

TENURE AND PROMOTION GUIDELINES APPLICABLE TO ALL CASE FACULTY

(Approved February 1, 2012; Title Amended September 25, 2017; Updated September 1, 2020; approved by College Chairs, September 29, 2020; updated to reflect college name change and department number June 11, 2021; updated to include all schools January 30, 2024)

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*, Section 2.6. 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, Sciences, and Engineering is composed of the School of the Arts, the School of Humanities and Social Sciences, and the School of Natural Sciences, Engineering, and Mathematics, encompassing more than twenty-five 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, Sciences, and Engineering 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 and/or promotion in the College of Arts, Sciences, and Engineering.

Scholarship and creative accomplishment are essential to the academic profession. Every successful candidate for tenure and/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 activity should include performances, presentations, 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 and/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.

Criteria for Professor Merit:

Those seeking Professor Merit after five years in or in the fifth year of the rank of Professor should demonstrate ongoing, excellent, and significant activity over the past five years in the areas of teaching, research/creative activity, and service.

For teaching, self-assessment, chair evaluations, peer review, and student evaluations should reflect effective teaching, syllabi should contain appropriate student learning outcomes with effective assessments that match the learning outcomes, and there should be evidence that the candidate continues to be abreast of recent developments or activity in the field during the past five years.

For research/creative activity, there should be documented and ongoing evidence of a national and/or international presence in venues deemed by their department to be of appropriate and high quality in the discipline during the past five years.

For service, there should be evidence of continued service at the department, college, and university levels as well as an indication of professional service during the past five years.

Criteria for Senior Lecturer:

Those seeking Senior Lecturer after five years in or in the fifth year of the rank of Lecturer should demonstrate ongoing, excellent, and significant activity over the past five years in the areas of teaching and service.

For teaching, self-assessment, chair evaluations, peer review, and student evaluations should reflect effective teaching, syllabi should contain appropriate student learning outcomes with effective assessments that match the learning outcomes, and there should be evidence that the candidate continues to be abreast of recent developments or activity in the field during the past five years.

For service, there should be evidence of continued service at the department, college, and university levels as well as an indication of professional service during the past five years.

DEPARTMENT OF CINEMATIC ARTS AND THEATRE (CAT)
GUIDELINES FOR TENURE AND PROMOTION

(Approved: May 17, 2022)

Introduction

Cinematic Arts and Theatre faculty seeking tenure and/or promotion must comply with the standards outlined in *Chapter 2.6, Criteria for Appointment, Promotion, and/or Tenure* in the Faculty Handbook.

Candidates submitting their portfolio for tenure and/or promotion will be evaluated in the following three categories:

- ☐ Effectiveness in Teaching
- ☐ Effectiveness in Research, Scholarship, and other Creative Activities
- ☐ Effectiveness in Rendering Service

The faculty member up for tenure and/or promotion may specify the weight consideration of all three categories.

Below you'll find descriptions of each of the categories to help you better understand what content applies to addressing each category.

Effectiveness in Teaching

The candidate is evaluated upon evidence such as the following: knowledge of subject matter, including current developments in the discipline; active concern for the student's academic progress; evidence of success in supporting mentoring and student research and creative activity; ability to organize and effectively present and evaluate coursework, including effectiveness in oral and written communication; ability to motivate student interest and participation; ability to relate coursework to other fields with a view to broadening the student's general knowledge; evidence of conscientious preparation; and use of effective methodology and teaching techniques

Evidence of effective teaching should include multiple measures of success, serving to identify both strengths and areas for improvement. Submissions should include items from each of the three sub-categories listed below. A faculty member's overall evaluation in this category will result from evaluation of the quality and significance of their accomplishments and activity within the items submitted.

Documentation of Teaching Effectiveness should include:

Self-Review

1. Course materials, such as syllabi, assignments, quizzes, exams, etc., that document the faculty member's current knowledge of the discipline and sound pedagogy.
2. Examples of the integration of new technologies into instruction, evaluation, and classroom communication
3. Evidence of the incorporation of global-awareness initiatives into coursework and/or theatre and film productions.

4. Examples of substantial revision of existing course materials.
5. Documentation of activity in developing, coordinating, or teaching at workshops, competitions, festivals, or other instructional programs.
6. Development and maintenance of an active schedule of student theatre and film productions of a high quality both on and off campus.
7. Development and maintenance of high standards of student performance in their fields of study.
8. Evidence of maintaining excellence in all areas of teaching-related duties, including preparing students for auditions and interviews.
9. Evidence of active participation in workshops, seminars, programs or other events of relevance to instruction within the discipline.
10. Examples of innovations in teaching and learning concepts, applications, technologies, etc.
11. Responses to feedback from student course evaluations, annual reviews and/or external reviews.
12. Written materials, workbooks, private study or handbooks, and other documents prepared by the instructor that enhance teaching within the discipline.
13. Evidence of activity in teaching-focused professional organizations.

Student Review

1. Evaluations by students via formal instruments, including accompanying comments resulting from enrollment in courses.
2. Written testimonials from former UNA students.
3. Achievements of past students directly related to the faculty member's influence as a teacher.
4. Portfolios and examples of student work.

Peer Review

1. Written evaluations by colleagues based on personal observations in informal teaching situations. (These can be either in the candidate's classroom or the colleague's room.)
2. Examples of recognition by peers for teaching achievements.
3. Local, state, regional, or national teaching awards.
4. Presentations, performances, film/theatre productions and papers related to applicant's teaching field.

Effectiveness in Research, Scholarship, and other Creative Activities

The candidate is evaluated upon the University of North Alabama's mission in research (including basic, applied, and pedagogical research, creative accomplishments, and other forms of scholarship) through recognition that active participation in one's academic discipline promotes intellectual growth and enhances and informs classroom, laboratory, clinical, and studio instruction. Scholarly inquiry and learning vary by discipline and the individual is evaluated upon evidence that one's scholarly accomplishments are valued by others in the discipline.

Evidence of effectiveness in this category should be made available to the reviewers through audio/video recordings, printed programs, email communication, published and unpublished materials, grant proposal documents, and other media. Narratives should highlight the quality of

the scholarship/creative activity (e.g., publication in a leading peer-reviewed journal; workshop invitation at a well-respected university/conference; performance at a nationally known venue), with a greater emphasis placed on contributions that occur outside the university and local area.

Evidence of scholarly or creative activity includes:

1. Exhibitions, film screenings, theatre performances.
2. Creative work on film and theatre productions.
3. Acceptance and participation in creative workshops and labs.
4. Juried local, regional, statewide, or national film or theatre competitions/festivals.
5. Publication and/or production of a book, article, conference paper, screenplay, or play.
6. Distribution of a film project.
7. Curation of a theatre or film festival.
8. Presentations, performances, or speeches.
9. Creative and professional development in works of film and theatre.
10. Fellowships and residencies.
11. Grants and awards.
12. Client and commissioned works of theatre, film, screenwriting, and videography.
13. Portfolios of creative work.
14. Evidence of active participation in workshops, seminars, programs, or other events of relevance to instruction within the discipline.

Effectiveness in Rendering Service

The individual is judged upon recognition in the professional field; consultation of high professional quality in artistic, 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.

The department expects all members of its faculty to demonstrate good citizenship through service to the university, the college, the department, the profession, and the larger community (local, national, and global) of which the university is a part.

Service activities may include but are not belimited to:

1. Curriculum development.
2. Academic advising.
3. Producing university-funded theatre and film productions.
4. Equipment and facility maintenance.
5. Recruitment of students.
6. Activities in the community related to the advancement of the profession.
7. Mentoring of colleagues.
8. Participation in university/college/departmental committees.
9. Participation in professional organizations.
10. Advising a university-recognized student organization.

11. Collaborative projects between disciplines, production support, and guest lectures.
12. Collaborative projects with outside theatre groups and film production companies.
13. Hosting of master class, panels, and workshops by outside artists.
14. Supervision of student research and creative projects.

Mid-tenure Review

Probationary faculty on the tenure-track will receive a formal mid-tenure review of their performance, generally held in the 3rd year of a six-year probationary period (adjusted for shorter probationary periods).

The Mid-tenure review is designed to: (a) assess the faculty member's progress toward tenure and promotion, (b) inform the faculty member of the assessment outcome and steps to be taken to improve the prospects for tenure and promotion, (c) inform the appropriate dean(s) of the assessment outcomes.

The review is structured like the established procedures used for tenure and promotion to the rank of Associate Professor (described above). It is recommended that the candidate submit their mid-tenure review file organized in a similar fashion to an actual tenure and promotion portfolio.

Criteria for Professor:

Candidates seeking promotion to the rank of Full Professor should demonstrate ongoing, excellent, and significant activity over the past five years (or since their last promotion) in the areas of teaching, research/creative activity, and service.

For teaching, self-assessment, chair evaluations, peer review, and student evaluations should reflect effective teaching, syllabi should contain appropriate student learning outcomes with effective assessments that match the learning outcomes, and there should be evidence that the candidate continues to be abreast of recent developments or activity in the field during the past five years.

For research/creative activity, there should be documented and ongoing evidence of a national and/or international presence in venues deemed by their department to be of appropriate and high quality in the discipline during the past five years.

For service, there should be evidence of continued service at the department, college, and university levels as well as an indication of professional service during the past five years.

Criteria for Professor Merit Incentive:

Those seeking Professor Merit should demonstrate ongoing, excellent, and significant activity over the past five years (or since their last promotion) in the areas of teaching, research/creative activity, and service.

For teaching, self-assessment, chair evaluations, peer review, and student evaluations should reflect effective teaching, syllabi should contain appropriate student learning outcomes with effective assessments that match the learning outcomes, and there should be evidence that the candidate continues to be abreast of recent developments or activity in the field during the past five years.

For research/creative activity, there should be documented and ongoing evidence of a national and/or international presence in venues deemed by their department to be of appropriate and high quality in the discipline during the past five years.

For service, there should be evidence of continued service at the department, college, and university levels as well as an indication of professional service during the past five years.

Criteria for Senior Lecturer:

Those seeking Senior Lecturer should demonstrate ongoing, excellent, and significant activity over the past five years in the areas of teaching and service.

For teaching, self-assessment, chair evaluations, peer review, and student evaluations should reflect effective teaching, syllabi should contain appropriate student learning outcomes with effective assessments that match the learning outcomes, and there should be evidence that the candidate continues to be abreast of recent developments or activity in the field during the past five years.

For service, there should be evidence of continued service at the department, college, and university levels as well as an indication of professional service during the past five years.