

## 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 Psychology Performance Guidelines

This document provides you with information relative to this Department's expectations of employees and the criteria by which individuals will be evaluated. This will also provide you with some guidance and understanding of the standards and criteria by which the Department Chair and Departmental Promotions Committee should judge submissions for purposes of tenure and promotion. These expectations reflect the Department's mission, and are appropriate for an institution like the University of North Alabama. Each tenure or promotion case is unique and will be treated as such. However, each case will be evaluated within the general context of the following expectations. These expectations are clarifications and interpretations of the standards specified in the *Faculty Handbook* regarding tenure or promotion.

The University requirements for tenure and promotion articulated in the *Faculty Handbook* are MINIMUM REQUIREMENTS (See Section 3.5. of the UNA *Faculty Handbook*, 'CRITERIA FOR APPOINTMENT, PROMOTION, AND TENURE', available at the following web site: <http://www.una.edu/administration/Handbook.fh3.doc>). The requirements specified here are the bare minimums below which tenure and/or promotion should not be granted unless some remarkable circumstances are present. Exceptions will be rare and used only in extreme, unique cases. The Chair would be reluctant to recommend exceptions to these bare minimums, and then only when a compelling case has been made for the need to do so. This need should always be based on departmental, college, and institutional benefits to be derived from the exception.

### **EVALUATION OF CANDIDATES FOR TENURE**

University policy requires a minimum probationary period ranging from six successive academic years for someone appointed at the instructor rank, to three successive academic years for someone appointed at the [full] professor rank. Policy also stipulates that "the President may, after appropriate consultation, grant tenure at any time if good and sufficient reasons exist for doing so." All candidates for tenure in the Department should have completed the Ph. D. or other acceptable doctoral degree in the field of psychology.

Decisions on tenure will be based on the candidate's accomplishments in four areas:

1. Effectiveness as a teacher and advisor
2. Effectiveness in research
3. Effectiveness in service
4. Collegiality.

The relative weight of these four areas in the evaluation process differs by the action requested on behalf of the candidate.

#### Teaching/Advising

Evidence for teaching effectiveness should be supported by reasonable evidence such as syllabi, tests, course materials, student evaluations, awards, development of courses, and comments from students regarding the effectiveness of the candidate in this area. All members of the Department of Psychology are expected to advise students, and the Department Chair should consider feedback regarding this as a type of information.

#### Research

Psychological research is important; and the candidate should produce evidence supporting achievement in recent research and show evidence of having developed a productive program of scholarly activity. Naturally, this should include any research attempt, whether it results in a publication or not. Some of this research should include the involvement of undergraduate students in significant roles as this is an important experience for them in learning research methodology and in strengthening their vitae. Such evidence of research could include presentations at scholarly meetings, research grants, publications in scholarly journals, book

reviews, publications, or collection of data sets that will eventually be presented in scholarly forums. This list is by no means exhaustive.

#### Service

Candidates for tenure should have shown a willingness to participate actively in the burdens and responsibilities of Departmental functions, faculty governance and relevant community service. Participation involves far more than mere membership on university committees. It involves a willingness to assume responsibilities for committee work, projects, and programs, and to contribute significant time and energy to the mission and goals of the Department and the broader university.

#### Collegiality

Faculty are also colleagues; and will work together for many years. While it is extremely unlikely that all members of the Department would agree all of the time on job-related issues, it is reasonable to expect each of us to get along. Candidates for tenure should demonstrate a willingness to subjugate their self interests to those of the Department and to show a willingness to compromise in the best interests of the program and our students. In fact, our long-term effectiveness is based on this.

### **EVALUATION OF CANDIDATES FOR PROMOTION**

Overall, University policy allows the candidate for promotion to submit a cover letter indicating which of these three areas (teaching, research, and service) should weigh more heavily or less heavily than others and this request will be honored in the relative weighing of the areas considered. However, none of these areas should be excluded and some progress in all areas is important. The process of evaluating a portfolio for promotion becomes a delicate balancing act of trying to merge the faculty member's preferences with the needs of the Department, the College of Arts and Sciences, and the University of North Alabama

#### Standards for Promotion or Appointment to the Rank of Assistant Professor

##### Teaching

The candidate should exhibit effectiveness in teaching ability as supported by the criteria below.

##### Research

Evidence of a candidate's potential for scholarly production is significant for promotion at this rank. One manner in which this potential can be demonstrated is through completion of the dissertation and reception of the doctoral degree. In the Department of Psychology, rank of Assistant Professor generally requires a doctoral degree specifically in the field of psychology (either Ph. D. or Psy. D).

##### Service

The candidate should have evidence of participation in a modest amount of service to the department, college, University, and community. The candidate should attend professional organization meetings at the state or regional level.

#### Standards for Promotion or Appointment to the Rank of Associate Professor

##### Teaching

The candidate should have demonstrated continued effectiveness in teaching ability as supported by the criteria below.

##### Research

The candidate should have evidence of an active, identifiable, targeted program of scholarship that includes recent publication in refereed psychological or interdisciplinary journals. Both

quantity and quality of the scholarship are important and methods of demonstrating this are found in the criteria below.

#### Service

The candidate should have evidence of an expanded commitment to service by taking on additional or more responsible assignments at the department, college, university, or community level. The candidate should also participate in professional organizations at the state or regional level, possibly even in committee and/or leadership service.

#### Standards for Promotion or Appointment to the rank of [Full] Professor\*

#### Teaching

The candidate must have demonstrated a continued commitment to teaching effectiveness as supported by the criteria below.

#### Research

Candidates for promotion to [Full] Professor should have demonstrated excellence in scholarship at the regional, and national or international level. This scholarship must reflect a significant body of peer-reviewed work.

#### Service

The candidate should have extensive involvement in service to the University, professional organizations, and relevant community service.

As University policy states: "It is not expected that every individual will excel in all of the general criteria, but neither is it expected that the individual will have a complete void in any of the three areas". All three of these categories are essential elements of all faculty members in the Department. In considerations of promotion at all ranks, the evaluation reflects the evolution of the candidate's credentials since the last promotion or job action. Specifically, what the candidate has accomplished in each area *since the last time the candidate was promoted or appointed to a given rank* will be evaluated. In other words, the key determinant is... "What have you done since your last promotion or appointment to warrant the currently requested promotion?" Within this context, the standards outlined above are applied.

\*The official title is "Professor," but it is commonly referred to as "Full Professor."

### **CRITERIA FOR EVALUATION OF TEACHING**

Documentation of "teaching effectiveness" is one of the more difficult tasks facing candidates for tenure and/or promotion. Student evaluations of instruction are but one method for evaluating teaching effectiveness, and they possess inherent limitations. However, they are a valuable tool in a broader evaluation system provided they are analyzed and interpreted for the reader of the candidate's portfolio. Scores on student evaluations of instruction will also be interpreted with reference to Department average scores in similar courses. Evaluation of instruction will not, however, be limited to student evaluations. Other criteria demonstrating effectiveness could include the development of new courses, development of new teaching methodologies, and teaching awards. Furthermore, the advising role faculty serve is also evaluated in this category. Evaluation of the candidate's teaching will accordingly include data and analysis of the candidate's effectiveness in advising students, both formally and informally. Student interviews and unsolicited comments may serve a role in this evaluation. Peer visits to the classroom, analysis by faculty in the Department of syllabi and other instructional resources, open ended interviews with current and former students, etc. may also figure in the evaluation of teaching should the Department or the candidate deem this to be an effective assessment tool. In the Department of Psychology, an important part of teaching involves encouraging and assisting students in research. Hence, substantial involvement of students in research projects is an important part of the teaching process. Presentations and publications that involve students is an important demonstration of teaching effectiveness.

## **CRITERIA FOR EVALUATION OF SCHOLARSHIP**

With respect to scholarship, it should be noted that each candidate's profile will be different, based on the nature of his or her specialty. The profile presented by an individual candidate must reflect the nature of his or her teaching/research specialty.

Research in psychology reported by one of three methods: (1) presentation at professional meetings, (2) publications, and (3) external research grants. All of these methods have different levels of importance within them.

For presentations, those made at national or international meetings are more impressive than those made at regional meetings, and those more so than state meetings, with some exceptions due to how thorough and complete the review process.

One of the biggest problems confronting candidates for promotion in any Department concerns the definition of "refereed scholarship", whether traditional book or journal publication, or applied research. The key to evaluating scholarship, regardless of type, is the refereed nature of that scholarship. For publications and papers at conferences, was the work submitted to a competitive, vigorous review process? Was the writing subject to a critical review and analysis by other scholars? In general, scholarship that has been subject to a rigorous, refereed review process should be regarded as having more significance. The rigor of the review (possibly indicated by the publication's rejection rates) becomes more important as the candidate moves through the academic ranks. Ordinarily, a refereed psychological journal should have a list of editors, consulting reviewers, or other named persons who are involved in the review process.

Similarly, external grants differ in size and professional status. External grants considered as evidence of scholarship should have undergone a critical, scholarly peer-review process and be of a competitive nature.

Another key is the contribution the scholarship makes to the profession. An unpublished paper does not contribute as much to the profession as does a published article. Some of the variables that apply in the evaluation of scholarship are:

- The nature of the scholarship (article, paper, monograph, book, textbook)
- The extent and thoroughness of the refereeing method
- The reputation of the outlet for the scholarship (journal, press)
- The originality of the scholarship and its contribution to the profession

Faculty are encouraged to consult the Chair and other faculty in the Department for additional advice and assistance as they develop their cases for promotion and tenure.

## **CRITERIA FOR EVALUATION OF SERVICE**

Service involves participation in university, professional, and community committees and organizations. In general, it is expected that faculty will participate at some level in the university governance (e.g., University committees), professional organizations (e.g., Southeastern Psychological Association), and community (e.g., Habitat for Humanity). Service is not limited to areas involving psychological expertise. Community service may include efforts at the city, county, state, national, or international level. Increasing commitment to service is demonstrated by quantity and quality of involvement. Specifically, involvement can range from membership and attendance to chairing the organization. Taking on higher degrees of responsibility in these organizations would signify a higher quality of involvement.