

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 ART
PERFORMANCE GUIDELINES FOR FACULTY EVALUATION

February 15, 2014

PURPOSE

The University policy on faculty evaluation states (Faculty Handbook 3.14)

... faculty members are expected to demonstrate continuous involvement and effectiveness in the areas of: (1) teaching/professional effectiveness; (2) research, scholarship, and/or creative activities related to the faculty member's discipline and/or professional responsibilities; and (3) service performed on behalf of and/or in affiliation with the University, professional association, or as a civic or social service in the local community.

In accordance with this policy and to supplement the current University guidelines on faculty evaluation for tenure and promotion, the following articulates the criteria by which the art faculty will be evaluated for tenure and promotion and reflects the collective values shared by the Art faculty.

PROCESS OF RECOMMENDATION

Art Faculty seeking tenure and promotion shall comply with the standards stipulated in the Faculty Handbook *Chapter 2.5, Criteria for Promotion, Tenure and Appointment*. The faculty's evaluation begins with the results derived from their participation in the University *Faculty Evaluation Program* (Faculty Handbook 3.14.1). While these results will aid the department in assessing its operational effectiveness, the individual faculty will use this data to improve his/her teaching, research and service effectiveness. The faculty must also incorporate this data in building a competitive tenure and promotion portfolio.

Prior to making a recommendation to reemploy non-tenured faculty, the department chair will consult with the tenured faculty. A copy of the most immediate faculty performance evaluation will be provided to the administration and faculty applying for tenure or promotion. Reemployment and promotion recommendations will be provided to the administration.

Consistent with the University standards, the art faculty who seek tenure or promotion will be evaluated by their achievements in the areas of teaching effectiveness, scholarly and creative merit, and service. Candidates should be outstanding in at least two of the three areas, but not void in any of the three areas.

Effectiveness in Teaching

Evaluation regarding teaching effectiveness may include the following methods: analyzed and interpreted data of student evaluation of instruction; peer observation and assessment in the classroom; analysis of course syllabi, test results, term papers, student portfolios; student interviews and unsolicited comments on effectiveness in teaching and advising. In addition, general criteria for evaluating teaching effectiveness stated in the Faculty Handbook 2.5.1 will be considered.

- Two tenured faculty and the department chair will observe at least one class session instructed by the non-tenured faculty each semester. Tenured faculty will rotate observations on succeeding semesters. When relevant, at least one of those observations should be of an upper-division class. The observation dates will be pre-arranged with the faculty being observed. A written assessment prepared by each tenured faculty observing the class will be summarized for feedback to the non-tenured faculty.
- Tabulated results of Student Evaluation of Instructor and Course should be provided in the portfolio along with the candidates own self-reflection describing how this data has been used to improve his or her teaching effectiveness.

- The Faculty Evaluation Reports and Faculty Performance Evaluations provided by the department chair will be included in the portfolio for both tenure and promotion, where applicable.

Effectiveness in Research, Scholarly and other Creative Activities

Evaluation in this area will determine whether a non-tenured faculty is a resourceful individual who demonstrates scholarly or artistic excellence in the classroom as well as in the professional field. Criteria for this evaluation may include the faculty's participation in exhibitions and workshops; publication in the form of books, articles, or conference proceedings; the presentation of conference papers or poster sessions; invitations as guest speaker, presenter, or instructor; and acquisition of fellowships and grants, either internal or external.

Following the guidelines and standards recommended by the College Art Association and National Association of Schools of Arts and Design, the department seeks to define the level of achievement for scholarship and creative endeavors taking into account the size and scope of our program and available resources:

- Faculty will commit to an assertive engagement with creative research and exhibition within their area of expertise.
- According to their individual level of professional development expected, research and exhibition activities may encompass local, regional, national, and international venues.
- Studio art is an area where scholarship can be an aesthetic and intellectual property that transcends the verbal. In this regard an exhibition record must show a trail through an appropriate and challenging landscape of discerning audiences.
- An exhibition and publication record must hold quality at a higher premium than quantity.

Effectiveness in Rendering Service

Evaluation in this area will evaluate non-tenured faculty's contributions to the department, the university, the profession, and the community will be evaluated. The faculty should exhibit a high level of commitment to the welfare of the Art Department by displaying collegiality, attending relevant meetings, and participating in departmental events. The department expects a correlation between the nature of the service and the individual's specialized field, and that active participation will contribute constructively to the total development and growth of the art program as a cultural endeavor. The faculty will be expected to exemplify the art professional and to convey the interest of the Art Department's program to the university and to the community. service activities may include but not be limited to:

- **Service to the Department and to the University:**

Participating in departmental programs, student portfolio reviews, curriculum development, academic advising, university gallery functions; recommending studio equipment and facility improvement relevant to teaching areas; working with art student organizations, serving on University committees, supporting the University and departmental efforts in recruitment, retention and other inter-departmental programs, etc.

- **Service to the Community and the Professional Society:**

Dissemination of knowledge through public lectures, presentations, workshops, and exhibitions in galleries, museums, or other educational institutions; contribution of knowledge and skills through inter-disciplinary collaboration, editing, translating manuscripts, and peer reviews; extend leadership and organizational skills by uncompensated positions in professional or community organizations such as performing curatorship, chairing conference sessions, designing or grading advanced placement, or serving as consultants, etc.

SPECIAL CRITERIA BY RANKS

The University Policy *Special Criteria by Ranks for promotion, tenure and appointment* (Faculty Handbook 2.5.2) denotes the University's criteria for rank advancement. The department further supplements these criteria the following expectations:

To be awarded tenure, the candidate will demonstrate:

- (1) Potential for effective teaching in the assigned subject field.
- (2) Ability for success in scholarship/creative pursuits relevant to the teaching areas.
- (3) Evidence of service with collegiality and civility in the department and the local community.

For promotion to the rank of Associate Professor, the candidate will demonstrate:

- (1) Record of successful teaching in the assigned field, aptitude for curriculum development/innovation and adaptation to technological change.
- (2) Accumulation of successful and meritorious scholarly/creative pursuits relevant to the teaching areas.
- (3) Evidence of relevant and effective service at the department, university and local/regional community.

For promotion to the rank of Full Professor, the candidate will demonstrate:

- (1) Record of teaching excellence, commitment to curriculum development/innovation, and active involvement in matters relevant to the department's future program growth.
- (2) Accumulation of a significant body of outstanding scholarly or creative work that exemplifies one's professional practice.
- (3) Evidence of a sustained record of high quality, relevant and effective service at the department, university, community and the arts profession.