

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF CHEMISTRY AND INDUSTRIAL HYGIENE

GUIDELINES FOR TENURE AND PROMOTION

TENURE AND PROMOTION GUIDELINES APPLICABLE TO ALL COLLEGE OF ARTS AND SCIENCES FACULTY
(1-31-12)

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.

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Introduction

Preamble

The Department of Chemistry and Industrial Hygiene seeks to provide undergraduate education of superior quality. To promote the achievement of this goal, the tenured faculty member should be a teacher-scholar who engages students in the learning process by superior instruction in the classroom as well as through meaningful involvement in undergraduate research and other scholarly activities. In addition, he/she is an active participant in the department's efforts in advising and placing students, in promoting curriculum development, in maintaining high standards for evaluating academic achievement, and in providing service to the university and the northwest region of Alabama.

Purpose

The purpose of academic tenure and promotion decisions is to assure the campus community of sound teaching and learning practices by providing the most competent professionals. The tenure and promotion policies should provide a developmental period in which new faculty members receive regular and direct professional feedback for the purpose of improving their performance. In addition, the policies should provide tenured faculty with regular and direct feedback as each strives to meet the criteria for promotion in rank and continuous improvement.

The Teacher/Scholar

The areas of scholarship and teaching are not separate and both are critical to the advancement of knowledge. Improvements or advancements in one area should lead to improvements in the other. Therefore faculty members are encouraged to develop a research program appropriate to an undergraduate institution, which in turn should enhance the quality

of teaching. Scholarship and teaching can take many forms. Assessment of scholarship and teaching should be sufficiently flexible to account for variations in the ways a faculty member combines these activities. Assessment should also recognize the value of changes in emphasis and interests over the career of a faculty member.

Faculty Evaluation

In conjunction with the faculty evaluation process prescribed in the Faculty Handbook, evaluations will be made to monitor a faculty member's progress toward reappointment, tenure, or promotion and career development. Each faculty member will submit annually an updated curriculum vitae and Goal Planning Form to the department chair **no later than the Friday after Spring Break.**

In addition, submission of an updated summary portfolio is required every year for non-tenured faculty, and every two years for tenured faculty who are not fully promoted. The evaluations will consider three categories of activities:

1. Effectiveness as a Teacher
2. Effectiveness in Research and Scholarship
3. Effectiveness in Rendering Service

Faculty performances in these categories will be rated as excellent, favorable, satisfactory, or unsatisfactory. Each faculty member is responsible for providing sufficient evidence for determining the rating in each category. A summary report of the year's accomplishments in the three categories should be submitted along with the updated vitae and Goal Planning Form to the department chair **no later than the Friday after Spring Break.** The summary report should refer to items in the bulleted lists given below. In the case of probationary faculty, a department committee composed of all tenured faculty plus the department chair will review the evidence provided by the faculty member. A majority vote of the tenured faculty and concurrence of the department chair is required to receive each rating. A distinct rating for each category is desirable but if a consensus cannot be achieved, then a category may have more than a single rating. In the case of tenured faculty, the department committee will consist of all tenured faculty except for the individual being evaluated.

Expectations

Each faculty member is expected to perform at the satisfactory level or above in each of the three categories. Considering a satisfactory rating in a category to be valued at one point,

- Activity in teaching-focused professional organizations.
- Active participation in workshops, seminars, programs or other relevant instructional issues.
- Records of professional communication with students

Student Review

- Evaluations by students via formal instruments and including accompanying comments.
- Achievements of past students directly related to the faculty member's influence as a teacher.
- Written testimony from former students.

Peer Review

- Recognition by peers for teaching achievements.
- Local, regional or national teaching awards.
- Written evaluations by colleagues based on personal observations in the classroom or more informal situations.
- Presentations and papers related to teaching in one's field.

Scholarly or Creative Performance

Scholarship is the documented and demonstrated dissemination of information grounded in research or creative activity. Such information is made available to peers or peer groups for evaluation, either through presentation of the research at professional conferences, publication in journals, books, or some similar forum.

Evidence of activities in scholarship may be in the form of:

- Publication in refereed journals.
- Supervision of student research projects.
- Papers presented at scholarly meetings.
- Publication of books, textbooks, book chapters.
- Grant proposals and contracts (funded and unfunded).

- Publication in pedagogical journals.
- Papers presented at faculty workshops.
- Contribution of standards development
- Reviewing technical papers
- Development of computer software.

Service

The department expects all members of its faculty to demonstrate good citizenship through service to the University, the College, the department, the profession, and the larger community of which the University is part.

Evidence of service activities may include:

- Student Advisement.
- Service as program director.
- Activities related to the recruitment of students.
- Participation in Shared Governance Committees.
- Participation in department committees.
- Participation in Faculty Senate or Graduate Council.
- Participation in University Committees.
- Participation in college committees.
- Participation in University-level ad hoc committees.
- Mentoring colleagues.
- Activities in professional organizations.
- Activities in the community related to the advancement of the profession.
- Advising a university-recognized student organization.
- Advising or assisting civic organizations in support of the University mission.
- Public outreach and community activities in support of the University mission.