

PERFORMANCE GUIDELINES APPLICABLE TO ALL COLLEGE OF ARTS AND SCIENCES FACULTY

(Approved February 1, 2012; Title Amended February 17, 2014)

All college and departmental guidelines are intended to provide guidance to faculty members seeking to meet the University's criteria for tenure and promotion set forth in the *Faculty Handbook*, sections 2.5.1 - 2.5.4. All faculty members should familiarize themselves with those principles, which govern the processes and standards for all departments and colleges of the University. This document is intended to provide clarity to the appropriate sections of the *Faculty Handbook*.

As UNA's largest and most diverse college, the College of Arts and Sciences is composed of seventeen academic departments encompassing more than twenty disciplines. Methods of demonstrating professional performance may vary with the traditions and goals of distinct disciplines. Teaching methods vary, as do the forms of scholarly or artistic performance, but all tenure-track faculty members are expected to demonstrate a pattern of sustained cumulative accomplishment in teaching, scholarly or creative performance, and service.

All faculty members in the College of Arts and Sciences should recognize the following common expectations:

Teaching is a foundational professional function of faculty members at the University of North Alabama. A record of demonstrable success in teaching, as a UNA faculty member, is expected of every successful applicant for tenure or promotion in the College of Arts and Sciences.

Scholarship and creative accomplishment are essential to the academic profession. Every successful candidate for tenure or promotion is expected to provide convincing evidence of a pattern of scholarly or creative accomplishment appropriate to his or her discipline during the period of employment at UNA. Scholarship should include research or other forms of intellectual discovery made available to professional peers through publication and/or presentation beyond this university and the local area. For those in the performing or visual arts, creative performance should include performances or exhibitions for audiences beyond the local area. Peer review or review by qualified critics is a proper consideration in the assessment of both scholarship and creative performance. Departments may consider professional consulting as an appropriate form of scholarship if the results of the consultation are made available to a professional audience beyond the proprietary interests.

Service is an indispensable element in the professional performance of each UNA faculty member. The operation of a university is dependent on services provided by its faculty

members beyond their classrooms, laboratories, and studios. Applicants for tenure or promotion are expected to present a record of effective service to the university, the community, and the profession during their period of employment at UNA.

While previous accomplishments will be recognized, special consideration will be given to accomplishments during the period of employment at UNA and since the faculty member's last promotion. In evaluating teaching, scholarly or creative performance, and service, it is appropriate to consider both the quality and the extent of each element. Especially in scholarly and creative performance, there are recognized hierarchies of organizations, journals, publishers, forms of dissemination, and venues for performance or exhibition in each discipline. It is appropriate to take into account the professional recognition of the instrument or venue through which scholarship or creative performance is presented.

More specific interpretation is provided by departmental guidelines. Faculty members are invited to discuss questions or concerns in advance of application for tenure or promotion with the department chair, tenured members of the department, and the dean.

Department of Communications
Performance Guidelines
(Revised and Approved April 19, 2004
Amended April 2005)
(Retitled February 18, 2014)
Approved: April 17, 2009 with amendments

Preamble: The University of North Alabama's *Faculty Handbook* (section 3.5.1) indicates that candidates for continuing contracts (tenure) and promotion, will be evaluated by their effectiveness in three general areas—Teaching Effectiveness, Scholarly or Creative Research, and Service. Because of the diverse nature of the disciplines within the University, however, the *Handbook* can provide few operational definitions to these terms. In order to provide future applicants, peer review committees, departmental chairs, and other university administrators some perspectives as to how the Department of Communications interprets each of these values, this document was developed.

General:

Under each of the three governing evaluative standards (teaching, scholarship/creative production, and service) the area has suggested some examples of what it believes should be associated with each rank. The examples listed below are mainly for illustrative purposes. Candidates for tenure and promotion do not have to demonstrate effectiveness by possessing every instance listed. Instead, the department visualizes it to be the responsibility of all applicants to make the strongest possible argument for fulfilling the requirements for tenure and promotion in his/her portfolio. Should applicants believe that they have materials not included within these guidelines that also merit consideration, it will be the candidate's obligation to make a written case explaining why such evidence merits contemplation by the reviewers.

It will be the task of the Peer Review Committee, Department Chair, and other university administrators to determine how well each applicant has met the criteria listed for the desired rank or tenure. These evaluators will seek to determine the quality of the examples selected, the level of documentation provided, and make a global assessment concerning the overall candidate's worthiness for the position or tenure status. These individuals are not, however, bound exclusively to the items listed in this document. As evaluators, they are free to add additional requirements in individual instances as they deem appropriate. This document is designed to only explain some of the factors the area feels are important. It should not be used to restrict the judgmental processes or preclude the inclusion of other criteria that need to be examined.

These guidelines should be employed by potential candidates the semester following their adoption by a majority vote by the full-time faculty. Each year the Chair of the department will appoint a committee of not less than four full-time faculty members. The committee's charge will be to review this document and decide whether or not additions or deletions are merited. All such recommendations are to be submitted to the Chair of

the department by April 1 and will be considered at the next departmental meeting. Any approved amendments will also become effective the semester following adoption by a majority vote of the full-time faculty.

Whenever departmental guidelines are in dispute with the requirements set forth by the University, those stipulated within the *Faculty Handbook* will supersede those expressed within this document.

Presently, the *Faculty Handbook* in section 3. 5.1 indicates that:

Effectiveness as a Teacher. The individual is judged upon knowledge of subject matter, including current developments; active concern for the student's academic progress; and 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 awareness, evidence of conscientious preparation for all instructional situations, and use of effective methodology and teaching techniques.

Effectiveness in Research, Scholarship, and Other Creative Activities. The individual is judged upon the quality of scholarly attitude, the capacity for independent thought, originality and quality in published and unpublished contributions to knowledge, creativeness in approach to new problems, effectiveness in planning for future research and study for himself or herself and for students, professional recognition of research efforts, and effectiveness in the administration of research projects.

Effectiveness in Rendering Service. The individual is judged upon recognition in the professional field; consultation of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in learned and professional societies; potential for continuing professional growth; contribution to total university development and growth; performance on committee assignments; performance on administrative assignments; and contributions to the improvement of student life.

Tenure:

The *Faculty Handbook* indicates, "An award of tenure is not a right but a privilege which must be earned by a faculty member on the basis of his or her performance during a probationary period. The granting of tenure is never automatic (3.5.4)." Within the Department, it is understood that each individual recommended for tenure will be evaluated based on their current rank. Accordingly, the expectations for tenure vary depending on the level of the individual's current appointment. Applicants should examine the requirements outlined below and seek to demonstrate their effectiveness in the examples listed for the corresponding rank. The candidate will be expected to meet the standards set for the current level of appointment and show promise for promotion to the next level unless already at the rank of professor.

Generally, the department believes that a terminal degree is necessary for tenure. Candidates wishing to achieve tenure who do not possess such a degree should show how

exceptional conditions exist that would make such a condition inappropriate. Moreover, collegiality may be used as a consideration in the tenure decision.

INSTRUCTOR:

Teaching—Candidates must have student teaching evaluations with a minimum average score of 4.0 on a scale of 5.0. The candidate must include student evaluations from at least five (5) semesters of teaching at UNA. The candidate must also provide limited evidence to support good teaching effectiveness in the criterion areas of thorough and current knowledge of the field, effective teaching ability, including preparation and presentation of course materials, organization of subject matter, consistent, fair and thorough evaluation, and clear communication of objectives, expectations and assignments. In addition, the candidate must provide some evidence to support good teaching effectiveness through evidence of sound, college-level work required and produced by students; continual intellectual and personal development; evidence of personal and ethical responsibility to students, courses and the University; and a willingness to self-evaluate and participate in university and departmental procedures for the purposes of updating and improving course content.

Scholarly or Creative Research—effective scholarly or creative research should constitute at least multiple examples within the applicant’s field of the following:
Scholarly

- Community/local presentations or competitions
- Community/local journal publications
- Community/local performance or competitions as a judge or respondent
- Editor of community/local electronic or print publications
- Panel participation in regional/local conferences/association

Creative

- Authoring manuals, handbooks, brochures, surveys, newsletters
- Photographic and graphic design for publications.
- Authoring computer programming and computer scripting for electronic media effects, routines, and animations.

Service—Categories include (but not limited to):

- Student (advising students, advising student groups and organizations)
 - Community (applying expertise in community setting, fostering college-community unity and interdependency)
 - University (committees, workshops, extra weight is assigned to individuals giving workshops or holding leadership positions on university committees)
 - Department (committees, workshops, leadership, extra weight is assigned to individuals holding leadership positions on departmental committees)
 - Professional (local, state, regional, national/global membership, with extra weight assigned to individuals possessing leadership positions within these organizations)
- An instructor needs to show promise with minimum service accomplishments such as membership in professional state/local associations and/or part-time employment in community business.

ASSISTANT PROFESSOR:

Teaching—Candidates must have student teaching evaluations with a minimum average score of 4.0 on a scale of 5.0. The candidate must include student evaluations from at least five (5) semesters of teaching at UNA. The candidate must provide a limited teaching portfolio or comparable documentation containing examples of evidence of above average teaching effectiveness according to the following criteria: The candidate must demonstrate a thorough and current knowledge of the field at above average levels, as well as above average teaching abilities, including preparation and presentation of course materials, organization of subject matter, consistent, fair and thorough evaluation, and clear communication of objectives, expectations and assignments. In addition, the candidate must provide evidence to support above average teaching effectiveness through evidence of sound, college-level work required and produced by students; continual intellectual and personal development; evidence of personal and ethical responsibility to students, courses, and the University; and a willingness to participate in university and departmental teaching evaluation procedures for the purpose of updating and improving course content and presentation.

Scholarly or Creative Research— in addition to those requirements for the instructor rank, effective scholarly or creative research should constitute at least multiple examples within the applicant's field of the following:

Scholarly

- Regional conference presentations or competitions
- Regional journal publications
- National/international journal or article publications (with more than three authors)
- Textbook editorial committee
- Publishing of customized textbook or professional notes/presentation graphics
- Internally funded grant proposals
- Published review of performance, script, or book for regional journal
- Editor of regional electronic or print publications
- Panel participation in international conferences/associations

Creative

- Festival/event assistant (to be evaluated at least once every three years)
- Workshop director (to be evaluated at least once every three years)
- Regional/local public relations campaigns (to be evaluated at least once every three years)
- Consultant work
- Script translation or adaptation
- Web page design and implementation (to be adjudicated at least once every three years)

Service—Categories include (but not limited to):

- Student (advising students, advising student groups and organizations)
- Community (applying expertise in community setting, fostering college-community unity and interdependency)
- University (committees, workshops, extra weight is assigned to individuals giving workshops or holding leadership positions on university committees)

--Department (committees, workshops, leadership, extra weight is assigned to individuals holding leadership positions on departmental committees)

--Professional (local, state, regional, national/global membership, with extra weight assigned to individuals possessing leadership positions within these organizations)

An Assistant Professor needs to show promise with service accomplishments such as service to public schools, membership on advisory boards, professional national/global association membership, being an officer of state/local associations, serving as a non-paid consultant, and/or advising students adequately.

ASSOCIATE PROFESSOR

Teaching—Candidates must have student teaching evaluations with a minimum average score of 4.25 on a scale of 5.0. The candidate must include student evaluations from at least five (5) semesters of teaching at UNA. Alternatively the candidate may use peer review to substantiate excellence in teaching. The candidate must also provide a teaching portfolio or comparable documentation that lists numerous examples of evidence of excellence teaching effectiveness according to the following criteria: The candidate must demonstrate thorough knowledge of the field at excellence level, as well as excellence teaching abilities, including preparation and presentation of course materials, organization of subject matter, consistent fair and thorough evaluation, and clear communication of objectives, expectations and assignments. In addition, the candidate must provide evidence to support excellence teaching effectiveness through evidence of sound, college-level work required and produced by students; continual intellectual and personal development; evidence of personal and ethical responsibility to students, courses, and the University; and a willingness to self-evaluate and participate in university and departmental teaching evaluation procedures for the purpose of updating and improving course content and presentation.

Scholarly or Creative Research— in addition to those requirements for the assistant professor rank, effective scholarly or creative research should include at least some examples within the applicant's field of the following:

Scholarly

--National/international conference presentation or competitions

--National/international journal publications (with up to three authors)

--Publication (print or electronic) of textbooks, books, scripts, book chapters, etc.

--Publication of reviews of production, scripts or books for national/international journals

--Editor of international/national electronic or print publications

--Externally funded competitively selected grants

Creative

--Festival/event director (to be evaluated at least once every three years)

--National/international public relations campaign (to be evaluated at least once every three years)

Service—Categories include (but not limited to):

--Student (advising students, advising student groups and organizations)

--Community (applying expertise in community setting, fostering college-community unity and interdependency)

--University (committees, workshops, extra weight is assigned to individuals giving workshops or holding leadership positions on university committees)
--Department (committees, workshops, leadership, extra weight is assigned to individuals holding leadership positions on departmental committees)
--Professional (local, state, regional, national/global membership, with extra weight assigned to individuals possessing leadership positions within these organizations)
An Associate Professor needs to show promise with service accomplishments such as serving as Chair of a committee in a professional association, membership of a shared governance committee, membership in the Faculty Senate, president of local or state professional organizations, advising students with excellence, being an officer (not president) of a national/global organization, serving as an advisor for less than five years to national or state organizational chapter, and/or serving as a paid consultant.

PROFESSOR

Teaching—Candidates must have student teaching evaluations with a minimum average score of 4.5 on a scale of 5.0. The candidate must include student evaluations from at least five (5) semesters of teaching at UNA. Alternatively the candidate may use peer review to substantiate a superior level of teaching. The candidate must also provide a teaching portfolio or comparable documentation that lists numerous examples of evidence of superior teaching effectiveness according to the following criteria: The candidate must demonstrate thorough knowledge of the field at superior level, as well as superior level teaching abilities, including preparation and presentation of course materials, organization of subject matter, consistent fair and thorough evaluation, and clear communication of objectives, expectations and assignments. In addition, the candidate must provide evidence to support superior teaching effectiveness through evidence of sound, college-level work required and produced by students; continual intellectual and personal development; evidence of personal and ethical responsibility to students, courses, and the university; and a willingness to self-evaluate and participate in university and departmental teaching evaluation procedures for the purpose of updating and improving course content and presentation.

Scholarly or Creative Research— in addition to those requirements for the associate professor rank, effective scholarly or creative research should include multiple examples from within the applicant's field taken predominantly from of the following type of activities:

Scholarly

--National/international conference presentation or competitions
--National/international journal publications (with up to three authors)
--Publication (print or electronic) of textbooks, books, scripts, book chapters, etc.
--Publication of reviews of performances, scripts or books for national/international journals
--Editor of international/national electronic or print publications
--Externally funded competitively selected grants

Creative

-- Festival/event director (to be evaluated at least once every three years)

--National/international public relations campaign (to be evaluated at least once every three years)

Service—Categories include (but not limited to):

--Student (advising students, advising student groups and organizations)

--Community (applying expertise in community setting, fostering college-community unity and interdependency)

--University (committees, workshops, extra weight is assigned to individuals giving workshops or holding leadership positions on university committees)

--Department (committees, workshops, leadership, extra weight is assigned to individuals holding leadership positions on departmental committees)

--Professional (local, state, regional, national/global membership, with extra weight assigned to individuals possessing leadership positions within these organizations)

A Professor has achieved national and/or regional reputation, or local and state awards for service. A professor can demonstrate effectiveness by being the founder of a local chapter of a national or state organization, serving as an advisor for at least five years to a national or state chapter, being an officer of a national/global organization, chairing a shared governance committee, chairing a University standing committee, serving as chair of a Faculty Senate committee, being President of the Faculty Senate, advising students in a superior fashion, and/or establishing student/professional chapters.