

COLLEGE OF ARTS, SCIENCES, AND ENGINEERING
AND THE
DEPARTMENT OF PHYSICS AND EARTH SCIENCE
GUIDELINES FOR TENURE AND PROMOTION

College of Arts, Sciences, and Engineering (CASE) Tenure and Promotion Guidelines

Approved by the Faculty of the Physics and Earth Science Department on February 1, 2012. Amended version approved by the Faculty of the Physics and Earth Science on February 1, 2022.

Departmental Guidelines for Tenure and Promotion (and Annual Faculty Evaluations)

Approved by the Faculty of the Physics and Earth Science Department and Submitted to the College of Arts and Sciences (COAS) on March 20, 2009, Amended by the Faculty of the Physics and Earth Science Department and Submitted to the College of Arts, Sciences, and Engineering (CASE) on February 1, 2022.



D. Brian Thompson, Chair

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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, AND ENGINEERING**DEPARTMENT OF PHYSICS AND EARTH SCIENCE****GUIDELINES FOR TENURE AND PROMOTION****AND ANNUAL FACULTY EVALUATIONS****Introduction**

Reflecting the goals for faculty professional development that are prescribed in the Faculty Handbook and the articulated campus-wide emphasis on assessment, annual evaluations will be made to guide and assess a faculty member's progress toward reappointment, tenure or promotion and career development. The evaluation consists of three categories:

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

As articulated in the Faculty Handbook, the priority for faculty engagement is teaching effectively. However, the diversity of the department requires that faculty members have varied assignments and responsibilities. Assessment of faculty will be in the context of particular assignments.

Each faculty member will submit a two-page summary report of the year's accomplishments in the three categories. Faculty members are responsible for providing sufficient evidence for accomplishments, if requested. This report will be appended to the faculty goal planning sheet, currently due in May, and submitted to the department chair no later than the first day of classes for the fall semester. The summary report should refer to items in the following bulleted lists.

In the case of probationary faculty, a department committee composed of all tenured faculty plus the department chair will review the evidence provided by the faculty member. A majority vote of the tenured faculty and concurrence of the department chair is required to receive each rating. In the case of evaluating tenured faculty, the department committee will consist of all tenured faculty except for the individual being evaluated.

The level of faculty performances in these categories will be indicated as accomplished or not accomplished by considering each item in the category. A decision for accomplishment or non-accomplishment for each category is desirable, but if a consensus cannot be achieved, then a category may have more than a single rating. A category that documents faculty accomplishment will receive a score of 1. If a category does not reflect accomplishment, it is assigned a score of 0. To receive a recommendation for promotion or tenure from the department's ad hoc promotion committee, a candidate must score three points in the year that tenure or promotion is sought.

Faculty members seeking tenure or promotion will prepare portfolios in accordance with Faculty Handbook guidelines. More than one faculty member may be recommended for tenure or recommended for promotion to the same rank.

Feedback

For each person evaluated, feedback will be given by the department's ad hoc promotion committee and by the department chair through the software process currently in use.

Three Categories of Evaluation:

1. 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:

General 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
- Changes in course materials (syllabi, assignments, quizzes, exams, etc.) that reflect the current knowledge of the discipline and research-based pedagogy (students' diverse active engagement, diverse assessment) and the articulated General Education learning outcomes in the natural sciences
- Evidence regarding instruction should include addressing core competencies (creating opportunities for students' scientific inquiry, independent learning, analysis and reasoning, critical thinking, and use of current technologies).
- Active participation in workshops, seminars, programs, or other relevant professional development opportunities and evidence of application of learning from attendance, if deemed appropriate
- 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 and learning in one's field
- Scholarly activity in teaching-focused professional organizations
- Results of nationally administered tests designed to measure student learning
- Letters of recommendation written for students
- Records of professional communication with students
- Other

Student Review

- Evaluations by students via formal instruments and including accompanying comments
- Other

Peer Review

- Written evaluations by the department chair based on personal observations in the classroom or more informal situations
- Recognition by peers for teaching achievements
- Other

2. 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:

- Papers presented at scholarly meetings
- Publication in refereed journals during each four year period of employment
- Publication of books, textbooks, book chapters
- Grant proposals and contracts (funded and unfunded)
- Supervision of student research projects
- Papers presented at faculty workshops
- Development of computer software
- Reviewing peer-reviewed papers, textbooks, etc
- Contribution of standards development
- Professional consultation (scholarly activity)
- Other

3. 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
- Mentoring colleagues
- Service as program director
- Advising a university-recognized student organization
- Participation in Faculty Senate or Graduate Council
- Participation in University Committees

- Participation in Shared Governance Committees
- Participation in University, college, and department ad hoc committees
- Activities in professional organizations
- Advising or actively assisting civic organizations in support of the University mission
- Public outreach and community activities in support of the University mission (e.g. town and gown relationship)
- Activities related to the recruitment of students
- Activities in the community related to the advancement of the profession
- Professional consulting activities
- Other

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