

DEPARTMENTAL PERFORMANCE GUIDELINES DEPARTMENT OF SECONDARY EDUCATION

The evaluation of faculty in the Department of Secondary Education follows the 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, scholarship, 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 effectiveness; scholarship or creative activities (hereafter described as "scholarship"); and professional, university, and community service (hereafter described as "professional service").

Teaching Effectiveness

Faculty members in the Secondary Education Department have significant teaching and advisory loads. A typical teaching load for a faculty member includes a 4/4 teaching load with the possibility of at least one course devoted to supervision of interns. As an internship supervisor, faculty members are paired with 4 interns per course. Supervisors are expected to visit the host school at a minimum of 4 separate occasions for each intern with suggested recommendations for visiting each intern as much as once per week. Additionally, to meet accreditation standards and to model best practices for support of clinical experiences, secondary education faculty members are encouraged to partner with cooperating teachers and schools to implement and supervise clinical experiences in local schools as embedded in coursework prior to the internship experiences. Therefore, it is important to understand the time commitments and logistical issues encountered in the nature of the teaching load for faculty members within this department.

General Indicators of Excellence

- Selected for a teaching award
- Nominated for a teaching award
- Letter of support (from student, P-12 partner, colleague, or other stakeholder) that shows evidence of teaching effectiveness
- Unsolicited artifact (i.e. email, letter, etc.) that supports teaching effectiveness

- Presented evidence that suggests students are producing high quality work in a course taught by the instructor (artifacts, compelling argument)
- Presented evidence that suggests the instructor has put in place thoughtful, well-designed curricular materials (tasks, assessments, and/or scaffolds) to support production of quality work
- Presented an artifact (i.e. video) that suggests exceptional implementation of a teaching strategy or instructional innovation
- Above average teaching performance ratings from students

Ability to Organize and Effectively Present Coursework

- Developed a new course
- Significantly revised a course
- Converted a traditional course into an alternative format such as blended/online
- Aligned an online course through a quality assurance process
- Assessed the effectiveness of a course

Collaborations that Enhance Learning

- Presented evidence of a positive on-campus collaboration (ongoing or relatively substantial in terms of impact)
- Developed an external partnership (i.e. with a secondary school) that positively contributed to student learning
- Organized a study abroad or extended educational trip for students
- Organized an educational experience (off campus, day trip) for students
- Mentored a student(s) towards successful completion of a project in an area in which the faculty member is teaching (Undergraduate research, Honors Capstone)

Building Individual Capacity for Quality Teaching –Professional Development

- Attended a campus developmental workshop (enhancing teaching skills/content knowledge)
- Attended a conference workshop or session
- Added or enhanced professional credentials relative to teaching effectiveness (i.e. became an edTPA official scorer)
- Participated in a voluntary campus program to improve teaching effectiveness
- Linked a professional development experience to a specific area of improvement suggested by teaching performance ratings by students

Scholarship

Faculty members in the Secondary Education Department have significant teaching, advisory, and service loads. However, research and scholarly work is viewed as an integral part of faculty development and effective teaching. Since time and resources are limited, the department values research/scholarly efforts that feature sustained work towards defined goals that will ultimately benefit the program and/or K-12 schools. The faculty member is encouraged to consult with his or her faculty chair as well as other members of the department as appropriate to establish a scholarly agenda which aligns both with the faculty member's area of expertise as well as the expectations of the department. Examples include:

- Research that improves the faculty member's understanding of content he/she teaches
- Research that addresses a specific gap in the research literature and thus contributes to a knowledge base in a field
- Research that fills a need at the program, college, or university level
- Research that fills a need in P-12 schools

Collaborative projects are encouraged to allow faculty to pool resources and achieve greater impact. Where appropriate collaborations have been established, the faculty member should take an active role in the project and relate his or her impact as appropriate to meet departmental expectations. The following constitutes minimum expectations for candidates in the Secondary Education department as they pursue their research at UNA:

I. Faculty members should define, in narrative form, their research agenda or focus. Defining a research/scholarly agenda does not preclude projects of opportunity that might arise in a rating period, but rather helps others to understand what the faculty member is trying to accomplish and promotes a sustained effort towards at least one goal. A research agenda can and should be updated on an annual basis. However, it is important that a plan for the rating period is initiated early to guide the faculty member and allow senior faculty to support their colleagues as they work towards their goals (i.e. by distributing service related duties across the department). Faculty members are encouraged to present their research on campus and within the department to foster a culture of research, contribute to the professional development of colleagues, and allow faculty to better interpret the research presented for consideration during future promotion meetings.

II. Faculty are expected to engage in scholarly/creative projects that involve construction of new knowledge. They should *publish* or *submit for review* (provide manuscript for committee's review) at least one manuscript during a rating period (as defined as the period between the last promotion/hire event to present) that corresponds with one of the following options:

- Research project: A qualitative, quantitative, or mixed methods study that involves the systematic collection and analysis of data and reporting of findings.
- Practitioner piece: Research into practice articles that provide teachers with concrete examples of theoretical principles or pedagogical concepts. This should be derived from the faculty member's research and represent substantial creative and scholarly work.
- Curriculum development: Design of new curricular materials that are grounded in a theoretical model and formally published in part or as a whole.
- Research synthesis or theoretical work: A research synthesis should have a methodology (i.e. what gets included in the analysis/excluded) and feature original ways of organizing knowledge in a field. A theoretical work should also be grounded in substantial research in a particular field(s).
- Other creative/scholarly endeavors that require construction of new knowledge including public exhibitions, extensive grant proposals, or works of fiction as appropriate for expertise and/or background.

III. Faculty are expected to present at a range of conferences (local, state, regional, national or international). During a rating period (as defined as the period between the last promotion/hire event to present), faculty should present at a minimum of one conference that requires acceptance through a process of jury/peer review.

IV. General expectations beyond the minimum (documented in section 3 of the template). While the minimum expectation for faculty members to present at one reviewed conference is required, it is expected that the faculty member strives to present at one conference per year during a rating period or to achieve a total number of presentations during the rating period that would average out to at least one per year. Faculty may further choose to disseminate their knowledge and expertise through advocacy articles, blogs, and other creative outlets. These projects, while important, may detract from more substantive research efforts. The department expectations value quality over quantity of output in publications. The goal in section 3 is to document an active research and scholarly agenda throughout the rating period as represented by efforts to disseminate knowledge, secure meaningful external grants, and/or participate in other research related endeavors (i.e. serving as a reviewer for a professional journal or external reviewer for a research grant).

V. Student research. In most cases, a project led by a student and presented at local, state, or regional conferences constitutes service when the professor serves in a mentor capacity. When students work in a supporting role on faculty research or when an outstanding collaboration between the student and professor result in a nationally refereed presentation or publication, the resulting work (presentation, publication, other) may be considered under the research category. A supporting role might include transcribing audio, checking sources in a manuscript, locating references, and similar tasks. Resulting manuscripts may list students as supporting authors or acknowledge their work in an appropriate part of the manuscript; however, we also acknowledge that through the collaborative guidance/mentorship, a student may also be listed as lead author. As a guideline, faculty should only list scholarly products co-produced with students in the scholarly production portion of their portfolio if they meet a standard of quality consistent with what they would expect from experts in their field.

VI. The ability of faculty to meet the expectations outlined above depends, in part, on the support of the department, college, and university. If extraordinary service obligations are added to the workload of a faculty member, it is incumbent on the faculty member to document the situation and secure, in writing, permission to substitute a product related to the service (i.e. a report) for a research goal on his/her agenda. This should be completed as close as possible to the actual time when the new commitment is assigned. The department chair, in consultation with senior faculty and the Dean, will make a decision on this request taking into account the needs of the university and the integrity of the promotion process. The Dean is the ultimate decision-maker on this matter. In addition, members of the promotion committee should take into account extenuating circumstances that might impact the ability of faculty members to achieve research goals (i.e. unexpected reduction in travel funding during the rating period).

VII. Examples of scholarship are defined by output and include publications, presentations, creative or innovative projects, practitioner works, and grants. The following is an example of typical scholarship output for faculty within the department.

- Publications
 - National refereed journal
 - State referred journal
 - Scholarly periodicals
 - Book chapters
 - Books
 - Conference proceedings
 - Published book, methods, or manuscript reviews
 - University documents (newsletters, editorials)
 - University, state, or national curricular items that are published and adopted
- Presentations
 - International/National Conference
 - Regional/State Conference
 - Teacher in-service presentations
 - Guest academic lecturer or invited presentation
- Creative or Innovative Products
 - Mobile applications, micro-credentialed content, websites designed for a school district or educational entity, and other technology-related products impacting one's field
 - Juried public exhibitions or creative works which are publically reviewed and/or recognized
- Practitioner Documents
 - Accreditation research
 - School improvement plans
 - Commissioned or publically recognized curricular items
- Grants or other approved funding requests with impact in one's field of expertise

Professional Service

As previously alluded, members in the Secondary Education Department have significant teaching, advisory, and service loads. If significant service expectations are tasked to a faculty member above the standard duties assigned to them, (i.e. recurrent overloads, additional leadership roles, significant recruitment efforts, etc.) the faculty member is encouraged to procure a letter explaining the impact of his or her service contributions to the department, college, or university. Beyond service to the university, the faculty member is expected to maintain a presence in other professional organizations or societies at a variety of levels. Ideally, the goal of professional service is to help the faculty member connect teaching, research, and service to better perform his or her role at the university. Examples of common service roles include the following:

- Chair-state, university, college, and/or department
- Officer-national, state, and/or local professional organization
- Member-national, university (Ex. faculty senate and/or faculty senate executive), department, and/or local service group
- Coordinator-department
- Volunteer-university community and/or community at large

- Advisor of a student organization
- Recruitment efforts for the university, college, or department

Summary of Performance Standards

The following summary presents acceptable performance examples (but does not limit acceptable examples) as set by the Department of Secondary Education for promotion to rank and tenure, given all other qualifications are met. (See previous sections for more examples in each category.) For promotion to associate professor and/or tenure, it is recommended that the professor demonstrates achievement in **at least four tenure and promotion activities** in each area of teaching, research, and service from either the professor's hire date (if assistant) or last promotion (if associate). For promotion to full professor, it is recommended that the professor demonstrates achievement in **at least five tenure and promotion activities** in each area of teaching, research, and service.

Recommendation for Associate Professor and/or Tenure:

1. *Achieves or exceeds departmental norms for teaching effectiveness;*
 - Evidence of personal professional growth tied to teaching (responsiveness to previous indicators or evaluations as well as professional development)
 - Evidence of quality student achievement outcomes (student achievement data and artifacts)
 - Evidence of satisfaction (testimonials)
 - External validation (peer review form)
 - Evidence of professional practice (course evolution over time)
2. *Leads projects to produce or disseminate knowledge; and*
 - Research project/practitioner piece presented and published/submitted for review at a local or state level
3. *Successfully leads service activities.*
 - Active member of a professional organization-national, state, and/or local
 - Active in university, college, or department committees
 - Volunteer in initiatives - university community and/or community at large
 - Co-advisor of a student organization
 - Actively participate in recruitment efforts

Recommendation for Full Professor:

1. *Demonstrates excellence in teaching effectiveness;*
 - Formal recognition of teaching excellence (awards, nominations)
 - Continuous improvement documentation (expanded or more frequent peer reviews, responsiveness to feedback from various sources)
 - Innovation (development of course)

- Quality (leading and sustaining partnerships; external validation of course)
 - Continued evidence of quality-achievement outcomes
- 2. *Demonstrates excellence in the production or dissemination of knowledge;*
 - Research project/practitioner piece presented and published/submitted for review at national or international level
- 3. *Demonstrates excellence in the leadership of service*
 - Officer, chair, or board member-national, state, and/or local
 - Officer, chair, or coordinator-university, college, or department
 - Coordinator of volunteer initiatives - university or community
 - Advisor of a student organization
 - Direct recruitment efforts and initiatives
 - Sustained committee or professional activities that demonstrates commitment to the university or organization

Structure of the Portfolio

Following the most current university guidelines, the candidate should prepare a cover letter, application of intent, curriculum vitae, and 8-page narrative. The cover letter should not exceed one page and should provide evidence of how the candidate demonstrated growth over time in the areas of teaching, scholarship, and service efforts. The application of intent should be located from the faculty handbook, and the curriculum vitae should be generated from Sedona. The portfolio narrative should provide evidence of teaching effectiveness, scholarship, and professional service as outlined below. All of the aforementioned documents should be scanned into a single, PDF document and uploaded according to the electronic portfolio submission guidelines of the university. Any supplemental materials that the candidate wished to be reviewed should be housed in Sedona. It is suggested that the candidate reference any documents that he or she wishes to be reviewed in the portfolio narrative (I.e. “See Sedona artifact for evidence...”)

Suggested Narrative Template

I. Introduction.

(Paragraph opening to the narrative restating your background, department affiliation, and the specific objective of this narrative - to achieve tenure and/or ____rank. You might preview a few of your major accomplishments and then provide a transition to the next section).

II. Teaching Effectiveness.

A. Describe your teaching responsibilities.

(Identify courses; Discuss the key objectives of your courses; Explain any value-added efforts you have made to the course to support students to achieve those objectives; Provide any additional background information needed to help the reviewers understand your contributions to your teaching assignments).

B. Describe your teaching accomplishments during this rating period.

(Clearly state how you meet or exceed the minimum standard for the rating period. Present a persuasive argument to support the quality of your teaching and its impact).

C. Describe additional ways you improved the quality of your courses and/or teaching assignments throughout the rating period.

D. Summarize key points.

(Make sure to discuss how your accomplishments meet the standard for tenure and/or the promotion rank you are seeking).

III. Research.

A. Explain your research agenda.

(Identify major goals; Discuss the problems or questions that form the basis for your research; Explain how your research is unified around a particular overarching focus, as applicable; Provide any additional background information needed to help the reviewers interpret your research agenda).

B. Describe your research accomplishments related to your agenda during this rating period.

(Clearly state how you meet or exceed the minimum standard for the rating period. Present a persuasive argument to support the quality of your research and its impact. Identify your contribution to studies that involve multiple authors).

C. Describe additional ways you maintained an active research and scholarly agenda throughout the rating period.

D. Summarize key points.

(Make sure to discuss how your accomplishments meet the standard for tenure and/or the promotion rank you are seeking).

IV. Service.

A. Explain your service contributions to the University of North Alabama.

(Identify contributions to the university, college, and/or department; Discuss your role and level of involvement in your contributions; Provide any additional background information needed to help the reviewers understand the relevance of your service contributions).

B. Explain your service contributions to the profession.

(Identify contributions to the profession at large; Discuss your role and level of involvement in your contributions; Provide any additional background information needed to help the reviewers understand the relevance of your service contributions).

C. Explain your service contributions to the community.

(Identify contributions to the community; Discuss your role and level of involvement in your contributions; Provide any additional background information needed to help the reviewers understand the relevance of your service contributions).

D. Summarize key points.

(Make sure to discuss how your accomplishments meet the standard for tenure and/or the promotion rank you are seeking).