FACULTY
PERFORMANCE GUIDELINES

Department of Engineering &
Technology Approved March, 2022

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 June 11, 2021; Updated and approved by College Chairs, March 8, 2022)

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, and ENGINEERING
DEPARTMENT OF ENGINEERING and TECHNOLOGY
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Introduction

<u>Preamble</u>

The Department of Engineering & Technology 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.

<u>Purpose</u>

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.

<u>The Teacher/Scholar</u>

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

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 to the department chair no later than the Friday after Spring Break.

 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. A summary report of the year's accomplishments in the three categories should be submitted along with the updated vitae and Goal Planning Form to the department chair no later than the Friday after Spring Break. A final written evaluation will be given to the faculty member no later than September 15 and a copy sent to the Dean of Arts and Sciences.

Expectations

Each faculty member is expected to perform at the satisfactory level or above in each of the three categories. Considering a satisfactory rating in a category to be valued at one point, favorable to be valued at two points and excellent to be valued at three points, in order to be recommended for tenure, a person should have a total of at least five points. Likewise, to be recommended for promotion to the rank of Associate Professor, will require a total of at least six points. A minimum total of seven points is required for recommendation for promotion to the rank of Professor. A minimum total of seven points is required for recommendation for Professor Merit promotion. Points are not cumulative, each promotion requires a reevaluation of each category. A committee majority vote will determine each rating and if a majority cannot be achieved the rating with the highest number of votes will be assigned. The results of the evaluation will be documented in a conclusion to recommend or not recommend the promotion and will be forwarded as indicated in the employee handbook. 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.

As Engineering & Technology is an applied and experiential discipline faculty members are encouraged to contribute to applied teaching, applied research and scholarship, and service where the applied nature of the discipline is inherent.   This is not to diminish the importance of traditional contributions, however these applied contributions are to be thought of as at least on par with the traditional contributions.   For example, applied undergraduate research which results in the building of a valuable research device, a

poster presentation jointly made by faculty and a student, or a publication in an educational journal are considered key contributions. Likewise, external service like participating in K-12 educational programs, recruiting events where the public is educated about engineering and technology, and programs and interactions with industry are encouraged and should be weighted at least as high or higher than internal service.   All of this is designed to achieve a higher goal of encouraging student participation in engineering and technology disciplines, preparing them for their future, and developing a career path for when they graduate.

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. Full support of the ABET process and commitment to its continuous improvement initiatives is required.

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 or industry-recognized certification exams that test students' skills/knowledge/competency in areas related to courses taught by E&T department.
- 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.

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 and/or 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. Activities in this category help keep faculty up to date in their fields while fostering connections and relationships with the industries Engineering and Technology serve.

Evidence of activities in scholarship and/or professional performance may be in the form of:

- Publication in journals, books, textbooks, and/or book chapters.

- Supervision of student research projects.

- Presentations of professional or scholarly work at relevant meetings, workshops, conferences, etc.

- Grant proposals and contracts (funded and unfunded).

- Contribution of standards development

- Reviewing technical papers

- Professional consulting, provided the results are made available to a professional audience beyond the proprietary interests.

- Activities related to achieving or maintaining licensure as a Professional Engineer.

- Development of computer software.

- Activities related to achieving professional certifications in areas related to engineering and technology professions (e.g., CMfgE, SixSigma, Process Safety, Mechatronics, CAD/CAM, Project Management, etc.). Qualifying certifications must include an examination element and be administered by an industry-recognized and reputable professional/educational organization (e.g., AIChE, SME, CCPS, PMI, PMMI, Council for Six Sigma Certification, SolidWorks, etc.).

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 or coordinator.

- 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.