

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 and department number 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 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 qualified by 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.

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Performance Guidelines for Tenure and Promotion

The mission of UNA encompasses teaching, scholarship, and service. The *UNA Faculty Handbook*, section 2.6, stipulates that faculty members seeking tenure and/or promotion are expected to demonstrate significant accomplishments specific to the following criteria:

- 1.) Effectiveness in Teaching
- 2.) Effectiveness in Research, Scholarship, and Other Creative Activities
- 3.) Effectiveness in Rendering Service

These guidelines will be used by faculty in formulating recommendations for tenure and promotion of department faculty. Candidates for reappointment, tenure and/or promotion are expected to be familiar with the provisions of this document. Established August 1, 2020 through the merger of two academic units, the Department of Psychology and Sociology utilizes program-specific requirements to determine whether a faculty member in a respective program meets the criteria for reappointment, tenure, promotion, and/or merit raise.

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APPROVED BY TENURED FACULTY _____
February 15, 2023
DATE

DEPARTMENT CHAIR *Gaschica Williams-Jackson*
SIGNATURE

REVIEWED BY DEAN *Ryan Zayac*
SIGNATURE AND DATE

Psychology Program
Faculty Tenure and Promotion Guidelines

(Approved April 2018; Amended and approved February 2019; Amended and approved July 2020; Merit raise criteria added and updated to reflect college name change and department name change January 31, 2022)

This document provides faculty members of the Psychology Program (within the Department of Psychology and Sociology) with information relative to the mid-tenure review process and the program's criteria for tenure and promotion. Information about the rank and experience factors to make application for tenure and promotion are contained in Chapter 2 and appendices of the *UNA Faculty Handbook*. The procedure and review process for tenure and promotion are outlined in Section 2.6.3.

The University requirements for appointment, promotion, and/or tenure articulated in Section 2.6 of the *UNA Faculty Handbook* are MINIMUM REQUIREMENTS.

The requirements specified here are utilized to determine whether a faculty member in the Psychology Program meets the criteria for tenure and/or promotion.

The Psychology Program adheres to the general criteria for faculty appointment and performance guidelines as established (and described below) in the following three areas outlined in the *UNA Faculty Handbook*: Effectiveness in Teaching; Effectiveness in Research, Scholarship, and other Creative Activities; Effectiveness in Rendering Service.

1. Effectiveness in Teaching

The candidate is evaluated upon evidence such as 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 mentoring and 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 candidate is evaluated upon the University of North Alabama's mission in research (including basic, applied, and pedagogical research, 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 evaluated 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 judged upon recognition in the professional field; consultation of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in

learned and professional societies; potential for continuing professional growth; contribution to total university development and growth; performance on committee assignments; performance on administrative assignments; and contributions to the improvement of student life.

Mid-tenure Review

Probationary faculty on the tenure-track will receive a formal mid-tenure review of their performance, generally held in the 3rd year of a six-year probationary period (adjusted for shorter probationary periods).

The Mid-tenure review is designed to: (a) assess the faculty member's progress toward tenure and promotion, (b) inform the faculty member of the assessment outcome and steps to be taken to improve the prospects for tenure and promotion, (c) inform the appropriate dean(s) of the assessment outcomes.

The review is structured like the established procedures used for tenure and promotion to the rank of Associate Professor (described below). It is recommended that the candidate submit their mid-tenure review file organized in a similar fashion to an actual tenure and promotion portfolio.

Tenure and Promotion to Associate Professor

I. Effectiveness in Teaching

For tenure and promotion to Associate Professor in the Psychology Program (within the Department of Psychology and Sociology), a faculty member will be deemed to have met the criteria by meeting the following criteria in all five areas of teaching noted below:

Area I: Evaluation of Teaching Performance

The candidate must be evaluated for teaching performance by a tenured UNA faculty member each year during probationary status.

Area II: Demonstration of Effectiveness in Teaching

The candidate must demonstrate teaching effectiveness by meeting at least one of the criteria listed below while in a probationary status:

1. The combined median scores for the instructor on the student evaluations of teaching must be equal to or exceed the mean of the combined medians for both the college and university during the Fall and Spring semesters for the last two years of instruction while on probationary status.
2. Performance indicator scores on the Major Field Achievement Test in Psychology in higher level courses/areas taught by the candidate are on average above the 50th percentile during the Fall and Spring semesters for the last two years of instruction while on probationary status.
3. Overall General Psychology Achievement Test scores in PY 201 (General Psychology) are on average above 50% while on probationary status.
4. Receiving a recognized teaching award from the College of Arts, Sciences, and Engineering, University of North Alabama, honor society, or external professional organization.

Area III: Demonstration of Teaching Development

The candidate must demonstrate teaching development by meeting at least one of the criteria listed below while in a probationary status:

1. Development and implementation of at least one existing course not taught within the program during the previous four years.
2. Developing and teaching a new course.
3. Developing and conducting a study abroad program.

4. Substantially revising an existing course taught by the candidate.
5. Development of a new minor, certification program, or specialization within the program or department or in joint-collaboration with another department.
6. Development of a student exchange program with another university.
7. Development of a practicum opportunity (PY497) with a minimum of two students enrolled on average while on probationary status.
8. Mentoring student research, as evidenced by serving as instructor of record for a least one of the following courses: PY495 – Psychology Capstone Project, PY498 – Psychology Directed Study, or PY499 – Psychology Directed Research.

Area IV: Demonstration of Professional Development in Teaching

The candidate must demonstrate professional development in teaching by meeting at least one of the criteria listed below while in a probationary status:

1. Completing one online-course development seminar each year while on probationary status.
2. Attending an international/national/regional level conference focused on the Teaching of Psychology.
3. Obtaining recognized certification in online instruction during the probationary period.
4. Publishing at least one article or book chapter in a peer-reviewed journal/book focused on the scholarship of teaching and learning (SoTL).
5. Serving as a reviewer for at least one journal article or book chapter focused on the scholarship of teaching and learning (SoTL).

Area V: Additional Areas of Assessment

The candidate must meet all of the additional criteria listed below:

1. Presentation of a portfolio with representative course syllabi.
2. Utilization of course management software to provide relevant course materials.
3. Holding regularly scheduled office hours as specified by the Department of Psychology and Sociology office hours policy.
4. Performing appropriate duties as an academic advisor and maintaining pertinent advising records.

II. Effectiveness in Research, Scholarship, and Other Creative Activities

For tenure and promotion to Associate Professor in the Psychology Program (within the Department of Psychology and Sociology), a faculty member will be deemed to have met the criteria by meeting all of the following criteria:

1. Mentoring student research, as evidenced by student research presentations at state, regional, national, or international research conferences an average of at least once every two years while on probationary status.
2. While on probationary status, the candidate must complete at least two of the following, with a minimum of one item from Category A:

Category A

- a refereed journal article
- research monograph
- scholarly book or chapter
- textbook or chapter in a textbook

Category B

- A successful agency or foundation grant of at least \$20,000 that involve state, regional, or nationally recognized peer-review award criteria (e.g. NSF, NIH, DOE) if the faculty member is the principal investigator or one of the co-principal investigators with significant intellectual contribution to the project.

- Editing of a scholarly book
 - Published pedagogical resources subjected to editorial review by an academic publishing company
 - Receiving a recognized research award from the College of Arts, Sciences, and Engineering, University of North Alabama, honor society, or external professional organization
3. Evidence of a developing focused area of scholarly inquiry.

III. Effectiveness in Rendering Service

For tenure and promotion to Associate Professor in the Psychology Program (within the Department of Psychology and Sociology), a faculty member will be deemed to have met the criteria by meeting all of the following :

1. Advising at least one recognized Student Organization (RSO) or other on-campus student group for a minimum of 50% of their time (e.g., 3 out of 6 years) during the probationary years.
2. Serving on an average of one departmental, college, or University committee per year during the probationary years.
3. Participating in college- and University-level recruitment efforts each year during the probationary years (e.g., Preview Day, First 30 course instruction).

Promotion to Professor

I. Effectiveness in Teaching

For promotion to Professor in the Psychology Program (within the Department of Psychology and Sociology), a faculty member will be deemed to have met the criteria by meeting the following criteria in all five areas of teaching noted below:

Area I: Evaluation of Teaching Performance

The candidate must be evaluated for teaching performance by a tenured UNA faculty member on average every other year during the rank of Associate Professor.

Area II: Demonstration of Effectiveness in Teaching

The candidate must demonstrate teaching effectiveness by meeting at least two of the criteria listed below while in the rank of Associate Professor:

1. The combined median scores for the instructor on the student evaluations of teaching must be equal to or exceed the mean of the combined medians for both the college and university during the Fall and Spring semesters for the last two years of instruction while in the rank of Associate Professor.
2. Performance indicator scores on the Major Field Achievement Test in Psychology in higher level courses/areas taught by the candidate are on average above the 50th percentile while at the rank of Associate Professor.
3. Overall General Psychology Achievement Test scores in PY 201 (General Psychology) are on average above 50% while at the rank of Associate Professor.
4. Receiving a recognized teaching award from the College of Arts, Sciences, and Engineering, University of North Alabama, honor society, or external professional organization.

Area III: Demonstration of Teaching Development

The candidate must demonstrate teaching development by meeting at least two of the criteria listed below while in the rank of Associate Professor:

1. Development and implementation of at least one existing course not taught within the department during the previous four years.
2. Developing and teaching a new course.
3. Developing and conducting a study abroad program.
4. Substantially revising an existing course taught by the candidate.
5. Development of a new minor, certification program, or specialization within the program or department or in joint-collaboration with another department.
6. Development of a student exchange program with another university.
7. Development of a practicum opportunity (PY497) with a minimum of two students enrolled on average while at the rank of Associate Professor.
8. Mentoring student research, as evidenced by serving as instructor of record for a least one of the following courses: PY495 – Psychology Capstone Project, PY498 – Psychology Directed Study, or PY499 – Psychology Directed Research.

Area IV: Demonstration of Professional Development in Teaching

The candidate must demonstrate professional development in teaching by meeting at least two of the criteria listed below while in the rank of Associate Professor:

1. Evidence of receiving recognized training in the development and delivery of online courses (if applicable).
2. Attending an international/national/regional level conference focused on the Teaching of Psychology.
3. Publishing at least one article or book chapter in a peer-reviewed journal/book focused on the scholarship of teaching and learning (SoTL).
4. Serving as a reviewer for at least one journal article or book chapter focused on the scholarship of teaching and learning (SoTL).

Area V: Additional Areas of Assessment

The candidate must meet all of the additional criteria listed below:

1. Presentation of a portfolio with representative course syllabi.
2. Utilization of course management software to provide relevant course materials.
3. Holding regularly scheduled office hours as specified by the Department of Psychology and Sociology office hours policy.
4. Performing appropriate duties as an academic advisor and maintaining pertinent advising records.

II. Effectiveness in Research, Scholarship, and Other Creative Activities

For promotion to Professor in the Psychology Program (within the Department of Psychology and Sociology), a faculty member will be deemed to have met the criteria by meeting all the criteria below:

1. Mentoring student research, as evidenced by student research presentations at state, regional, national, or international research conferences an average of at least once every year while at the rank of Associate Professor.
2. While at the rank of Associate Professor, the candidate must complete at least two of the following, with a minimum of one item from Category A as a primary author:

Category A

- a refereed journal article
- research monograph
- scholarly book or chapter
- textbook or chapter in a textbook

Category B

- A successful agency or foundation grant of at least \$20,000 that involve state, regional, or nationally recognized peer-review award criteria (e.g. NSF, NIH, DOE) if the faculty member is the principal investigator or one of the co-principal investigators with significant intellectual contribution to the project.
 - Editing of a scholarly book
 - Published pedagogical resources subjected to editorial review by an academic publishing company
3. Evidence of a focused area of scholarly inquiry.
 4. Evidence of serving as an ad-hoc reviewer or consulting editor of at least one research manuscript, or, evidence of being an invited presenter at a state, regional, national, or international conference while at the rank of Associate Professor.

III. Effectiveness in Rendering Service

For promotion to Professor in the Psychology Program (within the Department of Psychology and Sociology), a faculty member will be deemed to have met the criteria by meeting all of the following:

1. Chairing or co-chairing a minimum of one college- or university-level committee while in rank as Assistant or Associate Professor.
2. Serving on at least three college- or university-level committees while in rank as Associate Professor.
3. Providing service to a psychological organization or scientific organization (e.g., board members, conference program reviewer) while in rank as an Associate Professor.
4. Providing service to a community organization while in rank as an Associate Professor.

Professor Merit Incentives

The UNA Faculty Handbook identifies in *section 4.1.1 Full-Time Faculty*, a compensation incentive strategy provided to full Professors. This merit incentive is intended to reward and recognize continued commitment to the institution and its students. The Psychology program will adhere to the guidelines set forth in the Faculty Handbook regarding criteria and portfolio review. More specific criteria for merit incentives for Psychology professors are found below.

I. Effectiveness in Teaching

The candidate for merit increase should demonstrate effectiveness in teaching through any 2 of the following, occurring since the most recent promotion to Full Professor or last merit increase:

1. Combined median scores for the instructor on the student evaluations must be equal to or exceed the mean of the combined medians for either the college or university during any four semesters of instruction, including Fall and Spring semesters.
2. Performance indicator scores on the Major Field Achievement Test in Psychology in high-level courses/areas taught by the candidate are on average at or above the 40th percentile for any four semesters of instruction, including Fall and Spring semesters.
3. Overall General Psychology Achievement Test scores in PY201 (General Psychology) are on average at or above 50% for any four semesters, including Fall and Spring semesters.
4. Receiving a recognized teaching, advising, or mentoring award from the College, University, honor society, or external professional organization.

5. Development and implementation of an existing course not taught within the psychology program during the previous 4 years.
6. Development and implementation of a new course.
7. Development and conduction of a study-abroad program.
8. Substantially revising an existing course taught by the candidate.
9. Development of a new minor, certification program, or specialization within the department or in joint-collaboration with another department.
10. Development of a student exchange program with another university.
11. Development of a practicum opportunity (PY497) with a minimum of one student enrolled.
12. Mentoring student research, as evidenced by serving as instructor of record for a least one of the following courses: PY495 – Psychology Capstone Project, PY498 – Psychology Directed Study, or PY499 – Psychology Directed Research with a minimum of one student enrolled for any two semesters of instruction.
13. Evidence of receiving recognized training in the development and delivery of online courses (if applicable).
14. Attending an international/national/regional level conference focused on the Teaching of Psychology.
16. Publishing at least one article or book chapter in a peer-reviewed journal/book focused on the scholarship of teaching and learning (SoTL).
17. Serving as a reviewer for at least one journal article or book chapter focused on the scholarship of teaching and learning (SoTL).

II. Effectiveness in Research, Scholarship, and Other Creative Activities

The candidate for merit increase should demonstrate effectiveness in research through any 2 of the following, occurring since the most recent promotion to Full Professor or last merit increase. Note that * denotes that this may be repeated twice for meeting the criteria:

1. Mentoring student research, as evidenced by two or more student research presentations at state, regional, national, or international research conferences.*
2. Publishing a refereed journal article*
3. Publishing a research monograph*
4. Publishing a scholarly book or book chapter*
6. Publishing a textbook or chapter in a textbook*
7. Receiving a successful agency or foundation grant of at least \$20,000 that involve state, regional, or nationally recognized peer-review award criteria (e.g. NSF, NIH, DOE) if the faculty member is the principal investigator or one of the co-principal investigators with significant intellectual contribution to the project.*
8. Editing of a scholarly book*
9. Published pedagogical resources subjected to editorial review by an academic publishing company*
10. Evidence of serving as an ad-hoc reviewer or consulting editor of at least one research manuscript, or, evidence of being an invited presenter at a state, regional, national, or international conference.

III. Effectiveness in Rendering Service

The candidate for merit increase should demonstrate effectiveness in rendering service through any 2 of the following, occurring since the most recent promotion to Full Professor or last merit increase. Note that * denotes that this may be repeated twice for meeting the criteria:

1. Chairing or co-chairing a minimum of one department-, college- or university-level committee.*

2. Serving on at least three department-, college-, or university-level committees.*
3. Officially mentoring a new faculty member for at least 1 year.*
4. Providing service to a psychological organization or scientific organization (e.g., board members, conference program reviewer).
5. Providing service to a community organization.
6. Providing leadership for any department-, college-, or university-level initiative.

Sociology Program
Faculty Tenure and Promotion Guidelines

(Amended October 9, 2017; Professor Incentive Compensation added
and updated to reflect college name change and department name
change January 31, 2022; Amended February 15, 2023)

INTRODUCTION

The UNA Faculty Handbook identifies university approved policies and procedures for applying for reappointment, tenure and promotion. The Sociology Program's guidelines emphasize the value the faculty place on quality teaching, scholarship and service. Sociology faculty seeking tenure will find the guidelines helpful in defining professional obligations and in measuring attainment of such. Probationary tenure-track faculty are expected to annually prepare a written report detailing their accomplishments and evaluating them in light of the guidelines presented in this document. This report will be provided to the Department Chair and the tenured faculty and evaluated before an annual reappointment decision is made. This annual exercise will clearly show the tenured faculty members what the probationary tenure-track faculty member has accomplished and where additional effort may be required. Faculty seeking promotion are not obligated to produce an annual report during the year in which they submit their portfolio. They are expected to use the Department's guidelines in defining their professional obligations and in measuring attainment of such. Their record of accomplishment will be expressed in their promotion portfolio (as specified in the Faculty Handbook) and supporting documentation. Formal application begins with faculty emailing notification of intent to apply for promotion and/or tenure to the Department Chair, Dean, and VPAA/Provost. The subsequent step is the submission of his/her portfolio to Faculty Success, the institutions electronic professional portfolio.

AREA I: EFFECTIVENESS IN TEACHING

All faculty members are expected to be effective as instructors of assigned courses, academic advisors, and mentors for students' academic development, and to contribute to the enhancement of the instructional and academic programs of the department.

All faculty members, regardless of the type of appointment or rank, are subject to the university wide "Student Evaluations of Instructor/Course" at the frequency set by the Faculty Handbook. However, these are a source of input for the assessment of teaching effectiveness, and thus should not serve as the sole basis for the evaluation. Strong student evaluations will carry the greatest weight when accompanied by evidence that the faculty member maintains reasonable academic and grading standards consistent with those of the department in terms of course materials (e.g., syllabi, exams, handouts, etc.).

The faculty member is expected to clearly demonstrate evidence of commitment to teaching and demonstrate a substantial accumulation of activities over time.

The faculty member's portfolio section on Teaching will be assessed based on performance in a substantial number of activities.

AREA II: EFFECTIVENESS IN SCHOLARLY OR CREATIVE PERFORMANCE

All full-time tenure-track faculty members, tenured or untenured, are expected to maintain a program of professional development in the area of research and scholarship. Professional

development in this area includes participation in professional meetings to acquire active knowledge and engage in original research or scholarly activities.

Faculty are expected to demonstrate consistent engagement in scholarly activity and should demonstrate a substantial accumulation of these activities over time.

The faculty member's portfolio section on Scholarly Performance will be assessed based on performance in a substantial number of activities.

AREA III: EFFECTIVENESS IN SERVICE

All full-time faculty members, tenured or untenured, are expected to render services to the department, the university, the discipline and the community as scholars and educators. The faculty member should demonstrate consistent engagement in these activities.

The faculty member's portfolio section on Service will be assessed based on performance in a substantial number of activities.

REQUIREMENTS FOR TENURE AND PROMOTION

Tenure and Promotion to Associate Professor

In order to be recommended for tenure and/or promotion from assistant professor to associate professor, a candidate must meet the following criteria:

AREA I: EFFECTIVENESS IN TEACHING

1. Effectiveness in teaching is demonstrated by meeting at least one of the criteria listed below during probationary status:
 - Satisfactory peer evaluation of teaching by a tenured UNA faculty member during the last three consecutive years of instruction while in a probationary status.
 - Combined median scores for the instructor on the student evaluations of teaching must be equal to or exceed the mean of the combined medians for the college and university during the Fall and Spring semesters for at least three academic years.
 - Peer-reviewed publication of a teaching and learning resource.
 - Recipient of teaching award from the college, university, honor society, or professional organization.
 - Mentored student research evidenced by a student publication or research presentation at a professional conference.
2. Professional Development in teaching is demonstrated by meeting the following criteria during probationary status:
 - Participation in at least two professional development activities intended to enhance teaching effectiveness.
3. Provide further evidence of effective teaching by meeting at least one of the criteria listed below.
 - Recipient of teaching award from the college, university, honor society, or professional organization.
 - Administered Mid-Semester Student Feedback Surveys. Provide a summary of what is determined to be credible, constructive feedback. Share and discuss the results with students and address opportunities for what the learner and instructor can do to make the most of the learning opportunities remaining for the semester.
 - Demonstrate innovative methods/approaches to instruction.
 - Demonstrate development or improvement of instructional materials.

- Authored written material, workbooks, lab manuals, and other documents prepared by the instructor that enhances teaching in one's field.
- Developed and taught a new course.
- Developed a new minor, certificate program, micro credential, or specialization within the program or in joint collaboration with another program or department.
- Deliver a study abroad program and/or course.
- Mentored student research, as evidenced by serving as an instructor of record for SO 498 Sociology Directed Research or supervising capstone projects.
- Completed Online Course Development Agreement with ETS. Instructional Designers in ETS provided consultation and guidance to ensure that a new or redesigned course taught by the candidate meet QM standards at 85%.
- Supervised student intern or practicum experiences.
- Evidence of organizing experiential learning opportunities for students.
- Collaborated with other departments to enhance student learning experiences.
- Other related activities that are valuable contributions to the program in the area of teaching, including serving as a thesis committee chair or, serving as a thesis committee member.

Area II: EFFECTIVENESS IN SCHOLARLY OR CREATIVE PERFORMANCE

1. Provide evidence of at least one peer-reviewed publication.
2. Provide further evidence of effective scholarship by meeting at least two of the criteria listed below:
 - Published article in a peer-reviewed journal.
 - Published peer-reviewed book or book chapter.
 - Author of textbook or chapter in a textbook.
 - Published encyclopedia entry.
 - Published review of a book.
 - Published research or pedagogy in other professionally accepted venues.
 - Signed book contract.
 - Presentation of research at professional conference.
 - Presentation of research in a colloquium with the university.
 - Evidence of interdisciplinary research.
 - Recipient of agency or foundation grant that involved peer-review award criteria.
 - Submitted grant proposal to agency or foundation that involved peer-review award criteria.
 - Mentored student research evidenced by a research presentation in a colloquium with the university or presentation at professional conference.
 - Mentored student research evidenced by student publication (e.g., journal, book chapter, etc.)
 - Recipient of research funding from the college, university, or professional organization.
 - Recipient of a research or scholar award from the college, university or professional organization.
 - Other related activities that support this area.

AREA III: EFFECTIVENESS IN SERVICE

1. Served on one departmental, college, or university committee per year during probationary period.
2. Provide further evidence of effective service by meeting at least two of the criteria listed below:

Departmental Service

- Served as chair or vice/co-chair of a departmental committee.
- Served as coordinator/director of an academic program.
- Served as General Education Assessment Coordinator.
- Served as advisor for a program or departmental student organization (e.g., RSO, Honor Society)
- Provided leadership on significant program or departmental initiatives.
- Organized program or departmental seminars, activities, or events.
- Co-curricular advising (e.g., faculty advisor for student professional organization).
- Participated in student recruitment activities.
- Authored and submitted letters of recommendations for students.
- Provide evidence of quality academic advising (e.g., number of students advised and meetings per year; emails of gratitude; administered Academic Advising Survey to advisees.)
- Served as instructor of one or more courses cross-listed with another discipline.
- Taught overload teaching assignments consisting of three or more semester hours.
- Recipient of a service award from the college, university or professional organization.

College and University Service

- Served as chair or vice/co-chair of a college or university committee.
- Served as chair or vice/co-chair of a college or university level institutional, Shared Governance or a Task Committee, or a special Task Force.
- Served on a college and/or university committee, including departmental search committees throughout the college and university.
- Served as a Faculty Senator or program representative on Graduate Council.
- Organized college-wide and/or campus-wide events, seminars, or arranged for speakers.
- Served in a leadership role in a campus-wide organization.

Professional Service

- Served as an officer of a professional society or organization.
- Served on an editorial board of a referred journal.
- Served as editor of a book.
- Served on professional advisory boards.
- Served as peer blind reviewer for a referred journal.
- Served as a reviewer for a book chapter or book manuscript.

Community Service

- Served as an invited speaker for a community organization or event.
- Served as a board or committee member for a community organization.
- Provide evidence of the utilization of academic or professional expertise in the community.
- Other related activities that support this area.

Associate Professor to Professor

In order to be recommended for promotion from associate professor to professor, a candidate should meet the following criteria:

AREA I: EFFECTIVENESS IN TEACHING

1. Effectiveness in teaching is demonstrated by meeting at least one of the criteria listed below:

- Satisfactory peer evaluation of teaching by a tenured UNA full professor every other year.
 - Combined median scores for the instructor on the student evaluations of teaching must be equal to or exceed the mean of the combined medians for the college and university during the Fall and Spring semesters for at least three academic years.
 - Peer-reviewed publication of a teaching and learning resource.
 - Recipient of teaching award from the college, university, honor society, or professional organization.
 - Mentored student research evidenced by a student publication or research presentation at a professional conference.
2. Professional Development in teaching is demonstrated by meeting the following criteria:
 - Participation in at least two professional development activity intended to enhance teaching effectiveness.
 3. Provide further evidence of effective teaching by meeting at least one of the criteria listed below.
 - Recipient of teaching award from the college, university, honor society, or professional organization.
 - Administered Mid-Semester Student Feedback Surveys. Provide a summary of what is determined to be credible, constructive feedback. Share and discuss the results with students and address opportunities for what the learner and instructor can do to make the most of the learning opportunities remaining for the semester.
 - Demonstrate innovative methods/approaches to instruction.
 - Demonstrate development or improvement of instructional materials.
 - Authored written material, workbooks, lab manuals, and other documents prepared by the instructor that enhances teaching in one's field.
 - Developed and taught of a new course.
 - Developed a new minor, certificate program, micro credential, or specialization within the program or in joint collaboration with another program or department.
 - Delivered a study abroad program and/or course.
 - Mentored student research, as evidenced by serving as an instructor of record for SO 498 Sociology Directed Research or supervising capstone projects.
 - Completed Online Course Development Agreement with ETS. Instructional Designers in ETS provided consultation and guidance to ensure that a new or redesigned course taught by the candidate meet QM standards at 85%.
 - Supervised student intern or practicum experiences.
 - Evidence of organizing experiential learning opportunities for students.
 - Collaborated with other departments to enhance student learning experiences.
 - Other related activities that are valuable contributions to the program in the area of teaching, including serving as a thesis committee chair or, serving as a thesis committee member.

Area II: EFFECTIVENESS IN SCHOLARLY OR CREATIVE PERFORMANCE

1. Provide evidence of at least two publications, at least one of which must be a peer-reviewed publication since the last promotion.
2. Provide further evidence of effective scholarship by meeting at least one of the criteria listed below:
 - Published article in a peer-reviewed journal.
 - Published peer reviewed of book or book chapter.
 - Author of textbook or chapter in a textbook.
 - Published encyclopedia entry.

- Published review of a book.
- Published research or pedagogy in other professionally accepted venues.
- Signed book contract.
- Presentation of research at professional conference.
- Presentation of research in a colloquium with the university.
- Evidence of interdisciplinary research.
- Recipient of agency or foundation grant that involved peer-review award criteria.
- Submitted grant proposal to agency or foundation that involved peer-review award criteria.
- Mentored student research evidenced by a research presentation in a colloquium with the university or presentation at professional conference.
- Mentored student research evidenced by student publication (e.g., journal, book chapter, etc.)
- Recipient of research funding from the college, university, or professional organization.
- Recipient of a research or scholar award from the college, university or professional organization.
- Other related activities that support this area.

AREA III: EFFECTIVENESS IN SERVICE

1. Served as chair or vice/co-chair of at least one college or university committee since the last promotion.
2. Served on at least three departmental, college, or university committees since the last promotion.
3. Provided service to a community and/or professional organization since the last promotion.

The following evidence can be used to strengthen an application, in so far as they support meeting the above criteria.

Departmental Service

- Served as chair or vice/co-chair of a departmental committee.
- Served as coordinator/director of an academic program.
- Served as General Education Assessment Coordinator.
- Served as advisor for a program or departmental student organization (e.g., RSO, Honor Society)
- Provided leadership on significant program or departmental initiatives.
- Organized program or departmental seminars, activities, or events.
- Co-curricular advising (e.g., faculty advisor for student professional organization).
- Participated in student recruitment activities.
- Authored and submitted letters of recommendations for students.
- Provide evidence of quality academic advising (e.g., number of students advised and meetings per year; emails of gratitude; administered Academic Advising Survey to advisees.)
- Served as instructor of one or more courses cross-listed with another discipline.
- Taught overload teaching assignments consisting of three or more semester hours.
- Recipient of a service award from the college, university or professional organization.

College and University Service

- Served as chair or vice/co-chair of a college or university committee.

- Served as chair or vice/co-chair of a college or university level institutional, Shared Governance or a Task Committee, or a special Task Force.
- Served on a college and/or university committee, including departmental search committees throughout the college and university.
- Served as a Faculty Senator or program representative on Graduate Council.
- Organized college-wide and/or campus-wide events, seminars, or arranged for speakers.
- Served in a leadership role in a campus-wide organization.

Professional Service

- Served as an officer of a professional society or organization.
- Served on an editorial board of a referred journal.
- Served as editor of a book.
- Served on professional advisory boards.
- Served as peer blind reviewer for a referred journal.
- Served as a reviewer for a book chapter or book manuscript.

Community Service

- Served as an invited speaker for a community organization or event.
- Served as a board or committee member for a community organization.
- Provide evidence of the utilization of academic or professional expertise in the community.
- Other related activities that support this area.

PROFESSOR INCENTIVE COMPENSATION

The *UNA Faculty Handbook* identifies in section 4.1.1 Full-Time Faculty, a compensation incentive strategy provided to full Professors. This merit incentive is intended to reward and recognize continued commitment to the institution and its students. The Sociology program will adhere to the guidelines set forth in the Faculty Handbook regarding criteria and portfolio review.

In order to be recommended for Professor Incentive Compensation, a sociology faculty member must meet the following criteria:

- Has been tenured at UNA.
- Has completed at least 5 years of full-time service at UNA at the rank of Full-Professor.
- Has maintained the records of excellence commensurate with the rank of Professor in all three major areas – teaching, research/scholarship, and service during those years of full-time service as Full-Professor at UNA. Specifically, the faculty member must meet the following criteria:

Teaching: Meet at least two of the following criteria:

- Satisfactory peer evaluation of teaching by a tenured UNA full professor every other year.
- Combined median scores for the instructor on the student evaluations of teaching must be equal to or exceed the mean of the combined medians for the college and university during the Fall and Spring semesters for the last two academic years prior to submission.
- Peer-reviewed publication of a teaching and learning resource.
- Mentored student research evidenced by a student publication or research presentation at a professional conference.
- The recipient of teaching award from the college, university, honor society, or professional organization.

- Participation in at least two professional development activity intended to enhance teaching effectiveness.
- Administered Mid-Semester Student Feedback Surveys. Provide a summary of what is determined to be credible, constructive feedback. Share and discuss the results with students and address opportunities for what the learner and instructor can do to make the most of the learning opportunities remaining for the semester.
- Demonstrate innovative methods/approaches to instruction.
- Demonstrate development or improvement of instructional materials. Authored written material, workbooks, lab manuals, and other documents prepared by the instructor that enhances teaching in one's field.
- Developed and taught of a new course.
- Developed a new minor, certificate program, micro credential, or specialization within the program or in joint collaboration with another program or department.
- Delivered a study abroad program and/or course.
- Mentored student research, as evidenced by serving as an instructor of record for SO 498 Sociology Directed Research or supervising capstone projects.
- Completed Online Course Development Agreement with ETS. Instructional Designers in ETS provided consultation and guidance to ensure that a new or redesigned course taught by the candidate meet QM standards at 85%.
- Supervised student intern or practicum experiences.
- Evidence of organizing experiential learning opportunities for students.
- Collaborated with other departments to enhance student learning experiences.
- Other related activities that are valuable contributions to the program in the area of teaching, including serving as a thesis committee chair or, serving as a thesis committee member.

Research/Scholarship: Meet at least two of the following criteria since the last promotion:

- Published article in a peer-reviewed journal.
- Published peer reviewed of book or book chapter.
- Author of textbook or chapter in a textbook.
- Published encyclopedia entry.
- Published review of a book.
- Published research or pedagogy in other professionally accepted venues.
- Signed book contract.
- Presentation of research at professional conference.
- Presentation of research in a colloquium with the university.
- Evidence of interdisciplinary research.
- Recipient of agency or foundation grant that involved peer-review award criteria.
- Submitted grant proposal to agency or foundation that involved peer-review award criteria.
- Mentored student research evidenced by a research presentation in a colloquium with the university or presentation at professional conference.
- Mentored student research evidenced by student publication (e.g., journal, book chapter, etc.)
- Recipient of research funding from the college, university, or professional organization.
- Recipient of a research or scholar award from the college, university, honor society, or professional organization.

- Other related activities that support this area.

Service: Meet at least one of the following criteria since the last promotion:

- Served on at least three departmental, college, or university committees since the last promotion.
- Recipient of a service award from the college, university, honor society, or professional organization.