

Educational Technology Services Guidelines for Promotion and Tenure

University of North Alabama

This document is based upon the UNA *Faculty Handbook* as well as modeled after departmental guidelines from other UNA Departments (Collier Library).

I. Introduction

This document, in accordance with Section 2.5 of the University of North Alabama *Faculty Handbook*, sets forth criteria, standards of performance, and procedures for the purposes of tenure and promotion in each of the three general criteria areas outlined in Section 2.5.1 of the *Faculty Handbook*. 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. These criteria will be interpreted in varying degrees for each academic rank and for the different academic fields. Collegiality¹ and active participation in departmental affairs and activities are integral factors in fulfilling these requirements and are important considerations in all decisions concerning tenure and promotion.

The general area criteria areas outlined in Section 2.5.1 are:

- 1.) Effectiveness as an Educational Technology Services Faculty Member²
- 2.) Effectiveness in Research, Scholarship, and Other Creative Activities
- 3.) Effectiveness in Rendering Service

Educational Technology Services (ETS) is a service-oriented, multifaceted discipline in which ETS faculty engage in a broad spectrum of professional endeavors. Educational Technology Services focuses on the use of varied technologies in support of teaching with specific focus on instructional design for traditional, hybrid, and online/distance learning; pedagogical use of technologies such as Learning Management Systems and content video delivery system; synchronous and asynchronous collaborative technologies; and classroom multimedia technologies. As specialists, ETS faculty are responsible for providing the university community (faculty, staff, and students) with technology training and support; academic course creation, development, and refinement; instruction; outreach services; and administration and planning. ETS faculty are partners with other academic faculty, contributing to the University's goals of teaching, research, and service and, and performing a vital role in the overall educational process.

¹ 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"

² Section 2.5.1 item 1 of the *Faculty Handbook* uses the phrase "Effectiveness as a Teacher;" Section 3.5.3 item 3a uses the phrase "Teaching/Library Effectiveness" for this area; and Section 2.5.4 item 2ab uses the phrase "Teaching/ Library Effectiveness." In this document the phrase "Professional Effectiveness" is used when referring to this area of criteria.

The following sections on criteria, standards of performance, and procedures ensure ETS faculty an opportunity to be reviewed on equitable terms that adequately recognize the differences among individual positions and contributions within the ETS department, as well as taking into account the differences between ETS faculty and teaching faculty in the three areas of evaluation.

Tenure

Candidates will be judged individually on their own merit. Each candidate must meet the qualifications stated in Sections 2.5.1 (Appendix B) and 2.5.4 of the *Faculty Handbook* to apply for tenure. The following criteria and standards of performance will serve as general guidelines for assessing the effectiveness of ETS faculty in consideration of tenure. However, since candidates may become eligible for tenure with varying levels of overall experience, fixed or quantitative standards will not be applied. Instead, qualitative contributions of candidates in the areas of ETS effectiveness; scholarship, research, and creative activity; and service will be weighed. Consideration will also be given to the candidate's likelihood of progressing through the ranks, as well as to the candidate's overall performance during the probationary period specified in the *Handbook*.

Promotion

Candidates for promotion will be judged individually on their own merit. Each candidate must meet the minimum qualifications stated in Sections 2.5.1 and 2.5.2 of the *Faculty Handbook* to apply for promotion. The criteria and standards of performance presented in this document serve as guidelines for assessing each candidate's performance and will be considered in recommendations for or against promotion. Fixed or quantitative standards will not be applied for the ranks of Assistant Professor, Associate Professor, or Professor. Rather, it is expected that candidates will demonstrate continuing marked growth in their professional skills and increased involvement in the field of educational technology in each of the three areas of evaluation before being promoted to the next rank. Considerations of enrollment, budget, time, rank, and personnel limitations may affect the final university determination to award promotion; however, they will in no way influence departmental recommendations.

II. Teaching (Professional Effectiveness)

Excellence in professional activities is expected of each ETS faculty member. While each faculty's specific duties differ, within the assigned area of responsibility it is expected that faculty will develop their own unique contribution to the department and the university. Responsibilities fall within the broad categories of: training, instructional design, quality assurance, information services, administration and management, preservation, and outreach/marketing. Each faculty member is also expected to have knowledge of the profession and appropriate academic achievement.

Generally ETS faculty do not engage in teaching semester-long, for-credit courses. ETS faculty do, however, perform a teaching role, formally and informally, as well as advising and assisting students, faculty, and staff. For ETS staff with faculty status, teaching effectiveness is justified by professional effectiveness in the field of educational technology. Specific performance standards and examples of appropriate documentation for educational technology effectiveness are listed in Appendix – Standards of Performance, part A.

III. Scholarly or Creative Performance (Research, Scholarship and Other Creative Activities)

Research and scholarly activity is an expectation of all faculty members at the University of North Alabama. In many traditional academic fields scholarly ability is evidenced by refereed, published research, which serves to increase the body of knowledge in a given discipline. In other disciplines, however, this is not always the case. For example, art, music, and theatre faculty tend to engage in activities directly related to performance-based scholarship. While practicing technologists usually have more limited opportunities to engage in traditional research, they can and do make significant scholarly contributions to the university in a wide variety of ways. Specific performance standards and examples of appropriate documentation for research, scholarship and other creative activities are listed in Appendix – Standards of Performance, part B.

IV. Service

The UNA Educational Technology Services faculty highly value participation and leadership in service to the University, the department, the community, and the profession. Faculty are expected to apply professional expertise in developing new programs and services, providing solutions to problems, and guiding the strategic direction of the University's educational technology usage. Faculty members contribute to the governance of the University or its various units, and to the diversity and intellectual life of the University and the community. Faculty is expected to devote reasonable amounts of their time to university committees and assignments. Professional participation at an appropriate level is expected. Such participation may be in local, regional, state, national, or international

associations or organizations. Specific performance standards and examples of appropriate documentation for service are listed in Appendix – Standards of Performance, part C.

V. Appendix

General Procedures

A. Faculty Mentors

After accepting employment with the University of North Alabama, ETS faculty are encouraged to seek out a mentor or mentors from among tenured ETS and other faculty. The mentor relationship will serve as a guide for the new faculty member as they go through the process of developing their portfolios and in navigating the tenure and/or promotion process.

B. Third-Year Review

Near the end of the second year of continuous employment, tenure-track faculty members should begin the process of a third-year review. For the third-year review each faculty member will prepare a portfolio and fill out the proper forms just as if they were applying for tenure and present the portfolio to the ETS Director. After discussing the report with the ETS Director, the tenure-track faculty member will prepare a follow-up plan to enhance the strengths and correct the weaknesses as noted in the report.

C. Portfolios

Immediately upon employment by UNA, new ETS faculty members should begin building their portfolios. New faculty members may wish to consult with their mentor(s) regarding possible materials the portfolio may contain. All portfolios should contain supporting information for each of the three areas of general criteria detailed in the *Faculty Handbook*, which are explored more fully in the Standards of Performance and Evaluation Criteria listed above. Portfolios should be updated on a regular basis and demonstrate sustained growth and high-quality contributions in individual areas of expertise. Prior to submitting a tenure and/or promotion portfolio candidates are encouraged to solicit input and advice from tenured faculty.

In preparing a tenure and/or promotion portfolio candidates may wish to use the following items to gather appropriate evidence for their portfolios. The following items are provided as examples only and are not an exhaustive list.

- Annual Activity reports
- Peer Evaluations
- Performance Evaluations
- Summary Evaluation Report and Annual Goals Planning Form
- Professional Development Plan

- Evaluations of instructional/workshop sessions for those teaching instructional/workshop sessions
- Written observations by the ETS director and/or other faculty
- Description of elected or appointed posts in university honor societies, community organizations, etc.
- Types of committee work completed
- Names of conferences, workshops, events attended
- Types of instruction sessions taught
- Individual job description
- Letters of appreciation and/or recognition

Applicants for tenure must limit their portfolios to 10 pages. Applicants for promotion must also limit their portfolios to 10 pages, but may also place material or objects referenced in the portfolio in a designated review area to be reviewed by committee members and administration.

Supporting documentation for promotion may include, but is not limited to, the following types of documents:

- Documentation of attendance at professional conferences, workshops, classes, etc. (Programs, certificates of completion, etc.)
- CD-ROMs containing examples of tutorials created
- Copies of certificates of completion for specialized training
- Copies of letters received from colleagues, students, and/or supervisors
- Copies of published articles, book reviews, etc.
- Copies of reports prepared
- Copies of surveys created
- Documentation of committees, boards, etc.
- Evaluations by students and peers
- Examples of outlines, handouts, pamphlets, brochures, webpages, etc.
- Examples of websites created and/or revised
- Outlines of workshops organized/taught
- Products of committee work
- Statistics (classes, website, etc.)

Standards of Performance

ETS faculty are expected to adhere to the minimum criteria laid out in the *Faculty Handbook*, Section 2.5.2 "Special Criteria By Ranks" for the purposes of tenure and promotion. The examples listed in the section that follows are not meant to be exhaustive, but rather serve as a starting point for assessing a candidate's performance. Likewise, candidates will not be expected to have accomplished every item described or listed. Both the quantity and quality of all professional activities will be considered when evaluating a

candidate's portfolio for tenure or promotion. Candidates for promotion and tenure may use the following examples as a guide when assembling documentation in the areas of professional effectiveness; research, scholarship, and other creative activities; and service. It is the responsibility of the individual candidate to demonstrate effectiveness within the scope of his or her unique responsibilities. (The order of items in the following lists is not to be construed as assigning value or weighting.)

A. Professional Effectiveness

Evaluators should be aware that due to the dissimilar nature of each faculty member's job responsibilities it is not expected that candidates will have experience in all areas.

Standards to be considered in assessing professional effectiveness include, but are not limited to the following:

- Evidence of proficiency in area or areas of responsibility.
Depending on individual job responsibilities, which vary among faculty members, these areas may include course development; course assessment; technology acquisition, organization and control, maintenance; course instruction and/or individual instruction; and coordinating technology and technical support.
 - Examples include, but are not limited to:
 - Preparing a technology assessment for a program, department, or discipline-specific accreditation
 - Collecting, analyzing, interpreting, and presenting relevant statistical information such as Academic Course LMS usage by faculty and students
 - Preparing and presenting appropriate, timely reports
 - Reviewing relevant literature to select new solutions in assigned areas
 - Communicating with academic departments
 - Description of individualized instruction given to faculty staff or students in relevant areas
 - Description of workshops and/or training sessions taught
 - Courses taught outside the department
 - Outlines or class objectives for specific courses developed
 - Documented changes/revisions to websites, documentation, electronic resources, etc.
 - Negotiation/renegotiation of software licenses
 - Description of tasks performed to maintain metadata records
 - Evaluation of relevant hardware and software products
 - Conducting of inventories

- Description of tasks performed to maintain LMS, collaborative technologies products, content delivery systems, classroom technology equipment, etc.
- Evidence of leadership and innovations in improving Educational Technologies Services organization, procedures, services, and/or communication, such as
 - Programs or ideas that improved an existing service
 - Assessments conducted, documented, and shared (surveys, etc.)
 - Workflow system and/or scheduling system developed
 - Software program or computer script created or implemented that improved an existing service
 - Recommendations for new technology acquisitions or adaptation of existing technology
 - Services developed, implemented, and evaluated
 - Communications to colleagues of new products, services, and/or innovations in area of responsibility
 - Guidance given to colleagues for learning, understanding, and/or adapting new technologies
- Creation or Revision of publications, manuals, instructional materials, or web publications, such as
 - Written tutorials, subject guides, handouts, and other materials revised or updated
 - Video tutorials, subject guides, handouts, and other materials revised or updated
 - ETS policies and/or procedures manuals revised or updated
 - Survey instruments developed and implemented
 - Departmental website content revised or updated
- Evidence of participation in departmental administrative responsibilities such as
 - Selecting/hiring/supervising/evaluating personnel
 - Scheduling and/or coordinating of efforts in assigned area of responsibility
 - Developing appropriate departmental procedures, forms, documents, reports
 - Maintaining appropriate departmental records
 - Utilizing departmental resources effectively
 - Providing supervision and leadership for assigned area
 - Managing projects
 - Leading committees

- Evidence of competence in technology appropriate to position, such as
 - Instruction and support given to students
 - Instruction given to staff or faculty colleagues in the use of technology
 - Personnel training sessions taught (including student worker training)
 - Specialized software and/or program knowledge in assigned area of responsibility
 - Effective use of technology appropriate to area of responsibility
 - Planned enhancement of personal knowledge of position appropriate technology
 - Webpage or website redesign and/or updating projects completed
 - Development of new departmental or university service or enhancement of existing service using current technology
 - Evaluation and implementation of new technological trends or services
 - Maintenance of existing software and hardware serving department and campus community
 - Creation and evaluation of statistical data to enhance services

- Evidence of effectiveness in planning, organizing, and controlling assigned job responsibilities, such as
 - Demonstrated knowledge and application of the appropriate technology standards and rules
 - Demonstrated knowledge of appropriate best practices, laws, policies, and standards
 - Appropriate periodic assessments of areas of responsibility
 - Evidence of regularly meeting deadlines; carrying out responsibilities in a timely manner; appropriate follow-up
 - Documentation of individualized goals planned and assessed
 - Effective use of subordinate personnel
 - Inclusion of appropriate colleagues in completing assigned responsibilities

- Evidence of positive assessment of interpersonal skills and work ethic, such as
 - Communications sent to colleagues of new products, services, rules, policies, and/or innovations in area of educational technology
 - Projects or assignments taken on that are outside normal area of responsibility

- Completion of tasks in a timely manner
 - Consultation with appropriate individuals in decision making
 - Professional attitude and demeanor
- Evidence of appropriate supervisory skills, such as
 - Number of student workers supervised
 - Number of staff supervised
 - Training given to personnel
 - Guidance or support resources developed and/or provided for supervised staff
 - Communications with staff
 - Conducting appropriate evaluations and using results
 - Participating in appropriate activities to strengthen skills
- Evidence of knowledge of the field of educational technologies, such as
 - Specialized professional conferences attended
 - Specialized workshops, seminars, and/or webinars attended
 - Specialized training sessions attended
 - Application of knowledge to benefit the department, university and/or community
 - Enrolling in courses and/or attending lectures
 - Appropriate professional reading
- Evidence of establishing and maintaining productive working relationships with other faculty, students, staff, and general public, such as
 - Communications with faculty regarding budget allocations, new resources, or new approaches to services/resources
 - Projects involving collaboration with faculty
 - Orientations, exhibits, programs, meetings, and/or festivals attended as an ETS representative
 - Projects involving collaboration with other institutions and/or departments
 - Outreach activities conducted

B. Research, Scholarship, and Other Creative Activities

Standards of performance to be considered in assessing research, scholarship, and other creative activities include, but are not limited to the following:

- Evidence of publications, such as
 - Peer reviewed articles published
 - Books published
 - Annotated bibliographies published
 - Dictionary and encyclopedia entries published

- Evidence of editing, reviewing, and/or refereeing professional literature, such as
 - Book reviews published
 - Professional journals edited
 - Professional journals formally reviewed
 - Refereeing a professional journal

- Evidence of presentations, such as
 - Conference papers presented
 - Poster sessions prepared
 - Panel discussions conducted
 - Specialized workshops developed and presented
 - Outreach activities developed and conducted
 - Programs presented and/or coordinated

- Evidence of creation of new service and/or resource or significant revision, expansion, and/or reorganization of an existing resource, such as
 - Tutorials created
 - Specialized websites and/or forms created
 - Software programs and/or computer scripts created
 - Services developed for targeted populations
 - Common collaborative resources made available to the university community (e.g. Practice Tests, Welcome Discussion, and support resources made available through the LMS)

- Evidence of pure or applied research and/or demonstrated application of research to responsibilities of position, such as
 - New strategy and/or procedure developed and implemented in area of responsibility
 - Surveys created, administered, and analyzed
 - Applications of technology (computer programming, website design, etc.) that require specialized knowledge
 - Appropriate research for technology assessments, program reviews, and/or accreditation reports

- Evidence of unpublished contributions to the department, university, or profession, such as
 - Products of committee work
 - Policy and/or procedure manuals written
 - Guidelines and/or handbooks written
 - Bibliographies, reviews, and/or abstracts created
 - Unpublished manuscripts
 - Editing of internal departmental or university documents

- Evidence of demonstration and recognition of professional expertise, such as
 - Honors and awards received
 - Grants received
 - Panel discussions and/or presentation invitations received
 - Appointments to serve on relevant committees (within the university and outside)

- Evidence of special projects requiring substantive creative endeavor and awareness of current developments in educational technology and/or higher education, such as
 - Workshops and/or seminars developed and planned
 - Conferences planned
 - Grants written
 - Exhibitions organized

C. Service

Standards of performance to be considered in assessing service include, but are not limited to the following:

- Evidence of service to the University, such as
 - Shared governance committee membership
 - Committees chaired
 - Committee office held
 - Faculty Senate representative
 - Search committee membership
 - Events attended as a university/departmental representative
 - Participation in accreditation activities

- Evidence of service to the ETS department, such as
 - Departmental committees service and participation
 - Committees chaired
 - Events attended as a departmental representative

- Mentoring
- Evidence of service to students, such as
 - Advising student organizations
 - Volunteering with student organizations
 - Advising students
 - Other student-centered volunteer activities
- Evidence of service to the profession, such as
 - Professional organization memberships
 - Local, state, national and/or international committee service
 - Conferences planned and hosted
 - Workshops, roundtables and/or presentations given
 - Poster sessions presented
- Evidence of service to the community, such as
 - Consulting
 - Outreach activities