

## **TENURE AND PROMOTION GUIDELINES APPLICABLE TO ALL CASE FACULTY**

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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.

**COLLEGE OF ARTS, SCIENCES, AND ENGINEERING**  
**DEPARTMENT OF MUSIC**  
**PERFORMANCE GUIDELINES**  
**for Evaluation of Faculty**

## **Introduction**

### **Preamble**

The Department of Music seeks to provide its students with superior learning experiences and opportunities that support the efficient and successful attainment of their educational goals. The achievement of this component of the department's mission is best served by faculty members who, as teacher-scholars, engage students in the learning process through effective instruction in the classroom as well as through meaningful involvement in creative activity, research, and other scholarly pursuits. In addition, faculty members should be active participants in the department's efforts in advising, in mentoring students, in promoting curriculum development, in maintaining high standards for evaluating academic achievement, in supporting student recruitment and retention initiatives, and in providing service to the University and the northwest region of Alabama.

The University of North Alabama *Faculty Handbook* (section 2.6) indicates that candidates for continuing contracts (tenure) and promotion, will be evaluated through their effectiveness in three general areas—Teaching; Research, Scholarship and Other Creative Activities; and Service. However, due to the diverse nature of the disciplines within the university, the *Faculty Handbook* can provide only limited operational definitions to these terms. The intended purpose of this document is to provide applicants for promotion and/or tenure, peer review committees, departmental chairs, and other university administrators some perspective on how the Department of Music interprets the criteria within each of the three areas of faculty evaluation.

### **General**

This document contains examples of criteria which the department faculty view as pertinent to each of the three areas of evaluation: Teaching, Scholarship/Creative Activity/Research, and Service. The examples listed within are primarily for illustrative purposes. Candidates for tenure and promotion are not expected to demonstrate effectiveness within each criterion listed and may include other criteria in their application folios. However, in all instances, it is the responsibility of the applicant to offer sufficient supporting documentation of his/her fulfillment of the requirements for tenure and/or promotion.

It will be the task of the Peer Review Committee, Department Chair, and other university administrators to determine how well each applicant has met the criteria listed for the desired rank and/or tenure. These evaluators will seek to determine the quality of the examples selected, the level of documentation provided, and make a global assessment concerning the candidate's overall worthiness for the position and/or tenure status. These individuals are not, however, bound exclusively to the items listed in this document. As evaluators, they are free to add additional requirements in individual instances as they deem appropriate. This document is designed to only explain some of the factors the department faculty views as important. It should not be used to restrict the judgmental processes or preclude the inclusion of other criteria that may be apropos to a specific situation.

### **Purpose**

The purpose of academic tenure and promotion policies is to establish norms and expectations of teaching faculty that promote the highest standards of excellence within the teaching profession. Furthermore, the tenure and promotion policies should provide a structured protocol by which faculty members receive regular and direct professional feedback for the purpose of improving their performance, particularly with regard to meeting the criteria for tenure and/or promotion.

### **The Teacher/Scholar**

The areas of scholarship and teaching are not separate, and both are critical to the advancement of knowledge. Improvements or advancements in one area should lead to improvements in the other. Therefore, faculty members are encouraged to pursue creative activity and research appropriate to an undergraduate institution which in turn should enhance the quality of teaching. Scholarship and teaching can take many forms. Assessment of scholarship and teaching should be sufficiently flexible to account for variations in the ways a faculty member combines these activities. Assessment should also recognize the value of changes in emphasis and interests during the career of a faculty member.

### **Annual Evaluation**

In conjunction with the faculty goals planning process prescribed in the Faculty Handbook, annual evaluations will be made to monitor and enhance a faculty member's career development, particularly with regards to reemployment, tenure, and/or promotion. The evaluations will consider three categories of activities:

1. Effectiveness as a Teacher
2. Effectiveness in Scholarship, Creative Activity, and Research
3. Effectiveness in Rendering Service

Department of Music faculty members' performance in each of the three categories will be rated as satisfactory or unsatisfactory. In cases of evaluation for the purposes of promotion and

tenure, those ratings will translate as follows:

Each faculty member is responsible for providing sufficient evidence for determining the rating in each category.

Faculty members in the Department of Music receive annual evaluations by the department chair primarily through two instruments: The Summary Evaluation and Goal- Planning form and the Annual Self-Evaluation and Activity Report. Both instruments are due for submission to the department chair at or near the end of each spring semester. The SE&G-P form is designed and implemented by university-wide policy through the office of the VPAA/Provost. The AS-E&AR is designed and implemented through the Department of Music and has features and purposes that are specific to the evaluation of faculty within the performing arts disciplines. Both instruments are used by the department chair in meeting the university's requirement for the submission of faculty evaluations as stated in the following excerpt from the UNA faculty Handbook:

...by **September 15** every year for non-tenured faculty and every two years for tenured faculty. Performance evaluations may be provided more frequently at the discretion of the department chair or upon request by the faculty member or the dean of the college. Performance evaluations will be based on approved departmental criteria for evaluation, procedures for interpretation of faculty data, and performance standards. The evaluation will be signed by both the department chair and the faculty member. The faculty member has the option of submitting a written response to the department chair by **September 30**. Copies of the evaluation and any response will be kept in the individual's permanent personnel file in the department chair's office, the appropriate dean's office, and the Office of the Provost and Executive Vice President for Academic Affairs.

## Teaching

Evidence of effective teaching should include multiple measures of success, serving to identify both strengths and weaknesses. 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 his/her accomplishments and activity within the items submitted.

### Self-Review

1. A self-evaluation statement that describes the instructor's goals for the coming year, the reason the goals have been identified, and the anticipated strategies for achieving the goals.
2. Course materials, such as syllabi, assignments, quizzes, exams, etc., that document the faculty member's current knowledge of the discipline and sound pedagogy.
3. Examples of the integration of new technologies into instruction, evaluation, and classroom communication
4. Evidence of the incorporation of global-awareness initiatives into coursework and/or ensemble content.

5. Examples of substantial revision of existing course materials.
6. Documentation of activity in developing, coordinating, or teaching at a camp, competition, or other instructional program.
7. Development and maintenance of an active schedule of student ensemble performances of a high quality both on and off campus.
8. Development and maintenance of high standards of student performance in private study.
9. Evidence of maintaining excellence in all areas of teaching-related duties, including preparing students for auditions, recitals, master classes, and competitions; arranging music for existing student ensembles; organizing studio labs; preparing audition recordings with students; and conducting or coaching studio ensembles.
10. Hosting of master classes by outside performers.
11. Evidence of active participation in workshops, seminars, programs or other events of relevance to instruction within the discipline.
12. Examples of innovations in teaching and learning concepts, applications, technologies, etc.
13. Responses to feedback from student course evaluations, annual reviews and/or external reviews.
14. Written materials, workbooks, private study or studio handbooks, and other documents prepared by the instructor that enhance teaching within the discipline.
15. Evidence of activity in teaching-focused professional organizations.
16. Results of national standardized tests that evidence effective teaching within the faculty member's area of responsibility.
17. Letters of recommendation written for students.
18. Records of professional communication with students.
19. Grade distributions.

### **Student Review**

1. Evaluations by students via formal instruments, including accompanying comments resulting from enrollment in lecture classes, ensembles/performing groups and/or applied music.
2. Written testimonials from former students.
3. Achievements of past students directly related to the faculty member's influence as a teacher.

### **Peer Review**

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

## Scholarly or Creative Performance

Scholarly or creative performance is the documented and demonstrated dissemination of information grounded in academic research and/or creative activity through performance or exhibition within the aesthetic realm. Evidence of activity within this category should be made available to the reviewing committee through audio/video recordings; printed programs, published and unpublished materials, grant proposal documents, and other media.

Evidence of scholarly or creative performance may emanate from:

1. Public solo recitals, collaborative recitals, master classes, lecture recitals, and theatrical productions and performances presented at UNA and/or at other institutions.
2. Performance as a member of established professional or semi-professional performing ensembles.
3. Guest or continuing conducting/directing of established professional or semi-professional performing ensembles.
4. Performances and papers presented at scholarly meetings or faculty workshops.
5. Presentation of a premiere performance.
6. Publication of articles or reviews in refereed journals or professional pedagogical journals.
7. Publication of musical compositions and/or arrangements.
8. Publication of books, book chapters, and textbooks.
9. Performance of unpublished musical compositions.
10. Attendance at conferences, seminars, festivals and/or workshops that contribute to the furthering of professional goals.
11. Grant proposals and contracts, funded and unfunded.
12. Supervision of student research projects.
13. Contribution of standards development.
14. Authoring manuals, handbooks, brochures, surveys, newsletters and/or press kits for performing arts events.
15. Adjudication at district, state, regional, national, or international events.
16. Consultant work in area of teaching.
17. Directing festivals, workshops, seminars or other similar events.

## Service

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 of which the university is part.

Evidence of service activities may include:

1. Student academic advisement.
2. Activities related to the recruitment of students.
3. Activities in the community related to the advancement of the profession.

4. Public outreach and community activities in support of the University's mission.
5. Mentoring of colleagues.
6. Behavior and conduct consistent with the obligations that derive from the common membership in the community of scholars (as outlined in the Faculty Handbook), especially as it concerns the community of music educators within the department.
7. Contribution to an atmosphere of collegiality through collaborative projects, performance support, guest lectures, and interdisciplinary activities.
8. Participation in department committees.
9. Performing in an official capacity at university events both on and offcampus.
10. Developing university library holdings in area of teaching.
11. Advising a university-recognized student organization.
12. Participation in active college committees, including Faculty Senate, Graduate Council, and university committees (including Shared Governance committees and ad-hoc committees).
13. Participation in professional organizations.
14. Advising or assisting civic organizations in support of the university's mission.
15. Work within a school, church, youth, or community music setting that benefits non-university students and programs.