

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.

PERFORMANCE GUIDELINES
(Criteria for promotion are identical to those for tenure)

By way of clarification the three (3) areas of consideration are reiterated below.

3.5.4 Tenure (*UNA Faculty Handbook*)

2. By May 1 of the academic year prior to the final academic year of probationary status, the faculty member will present to the department chair an updated tenure review portfolio which describes the following about the faculty member:
 - a. Teaching or other professional effectiveness;
 - b. Scholarly or creative performance; and
 - c. Service to the University and the community.

Applicants for tenure will limit their portfolios to 10 pages.

Department of English Tenure Evaluation

The Department of English Tenure Review Committee will evaluate the quality and quantity of professional accomplishments in the three areas identified in section 3.5.4.2 of the *Faculty Handbook* to make its recommendation for or against the granting of tenure.

Teaching or other professional effectiveness

Evidence of teaching performance may be demonstrated through student evaluations*, observation of teaching by a tenured faculty member, course and curriculum development, teaching innovations, teaching awards, student achievements, and directing graduate theses.

Professional effectiveness may be demonstrated through, scholarly/creative performance, professional activity, and collegiality.**

*(student evaluations alone are insufficient to create a complete understanding of classroom performance and should never be considered apart from grade distribution, class size, and class type)

** (Collegiality is defined as “ 1.the sharing of authority among colleagues. . . 3.considerate and respectful conduct among colleagues or an atmosphere, relationship, etc. characterized by this” **"collegiality."** Webster's New World College Dictionary, 2009. It has been defined by the courts as “the capacity to relate well and constructively to the comparatively small bank of scholars on whom the fate of the university rests” **Mayberry vs. Dees, 633 f.2d at 514**. In considering collegiality within the tenure process, care must be taken to not define collegiality in terms of a disagreeable personality, lifestyle, habits or personal values. Rather, collegiality is defined by the effects on the professional productivity of colleagues pursuant to the goals of the department, its college, and the university.)

Scholarly or creative performance

Scholarly performance may take a number of forms; however, it should include a combination of publication, professional activities, and professional membership. (Placement in the following lists is not to be construed as relative value or weighting. The arrangement is only for the sake of convenience.)

Publications

Only publications that have proceeded through a stage of review at which publication has occurred or is assured will be counted. [The Tenure Review Committee will evaluate scholarship in electronic forms in accordance with the MLA “Guidelines for Evaluating Work with Digital Media in the Modern Languages” and the CCC “Promotion and Tenure Guidelines for Work with Technology.”

(http://www.mla.org/resources/documents/rep_it/guidelines_evaluation_digital)

(<http://www.ncte.org/groups/cccc/positions/107658.htm>)

[Refereed electronic publications will be considered equivalent to print publications.]

Possible areas of publication (including, but not limited to):

- peer-reviewed, single-author scholarly, creative, or journalistic books
- edited texts, translations, or book-length annotated bibliographies
- collaborative publications, but because collaborative publications take such a variety of forms, individual collaborative work is assessed on the basis of quality, as judged by colleagues in the department and external evaluators, and the candidate’s contribution to the overall effort.
- edited collections of scholarly essays, in the form either of single volumes or special issues of scholarly journals, or edited anthologies of creative work either as single volumes or special issues of creative periodicals; or the on-going editing of scholarly or creative journals
- textbooks
- refereed articles in professional journals or refereed chapters in books, or of refereed creative and journalistic work in suitable periodicals and collections, or of major review essays
- book reviews, dictionary and encyclopedia entries, and article-length annotated bibliographies

Professional activities

Because professional activities may occur at a number of levels (local, state, regional, national, or international), evaluations will be comparable to the level of activity.

Possible areas of activities (including, but not limited to):

- receipt of major honors and awards, including fellowships and research grants
- delivery of scholarly papers or creative work at conferences, the presentation of invited papers and lectures
- development of field-specific Web sites that reflect scholarly expertise and engagement

- holding of offices in professional organizations and membership on editorial and advisory boards to scholarly or creative or journalistic book series and/or serial publications
- participation in professional workshops
- attendance at professional conferences

Professional memberships

Membership in professional organizations is one way that faculty members may remain current in their specific fields of training and interest. The two major umbrella groups in English are the Modern Language Association and the National Council of Teachers of English. Individual faculty members will be familiar with organizations and publications in their specific fields (Hemingway Society, The John Donne Society, Victorian Studies, *Victorian Review*, *Journal of Modern Literature*, etc.)

Service to the University and the community

Service to the department, college, university, and community may take a variety of forms.

Possible areas of service (including, but not limited to):

- departmental committees
- Academic Senate
- Shared Governance
- Writing Center
- Academic Resource Center
- UNA Speakers' Bureau

GENERAL DEPARTMENTAL PROCEDURES

Upon accepting a contract and joining the department faculty, tenure-track new faculty will be assigned a tenured faculty member as a mentor. Ideally, the individual faculty members will develop relationships that provide a natural mentoring situation, and it is not unexpected that tenure-track faculty will change mentors as they become more familiar with their colleagues and the needs of the department. This assignment is intended only as a measure to aid new faculty in their transition into the department. There is no reason to expect, however, that new faculty will not develop a mentoring relationship with the faculty members originally assigned to them.

PORTFOLIO:

New tenure-track faculty should begin immediately upon arrival on the UNA campus to build a tenure/promotion portfolio. With guidance from a mentor, the departmental guidelines, and the department Chair, the tenure-track faculty members should gather, collate, and arrange materials in such a way as to address specifically the three (3) areas of faculty performance outlined in the UNA Faculty Handbook and the specific departmental guidelines pertaining to those three (3) areas.

OBSERVATIONS:

During the first three (3) years, tenure-track faculty will be observed annually by a tenured faculty member of their own choosing. (Portfolios, however, must include observations by at least two tenured faculty members.) Observations are to be conducted at a mutually convenient class time chosen and arranged by tenure-track faculty member. Additional observations may be made by the department Chair. Observation forms are available from the department office.

THIRD-YEAR REVIEW:

Near the end of the second year of continuous employment, the tenure-track faculty member will begin the process of third-year review. A portfolio will be prepared, the proper forms will be filled out, and a department committee consisting of all tenured faculty will be formed. Some time during the third year of continuous employment, the tenure-track faculty will submit the portfolio materials just as if they were applying for tenure. The department committee will review the portfolio for strengths and weaknesses, and report the same to the department Chair, who will then schedule an appointment with the individual tenure-track faculty members. After discussing the report with the department Chair, the tenure-track faculty member will prepare a remediation plan to enhance the strengths and correct the weaknesses as noted in the report.

TENURE APPLICATION:

Near the end of the prior year and continuing into the appropriate year, based on Rank, of applicable employment, in consultation with their faculty mentors and the department Chair, the tenure-track faculty will complete an appropriate portfolio and application for tenure. Following the university timeline and general procedures, the applicant(s) will submit all materials to the department review committee. The committee will then recommend tenure or not recommend tenure and pass the portfolio and reports along to the department Chair, who will then take the appropriate review action.