

DEPARTMENTAL GUIDELINES FOR  
TENURE AND PROMOTION

Department of Chemistry and Occupational Health Science

Approved by Tenured Faculty \_\_\_\_\_  
date

Department Chair \_\_\_\_\_  
signature

Reviewed by Dean \_\_\_\_\_  
signature and date

## **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 nineteen academic departments and the School of the Arts encompassing more than twenty disciplines. Methods of demonstrating professional performance may vary with the traditions and goals of distinct disciplines. Teaching methods will also differ, as will 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 qualified professional critical review will be considered during 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 individual 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 professional discipline 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, both the quality and the extent of each area will be considered. In scholarly and creative performance, there are recognized hierarchies of professional organizations, journals, publishers, forms of dissemination, and venues for performance or exhibition in each discipline. It is appropriate to consider the level of professional recognition accorded to the organization, instrument, or venue through which scholarship or creative performance is presented.

More specific interpretation is provided by departmental guidelines (below). Faculty members are encouraged to discuss questions or concerns in advance of application for tenure and/or promotion with the department chair, tenured members of the department, and the dean.

**Criteria for Professor Merit:**

Upon reaching the fifth year of service at the rank of Full Professor, faculty are eligible to seek designation as a Professor of Merit by demonstrating sustained, successful, and professionally significant activity over the most recent five years in the areas of teaching, research/creative activity, and service.

In the area of teaching, a demonstrable record of 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 evidence should be provided that the candidate remains abreast of recent developments or activity in their field throughout the most recent five-year period since their last promotion.

In the area of research/creative activity, there should be documented evidence of ongoing engagement over the most recent five years with recognized national and/or international organizations, publications, and venues of professional significance respected and deemed appropriate by their department as highly relevant to the candidate's individual discipline.

In the area of service, there should be a professional record of continual service at the departmental, college, and university levels in addition to evidence of sustained professional service during the most recent five years that any candidate has served at the rank of Full Professor.

**Criteria for Senior Lecturer:**

Upon reaching the fifth year of service, Lecturers are eligible to seek designation as a Senior Lecturer by demonstrating sustained, successful, and professionally significant activity over the most recent five years in the areas of teaching and service.

In the area of teaching, a demonstrable record of 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 evidence should be provided that the candidate remains abreast of recent developments or activity in their field throughout the most recent five years.

In the area of service, there should be a professional record of continual service at the departmental, college, and university levels in addition to evidence of sustained professional service during the most recent five years that any candidate has served at the rank of Lecturer.

# **COLLEGE OF ARTS, SCIENCES & ENGINEERING DEPARTMENT OF CHEMISTRY AND OCCUPATIONAL HEALTH SCIENCE GUIDELINES FOR TENURE AND PROMOTION**

## **Introduction**

### Preamble

The Department of Chemistry and Occupational Health Science seeks to provide undergraduate education of superior quality. To promote the achievement of this goal, the tenured faculty member should be a teacher-scholar who engages students in the learning process by superior instruction in the classroom as well as through meaningful involvement in undergraduate research and other scholarly activities. In addition, he/she is an active participant in the department's efforts in advising and placing students, in promoting curriculum development, in maintaining high standards for evaluating academic achievement, and in providing service to the university and the northwest region of Alabama.

### Purpose

The purpose of academic tenure and promotion decisions is to assure the campus community of sound teaching and learning practices by providing the most competent professionals. The tenure and promotion policies should provide a developmental period in which new faculty members receive regular and direct professional feedback for the purpose of improving their performance. In addition, the policies should provide tenured faculty with regular and direct feedback as each strives to meet the criteria for promotion in rank and continuous improvement.

### 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 develop a research program 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 over the career of a faculty member.

## Faculty Evaluation (Tenure and Promotion)

In conjunction with the faculty evaluation process prescribed in the Faculty Handbook, evaluations will be made to monitor a faculty member's progress toward reappointment, tenure, or promotion and career development. Each faculty member will submit annually an updated curriculum vitae and Goal Planning Form. In addition, submission of an updated summary portfolio is required annually for non-tenured faculty. These documents are to be submitted to the department chair no later than April 1.

The evaluations will consider three categories of activities:

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

Faculty performances in these categories will be rated as excellent, favorable, satisfactory, or unsatisfactory. Each faculty member is responsible for providing sufficient evidence for determining the rating in each category. In accordance with the Faculty Handbook, tenured faculty will receive written feedback on a biennial basis.

For non-tenured faculty, written feedback will be given on an annual basis, and the summary portfolio will be considered in addition the updated CV and Goals Form. A department committee composed of all tenured faculty plus the department chair will review the evidence provided by the faculty member in the summary portfolio. The summary portfolio should refer to items in the bulleted lists given below.

## **Teaching**

Effective teaching evaluation should include multiple measures, not a single instrument or scale of success. The evaluation program should involve a variety of methods for assessing both strengths and weaknesses.

Evidence of effective teaching may include items from each of the following categories:

### *Self Review*

- A self-evaluation statement that relates the instructor's goals and the means to achieve those goals and that describes the degree of achievement of those goals

- Course materials (syllabi, assignments, quizzes, exams, etc) which reflect the current knowledge of the discipline and sound pedagogy.
- Results of nationally administered tests designed to measure student learning.
- Innovations in teaching and learning concepts, applications, technologies, etc.
- Responses to feedback from student course evaluations, annual reviews and/or external reviews.
- Written materials, workbooks, lab manuals, and other documents prepared by the instructor that enhances teaching in one's field.
- Letters of recommendation written for students.
- Grade distributions
- Activity in teaching-focused professional organizations.
- Active participation in workshops, seminars, programs or other relevant instructional issues.
- Records of professional communication with students

#### *Student Review*

- Evaluations by students via formal instruments and including accompanying comments.
- Achievements of past students directly related to the faculty member's influence as a teacher.
- Written testimony from former students.

#### *Peer Review*

- Recognition by peers for teaching achievements.
- Local, regional or national teaching awards.
- Written evaluations by colleagues based on personal observations in the classroom or more informal situations.
- Presentations and papers related to teaching in one's field.

### **Scholarly or Creative Performance**

Scholarship is the documented and demonstrated dissemination of information grounded in research or creative activity. Such information is made available to peers or peer groups for evaluation, either through presentation of the research at professional conferences, publication in journals, books, or some similar forum.

Evidence of activities in scholarship may be in the form of:

- Publication in refereed journals.
- Supervision of student research projects.
- Papers presented at scholarly meetings.
- Publication of books, textbooks, book chapters.
- Grant proposals and contracts (funded and unfunded).
- Publication in pedagogical journals.
- Papers presented at faculty workshops.
- Contribution of standards development
- Reviewing technical papers
- Development of computer software.

## **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:

- Student Advisement.
- Service as program director.
- Activities related to the recruitment of students.
- Participation in Shared Governance Committees.
- Participation in department committees.
- Participation in Faculty Senate or Graduate Council.
- Participation in University Committees.
- Participation in college committees.
- Participation in University-level ad hoc committees.
- Mentoring colleagues.
- Activities in professional organizations.
- Activities in the community related to the advancement of the profession.
- Advising a university-recognized student organization.
- Advising or assisting civic organizations in support of the University mission.
- Public outreach and community activities in support of the University mission.

## Expectations

Each rating of satisfactory, favorable, and excellent is assigned a point value. A majority vote of the tenured faculty and concurrence of the department chair is required to receive each rating. A distinct rating for each category is desirable but if a consensus cannot be achieved, then a category may have more than a single rating. A satisfactory rating in a category is valued at one point, favorable is valued at two points, and excellent is valued at three points. Each faculty member is expected to perform at the satisfactory level or above in each of the three categories in terms of annual and biennial evaluation.

It is expected that a faculty member has achieved a minimum rating of favorable in each of the three categories when apply for tenure and/or promotion. In order to be recommended for tenure and promotion to the rank of Associate Professor, a person should have a total of at least six points. A minimum total of seven points is required for recommendation for promotion to the rank of Professor.

## Feedback

For each person evaluated, the department chair or a person designated by the department chair will draft a written evaluation that will give the ratings in the three categories and a narrative that explains each rating. The draft will be sent to all committee members for comment and possible revision. A final written evaluation will be given to the faculty member no later than September 15 of each appropriate year and a copy sent to the Dean of Arts and Sciences.

## Faculty Evaluation (Professor Merit)

Faculty members who have served in the rank of Professor for a minimum of five years may elect to submit a portfolio highlighting accomplishments since their last promotion/review for internal review and assessment. The portfolio, due by April 1 of the candidates' fifth year, allows for inclusion of accomplishments from year five and must be consistent with the expectations of teaching, research, and service as outlined in the Faculty Handbook and as outline above in this document. The portfolio would be reviewed by the department chair, dean, the Provost and Executive Vice President for Academic Affairs, and a subcommittee of the University-Wide Promotion and Tenure Portfolio Review Committee (consisting of full Professors). No departmental review would occur in order to mitigate the possibility of lower-ranked faculty members reviewing full Professors; however, department chairs would solicit feedback from departmental peers as part of his/her rating. Department chairs undergoing review would be evaluated by a collective rating of three department chairs from other departments as selected by the college deans and agreed upon by the candidate.



Evaluators of the portfolio would use a rating scale of 1-5 (highest) for the areas of teaching, research/creative performance, and service. Candidates would choose the following percentages for each category, based upon their preference and accomplishments, but accomplishments must occur in all three evaluative areas to be considered:

50% teaching, 25% research/creative performance, 25% service

50% research/creative performance, 25% teaching, 25% service

50% service, 25% teaching, 25% research/creative performance.