	5%	5%	26.5%

Physical Working Conditions & Campus Safety Statement Agreement

Physical Working Conditions | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
It is my opinion that the physical classroom environment is conducive to learning.	63%	12%	7%	19%	26.5%
It is my opinion that my physical office environment is conducive to productivity.	44%	5%	9%	42%	26.5%
It is my opinion that my physical work environment may adversely affect my health.	7%	26%	37%	30%	26.5%

Campus Safety Statements | Agreement

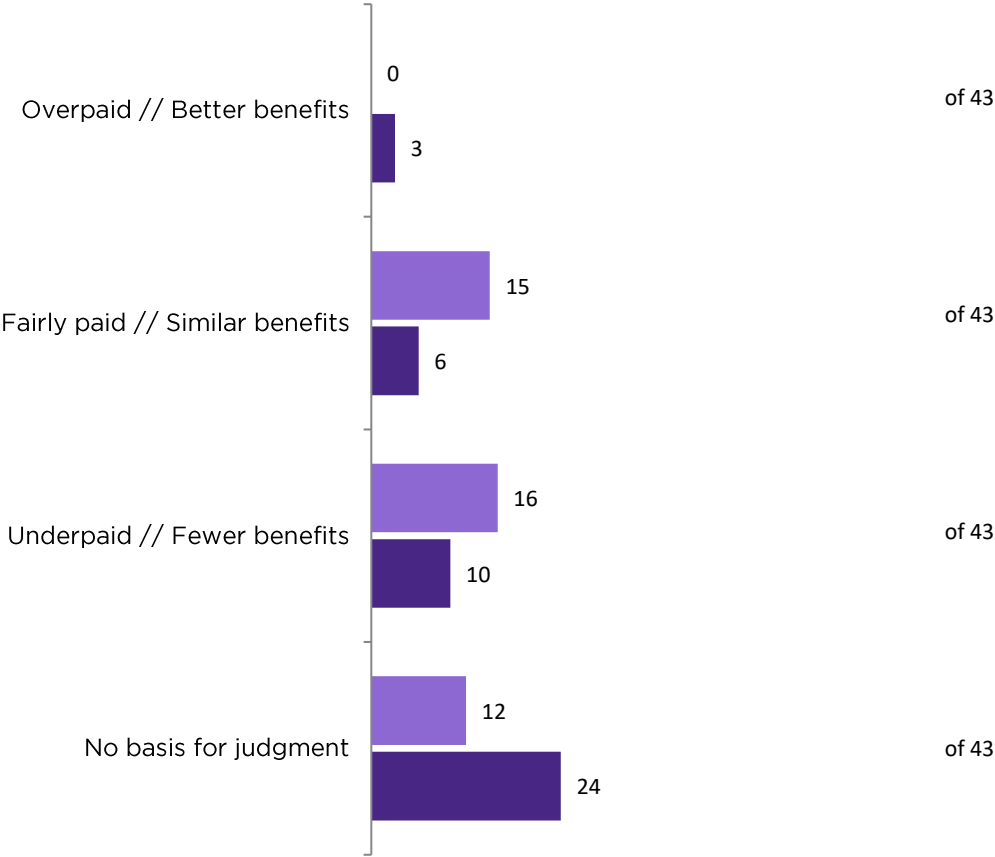
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I work in a safe and secure environment.	72%	9%	2%	16%	26.5%
There is adequate lighting on campus.	65%	7%	9%	19%	26.5%
The campus is safe and secure for students, faculty, and staff.	63%	14%	7%	16%	26.5%
I feel safe parking on campus and walking to/from my office.	63%	9%	2%	26%	26.5%
Crosswalks are located appropriately.	63%	14%	0%	23%	26.5%
Crosswalks are well-marked and safe for use.	63%	19%	0%	19%	26.5%
Personal belongings in my office are secure from theft.	49%	9%	5%	37%	26.5%
The emergency call boxes are adequately distributed across campus.	44%	19%	7%	30%	26.5%
Appropriate security is in place to protect equipment and/or supplies stored in classrooms.	42%	21%	9%	28%	26.5%

Compensation / Benefits Satisfaction & Other Desired Benefits

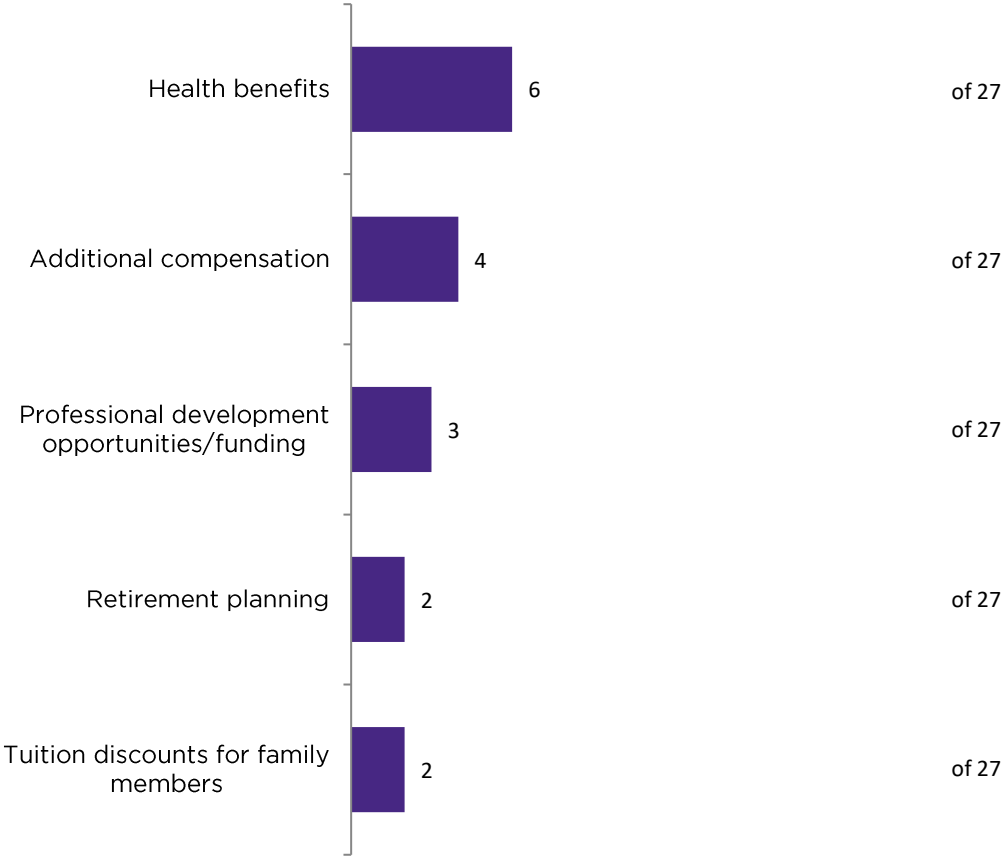
Compensation & Benefits Satisfaction N=26.5%

Compared to adjunct faculty members at institutions similar to UNA, I am:
Compared to adjunct faculty members at institutions similar to UNA, I receive:
Choice Count



Desired Benefits in Adjunct Contract N=16.1%

What other benefits would you like to see UNA provide with your adjunct contract?
Top 5 Coded Responses



Compensation
Benefits

Recruitment/Evaluation Statements & Issues/Concerns Impacting Performance

Recruitment/Evaluation Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
The University has made progress in providing services that will successfully retain students.	47%	28%	2%	23%	26.5%
The University's recruitment efforts should be geared toward attracting higher quality students rather than maximizing enrollment.	42%	30%	12%	16%	26.5%
The current instructor/course evaluation process at UNA is a good indicator of my teaching skills.	37%	49%	12%	2%	26.5%
It is my perception that grade inflation is a problem at UNA.	26%	21%	19%	35%	26.5%

Issues/Concerns Impacting Job Performance N=4.2%

Please describe any additional issues and concerns pertaining to your department or cost center that have an immediate impact on you or your ability to perform your job.

Coded Responses

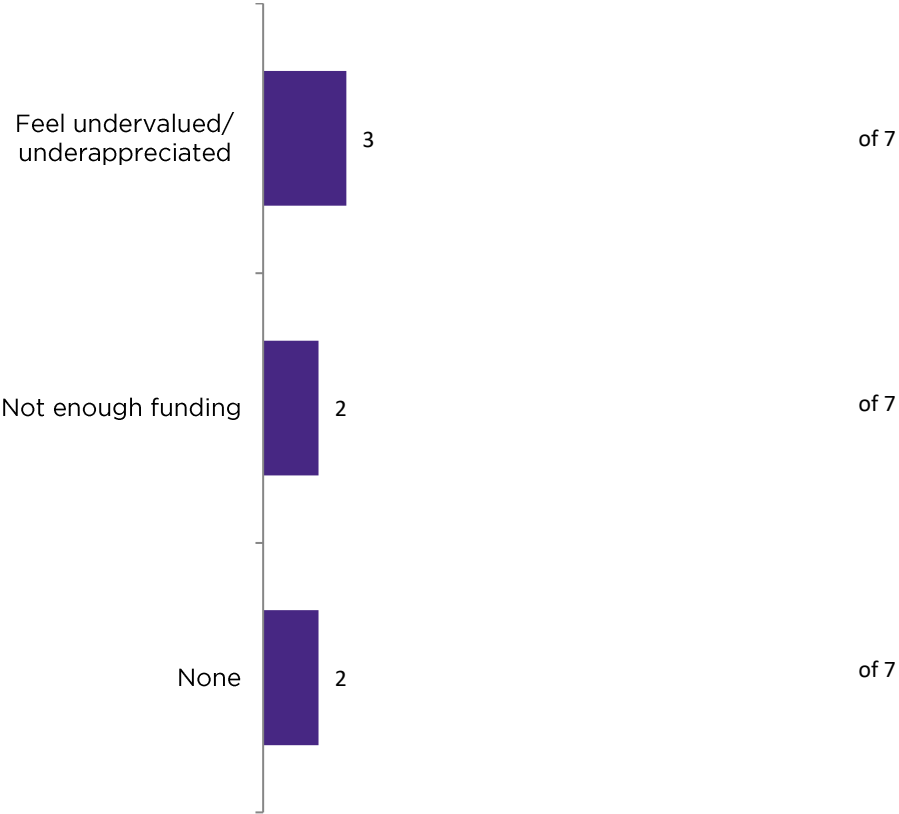


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- Approach
- Respondent Profile
- Adjunct / PT Instructor Results
- Full-Time Instructor Results

President Kenneth Kitts & VP Ross Alexander Evaluations

President Kenneth Kitts Evaluation

Concerning President Kenneth Kitts, I am satisfied with his:
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Effectiveness in implementing strategies to increase funding for UNA at the state level (one of the stated goals of "Project 208").	89%	3%	2%	6%	74.4%
Communication with the faculty.	86%	7%	3%	4%	74.4%
Overall job performance.	85%	8%	2%	5%	74.4%
Support of academic programs.	74%	14%	6%	6%	74.4%
Clear statements of University policies.	72%	15%	5%	7%	73.2%
Support for shared governance.	66%	10%	4%	19%	74.4%
Support of the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	62%	14%	8%	15%	74.4%
Allocation of available funds giving proper priority to academic programs.	56%	18%	10%	16%	74.4%
Representation of faculty members' views to the Board of Trustees.	53%	14%	3%	30%	74.4%

Vice President for AA & Provost Ross Alexander Evaluation

Concerning Vice President for Academic Affairs and Provost Ross Alexander, I am satisfied with his:
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Communication with the faculty.	70%	13%	14%	3%	74.4%
Accessibility to the faculty.	68%	10%	12%	10%	74.4%
Overall job performance.	68%	16%	13%	3%	74.4%
Clear statements of University policies.	66%	15%	11%	8%	74.4%
Responsiveness in addressing academic issues.	64%	17%	9%	10%	74.4%
Budget proposal's support for academic programs.	57%	14%	14%	16%	74.4%
Support of the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	56%	15%	18%	11%	74.4%

Academic & Associate Dean Evaluations

Academic Dean Evaluation

My College's Academic Dean...
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
treats me with respect and dignity.	86%	4%	8%	2%	73.8%
Promotes a positive work atmosphere.	80%	12%	7%	1%	73.2%
Performs their job well.	77%	16%	6%	1%	73.8%
Supports academic freedom.	74%	11%	6%	9%	73.8%
Is a good listener.	71%	11%	9%	9%	73.8%
Supports the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	70%	15%	9%	6%	73.2%
Addresses any concerns I have promptly and fairly.	67%	15%	6%	13%	73.8%
Can be trusted.	66%	16%	11%	7%	73.2%
Is more proactive than reactive.	60%	16%	13%	10%	73.8%
Shows no favoritism towards employees.	58%	16%	15%	11%	73.8%

Associate Dean Evaluation

My College's Associate Dean...
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Treats me with respect and dignity.	79%	7%	4%	10%	74.4%
Maintains an "open door" policy.	76%	8%	1%	15%	73.8%
Performs their job well.	74%	14%	4%	8%	74.4%
Supports academic freedom.	72%	6%	5%	17%	74.4%
Promotes a positive work atmosphere.	72%	12%	6%	10%	73.8%
Is a good listener.	70%	9%	7%	14%	74.4%
Addresses any concerns I have promptly and fairly.	66%	11%	6%	17%	74.4%
Can be trusted.	64%	18%	9%	10%	74.4%
Supports the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	64%	9%	11%	16%	74.4%
Is more proactive than reactive.	61%	11%	12%	16%	74.4%
Shows no favoritism towards employees.	58%	11%	14%	18%	74.4%
Regularly asks for my ideas and opinions.	50%	14%	21%	16%	74.4%

Department Chair Evaluation

Department Chair Evaluation

My Department Chair...
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Maintains an "open door" policy.	86%	6%	5%	3%	72.6%
Treats me with respect and dignity.	84%	7%	5%	3%	72.6%
Supports academic freedom.	80%	8%	4%	8%	72.6%
Evaluates my performance and discusses opportunities for improvement.	79%	10%	5%	7%	72.0%
Addresses any concerns I have promptly and fairly.	76%	10%	11%	3%	72.6%
Supports the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	75%	11%	8%	5%	72.6%
Performs their job well.	75%	11%	10%	4%	72.6%

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Is a good listener.	74%	11%	11%	3%	72.6%
Can be trusted.	72%	18%	7%	3%	72.6%
Promotes a positive work atmosphere.	71%	14%	11%	3%	72.6%
Regularly asks for my ideas and opinions.	71%	11%	14%	4%	72.0%
Leads by example.	67%	15%	15%	3%	72.6%
Shows no favoritism towards employees.	67%	13%	16%	4%	72.6%
Is more proactive than reactive.	66%	15%	16%	3%	72.6%

Satisfaction With Administrator Job Performances

Satisfaction with Job Performances

Concerning other administrators, I am satisfied with the overall job performance of:
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Senior Vice Provost for Academic Affairs - Dr. Joy Borah	59%	7%	6%	28%	74.4%
Vice President for Student Affairs - Dr. Kimberly Greenway	52%	13%	9%	26%	74.4%
Vice President for the Division of Diversity, Equity, and Inclusion - Mr. Ron Patterson	50%	10%	12%	28%	74.4%
Vice Provost for Academic Affairs and Dean of Graduate & Online Education - Dr. Amber Paulk	48%	10%	9%	32%	73.8%
Assistant Vice President and Dean of Students for Student Affairs - Ms. Tammy Jacques	46%	6%	2%	46%	73.8%
Vice President for University Advancement - Mr. Kevin Haslam	46%	8%	4%	42%	74.4%
Vice President for Business and Financial Affairs and Chief Financial Officer - Mr. Evan Thornton	45%	10%	3%	42%	74.4%

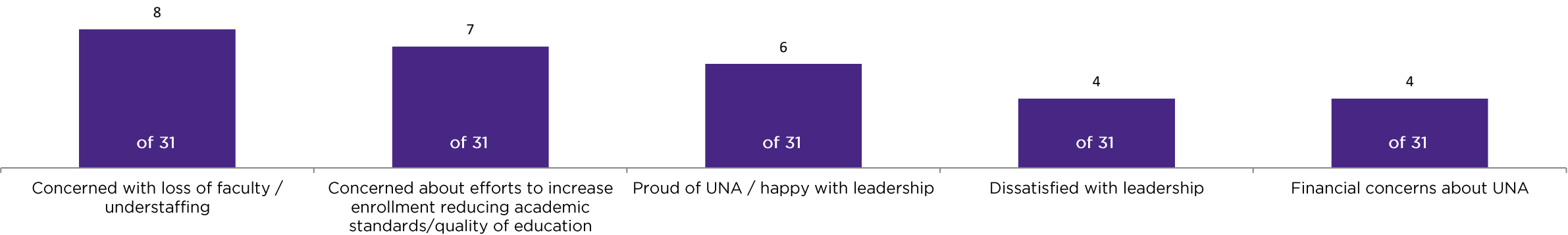
Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Senior Vice Provost for International Affairs - Dr. Chunsheng Zhang	45%	10%	6%	38%	74.4%
Associate Vice President for Business and Financial Affairs - Ms. Cindy Conlon	42%	6%	1%	51%	74.4%
Chief of Campus Police - Mr. A. Les Jackson	36%	8%	2%	54%	74.4%
Director of Athletics - Mr. Joshua M. Looney	34%	7%	1%	58%	74.4%
Title IX Coordinator - Ms. Kayleigh Baker	34%	11%	15%	40%	74.4%
Associate Vice President and Dean of Students for Student Affairs - Ms. Minnette C. Ellis	26%	6%	2%	66%	74.4%

Comments Pertaining to UNA Administration

UNA Administration Comments N=18.5%

Please inform us of any additional thoughts or issues pertaining to your department, college, or UNA administration you would like to express.

Top 5 Coded Responses



Diversity Statement Agreement

Diversity Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
I am comfortable leading class discussions dealing with sensitive cultural diversity, equity, and inclusion issues.	67%	18%	11%	4%		74.4%
I have received appropriate training in becoming a liaison for cultural diversity, equity, and inclusion.	58%	24%	14%	4%		74.4%



Hiring & Technology Statement Agreement

Hiring Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
The hiring of new faculty is done fairly and equitably.	65%	14%	16%	5%	74.4%
The hiring of new staff is done fairly and equitably.	48%	10%	9%	32%	73.8%
The hiring of new administrators is done fairly and equitably.	37%	14%	18%	32%	74.4%

Technology Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I am able to use Canvas effectively.	94%	4%	2%	1%	74.4%
I know how to create audio/video presentations of my classroom lectures for instructional delivery.	93%	5%	2%	1%	74.4%
Information Technology Services responds positively to the needs of UNA faculty.	89%	5%	6%	1%	74.4%
I have sufficient technology to teach effectively.	86%	10%	4%	0%	74.4%
I know how to caption my instructional materials.	78%	8%	11%	2%	74.4%
Educational Technology Services training/workshops focused on instructional design have been helpful to me.	77%	10%	4%	10%	74.4%
The University should adopt and fund a comprehensive proctoring service (e.g., Honorlock, Examity, etc.) across all colleges and departments.	46%	25%	19%	10%	74.4%
I need more services/support than Respondus provides for proctoring online exams.	36%	23%	22%	18%	74.4%

Canvas Difficulties N=0.6%

Please describe your problems or difficulties with Canvas in more detail.
Coded Responses

Assessment support has
been broken for years;
Canvas support is poor

1

of 1

Experiential Learning Statement Agreement

Experiential Learning | Agreement

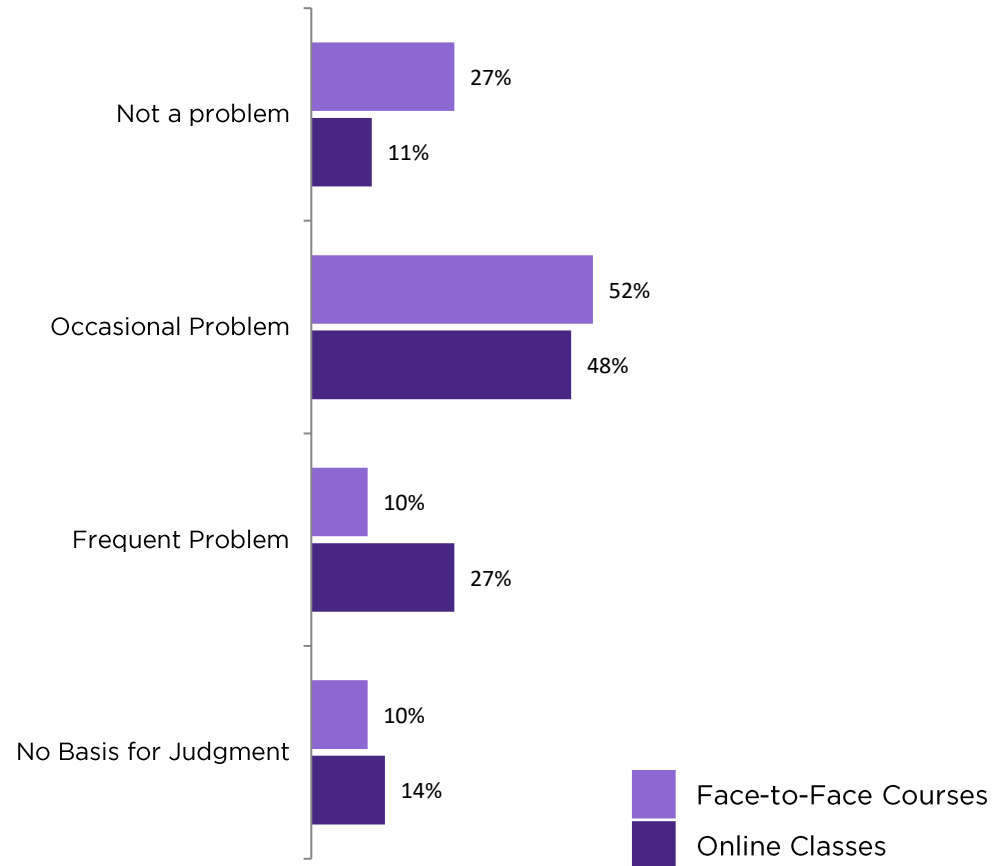
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
I am aware of experiential and work-based learning support for our programs.	65%	10%	21%	4%		74.4%
I am aware of the QEP on experiential and work-based learning.	50%	15%	29%	6%		73.8%

Academic Dishonesty Problem Level & Handling Methods

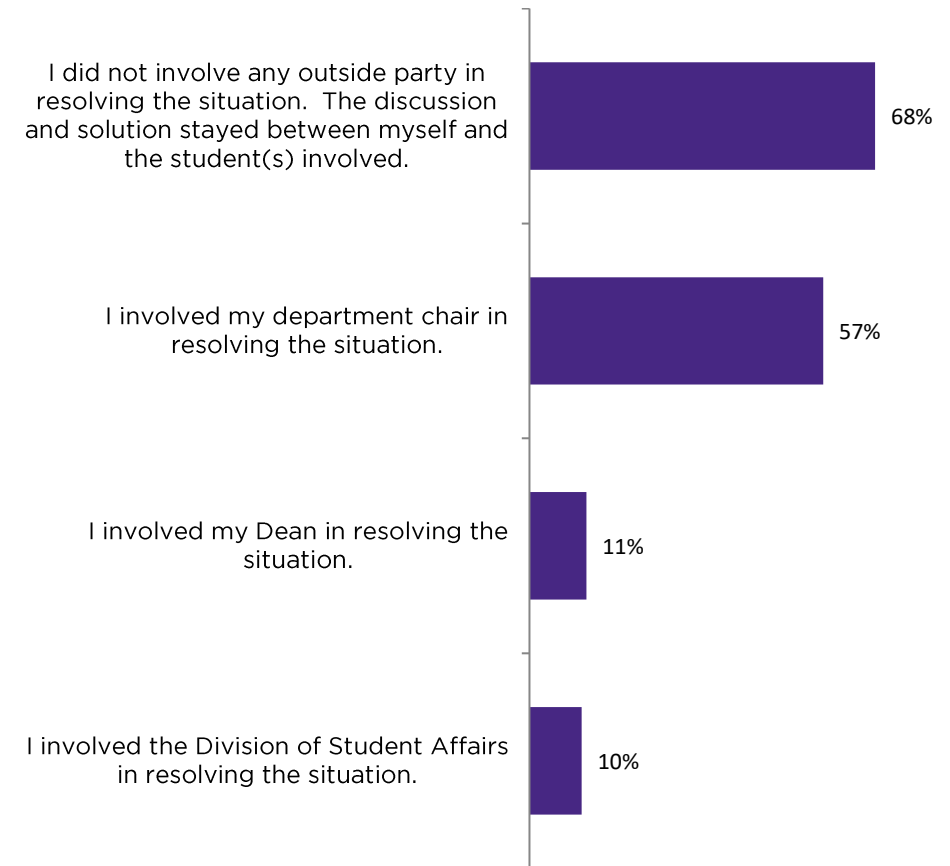
Academic Dishonesty Problem Level N=73.8%

How significant of a problem is academic dishonesty in my traditional, face-to-face/online assessments?
Percent Selected



How Academic Dishonesty Has Been Handled N=64.3%

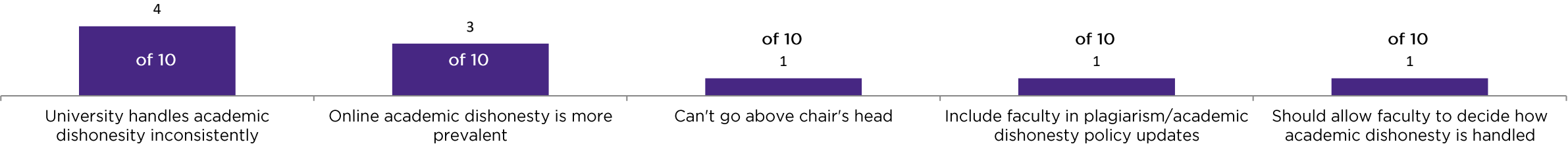
How have you responded to academic dishonesty at UNA? Please check all that have ever applied from all instances of academic dishonesty.
Percent Selected



Comments Around Academic Dishonesty & UNA Response

Comments on Academic Dishonesty and UNA Response N=6.0%

Please include any additional comments or concerns you have regarding academic dishonesty among students and/or UNA's response to academic dishonesty among students.
Top 5 Coded Responses



Administrative Growth Statements & Administrative Work Assigned

Administrative Growth | Agreement

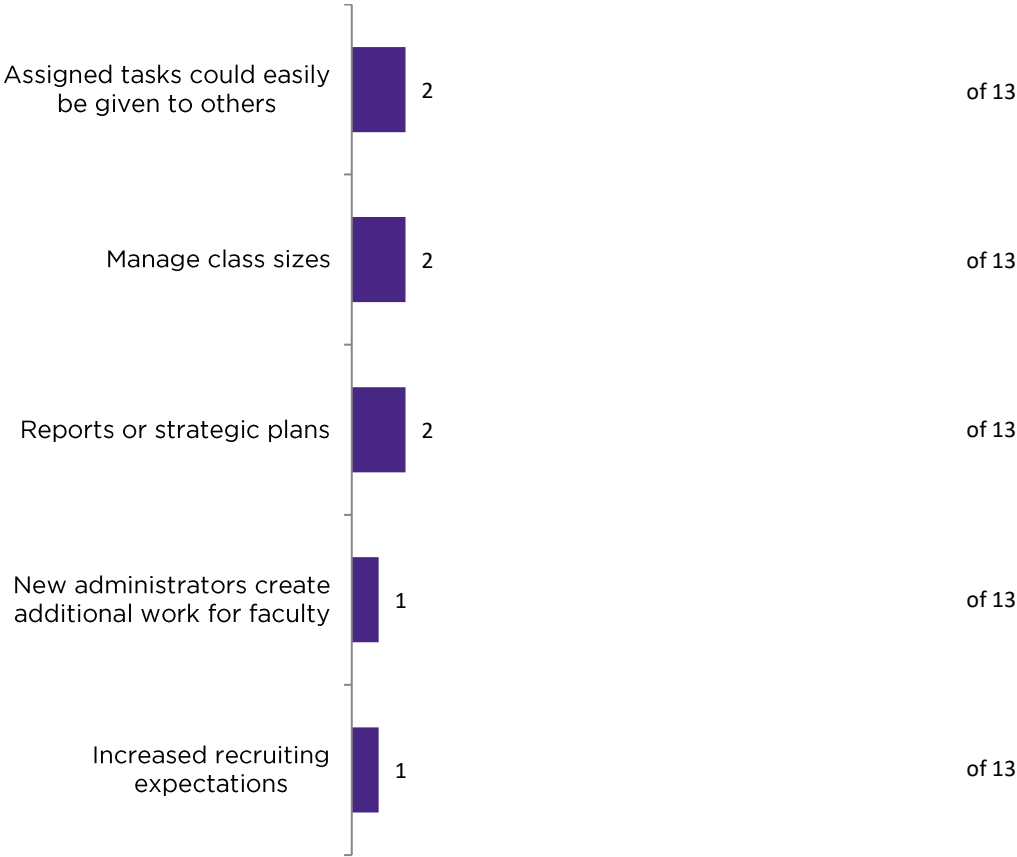
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Administrative expansion is a problem at UNA.	50%	22%	17%	12%	74.4%
Expansion at the administrative ranks is coming at the expense of resources for faculty.	50%	20%	16%	14%	74.4%
Administrators and administrative staff support the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	34%	27%	27%	11%	73.8%

Administrative Work Assigned N=7.8%

Please explain what administrative work you've been assigned and how it has hindered the performance of your actual professional duties and obligations.

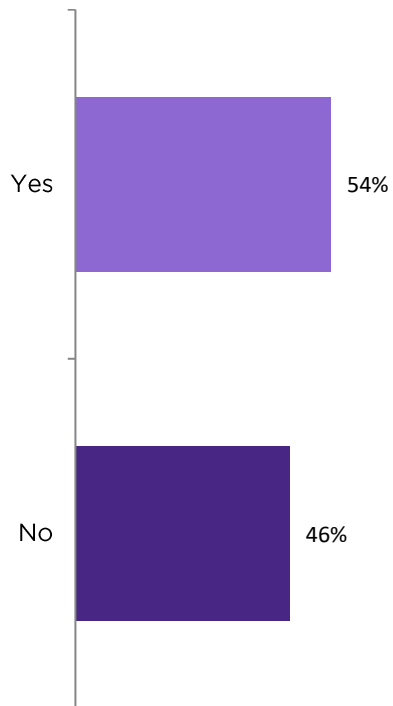
Top 5 Coded Responses



Accreditation Involvement & Specifics

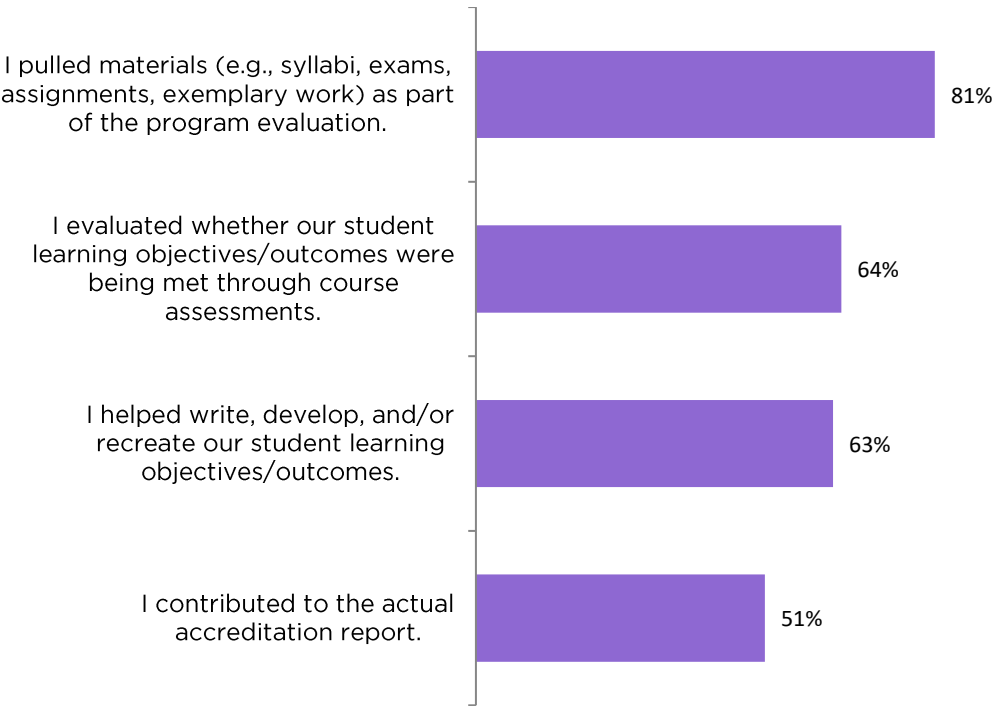
Involvement with Accreditation N=74.4%

Have you been involved with accreditation, in any way, during the past two years at UNA?
Percent Selected



Specifics of Involvement N=39.9%

In what ways have you been involved with the accreditation process? Check all that apply.
Percent Selected



Accreditation Statement Agreement

Accreditation Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
I have sufficient support/assistance for accreditation processes.	53%	28%	15%	4%		40.5%
I want to learn more about how to create course assessments that align with my program's student learning objectives/outcomes for proper evaluation.	46%	28%	24%	3%		73.2%
I want to learn more about aligning my individual course objectives with my program's student learning objectives/outcomes.	45%	29%	23%	3%		73.2%
I want to learn more about accreditation documentation for my own courses.	40%	31%	25%	4%		73.2%



Mandatory Trainings and Physical Working Conditions Statement Agreement

Mandatory Trainings Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
The length of trainings is excessive.	42%	31%	24%	2%	74.4%
The frequency of trainings is excessive.	38%	34%	26%	2%	74.4%
The number of trainings is excessive.	35%	38%	25%	2%	74.4%

Physical Working Conditions Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
It is my opinion that my physical office environment is conducive to productivity.	67%	16%	17%	0%	74.4%
It is my opinion that the physical classroom environment is conducive to learning.	65%	20%	14%	1%	74.4%
It is my opinion that my physical work environment may adversely affect my health.	31%	15%	50%	4%	74.4%

Campus Safety & Parking Registration Statement Agreement

Campus Safety Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I feel safe parking on campus and walking to/from my office.	92%	6%	2%	1%	74.4%
Personal belongings in my office are secure from theft.	83%	9%	8%	0%	73.8%
I work in a safe and secure environment.	80%	13%	6%	1%	74.4%
The campus is safe and secure for students, faculty, and staff.	75%	15%	8%	2%	74.4%
There is adequate lighting on campus.	66%	21%	9%	5%	74.4%
Crosswalks are located in appropriate areas.	57%	15%	25%	2%	73.8%
Appropriate security is in place to protect equipment and/or supplies stored in classrooms.	55%	23%	15%	7%	73.8%
Crosswalks are well-marked and safe to use.	52%	23%	22%	2%	73.8%
The emergency call boxes are adequately distributed across campus.	40%	21%	15%	24%	73.8%

Parking Registration Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Decals should be available via campus mail.	77%	17%	3%	2%	73.8%
The registration process and documentation required to obtain campus parking deals is too complex.	34%	22%	40%	4%	73.8%

COVID Response & UHS Statement Agreement

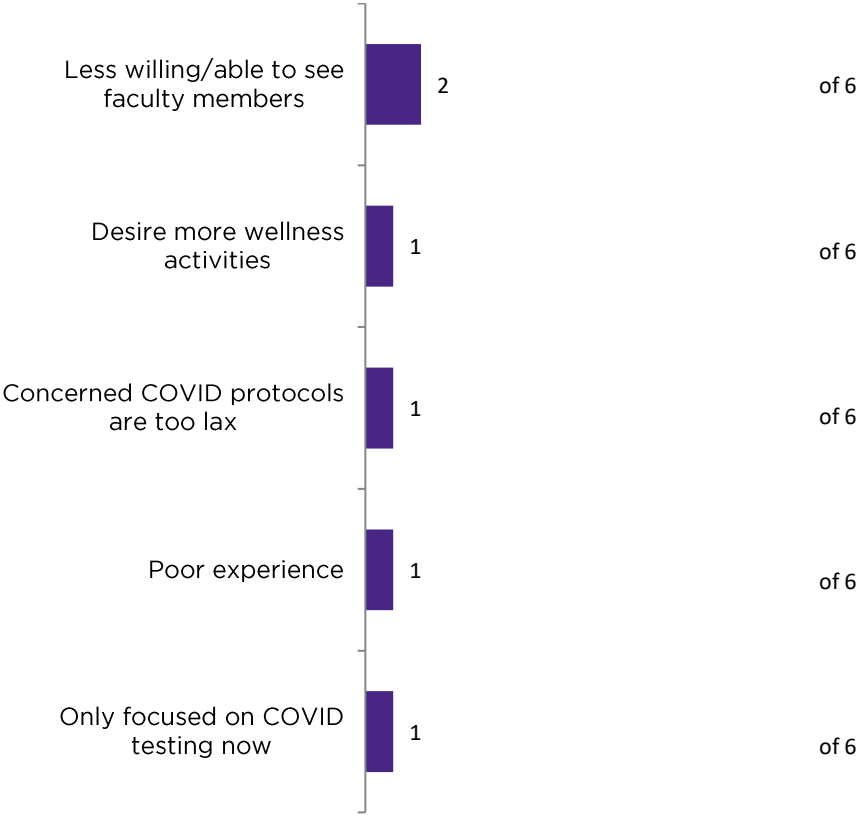
COVID Response & UHS Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
I was satisfied with the communications from the CRTF.	77%	11%	10%	2%		74.4%
I was satisfied with UNA's overall response to COVID.	65%	16%	18%	2%		74.4%
I was satisfied with the decisions made by the CRTF regarding campus operations.	62%	16%	20%	2%		74.4%
Overall, I am satisfied with the quality of services provided by Health Services.	58%	13%	8%	22%		74.4%

UHS Performance

Please elaborate on the performance of University Health Services.
Coded Responses



Fall/Spring and Winter/Summer School Statement Agreement

Fall/Spring Semester Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
Standardized starting date ranges (e.g., no earlier than January 10) for academic terms should be established.	65%	23%	4%	8%		74.4%
A review of the academic calendar is needed.	57%	18%	22%	4%		74.4%

Winter/Summer School Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
I view summer teaching as necessary to achieve a salary level that I cannot otherwise achieve as a faculty member on a nine-month contract.	72%	15%	10%	4%		73.8%
I view winter teaching as necessary to achieve a salary level that I cannot otherwise achieve as a faculty member on a nine-month contract.	23%	23%	35%	18%		74.4%

Research Statement Agreement & Compensation Comparison

Research | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I have an active research agenda.	72%	19%	4%	5%	73.8%
I have a clear understanding of research expectations in tenure and promotion.	70%	12%	15%	3%	73.8%
I have access to sufficient travel funds to present my research.	46%	20%	24%	10%	73.8%
I have access to sufficient funds to conduct my research.	41%	31%	19%	10%	73.8%
In order to have sufficient time to conduct research, I have to forgo summer and winter teaching assignments.	31%	25%	32%	12%	73.8%
There is no disincentive for failing to conduct research as a full-time faculty member.	28%	28%	28%	15%	73.2%
I have sufficient time to conduct research during the academic year.	23%	23%	48%	6%	73.8%

Compensation Comparison

Percent Selected

Statement	Higher	Similar	Lower	No Basis for Judgment	N
Including pay for teaching in the summer and winter, my salary compared to other faculty members at my rank at institutions similar to UNA is:	12%	46%	17%	25%	74.4%
Not including pay for teaching in the summer and winter, my salary compared to other faculty members at my rank at institutions similar to UNA is:	10%	30%	38%	22%	74.4%
COLA's received in comparison to actual increases in the cost of living are:	2%	22%	54%	22%	74.4%



qualtrics®



Recruitment/Evaluation & Faculty Senate Statement Agreement

Recruitment/Evaluation Statements | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
The University has made progress in providing services that will successfully retain students.	60%	22%	9%	10%	74.4%
Faculty members are given sufficient authority for the improvement of the educational programs at UNA.	57%	26%	14%	3%	74.4%
The University's recruitment efforts should be geared toward attracting higher quality students rather than maximizing enrollment.	56%	31%	11%	2%	74.4%
The recruitment efforts toward finding faculty members of diverse backgrounds at UNA is sufficient.	55%	14%	22%	9%	74.4%
It is my perception that grade inflation is an issue at UNA.	35%	30%	21%	14%	74.4%
The current instructor/course evaluation process at UNA is a good indicator of my teaching skills.	14%	26%	58%	2%	74.4%

Faculty Senate Statements | Agreement

Concerning the Faculty Senate at UNA...

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Plays an appropriate role in the University's decision-making process.	58%	16%	11%	15%	74.4%
Provides a line of communication between the faculty and the Board of Trustees that effectively represents faculty members' concerns.	58%	18%	12%	12%	74.4%
Effectively represents faculty interests.	51%	20%	14%	15%	74.4%

Parental Leave & Shared Governance Statement Agreement

Parental Leave Policy Statement | Agreement

Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
UNA's parental leave policy needs to be reviewed and updated.	31%	7%	3%	58%	74.4%

Shared Governance Statements | Agreement

Percent Selected

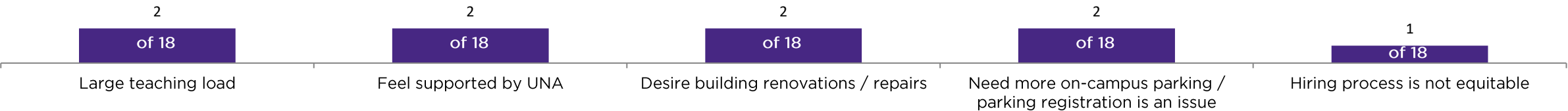
Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I know who my shared governance committee representatives are.	59%	13%	23%	6%	73.8%
The shared governance system ensures that problems or issues are efficiently delegated to the appropriate committee.	52%	18%	8%	22%	74.4%
The process involved in filling shared governance committees is fair and equitable.	50%	20%	8%	22%	74.4%
The shared governance system effectively represents faculty interests.	44%	23%	15%	19%	73.8%
Policy development is effectively addressed through the current two-tiered system of governance.	44%	21%	14%	22%	73.8%
The method by which changes are made through shared governance is clear and appropriate.	43%	22%	15%	20%	73.8%
The shared governance committees keep me informed about how campus problems or issues have been addressed.	43%	19%	26%	13%	73.8%



Issues/Concerns Impacting Job Performance

Issues/Concerns Impacting Job Performance N=10.7%

Please inform us of additional issues and concerns pertaining to your department or cost center that have an immediate impact on you and your ability to perform your job.
Top 5 Coded Responses



June 14, 2022



MEMORANDUM

To: Council of Academic Deans

From: Dr. Ross C. Alexander,
Provost and Executive Vice President for Academic Affairs, and

Ms. Catherine D. White,
Associate Vice President for Human Resources

RE: Faculty Applicant Transcript Requirement Update

A Rapid Improvement Event (RIE) was held a few weeks ago related to the hiring of Early College adjunct faculty. One of the goals of RIEs is to identify how to 'lean' processes in order to ensure we are operating as efficiently as possible.

One action item identified at the event was related to UNA's transcript protocol within the faculty hiring process. In order to be qualified to serve as a faculty member or adjunct, the applicant must have a minimum of 18 graduate credit hours in the relevant teaching discipline. Previously, UNA required applicants to submit **official** transcripts for all schools attended/credit received.

It was previously thought that SACSCOC requirements related to faculty credentialing required the submission of official transcripts from all schools attended. Through research in conjunction with our current SACSCOC officials, we have determined that this is not the case. The documentation guidelines of SACSCOC require that we obtain an employee's official transcript of the highest degree attained.

Therefore, effective immediately for faculty positions posted after today's date, and for currently posted adjunct/clinical assistant/clinical supervisor/early college positions, we will only require the **official** transcript of the **highest** degree attained. If any of an applicant's 18 graduate credit hours in the relevant teaching discipline are taken from a degree(s) that is not the highest degree attained, an **official** transcript of that degree(s) must *also* be submitted.

As a reminder, official transcripts must come directly to UNA from the issuing school to be considered official. Transcripts with a designation of "Issued to Student" or addressed to the student cannot be considered official.

We hope these new procedures will help us all to move through the hiring processes in a more efficient manner. Please feel free to email [Jessica Pattison](#) or [Kari-Kay Cassady](#) if you have any questions.

2.4.2 Faculty Employment Agreements

Offers of appointment are made by the President in letter form. Offers of appointment are for one year only and specify position, academic rank, contract period, effective date of appointment or position, any departmental or college standards, and a deadline date for acceptance. Offers of appointment are contingent on receipt by the Provost and Executive Vice President for Academic Affairs of the official transcript ~~bachelor's, master's, and doctoral degrees as well as any coursework in support of faculty credentials~~ of the highest degree attained. If any of an applicant's 18 graduate semester hours in the relevant teaching discipline are taken from a degree(s) that is not the highest degree attained, an official transcript of that degree(s) must also be submitted. The appointee also will be advised by the department chair of the standards and procedures generally used in decisions affecting the renewal of contracts and tenure. As applicable, acceptance of an offer of appointment shall be in writing.

2.10 FACULTY RECORDS

Permanent record files for faculty members are maintained in the Office of the Provost and Executive Vice President for Academic Affairs. Included in these files are employment agreements, personal data records, official transcripts ~~for bachelor's, master's, and doctoral degrees as well as any coursework in support of faculty credentials~~, correspondence, and other relevant materials. Faculty records related to payroll are maintained in the Business Office; those records relating to benefits are maintained in the Office of Human Resources. All faculty records are maintained with proper regard for security and confidentiality. Access is limited to those persons whose positions carry authorization for record use and review. Faculty members may inspect their records by appointment.

APPENDIX 2.A

POLICIES CONCERNING ADJUNCT FACULTY

B. Employment of Adjunct Faculty

1. For first-time employment of adjunct faculty, the department chair should submit to the college dean a Personnel/New Hire Action Form and complete the New Hire Checklist. The college dean should endorse the request and send it to the Provost and Executive Vice President for Academic Affairs. Subsequent employment will be made by an Electronic Personnel Action Form. For adjunct faculty, no interview is required at the Provost and Executive Vice President for Academic Affairs level or higher. If it is the first time that this person has been employed at UNA, a vita and official transcript(s) ~~for bachelor's, master's, and doctoral degrees as well as any coursework in support of faculty credentials~~ is required and should be uploaded to the Online Employment System. The Office of the Provost and Executive Vice President for Academic Affairs will keep vitae and transcripts on file.

From: [Renee Vandiver](#)
To: [Stovall, Jessica E](#)
Cc: [Vandiver, Renee P](#); [Oden, Kristy Oneal](#)
Subject: [External] [UCM] Contract ID: 1051531, Contract Name: Board of Trustees Approved Policies, Faculty Senate -- SGECE Policy Review Requests
Date: Wednesday, August 10, 2022 10:20:41 AM
Attachments: [Workload.docx](#)
[Promotion Policy.docx](#)
[Nepotism.pdf](#)
[Policies Concerning Adjunct Faculty.docx](#)
[Graduate Faculty Selection Policy.docx](#)

On behalf of SGECE Chair Kristy Oden, I write to inform you that during the 2021-22 academic year, a Policy Environment Task Force reviewed all university policies with the intent that they be placed on a schedule for periodic review/update so that policies remain current. As such, the attached policies are provided for review by the Faculty Senate. A spreadsheet containing the recommendation from the Task Force relative to each policy would not attach to this e-mail so I will send it separately. In most cases, your committee is asked to review the policy for relevance and to respond that the policy is either current, contains proposed revisions, or is recommended for archiving. Please provide the outcome of your review of these policies to Dr. Kristy Oden with a copy to me. Thank you.

Renee' P. Vandiver
rpvandiver@una.edu

Graduate Faculty Selection Policy

The Graduate Faculty is composed of the President of the University, the Provost and Executive Vice President for Academic Affairs, the Dean of Graduate and Online Education, the University Librarian, the deans and associate deans of colleges offering courses for graduate credit, the chairs of departments offering graduate 500-800 level courses, and other graduate teaching faculty appointed by the Provost and Executive Vice President for Academic Affairs on the recommendation of the Graduate Council.

Policies for selection to the graduate faculty are as follows:

1. The prospective graduate faculty member should possess the terminal degree in the field of teaching.
2. Persons not holding the terminal degree but having special expertise may be considered for graduate faculty status with proper justification for a five-year period. Graduate faculty standing in this category will be reviewed at the end of the spring semester of the fifth year.
3. Faculty selected for graduate faculty status should, in addition to holding the terminal degree in field, possess credentials showing research, publications, or scholarly presentations; membership and activity in professional societies; or a performance record in relation to the performing arts. Obviously, faculty may not show extensive credentials in all of these areas as criteria for selection but should show sufficient evidence in one or more of the areas to qualify them for the graduate faculty designation. College of Education and Human Sciences intern/practicum supervisors are exempt from this regulation provided they have a terminal degree and meet all requirements set forth by the appropriate accreditation agency and/or the Alabama State Department of Education.
4. Faculty who are designated as graduate faculty should be involved in the regular teaching of graduate classes.
5. Graduate faculty standing should be endorsed by the department chair and college dean before being submitted to the Graduate Council. The Graduate Council will recommend which names should be submitted to the Provost and Executive Vice President for Academic Affairs for designation as graduate faculty. During periods when the Graduate Council does not meet (e.g., summer semester; intersessions) applications will be reviewed by a committee composed of one associate dean from each of the four academic colleges.

Separate syllabi for undergraduate and graduate courses must be established to better show the differences between undergraduate and graduate requirements for these courses. In addition, it is the responsibility of the respective dean to monitor this requirement for separate syllabi. In order to serve as a member of the Graduate Faculty, faculty must conform to this requirement of separate course requirements between undergraduate and graduate students.



UNIVERSITY OF NORTH ALABAMA

Employee Policy Manual and Handbook

NEPOTISM (EMPLOYMENT OF RELATIVES)

The Alabama Nepotism statute provides that:

No officer or employee of the state or of any state . . . institution . . . shall appoint any person related to him within the fourth degree of affinity or consanguinity to any job, position or with any of its agencies . . . Alabama Code, Section 41-1-5 (1975).

This statute is applicable to all university positions, including temporary, part-time, and student positions.

Relatives may be employed as peers within an academic department or administrative unit; however, no supervisory relationship may be allowed between persons who are related within the fourth degree by blood or marriage. The Executive Council may, for compelling reasons, make limited exceptions to this policy, but its reasons for doing so must be reflected in its report to the Board of Trustees Executive Committee.

Approved by the Board of Trustees, 03/05/1993

Revised, 01/20/1998

POLICIES CONCERNING ADJUNCT FACULTY

The University recognizes the benefit both to the University and to students of instruction by adjunct faculty. The University also recognizes that it cannot develop or maintain quality programs using only adjunct faculty. Therefore, the University seeks to limit its employment of adjunct faculty to no more than 25% of the total number of courses taught by each department, with exceptions in compelling circumstances.

A. Recruitment and Selection of Adjunct Faculty

1. Positions for adjunct faculty will generally be advertised in local or area newspapers.
2. Academic departments that have a need for adjunct faculty will establish an "adjunct faculty applicant pool" for their department. This pool should be established in advance of anticipated needs and maintained with current applicants that are available for teaching duties. When the need arises for an adjunct faculty member, an offer of employment will be made to a member of the "adjunct faculty applicant pool."
3. Advertising for adjunct faculty positions, processing of applications, and the selection of adjunct faculty will follow the steps listed below:

- a. Department chairs take the necessary action to plan for and anticipate the need for adjunct faculty.
- b. Requests to fill anticipated adjunct faculty needs, including suggested advertising copy and recommended publications for advertising, should be forwarded through the appropriate dean to the Provost and Executive Vice President for Academic Affairs according to the following dates:

(a) Fall Semester March 1

(b) Spring Semester October 1

(c) Summer Sessions March 1

c.

The Provost and Executive Vice President for Academic Affairs finalizes the anticipated need for additional adjunct faculty and forwards a list to the Office of Human Resources requesting that the positions be advertised. The Provost and Executive Vice President for Academic Affairs also coordinates with the Office of Human Resources and the Vice President for Diversity, Equity, and Inclusion in determining publications to be used for advertising and recommending changes to the suggested advertisement(s). If changes in either suggested publications or suggested advertising copy are recommended, these recommended changes

should be discussed with the appropriate dean and department chair prior to

proceeding. The VPAA is the final authority in these matters when disagreements occur.

- d. Once agreement is reached on publications for advertising and the content of the ad copy, the Office of Human Resources takes the following actions:
 1. advertises the positions,
 2. accepts applications through the online employment system, and
 3. maintains a file on adjunct positions by department.

- e. Applications are made available through the online employment system.
- f. The department chair does an initial screening of applications for minimum qualifications and will endeavor to interview all qualified applicants. It is recommended that the chairs consult with appropriate faculty members teaching in the proposed adjunct area. The faculty may be consulted at both the initial screening stage as well as at the point when selections from the pool are made.
 - 1. All adjunct faculty are required to meet Southern Association of Colleges and Schools standards which require at least the master's degree and 18 graduate semester hours in the teaching field.
- g. The department chair, after consultation with the departmental faculty, where possible, will submit recommended applicants to the appropriate dean through the online employment system.
- h. Through the Online Employment System, the dean forwards recommended additions to the pool of adjunct faculty to the Provost and Executive Vice President for Academic Affairs.
- i. Through the Online Employment System, the Office of Human Resources receives notification when persons are approved for the adjunct faculty pool by the department chair, dean, and Provost and Executive Vice President for Academic Affairs. The Online Employment System generates e-mail notifications to those persons approved for the adjunct pool.
- j. When a need arises to employ adjunct faculty, the department chair, after consultation with the departmental faculty, where possible, will recommend employment of an approved candidate from the pool to the VPAA through the dean.
- k. The Provost and Executive Vice President for Academic Affairs will sign the letter of employment and forward it to the Office of Human Resources. Upon receipt of the letter of employment, the Office of Human Resources will call the appointee and ask that person to come in to sign the letter of employment and complete all necessary paperwork, e.g., I-9 form, tax forms, etc.

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B. Employment of Adjunct Faculty

- 1. For first-time employment of adjunct faculty, the department chair should submit to the college dean a Personnel/New Hire Action Form and complete the New Hire Checklist. The college dean should endorse the request and send it to the Provost and Executive Vice President for Academic Affairs. Subsequent employment will be made by an Electronic Personnel Action Form. For adjunct faculty, no interview is required at the Provost and Executive Vice President for Academic Affairs level or higher. If it is the first time that this person has been employed at UNA, a vita and official transcripts for bachelor's, master's, and doctoral degrees as well as any coursework in support of faculty credentials is required and should be uploaded to the Online Employment System. The Office of the Provost and Executive Vice President for Academic Affairs will keep vitae and transcripts on file.
- 2. All adjunct faculty will be employed using the UNA salary scale for adjunct faculty.
- 3. Any offer of adjunct appointment will be for one semester only, renewable according to the needs of the University.

4. Adjunct faculty who teach at least one course for the University of North Alabama and travel specified distances to the University exclusively for the purpose of teaching a course are eligible for a travel allowance each fall and spring semester. Those who travel less than 50 miles to the University will not receive a travel allowance. Adjunct faculty who travel 50 to 74 miles to the University will receive \$1,000 per semester, those traveling 75 to 119 miles will receive \$1,500, and those traveling 120 miles or more will receive \$2,000 per semester. Department chairs who employ adjunct faculty members for more than one course should try to schedule courses on the same day of the week to minimize faculty travel costs, although no faculty will receive more than the specified \$1,000, \$1,500, or \$2,000 per semester. The travel allowance for a full summer term would be equivalent to the fall or spring allowance. The travel allowance for the June or July summer sessions would be half of the regular semester allowance.
5. After review and approval of the employment request, adjunct faculty members hired for the first time will receive an employment letter signed by the Provost and Executive Vice President for Academic Affairs. This letter will include:
 - a. a list of courses that person will teach,
 - b. the salary for that semester,
 - c. an indication of when salary payments will be made,
 - d. a notice that the class and employment will be canceled if the enrollment of students in the class listed is insufficient,

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- e. a notice that the only fringe benefit offered to adjunct faculty is a remission of course hour fees benefit, on a space available basis, equal to six semester hours of coursework per semester, and
 - f. a deadline for the Provost and Executive Vice President for Academic Affairs to receive a written response to the employment letter.
 - g. Subsequent employment will be made by an Electronic Personnel Action Form.
- C. Adjunct Faculty Supervision, Performance Expectations, and Evaluation
 1. The department chair will arrange an orientation session for new adjunct faculty.
 2. Office space or an area will be provided when appropriate and available so that the adjunct faculty member can be available to students.
 3. Each adjunct faculty member will have access to on-campus mail through the departmental post office box.
 4. Adjunct faculty members, when hired, are provided with written instructions for obtaining a parking permit from University Police.
 5. Adjunct faculty members, when appropriate, will establish, post, and/or distribute to students a listing of office hours based on departmental guidelines.
 6. For each class taught, the adjunct faculty member must develop a syllabus for the course. This syllabus must be handed out to the students during the first or second class period and be on file in the department chair's office. If the faculty member is teaching one

section of a multiple-section class, he or she may wish to use a common syllabus that other faculty are using.

7. Adjunct faculty members should be informed of any departmental regulations in relation to grading, and these regulations should be followed.
8. The department chair must emphasize that grades must be turned in according to the university schedule at the end of the semester. It is the department chair's responsibility to see that this grading schedule is made available to each adjunct faculty member.
9. Adjunct faculty are to be evaluated by students using the standard student evaluation form for faculty for that department. In addition, adjunct faculty will be evaluated by the department chair according to guidelines set by each college. Results of these evaluations will be shared with the adjunct faculty member in a timely fashion, retained in the department chair's office for six years following the employee's separation from the University (three years for student evaluations), and considered in future employment agreements with the faculty member.

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10. Adjunct faculty are invited but not required to attend general university faculty meetings. It is the department chair's responsibility to determine if the adjunct faculty members should attend departmental faculty meetings.
11. Adjunct faculty do not hold voting rights within the department or college in relation to promotion, tenure, or employment of faculty decisions.
12. It is the adjunct faculty member's responsibility to notify the department chair of an interest to continue to be considered for adjunct appointment since each semester requires a new letter of employment.
13. The Provost and Executive Vice President for Academic Affairs, in consultation with the dean, is authorized to make limited exceptions to this policy.

2.6 CRITERIA FOR APPOINTMENT, PROMOTION, AND/OR TENURE

2.6.1 General Criteria for Promotion and/or Tenure

As a regional, state supported institution of higher education, the University of North Alabama engages in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community. Faculty members seeking promotion and/or tenure are expected to demonstrate significant contributions in support of this mission as reflected in accomplishments specific to the criteria below.

- A. Effectiveness in Teaching/Effectiveness in Role as Library or Educational Technology Services Faculty. The candidate is evaluated upon evidence such as the following: knowledge of subject matter, including current developments in the discipline; active concern for the student's academic progress; evidence of success in supporting mentoring and student research and creative activity; ability to organize and effectively present and evaluate coursework, including effectiveness in oral and written communication; ability to motivate student interest and participation; ability to relate coursework to other fields with a view to broadening the student's general knowledge; evidence of conscientious preparation; and use of effective methodology and teaching techniques. The non-teaching faculty candidate (e.g., Librarians, Instructional Designers, etc.) is evaluated upon evidence of professional effectiveness such as the following: knowledge of the field, including current developments in the field; demonstrated active concern in providing resources that support student, faculty, and staff development and enhance academic progress; effectiveness in oral and written communication; and ability to develop their own unique contribution to their area and the university.
- B. Effectiveness in Research, Scholarship, and Other Creative Activities. The candidate is evaluated upon the University of North Alabama's mission in research (including basic, applied, and pedagogical research, creative accomplishments, and other forms of scholarship) through recognition that active participation in one's academic discipline promotes intellectual growth and enhances and informs classroom, laboratory, clinical, and studio instruction. Scholarly inquiry and learning vary by discipline and the individual is evaluated upon evidence that one's scholarly accomplishments are valued by others in the discipline. Examples of such recognition would include publication of one's work in peer-reviewed outlets (books, monographs, journal articles) or invited contributions to scholarly works (book chapters); presentations and/or chaired sessions at professional society meetings; invited presentations at exhibits or recognition at juried shows; professional acclaim for performances or contributions to performances; honors or awards recognizing scholarly accomplishment; competitively awarded grants or contracts that support professional growth; selection as a professional referee or editor; and other generally recognized scholarly accomplishments.
3. Effectiveness in Rendering Service. The candidate is evaluated upon evidence such as recognition in the professional field; consultant services of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in learned and professional societies; contributions to academic and university development and growth, including grants submissions and sponsored research; effective performance on committees and administrative assignments; and contributions to the improvement of student life. Evidence of service outside the university should ideally be related to the faculty member's profession or should contribute to promoting the University. Other contributions to the community are

encouraged; however, such efforts should not constitute a majority of the evidence for effective service.

In addition to the three areas of general criteria, faculty members in areas with regional and specialized accreditation standards shall satisfy applicable credential and performance requirements.

The Board of Trustees for the University of North Alabama has determined that the degree of Master in Library Science is to be considered a terminal degree for promotional and tenure purposes. The following degrees are to be considered terminal degrees for promotional, pay, and tenure purposes: MFA in Studio Art (all fields), MFA in Creative Writing, MFA in Theatre, J.D. for Business Law, and MFA in Interior Design.

2.6.2 Special Criteria by Ranks for Appointment, Promotion, and/or Tenure

Faculty ranks of the University, including librarians, and educational technologists, are instructor/lecturer, visiting (open rank) professor, assistant professor, associate professor, and professor. Only positions at the assistant professor level or higher are considered tenure-track. All others are based on renewable appointment, not including visiting (open rank) professor appointments. Appointment, continued employment and consideration for tenure of supervising teachers at Kilby Laboratory School are subject to all relevant Alabama laws and Alabama State Board of Education policies governing P-12 public school teachers. Determination of rank is established at the time of initial appointment. The years of appropriate experience are calculated at the end of the academic year prior to appointment. The academic year in which a promotion portfolio is submitted will count toward appropriate cumulative experience for that rank. Compensation for visiting (open rank) professors is determined by joint agreement of the department chair, dean, and the Provost and Executive Vice President for Academic Affairs based on duties, needs of the University, and available funds.

The University understands that the interests and areas of emphasis for faculty members change as their career develops. It is the responsibility of departments, in cooperation with their respective deans, to develop guidelines for faculty professional growth that (1) adequately define for each faculty member what his/her departmental expectations are for promotion and/or tenure, and year-to-year success, and (2) are implemented through guidance provided by the department chair to the faculty member during the annual evaluation and at other appropriate times. It is the responsibility of the deans and the Provost and Executive Vice President for Academic Affairs to monitor equity of expectations across the University.

For non-teaching faculty, effectiveness in role as library or educational technology services faculty is evaluated instead of teaching effectiveness. The following criteria and procedures below do not apply to Kilby School and the Department of Military Science because of the special nature of those departments. Faculty from the Department of Military Science will not serve on promotion committees.

Minimum Qualifications by Rank (Also refer to [Appendix 2.D/2.D.1](#), Timeline for Promotion and/or Tenure)

- d. Instructor/Lecturer/Visiting (Open Rank) Professor. Appointment to this rank typically requires possession of a master's or higher degree in the field of assignment. For appointments without the master's or higher degree in the field of assignment, there must be evidence of related work experience in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.
- e. Assistant Professor. Appointment, promotion to this rank, and/or tenure requires possession of a doctoral degree or a terminal degree appropriate in the field of assignment

as determined by university policy. There shall also be evidence of potential for effective teaching; research, scholarship, or creative activities; and service; as well as for a successful career. As per the terms of the letter of employment, faculty members hired to fill tenure-track appointments in anticipation of being awarded the terminal degree but who have not completed the degree at the time of hire will be employed at the rank of Lecturer. Upon receipt of the terminal degree in the teaching field from a properly accredited institution, the faculty member is automatically eligible for promotion to the rank of Assistant Professor upon the recommendation of the department chair and dean and final approval by the Provost and Executive Vice President for Academic Affairs.

- f. Associate Professor. Appointment, promotion to this rank, and/or tenure requires possession of a doctoral degree or a terminal degree appropriate in the field of assignment as determined by university policy. In addition, the applicant shall have had successful experience in teaching; research, scholarship, or other creative activities; and service.

Promotion to Associate Professor: Faculty will be required to be evaluated for promotion and/or tenure no later than the sixth year of service as an Assistant Professor at UNA. Faculty employment contracts may, upon approval by the dean and the Provost and Executive Vice President for Academic Affairs, include credit for up to three years of service at the assistant professor level or higher at other institutions toward the six years of service. The credit given must be determined at the time of hiring and included in the employment letter. The relevant documentation of years of probationary service will be maintained by the Office of the Provost and Executive Vice President for Academic Affairs and may be used in lieu of offer letters written prior to the 2017-18 academic year that do not include this information. An Assistant Professor must serve a minimum of two years at UNA prior to the review of the promotion and/or tenure application in the third academic year of employment at UNA.

4. Professor. Appointment, promotion to this rank, and/or tenure, requires possession of a doctoral degree or terminal degree appropriate in the field of assignment as determined by university policy. In addition, a minimum of 12 years' appropriate cumulative experience specific to the discipline is also required, at least six of which must be in rank as associate professor. Effective for new hires beginning fall 2012, promotion to this rank requires that three of the twelve years of cumulative experience shall be earned at UNA. In addition, the applicant shall have established a sustained and consistent record of excellence in teaching; research, scholarship, or other creative activities; and service.

Promotion to Professor: Faculty will be eligible to be evaluated for promotion no earlier than the sixth year of service as an Associate Professor at UNA. Faculty employment contracts may, upon approval by the dean and the Provost and Executive Vice President for Academic Affairs, include credit for up to three years of service at the associate professor level or higher at other institutions toward the six years of service. The credit given must be determined at the time of hiring and included in the employment letter. The relevant documentation of years of probationary service will be maintained by the Office of the Provost and Executive Vice President for Academic Affairs and may be used in lieu of offer letters written prior to the 2017-18 academic year that do not include this information. An Associate Professor must serve a minimum of two years at UNA prior to the review of the promotion application in the third academic year of employment at UNA.

Tenure for Full Professors: Faculty appointed as full professors will apply for tenure after completing at least two years of service at UNA.

Exceptions: In rare and unique circumstances, a petition by the department chair (approved by a majority of the full-time tenured and tenure-track departmental faculty) and by the dean for a waiver of the aforementioned credential and experience requirements for tenure and/or any rank may be granted by the Provost and Executive Vice President for Academic Affairs.

2.6.3 Procedure for Promotion and/or Tenure

Faculty whose employment began prior to the 2017-18 academic year are covered by the promotion and/or tenure policies found at [Appendix 2.E](#), unless a request to opt in to the current promotion and/or tenure policies is made to the department chair, dean, and the Provost and Executive Vice President for Academic Affairs no later than the end of the 2021-22 academic year. Opting in to the new policies does not allow for a combination of the two policies. The policy contained herein is effective for all new faculty hires beginning with the 2017-18 academic year.

An award of promotion and/or tenure is not a right but a privilege that must be earned by a faculty member on the basis of his or her performance and promotion during a probationary period. The granting of promotion and/or tenure is never automatic. Promotion and/or tenure is granted after a faculty member has been evaluated by a committee made up of tenured faculty members in a department, the department chair, the dean, the University-Wide Promotion and Tenure Portfolio Review Committee, the Provost and Executive Vice President for Academic Affairs, and the President. However, the President may, after appropriate consultation, grant tenure at any time if a sufficient reason exists for doing so.

Approved leaves may count toward years of service toward promotion and/or tenure if negotiated with the department chair, dean, and the Provost and Executive Vice President for Academic Affairs at the time leave is granted.

A. Faculty Members Who Are Not Department Chairs

The initiation of the promotion and/or tenure review process is the responsibility of the faculty member. It begins when the faculty member submits by e-mail to the department chair, dean, and the Provost and Executive Vice President for Academic Affairs a notification of intent to apply by May 1 prior to the fall semester the application will be evaluated. The dean will confirm, with the Office of the Provost and Executive Vice President for Academic Affairs, whether the candidate is eligible for promotion and/or tenure and notify the candidate by May 15. This notice to the candidate shall be made in writing and sent through official university communication methods, including email. Failure to notify the candidate by this deadline does not automatically constitute a grant of promotion, tenure or extension of the employment contract. In such situations, appropriate adjustment of deadlines for notification and portfolio submission will be recommended by the dean to the Provost and Executive Vice President for Academic Affairs.

For faculty seeking promotion and/or tenure, an electronic portfolio will be submitted by October 1 of the final academic year of probationary status via the online database that UNA has established for this purpose. For faculty seeking promotion only, an electronic portfolio that provides evidence of accomplishments will be submitted by October 1 via the online database that UNA has established for this purpose. Candidates can withdraw their application at any time in the process with the understanding that a final decision will not be made for promotion and/or tenure. This choice by the candidate may have an impact on continuation of employment if the decision to withdraw a promotion and/or tenure application is in the final academic year of probationary status (See Section 2.6.4). The timeline for reviewing promotion and/or tenure materials can be found in [Appendix 2.D/2.D.1](#).

The electronic portfolio will contain the information set forth by the University, plus the college and/or departmental guidelines. The information will be housed on the online database that UNA has established for this purpose and will be accessible only by the administration and committee members involved in the promotion and/or tenure review process.

1. Application for Promotion and/or Tenure (Refer to [Appendix 2.F](#))

- B. A narrative in which the faculty member indicates degree of merit or level of prestige or quality of work specific to his/her area in order to demonstrate quality of scholarship for university-wide committee members who may be unfamiliar with the field, as well as indicates which of the areas in item 5 should be weighed more heavily or less heavily than others (maximum of 15 pages)
- C. Current Resume or Vita submitted by the faculty member via the online database that UNA has established for this purpose
- D. Faculty Qualifications Report pulled into application via the online database that UNA has established for this purpose
 - 1. Education (Institution, major, minor, degrees awarded, and dates degrees were awarded)
 - 2. College/university teaching or library/educational technology services experience as appropriate to field (include position and dates)
 - 3. Other teaching or library/educational technology services experience (describe and include dates)
 - 4. Other related experience (describe and include dates)
- E. Supporting information for the following items, as outlined in section 2.6.1, submitted via the online database that UNA has established for this purpose
 - 1. Effectiveness in Teaching/Effectiveness in Role as Library or Educational Technology Services Faculty
 - 2. Effectiveness in Research, Scholarship, and Other Creative Activities
 - 3. Effectiveness in Rendering Service
 - 4. Any other relevant information pertaining to the college or

department Responsibility of the Peer Promotion and/or Tenure Committee

When a faculty member applies for promotion and/or tenure, it is the responsibility of the department chair to form a peer promotion and/or tenure committee and to supply the names of the committee members to the Provost and Executive Vice President for Academic Affairs via promotions@una.edu by September 1. The University Librarian serves the function of chair and dean in Collier Library and Information Services. The Executive Director serves the function of chair and dean in Educational Technology Services. The department chair shall convene a peer promotion and/or tenure committee, consisting of all tenured faculty not applying for promotion in the department. No committee shall consist of less than five tenured faculty. When that number is not possible at the departmental level, the chair will complete the committee membership from among all tenured faculty not applying for promotion from other departments in the college or in a related discipline. The department chair or designee will supervise the election of a committee chairperson. After all members have reviewed each portfolio, the committee will meet *en masse* (convened in person) to discuss each portfolio and vote on each candidate by reported numerical secret ballot. It is the responsibility of the peer promotion and/or tenure committee chair to complete an evaluation form (Appendix 2.G) on each candidate, with a copy to each committee member, that addresses strengths and weaknesses in relation to the university, college, and departmental criteria established for promotion and/or tenure and to recommend for or against the granting of promotion and/or tenure. By November 15, the peer promotion and/or tenure committee chair will submit the evaluation form via the online database that UNA has established for this purpose. The evaluation form, composed by the candidate's peer promotion and/or tenure committee chair and copied to each committee member, should provide information directly addressing the degree of merit or level of prestige or quality of scholarly outlets cited within the candidate's portfolio. These should include discipline specific accomplishments relative to effectiveness in teaching; research, scholarship, and

other creative activities; and service. The final evaluation form for each candidate will be approved by the peer promotion and/or tenure committee prior to its submission via the online database that UNA has established for this purpose. Each candidate will have access to the committee's final form through the online database that UNA has established for this purpose. Members of the peer promotion and/or tenure committee participate with the understanding that all matters related to their deliberations remain confidential.

Responsibility of the Department Chair

The department chair will evaluate the portfolios of the candidates in his or her department and complete the evaluation form ([Appendix 2.G](#)) on each candidate that addresses strengths and weaknesses in relation to the university, college, and departmental criteria established for advancement in rank and recommend for or against the granting of promotion and/or tenure. No later than December 1, the department chair will submit his or her evaluation form for each candidate via the online database that UNA has established for this purpose. The University Librarian serves the function of chair and dean in Collier Library and Information Services. The Executive Director serves the function of chair and dean in Educational Technology Services.

Responsibility of the College Dean

The dean will review the candidate portfolios in his/her college and the materials presented by the peer promotion and/or tenure committee and the department chair, complete the evaluation form ([Appendix 2.G](#)) on each candidate that addresses strengths and weaknesses in relation to the university, college, and departmental criteria established for promotion and/or tenure, recommend for or against the granting of promotion and/or tenure and, by February 1, submit the evaluation form via the online database that UNA has established for this purpose.

The University-Wide Promotion and Tenure Portfolio Review Committee will review the materials presented by the peer promotion and/or tenure committee, the department chair, and dean, and the committee chair will complete the evaluation form ([Appendix 2.G](#)) on each candidate that addresses strengths and weaknesses in relation to the university, college, and departmental criteria established for promotion and/or tenure as reported on the numerical secret ballot vote to recommend for or against the granting of promotion and/or tenure and, by March 15, submit the evaluation form via the online database that UNA has established for this purpose. This committee is to be drawn from all five faculty constituencies (four colleges and Library/Educational Technology Services faculty). The committee will have nine (9) members consisting of a minimum of one (1) member from each constituency plus at-large faculty to total nine. The committee will select a vice chair to serve as assistant to the chair during the first year of a two-year term and to assume the role of chair during the second year. Annually, the Faculty Senate will identify a pool of at least fifteen (15) eligible members to serve in this pool. Appointment to the pool and service on the committee is limited to faculty who are tenured and hold rank as Associate Professor or Full Professor. From this pool of candidates, the President of the University will annually, in June, select members to serve for two (2) academic years. No faculty member from a faculty constituency will be appointed for additional terms until the entire pool from that constituency has been exhausted. Only then may professors be appointed to serve another term. Exemptions from service should only be granted in extreme circumstances and then only for one (1) term. Faculty may not serve on the committee while applying for promotion and/or tenure.

Duties of the committee may include, but are not limited to, reviewing promotion and/or tenure portfolios for content; reviewing procedures/processes for adherence to stated policies with respect to promotion and/or tenure criteria; ensuring the missions, learning objectives, and goals of the University, various colleges, and specific departments are being met in concordance with one another with respect to promotion and/or tenure criteria; and concurring with, or not, the recommendations of candidates for promotion and/or tenure. The University-Wide Promotion and Tenure Portfolio Review Committee will focus on the portfolio (including all forms as described in section 2.6.3). All portfolios that are incomplete or not in compliance with the stated guidelines (section 2.6.3) will be considered as non-responsive and rejected.

As soon as the annual committee membership is announced, the chair will call a meeting during the fall semester for the express purpose of orienting the committee, especially incoming new members, to the established procedures and guidelines for the committee. All members of the committee must participate in this orientation. Departmental criteria with respect to promotion and/or tenure criteria, unique college criteria and policies with respect to promotion and/or tenure criteria, and university policies with respect to promotion and/or tenure criteria, will be made available to each member of the committee. After orientation, the committee will begin its work with review of tenure portfolios, followed by review of promotion portfolios. As soon as the portfolios become available, the chair will notify the committee of the availability of the portfolios via the online database that UNA has established for this purpose, and the committee will begin the review process. Every member of the committee will review each portfolio submitted, regardless of recommendation and concurrence at previous stages in the process. After all members have reviewed each portfolio, the committee will meet *en masse* (convened in person) to discuss each portfolio and vote on each candidate by reported numerical secret ballot.

The committee will perform a year-end process/procedures review and prepare a report to be presented to the Provost and Executive Vice President for Academic Affairs by May 15. This report should include what worked well, what did not work, and remediation recommendations.

Members of the University-Wide Promotion and Tenure Portfolio Review Committee participate with the understanding that all matters related to their deliberations remain confidential.

Responsibility of the Provost and Executive Vice President for Academic Affairs

By April 15, the Provost and Executive Vice President for Academic Affairs will review each candidate, and the recommendations from the peer promotion and/or tenure committee, the department chair, the dean, and the University-Wide Promotion and Tenure Portfolio Review Committee, and will recommend for or against the granting of promotion and/or tenure to the President.

Responsibility of the President

By April 22, the final decision for or against the granting of promotion and/or tenure will be made by the President. No later than May 1, letters of notification from the President's Office will be mailed to all candidates, with copies to the respective dean and department chair. For faculty being considered for promotion and/or tenure to associate professor, the notification will occur during the final year of the probationary period. Faculty not approved for tenure will be issued a terminal contract. Promotion and/or tenure, and promotional raises, will become effective on the first day of the following fall semester.

B. Department Chairs Applying for Promotion and/or Tenure

Department chairs who are candidates for promotion and/or tenure will be evaluated using the same process as that described for other faculty members, except that the department chair review will be conducted by the associate dean of that college. No committee shall consist of less than five tenured faculty. When that number is not possible at the departmental level, the dean will complete the committee membership from among all tenured faculty not applying for promotion from other departments in the college or in a related discipline. In the case of department chairs, however, no later than November 15, the evaluation form completed by the peer promotion and/or tenure committee, and the evaluation by the associate dean, will be submitted via the online database that UNA has established for this purpose. The dean will evaluate the candidate's portfolio and, by February 1, will submit his or her evaluation form via the online database that UNA has established for this purpose. By April 15, the Provost and Executive Vice President for Academic Affairs will review each candidate, and the recommendations from the peer promotion and/or tenure committee, the dean, and the University-Wide Promotion and Tenure Portfolio Review Committee, and will recommend for or against the granting of promotion and/or tenure to the President.

Evaluation Results

At each stage of the process, the evaluation form will be submitted via the online database that UNA has established for this purpose and made available to the candidate. The candidate may offer a rebuttal, if desired, via the online database that UNA has established for this purpose. The rebuttal(s), if any, will become a part of the application materials.

2.6.4 Renewal or Termination of a Probationary Appointment

Written notice of renewal or termination of a probationary appointment will be March 1. Written notice delivered via official university communication methods, including e-mail, before the specified dates shall be deemed sufficient notice. Otherwise, offers of reemployment will be made by an offer of appointment as specified in Section 2.4.2 above. Acceptance of an offer of reemployment must be made in writing and received by the Provost and Executive Vice President for Academic Affairs not later than thirty (30) calendar days following the offer.

The recommendation to renew or not to renew a probationary appointment normally will originate with the department chair or other immediate supervisor. Tenured members of the department also will be consulted. After review of the recommendation by the appropriate college dean, the Provost and Executive Vice President for Academic Affairs makes the final decision to renew or not to renew the appointment. The person affected will be advised of that decision in writing by the Provost and Executive Vice President for Academic Affairs. Probationary faculty who receive non-renewal notices as a result of tenure and promotion review will be retained for one academic year of employment prior to separation from the institution.

3.2 WORKLOADS

Faculty members who have full-time appointments should understand that they are obligated to full-time service to the University, including classroom teaching, class preparation, grading and evaluation, office hours, student advisement duties, committee or other institutional affairs activities, professional enrichment experiences, research and/or other creative activities, and service.

3.2.1 Assignments

During regular school terms, full-time faculty members are considered to be on duty beginning the first day of registration through the last day of the term as published in the University Calendar. Beginning with the 2018-19 academic year, new faculty employment contracts will begin on August 15. Teaching assignments are determined by the chair of the department, the dean of the college, and the Provost and Executive Vice President for Academic Affairs. The chair of the department is encouraged to consult with the faculty in determining assignments.

3.2.2 Faculty Workloads and Teaching Loads

The full-time teaching assignment will be 12 credit hours per semester. Each hour of scheduled lecture is to be considered an academic credit hour with laboratory, studio, clinic, field, and activity courses being equated on the basis of each contact hour being equal to three-fourths academic credit hour. Thus, the full-time teaching assignment in contact hours is 16 hours. Each student teacher assigned shall be equivalent to three-fourths academic credit hour. Normal class assignments may include evening, weekend, or off-campus classes, and alternate schedules may be made for faculty who have these assignments and/or other university-related responsibilities.

In the calculation of the faculty teaching load, the following conditions will be observed:

1. The faculty or department chair workload will exclude independent study courses or other special arrangement courses with enrollments of fewer than 10 students. Full-time or adjunct faculty or departments chairs with advanced approval may be compensated for such special courses for credit on an overload basis at the rate of \$40 per credit hour generated in such courses.

- A. Full-time faculty teaching regular class overloads and adjunct faculty teaching regular classes will be compensated at the rate of \$800 per class credit hour or \$700 per class contact hour, except for applied music lessons where the rate will be established administratively in accordance with availability of funds, principles of equity with respect to other university wide adjuncts and overloads, and rates of pay for adjunct faculty teaching applied music at other institutions in the region.
- B. Full-time faculty are restricted to no more than one class overload in any semester (normally three semester hours or equivalent contact hours). Exceptions must be approved by the college dean.
- C. In the calculation of faculty workloads, cross-listed courses will count as one course.
- D. When faculty offer courses taught concurrently even though the numbers of the courses are different, they will count on the faculty workload as one course.
- E. A team-taught course will be credited to each faculty member as one course toward each faculty member's regular teaching load. Faculty are expected to use a collaborative model and to attend all class sessions. Discretion may also be given to colleges based on individual circumstances. Applications for team-taught courses will be submitted to the Provost's Office.
- F. With exceptions for small departments, activity classes, other one-hour credit courses, and special occasions, faculty workloads normally should not exceed three different class preparations.
- G. Released time beyond the 12-hour teaching load will not be routinely granted unless it follows conditions involving graduate courses or approved released time research. Faculty that are to teach less than a full load because of other assignments should have such arrangements approved in writing well in advance through the department chair, college dean, and the Provost and Executive Vice President for Academic Affairs.
- H. The following teaching loads apply when faculty teach graduate courses.
 - 1. nine credit hours if only graduate courses are taught;
 - 2. faculty who teach at both the undergraduate and graduate level may have an appropriate reduction in workload if scholarly activity supports the reduction and, upon recommendation of the department chair, approval by the college dean and academic vice president; and
 - 3. summer term teaching loads are six hours whether they be graduate or undergraduate hours.
- I. Clerical help will be provided to each faculty member through the departmental administrative assistant. Departmental administrative assistants are assigned according to departmental needs and are subject to university budget limitations. Generally, a full-time administrative assistant is assigned only to departments having six or more faculty members.

3.2.3 Office Hours

Faculty-student interactions outside of the classroom are among the most important on a college campus. To facilitate these interactions, faculty hold regular office hours each week during semesters and terms in which they have teaching assignments. Faculty office hours may be held physically, virtually, or a combination of both as best fits the needs of the course(s) and academic program. Working with the department chair and subject to approval by the dean of the college, the full-time faculty members in each academic department are responsible for determining the office hour policy for the department. Scheduling office hours in excess of seven

hours per week or on days that the faculty member does not have scheduled classes is at the discretion of individual faculty members. Faculty members will list their office hours on all syllabi at the beginning of each semester.

3.2.4. Department Chairperson—Appointment, Workload, and Supplement

Department chairpersons are appointed to four-year terms that are renewable at the option of the University. Renewals shall be on a four-year term. All department chairpersons hold "at will" appointments which are not replaced by indicating the term of appointment.

While department chairpersons are appointed by the Provost and Executive Vice President for Academic Affairs, they report to the respective college dean who supervises their work. Thus, the college dean has the major responsibilities in the selection and supervision of the department chairperson. This responsibility includes utilization of a standardized plan for selection of department chairpersons, revision of the generic job description for department chairpersons specific to each department, and development of a standardized plan of evaluation that will be used for all department chairpersons during the review of a completed term and before recommendations are made for the renewal of a term. Recommendations for appointment and renewal or non-renewal of a term are made by the college dean to the Provost and Executive Vice President for Academic Affairs.

Department chairpersons have responsibilities according to their job descriptions which may, in turn, vary somewhat according to the size and type of department. However, department chairpersons have some general responsibilities that apply to all. These general responsibilities include: teaching classes in the department, developing departmental curriculum, requesting and administering an adequate departmental budget, and recruiting outstanding faculty for the department. The department chairperson has major responsibilities for leadership in the university's institutional effectiveness program. The department chairpersons also have the responsibility of representing the Administration to the faculty as well as the faculty to the Administration. Due to the special nature of the department chairpersons' position that involves both faculty and administration and due to the duties they have that go beyond the normal teaching responsibilities and workload policies as described in this Faculty Handbook, relief is given to the chairpersons through a teaching load reduction and a salary supplement. The supplement is strictly for the administrative duties, and it ceases when administrative responsibilities are no longer held by the department chairperson; however, department chairs retain any increases that were realized throughout the term appointment. "Across the board" raises will be applied to base department chair supplements in the same manner that they are applied to base salaries.

Department chairs will receive an \$8,000 supplement each year, a six-hour teaching load reduction in the fall and spring semesters, and a three-hour teaching load reduction during the summer term.

3.2.5 Off-Campus Instruction

The University schedules a limited number of credit courses in off-campus locations. Assignment to off-campus instruction may be made a part of the regular teaching load or may be requested of faculty on an overload basis.

3.2.6 Interim Periods

Courses and workshops are offered from time to time in the interim periods of May, August, December, and the spring recess. Interim session courses may be assigned to and taught by any qualified member of the faculty, subject to the concurrence of the department chair and college dean. Instruction for such courses may be requested at additional payment. Interim credit work through study abroad is arranged with individual faculty members through the department chair and college dean.

3.2.7 Overloads

During the academic year, chairs of departments may participate on university administrated grants and contracts where the grant provides funding support for course buyouts or course releases. Specifically, the funding agency authorizes the use of grant funds to offset that portion of the department chairs' time and effort dedicated to executing the grant, with no resulting increase in responsibilities. In regular school terms, and where the grant does not provide funding support for course buyouts or course releases, chairs of departments may not assume course overloads or extra-duty responsibilities associated with university-administered grants or contracts except as required by unforeseen emergencies and as based on determination of the chair of the department and approval of the dean of the college.