

DEPARTMENTAL PERFORMANCE GUIDELINES

DEPARTMENT OF SECONDARY EDUCATION

Introduction

The evaluation of faculty in the Department of Secondary Education is part of a larger process of faculty development at the University of North Alabama. Components of this process are described in the UNA Faculty Handbook. In particular, faculty should refer to sections on "Criteria for Appointment, Promotion, and Tenure" (2.5), "Faculty Freedom and Responsibility" (3.1), "Participation in University Activities" (3.3), "University and Community Involvement" (3.4), "Faculty Research/Development" (3.10), "Faculty Development Leave" (3.11), and "Faculty Evaluation" (3.13). Taken together, these sections of the Faculty Handbook represent components of a process of faculty development in areas of teaching, research, and service. Other sections of the Handbook are relevant, but the content of these sections provide necessary guidelines for faculty development, one component of which is faculty evaluation.

Faculty in the Department of Secondary Education are hired with an expectation of successful teaching, research, and service. Criteria of success in each of these areas are broadly defined in section 2.5 of the Faculty Handbook, "Criteria for Appointment, Promotion and Tenure." To the Department of Secondary Education, these criteria represent overarching goals for professional development for faculty who have not yet routinely attained them, and they represent guidance for faculty and administrators who evaluate whether or not these goals have been met. Accordingly, faculty evaluation is conducted in relation to achievement in the areas listed of teaching; research, scholarship or creative activities (hereafter described as "scholarship"); and university and community service (hereafter described as "professional service").

Teaching

The overall criterion of successful teaching at the University of North Alabama is effectiveness (Section 2.5.1). The individual is judged to be an effective teacher who documents:

- Knowledge of the subject matter taught, including current developments;
- Ability to organize coursework, including conscientious preparation for all instructional situations, including oral and written communications;
- Ability to effectively present instruction, including use of effective methodology and teaching techniques;
- Active concern for the student's academic progress, including an ability to motivate student interest and participation and to relate coursework to other fields, with a view to broadening the student's general awareness; and
- Ability to evaluate coursework.

These criteria for teaching effectiveness can serve as goals for faculty development with

respect to teaching.

Indications of teaching effectiveness vary from one faculty member to another, but for all faculty they include student ratings on the "Instructor/Course Evaluation

Process" form (Handbook Appendix 3.D). This form, on which responses are collected on 5-point Likert-type items that range from "strongly disagree" (1 point) to "strongly agree" (5 points), is administered each semester as part of the faculty evaluation program. Teaching effectiveness is indicated by student ratings of the instructor's *thorough* knowledge of subject matter (Item 1), *well-organized* presentations (Item 2), office hours *posted* and *availability* during these hours (Item 3), *adequate* feedback and evaluation of student performance (Item 4), *fair* and *impartial dealings* with all class members (Item 5), *effective* oral communications skills (Item 6), being *on time* for class and the class meeting *as scheduled* (Item 7), and provision of learning enhancement *activities other than lecture* (Item 8). These indicators are implicitly summarized by Item 9: "Overall, the instructor was an effective teacher." The previous eight items provide insight into what administrators, faculty, and students at the University of North Alabama agree is "teaching effectiveness;" consequently, the average student rating on Item 9 over different classes and/or different semesters can be used as an absolute indicator of teaching effectiveness or as a comparative indicator when referenced to norms for the department, college, or university. An even better indicator of teaching effectiveness is the overall summary score on the rating form, which is both conceptually and statistically more sound than response to a single item.

Demonstration of teaching effectiveness should include a variety of other quantitative and qualitative evidence. Faculty members may demonstrate their thorough knowledge of the subject matter through indications of advanced knowledge or skill in their teaching field such as degrees or certifications. Well-organized instruction can be represented by a course prospectus, detailed syllabus, or other instructional materials indicative of careful planning. Fair and impartial evaluation can be represented by grade distributions combined with student comments on rating forms. Faculty members can demonstrate their effectiveness through evidence of student outcomes, including achievements other than grades; creation of new courses or curricula; documentation of innovative teaching methods or materials; and awards or letters of commendation for teaching. This list of ways to demonstrate teaching effectiveness is not exhaustive but is meant to be suggestive.

Over time, faculty in the Department of Secondary Education are expected to demonstrate development as a teacher, improving their instructional effectiveness. Progress towards excellence is expected. Improvement can be demonstrated through success at achieving goals that are increasingly indicative of teaching effectiveness. These goals are initially represented by norms for the Department on student ratings of teaching effectiveness. Progress towards these departmental norms is represented first, by improving scores toward the norm during successive semesters, then by achieving or exceeding the norms. Eventually, faculty are expected to demonstrate excellence in effectiveness, which can be evidenced by achieving a criterion score of 4.5/5.0 on this assessment instrument, and by other evidence that is more qualitative in nature.

The Department of Secondary Education uses the following goals as performance standards for teaching:

1. While instructors are not eligible for promotion or tenure, they are expected to perform in accordance with the departmental norms for teaching effectiveness.
2. An assistant professor who achieves or exceeds the departmental norms for teaching effectiveness meets the standard for promotion to/tenure at associate professor, given all other qualifications for this rank are met.
3. An associate professor who demonstrates excellence in teaching effectiveness meets the departmental standard for promotion to/tenure at full professor, given all other qualifications for this rank are met.

In addition to student ratings, other quantitative and qualitative evidence of approaching norms, meeting and exceeding them, and achieving excellence in teaching effectiveness should be used to document that departmental standards for promotion and tenure have been met. Student comments on rating forms, for example, often compare teaching to norms (e.g., "she was my best teacher this semester;" "he is a great professor;" "this was my favorite class"), as do letters of commendation or awards. In addition, peer evaluators triangulate evidence of teaching effectiveness with their own experiences to determine whether or not norms have been met.

Scholarly or Creative Performance

The overall criterion of success in research, scholarship, and other creative activities is effectiveness (Section 2.5.1). The scholar is judged to be effective who documents:

- A scholarly attitude, including adherence to academic ethics as described in the Faculty Handbook (Section 3.1);
- Capacity for independent thought;
- Originality and quality of published and unpublished contributions to knowledge;
- The application of creative approaches 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.

These criteria for effectiveness can serve as goals for faculty development with respect to scholarship.

Indications of effectiveness as a scholar vary from one faculty member to another, but for all faculty in the Department of Secondary Education they include the production and dissemination of knowledge. Production of knowledge may take the form of a report of sponsored research (e.g., a grant report), a refereed presentation at a research conference, the publication of a refereed article in a professional journal or database, or the publication of a chapter or a book primarily consisting of original research findings. Dissemination of knowledge may take the form of a critique or a published review of a

work; publication of an encyclopedia article; publication of a book in education; the review or contribution of submissions to a professional journal; an invited address on a scholarly topic to a professional audience; or the publication of instructional materials, such as instructional software or a textbook. This list is not exhaustive but suggests different ways that a faculty member might evidence production or dissemination of knowledge.

Over time, faculty in the Department of Secondary Education are expected to demonstrate development as a scholar, improving their effectiveness in this area. Goals for the development of scholarship are not as easy to quantify as goals for teaching, but a general progression is expected towards leadership and excellence in this area. Leadership as a scholar can be defined in terms of the roles that faculty take in the production and dissemination of knowledge. Being a lead investigator or the first or sole author of a research report or article, for example, demonstrates leadership in the production of knowledge. Being an editor of a professional newsletter or journal or being invited to give an address on a scholarly topic to a professional audience, demonstrates similar maturity of scholarship in the dissemination of knowledge. Excellence can be defined in terms of the process of review. Publication in a peer-reviewed journal that uses blind review generally represents a higher degree of effectiveness than publication in a journal that is neither peer- nor blind-reviewed. Instructional materials that receive multiple positive reviews or become widely used generally represent a higher degree of effectiveness than materials that do not receive such attention.

The Department of Secondary Education uses the following goals as performance standards for scholarship (i.e., research, scholarship or creative activities):

1. While instructors are not eligible for promotion or tenure, they are expected to perform in accordance with the departmental norms for research, scholarship and/or creative activities.
2. An assistant professor who leads projects to produce or disseminate knowledge meets the departmental standard for promotion to/tenure at associate professor, given all other qualifications for this rank are met.
3. An associate professor who leads projects that demonstrate excellence in the production or dissemination of knowledge meets the departmental standard for promotion to/tenure at full professor, given all other qualifications are met.

Service

The overall criterion of successful professional service at the University of North Alabama is effectiveness (Section 2.5.1). The individual is judged to render service effectively if he or she documents:

- 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.

These criteria for effectiveness can serve as goals for faculty development with respect to professional service.

Professional service may be divided into two categories: University service and community service. Some degree of service to the University is required of all faculty in the Department of Secondary Education. Serving on University committees and advising students are examples. Other University service activities are encouraged but optional, such as serving on the Faculty Senate, sponsoring a student organization, or participating in a University event (Section 3.3). Community service, on the other hand, is defined as use of expert knowledge in the context of a learned society or the community, including its schools. Some examples of community service include serving on committees or as an officer in a professional association, tutoring University students, teaching in the community, hosting professional events, conducting teacher development workshops in area schools, serving as an educational consultant, or working in area events related to teaching and learning. This list is not comprehensive, but it is intended to suggest the variety of activities that may be included under professional service.

Over time, faculty in the Department of Secondary Education are expected to develop in the professional services that they render, improving their effectiveness. Goals for the development of service are difficult to quantify, but a general progression is expected towards leadership and excellence in this area. Leadership in service activities can be defined in terms of the roles that faculty take. Successfully chairing a University department or committee, serving as an officer in the Faculty Senate, or organizing a University event demonstrate leadership in a service activity. Successfully serving as an officer in a professional association, conducting teacher development workshops in area schools, or organizing a community event in one's field of expertise similarly demonstrate leadership in service. Indicators of success vary from letters of thanks or appreciation to re-election or election to higher office, to positive workshop evaluations. Excellence can be defined in terms of signal recognition that is received for leadership in professional service. This recognition often takes the form of an award for excellence in services rendered that indicates a higher degree of effectiveness than simply having fulfilled the duties of a leadership role successfully.

The Department of Secondary Education uses the following goals as performance standards for service:

1. While instructors are not eligible for promotion or tenure, they are expected to perform in accordance with the departmental norms for service.
2. An assistant professor who successfully leads service activities meets the departmental standard for promotion to/tenure at associate professor, given all other qualifications for this rank are met.

3. An associate professor who demonstrates excellence in the leadership of service activities meets the departmental standard for promotion to/tenure at full professor, given all other qualifications for this rank are met.

Summary of Performance Standards

The following summary presents performance standards set by the Department of Secondary Education for promotion to rank and tenure, given all other qualifications are met:

Assistant professor:

- 1) progresses towards departmental norms for teaching effectiveness;
- 2) participates in projects to produce or disseminate knowledge;
- 3) participates in service activities.

Associate professor:

- 1) achieves or exceeds departmental norms for teaching effectiveness;
- 2) leads projects to produce or disseminate knowledge; and
- 3) successfully leads service activities.

Full professor:

- 1) demonstrates excellence in teaching effectiveness;
- 2) demonstrates excellence in the production or dissemination of knowledge; and
- 3) demonstrates excellence in the leadership of service activities.