**Department Chair Meeting Minutes**

**College of Arts and Sciences**

**February 28, 2012**

The meeting was called to order at 8:00 a.m. on Tuesday, February 28, 2012. Dr. Vagn K. Hansen, Dean of the College of Arts and Sciences, presided. Department Chairs present: Ms. Chiong-Yiao Chen, Dr. Tina Hubler for Dr. Paul Kittle, Dr. Brent Olive, Dr. Gregory Pitts, Dr. Phil Bridgmon, Dr. Larry Adams, Dr. Robert Garfrerick, Dr. Craig Christy, Dr. Bill Strong, Dr. Christopher Maynard, Dr. David Muse, COL Jose Atencio for LTC Michael Snyder, Dr. David McCullough, Dr. Brenda Webb, Dr. Richard Hudiburg, and Dr. Joy Borah. Debbie Tubbs took the minutes.

1. **Approval of Minutes from February 14, 2012.** The minutes were approved by consensus.
2. **Curriculum Proposal from the Department of Mathematics**. Dr. Muse made a motion to accept the proposal and the motion was seconded. He stated that the proposal was to revise the catalog description for MA 105 so that this course can serve as a basic general education mathematics course and to add \*MA 105 (3) Mathematics for Liberal Arts to the list of approved general education courses at UNA with the stipulation that the course may not transfer to other institutions as a general education program credit. He explained that at sister institutions outside the state of Alabama, the general education mathematics requirement are handled in the same way with a problem-solving skills course for students whose degree programs do not otherwise require a course in mathematics. Past minutes of the AGSC STARS show that a university may require of their own native students a course outside the STARS agreement as long as transfer students are allowed to follow the STARS agreement. The proposal was opened for discussion and the motion was unanimously adopted.
3. **Report from COAD Meetings Held on February 13 and February 27.** Dr. Hansen reported that the following topics were discussed at the February 13 meeting:

-SACSCOC Substantive Change Policy. Dr. Hansen stated that the spreadsheet on reporting online courses, when they were last taught, and what percent of your major they comprised arose out of this discussion. He stated that he appreciated the work that the department chairs and their administrative assistants did on this spreadsheet. This will be an annual requirement so that we will be able to report on any programs that are at 25% of online offerings and can ask permission when we approach the 50% of online offerings as SACS considers this a substantive change. [A department chair voiced concern at the large caps allowed for online courses and asked that this be discussed at a future meeting.]

-Jeffrey Bibbee and Lesley Peterson discussed their proposal for an Interdisciplinary Center for British Studies. The topic of what centers are and what they should be doing will be discussed at future COAD meetings.

-Common Read. There was a lot of support among the COAD for offering a common read so that entering freshmen will have a common intellectual experience.

-Institutional Effectiveness was discussed and there is discussion on changing the due dates for the assessment report from June to early in the next academic year. Dr. Hansen will get you more specific information as he receives it.

-Quality Assurance for Distance Learning continues to be discussed.

Dr. Hansen reported that the following topics were discussed at the February 27 meeting:

-Lisa Moses, a consultant on disability issues, discussed current issues. One of the most visible at this point concerns handicapped parking. From her discussion, Dr. Hansen felt that they were addressing physical facilities compliance first and will be focusing in the future on the new Federal regulations that will go into effect March 15. These regulations will include equal access to such things as videos that must be close-captioned, textbooks that are available in several formats, etc. Dr. Hansen said that we will all have a lot of learning to do on these new regulations and can expect to hear more on this topic.

-Stephen Putman discussed technology issues with one of the topics, virtual desktops, being the next move the University is considering. These virtual desktops are much like terminals, in that they look like desktops but don’t have individual computer components and use the cloud for saving information. They will be visiting other universities with this type of setup to see what the advantages and disadvantages are and make decisions at the first of the next fiscal year.

-Definition of Service Learning was discussed and more discussion will take place.

1. **Promotion and Tenure.** Dr. Hansen announced that there will be a meeting of department chairs, deans, the Provost, and the President to discuss suggestions/changes for the 2.5 Criteria for Promotion, Tenure, and Appointment section of the Faculty Handbook at 3:00 p.m. on Thursday, March 1 in the GUC Performance Center. Two handouts were passed around, one in multi-colors that showed the original text, changes/suggestions from Faculty Senate, the COAD, and the President. The black ink handout was a document with all suggested changes incorporated. Dr. Hansen asked the department chairs to share this with their faculty and to be prepared to ask questions and make suggestions at Thursday’s meeting. Debbie was asked to email these documents to the department chairs to facilitate their sharing of the documents with their faculty.

Discussion continued with pros and cons of bundling promotion to associate professor and tenure together.

1. **MFT.** Dr. Hansen asked Debbie to discuss this topic and she stated there had been various emails and phone calls from departments wanting to know when the MFT week would be and she wanted to make sure that all departments understood that they can set their own times now to give the MFT. Kenda (Rusevlyan) will be the contact person for any questions.
2. **Other**. None.

The meeting was adjourned at 8:50 a.m.

**Undergraduate Curriculum Committee**

**Curriculum Change Proposal Form**

**College Name:** Arts and Sciences **Department Name:** Mathematics

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

Proposed New Course(s)–attach one page syllabus  Change in Course Description

Addition Of/Change in Course Fee  \*New Major/Option/Concentration/Minor

Cross Listing of Course  Revised Major/Option/Concentration/Minor

Inactivation of Course  New/Revised Certificate Program

Merger of Major/Option/Concentration/Minor  Revised Admission Requirement

Revised Course Number/Title/Credit/Prerequisite  Editorial Change

Other

**Will this proposal result in the need for a Revised Faculty Roster Form? Yes  No**

**If yes, for whom:**

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA’s mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

Proposed change: Revise the catalog description for MA 105 so that MA 105 can serve as a basic general education mathematics course and add “\*MA 105 (3) Mathematics for Liberal Arts” to the list of approved general education courses at UNA given on page 58 of the 2012-2013 Undergraduate Catalog. (Note: the footnote on page 58 states: \*Course may not transfer for general education program credit)

Current Catalog Description

MA 105. (3) Mathematics for Liberal Arts. This course emphasizes the breadth of application of contemporary mathematics to modern society. It is intended primarily for the liberal arts major. Topics include charts, graphs, compound interest, problem solving, sets, logic, probability, and statistics. (Fall, Spring)

Proposed Catalog Description

MA 105. (3) Mathematics for liberal arts. This course provides students with problem-solving skills and literacy related to the mathematics suitable for analyzing quantitative problems encountered in our society. Topics include critical thinking skills, sets, logic, consumer math, elementary probability, descriptive statistics, and other relevant topics as time permits. This course is especially appropriate for students whose degree programs do not otherwise require a course in mathematics. (Fall, Spring)

Rationale: Prior to the Alabama Articulation and General Studies Committee (AGSC) agreement in 1998, any credit bearing lower level mathematics course including MA 100, Intermediate Algebra, and Mathematics for Liberal Arts (equivalent to MA 105) was allowed to satisfy the UNA general studies mathematics requirement. The intention of the AGSC agreement was to facilitate the transfer of general education program credit between post-secondary institutions in the State of Alabama. To this end, MA 110, Finite mathematics, and MA 112, Pre-calculus Algebra, became the lowest level mathematics courses that transfer for general education mathematics credit within the State of Alabama. Apparently, it was not made clear at the time that an institution could include other courses in the general education component that are not covered by the agreement.

The General Education Program at UNA is directed toward student attainment of five core competencies (See page 57 of the current Catalog). Thus, each general education course should enhance student attainment of at least one of these core competencies. Our current general education mathematics courses (MA 110, MA 112, or higher) enhance attainment of the fourth core competency, Analysis and Reasoning – the ability to understand and evaluate complex data, information, or arguments. It should be noted, however, that a lower-level basic general education mathematics course could also accomplish the same objective. For example, several out-of-state peer institutions are already offering lower level mathematics alternatives as follows: a course on mathematical thought and practice (Austin Peay State University), or a course on quantitative reasoning (Delta State University), or a course on quantitative skills and reasoning (University of West Georgia) or a course on mathematics for general studies (Middle Tennessee State University). With slight changes in course content, our current MA 105, Mathematics for Liberal Arts, could be revised to address the fourth core competency.

One advantage to offering a lower-level general education mathematics terminal course is that students whose degree programs do not otherwise require a course in mathematics could conceivably complete the general education mathematics requirement without having to devote two or more semesters to the endeavor. The fact is that about 70 percent of our incoming freshmen must take at least one pre-general studies mathematics course before taking either MA 110 or MA 112. Most of these students enroll in MA 100 and about 50 percent of all MA 100 students either fail or withdraw from the course. Many unsuccessful MA 100 students either do not return for a second attempt or else they require several attempts in order to achieve a grade of C or higher in MA 100. Thus, many students find the MA 100/MA 112 (or the MA 105/MA 110) sequence to be a formidable requirement that may have little to do with success in their chosen major. Consequently, it may prove advantageous to the university to offer a practical quantitative reasoning basic general education mathematics course for students who have no need for mathematics in their chosen major.

Proposed Banner Course Title (30 character maximum):

The proposed change(s) will be effective beginning: Fall semester 2013 year

If Addition of/Change in Course Fee, provide justification:

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: N/A

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Date Approved by Department Curriculum Committee Chair's Signature

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Date Approved by College Curriculum Committee\*\* Academic Dean's Signature\*\*

\*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

\*\*Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

2-1-12

**2.5 CRITERIA FOR PROMOTION, TENURE, AND APPOINTMENT**

**2.5.1 General Criteria for Promotion and Tenure**

As a regional, state supported institution of higher education, the University of North Alabama pursues its mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community. Faculty members seeking promotion and/or tenure are expected to demonstrate significant contributions in support of this mission as reflected in accomplishments specific to the criteria below.

1. Effectiveness in Teaching. The individual is evaluated upon evidence of 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 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.
2. Effectiveness in Research, Scholarship, and Other Creative Activities. The University of North Alabama fulfills its mission in research (including 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 judged upon evidence that one’s scholarly accomplishments are valued by others in the discipline. Examples of such recognition would include publication of one’s work in peer-reviewed outlets (books, monographs, journal articles) or invited contributions to scholarly works (book chapters); presentations and/or chaired sessions at professional society meetings; invited presentations at exhibits or recognition at juried shows; professional acclaim for performances or contributions to performances; honors or awards recognizing scholarly accomplishment; competitively awarded grants or contracts that support professional growth; selection as a professional referee or editor; and other generally recognized scholarly accomplishments.
3. Effectiveness in Rendering Service. The individual is evaluated upon evidence of recognition in the professional field; consultant services of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in learned and professional societies; contributions to university development and growth; effective performance on committees and administrative assignments; and contributions to the improvement of student life. Evidence of service outside the university should ideally be related to the faculty member’s profession or should contribute to promoting the University. Other contributions to the community are encouraged; however, such efforts should not constitute a majority of the evidence for effective service.

In addition to the three areas of general criteria, faculty members in areas with regional and specialized accreditation standards shall satisfy applicable credential and performance requirements.

The Board of Trustees for the University of North Alabama has determined that the degree of Master in Library Science is to be considered a terminal degree for promotional and tenure purposes. The following degrees are to be considered terminal degrees for promotional, pay, and tenure purposes: MFA in Studio Art, MFA in Creative Writing, MFA in Theatre, J.D. for Business Law, and MFA in Interior Design.

**2.5.2 Special Criteria by Ranks for Promotion, Tenure, and Appointment**

Faculty ranks of the University, including librarians, educational technologists and supervising teachers at Kilby School, are instructor, visiting **(**open rank**)** professor, assistant professor, associate professor, and professor. Only positions at the assistant professor level or higher are typically considered tenure-track. All others are based on renewable appointment. Determination of rank is established at the time of initial appointment. The years of appropriate experience are calculated at the end of the academic year prior to appointment or submission of a promotion portfolio. Compensation for visiting (open rank) professors is determined by joint agreement of the department chair, college dean, and provost/VPAA based on duties, available funds, and institutional needs.

The University understands that each faculty member’s interest and areas of emphasis change as their career develops. It is the responsibility of each department, in cooperation with their respective dean, to develop guidelines for faculty professional growth that (1) are equitable across the University, (2) adequately define for each faculty member what his/her departmental expectations are for promotion, tenure, and year to year success, and (3) are implemented through guidance provided by the department chair to the faculty member during the annual evaluation and at other appropriate times. While all previous accomplishments will be recognized, primary consideration will be given to accomplishments during the period of employment at UNA and since the faculty member’s last promotion.

The following criteria and procedures below do not apply to the Department of Military Science because of the special nature of that department. Faculty from the Department of Military Science will not serve on promotion committees.

Minimum Qualifications by Rank

1. Instructor/Visiting (open rank) Professor. Appointment to this rank typically requires possession of a master's or higher degree in the field of assignment. There shall also be evidence of potential for effective teaching and for a successful academic career.
2. Assistant Professor. Appointment and/or promotion to this rank typically requires possession of a doctoral degree or a terminal degree appropriate in the field of assignment as determined by university policy. Appointment and/or promotion to this rank without a terminal degree in the field of assignment typically requires a minimum of six years appropriate experience and approval by the VPAA/P. There shall also be evidence of a successful academic career and potential for effective teaching; research, scholarship, or creative activities; and service.
3. Associate Professor. Appointment and/or promotion to this rank typically requires possession of a doctoral degree or a terminal degree appropriate in the field of assignment as determined by university policy. A minimum of eight years' appropriate cumulative experience, including at least three years at the rank of assistant professor, is also required unless a waiver is granted by the Vice President for Academic Affairs and Provost. Effective for new hires beginning fall 2012, promotion to this rank requires that three of the eight years of cumulative experience shall be earned at UNA. In addition, the applicant shall have had successful experience in teaching; research, scholarship, or other creative activities; and service.
4. Professor. Appointment and/or promotion to this rank typically requires possession of a doctoral degree or terminal degree appropriate in the field of assignment as determined by university policy. A minimum of 12 years appropriate cumulative experience, including at least three years at the rank of associate professor, is also required unless a waiver is granted by the Vice President for Academic Affairs and Provost. Effective for new hires beginning fall 2012, promotion to this rank requires that three of the twelve years of cumulative experience shall be earned at UNA. In addition, the applicant shall have established a sustained and consistent record of excellence in successful teaching; research, scholarship, or other creative activities; and service.

**2.5 CRITERIA FOR ~~APPOINTMENT,~~ PROMOTION, ~~AND~~ TENURE, AND APPOINTMENT**

**2.5.1 General Criteria for Promotion and Tenure**

~~General criteria for faculty appointment, promotion, and tenure are established in the following three areas:It is expected that every faculty member in the tenure track will demonstrate professional growth and accomplishment in the three areas as defined below in such ways that are appropriate to rank and professional growth.~~

As a regional, state supported institution of higher education, the University of North Alabama pursues its mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community. Faculty members seeking promotion and/or tenure are expected to demonstrate significant contributions in support of this mission as reflected in accomplishments specific to the criteria below.

1. Effectiveness ~~as a~~ in Teach~~er~~ing. The individual is ~~judged~~ evaluated upon evidence of 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 student research and creative activity; ~~and~~ 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 ~~awareness~~ knowledge; evidence of conscientious preparation ~~for all instructional situations~~; and use of effective methodology and teaching techniques.
2. Effectiveness in Research, Scholarship, and Other Creative Activities. ~~The individual is judged upon the quality of scholarly attitude, the capacity for independent thought, originality and quality of published and unpublished contributions to knowledge, the application of creative approaches to new problems, the effectiveness in planning for future research and study for himself or herself and for students, professional recognition of research efforts, and the effectiveness in the administration of research projects. The University of North Alabama, while primarily a teaching institution, recognizes that active participation in one’s academic discipline promotes intellectual growth and enhances and informs classroom, laboratory, and studio instruction. Scholarly inquiry and learning vary by discipline, and the individual is judged upon evidence of (but not limited to) the following: dissemination of research and scholarly findings through books, journal articles, monographs, presentations or reports at professional meetings or to a scholarly or professional audience; presentations of creative achievements through exhibits, performances, and publications; development of new research methodologies; grants or contracts that support professional activity; honors and awards for significant scholarly activities; and participation as an editor or referee in support of scholarly publications and/or creative activities. Evaluations of effectiveness in research, scholarship, and other creative activities will not be limited~~ ~~to a review of a single criterion. Any evidence listed above shall be considered as part of the evaluation for promotion and tenure.~~

The University of North Alabama fulfills its mission in research (including 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 judged upon evidence that one’s scholarly accomplishments are valued by others in the discipline. Examples of such recognition would include publication of one’s work in peer-reviewed outlets (books, monographs, journal articles) or invited contributions to scholarly works (book chapters); presentations and/or chaired sessions at professional society meetings; invited presentations at exhibits or recognition at juried shows; professional acclaim for performances or contributions to performances; honors or awards recognizing scholarly accomplishment; competitively awarded grants or contracts that support professional growth; selection as a professional referee or editor; and other generally recognized scholarly accomplishments.

1. Effectiveness in Rendering Service. The individual is ~~judged~~ evaluated upon evidence of recognition in the professional field; ~~consultation~~ consultant services of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in learned and professional societies; ~~potential for continuing professional growth;~~  contributions to ~~total~~ university development and growth; effective performance on committees ~~assignments; performance on~~ and administrative assignments; and contributions to the improvement of student life. Evidence of service outside the university should ideally be related to the faculty member’s profession or should contribute to promoting the University. Other contributions to the community are encouraged; however, such efforts should not constitute a majority of the evidence for effective service.

~~It is expected that each individual considered for academic appointment, promotion and/or tenure will demonstrate an acceptable level of effectiveness in each of these general criteria. Assessment of the level of effectiveness in these general criteria for the purpose of promotion and/or tenure consideration will be based on performance standards defined and interpreted by each academic department. These standards should be structured in such a way as to reflect the varying degrees of performance commensurate with each academic rank and allow for value added contributions unique to different academic fields.~~

~~In addition to the three areas of general criteria, an applicant should shall satisfy faculty credential and performance standards for regional and specialized accreditation standards.~~ In addition to the three areas of general criteria, faculty members in areas with regional and specialized accreditation standards shall satisfy applicable credential and performance requirements.

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Faculty ranks of the University, including librarians, educational technologists and supervising teachers at Kilby School, are instructor, visiting **(**open rank**)** professor, assistant professor, associate professor, and professor. ~~The qualifications stated below are the minimum required and do not imply a guarantee of promotion.~~ Only positions at the assistant professor level or higher are typically considered tenure-track. All others are based on renewable appointment. Determination of rank is established at the time of initial appointment ~~and is based on academic qualifications and experience~~. The years of appropriate experience are calculated at the end of the academic year prior to appointment or submission of a promotion portfolio. Compensation for visiting (open rank) professors is determined by joint agreement of the department chair, college dean, and provost/VPAA based on duties, available funds, and institutional needs.

The University understands that each faculty member’s interest and areas of emphasis change as their career develops. It is the responsibility of each department, in cooperation with their respective dean, to develop guidelines for faculty professional growth that (1) are equitable across the University, (2) adequately define for each faculty member what his/her departmental expectations are for promotion, tenure, and year to year success, and (3) are implemented through guidance provided by the department chair to the faculty member during the annual evaluation and at other appropriate times. While all previous accomplishments will be recognized, primary consideration will be given to accomplishments during the period of employment at UNA and since the faculty member’s last promotion.

The following criteria and procedures below do not apply to the Department of Military Science because of the special nature of that department. Faculty from the Department of Military Science will not serve on promotion committees.

Minimum Qualifications by Rank

1. Instructor/Visiting (open rank)Professor. Appointment ~~as an instructor requires the~~ to this rank typically requires possession of a master's or higher degree in the field of assignment. There shall also be evidence of potential for effective teaching and for a successful academic career.
2. Assistant Professor. Appointment and/or promotion to this rank typically requires possession of a ~~master's degree in the field of assignment and a minimum of six years' appropriate experience, or possession of a doctor's~~ doctoral degree or ~~the~~ a terminal degree appropriate in the field of assignment as determined by university policy ~~and a minimum of two years' appropriate experience~~. Appointment and/or promotion to this rank without a terminal degree in the field of assignment typically requires a minimum of six years appropriate experience and approval by the VPAA/P. There shall also be evidence of potential for effective teaching; research, scholarship, or creative activities; and service; ~~and~~ as well as for a successful academic career.
3. Associate Professor. Appointment and/or promotion to this rank typically ~~ordinarily~~ requires possession of a ~~doctor's~~ doctoral degree or ~~the~~ a terminal degree appropriate in the field of assignment as determined by university policy. ~~and a~~ A minimum of eight years' appropriate cumulative experience, including at least three years at the rank of assistant professor, is also required unless a waiver is granted by the Vice President for Academic Affairs and Provost. Effective for new hires beginning fall 2012, promotion to this rank requires that three of the eight years of cumulative experience shall be earned at UNA. In addition, the applicant shall have had successful experience in teaching; research, scholarship, or other creative activities; and service. ~~and scholarly or creative performance~~. ~~There shall also be evidence of relevant and effective service to the institution, the community, and the profession.~~
4. Professor. Appointment and/or promotion to this rank typically requires possession of ~~the doctor's~~ a doctoral degree or terminal degree appropriate in the field of assignment as determined by university policy. ~~and a~~ A minimum of 12 years appropriate cumulative experience, including at least three years at the rank of associate professor, is also required unless a waiver is granted by the Vice President for Academic Affairs and Provost. Effective for new hires beginning fall 2012, promotion to this rank requires that three of the twelve years of cumulative experience shall be earned at UNA. In addition, the ~~appointee~~ applicant shall have established a sustained and consistent record of excellence in ~~excellence in~~ successful teaching; research, scholarship, or other creative activities; and service. ~~, in service to the university, the community, and the profession, and in scholarly or creative performance~~.