DEPARTMENTAL PERFORMANCE GUIDELINES
Department of Teaching, Learning, and Leadership

The evaluation of faculty in the Department of Teaching, Learning, and Leadership follows the process of faculty development at the University of North Alabama. Components of this process are described in the UNA Faculty Handbook. In particular, faculty should refer to sections on "Criteria for Appointment, Promotion, and Tenure" (2.5), "Faculty Freedom and Responsibility" (3.1), "Participation in University Activities" (3.3), "University and Community Involvement" (3.4), "Faculty ` /Development" (3.10), "Faculty Development Leave" (3.11), and "Faculty Evaluation" (3.13). Collectively, these sections represent components of a process of faculty development in areas of teaching, scholarship, and service. Other sections of the Handbook are relevant, but the contents of these sections provide necessary guidelines for faculty development, one component of which is faculty evaluation.

Faculty in the Department of Teaching, Learning, and Leadership are hired with an expectation of successful teaching, scholarship, and service. Criteria indicative of success in each of these areas are broadly defined in section 2.5 of the Faculty Handbook. To the Department of Teaching, Learning, and Leadership, these criteria represent overarching goals for professional development for faculty who have not yet routinely attained them, and they provide guidance for faculty and administrators who evaluate If these goals have been met. Accordingly, faculty evaluation is conducted in relation to achievement in the areas listed of teaching effectiveness; scholarship or creative activities (hereafter described as "scholarship"); and professional, university, and community service (hereafter described as "professional service").

Teaching Effectiveness

Background Context

Faculty members in the Department of Teaching, Learning, and Leadership have significant teaching and advisory loads. A typical teaching load for a faculty member includes the possibility of at least one course devoted to supervision of interns. Responsibilities of an internship supervisor include visiting the host school, maintaining regular contact with interns, and providing feedback. Additionally, to meet accreditation standards and to model best practices for support of clinical experiences, TLL faculty members are encouraged to partner with cooperating teachers and schools to implement and supervise clinical experiences in local schools as embedded in coursework prior to the internship experiences.

Appropriate examples are included, but not limited to, the following:

General Indicators of Excellence

- Selected for a teaching award
- Nominated for a teaching award
- Letter of support or artifact (from student, P-12 partner, colleague, or other stakeholder) showing evidence of teaching effectiveness
- Presented evidence suggesting students are producing high quality work in a course taught by the instructor (artifacts, compelling argument)
- Presented evidence suggesting the instructor has put in place thoughtful, well-designed curricular materials (tasks, assessments, and/or scaffolds) to support production of quality work
- Presented an artifact (e.g., video) suggesting exceptional implementation of a teaching strategy or instructional innovation
- Above average teaching performance ratings from students or approach means for department, college, and university

- Presented evidence of ongoing efforts to enhance teaching effectiveness by employing creative and novel models of teaching in response to diverse styles of learning
- Presented evidence of achieving yearly approved faculty performance goals pertaining to teaching effectiveness
- Evidence is provided of successful student outcomes (professional certifications, licenses, acceptance to graduate school, employment in degree field, academic awards, leadership positions, student scholarship) as a part of a course or outside the classroom setting
- Multiple peer-based assessments from faculty members of established teachers at or above the faculty member's current rank indicate successful teaching

Ability to Organize and Effectively Present Coursework

- Developed a new course
- Significantly revised a course
- Converted a traditional course into an alternative format such as blended/online
- Aligned an online course through a quality assurance process
- Assessed the effectiveness of a course

Collaborations that Enhance Learning

- Presented evidence of a positive on-campus collaboration (ongoing or relatively substantial in terms of impact)
- Developed an external partnership (e.g., clinical experience with an elementary or secondary school) positively contributing to student learning
- Organized and/or completed a study abroad/study away or extended educational trip for students
- Organized an educational experience (off campus, day trip) for students
- Mentored a student(s) towards successful completion of a project in an area in which the faculty member is teaching (Undergraduate scholarship, Honors Capstone, engagement in leadership roles, professional involvement)

Building Individual Capacity for Quality Teaching–Professional Development

- Attended a campus developmental workshop (enhancing teaching skills/content knowledge)
- Attended a conference workshop or session
- Added or enhanced professional credentials relative to teaching effectiveness (e.g., became an edTPA official scorer)
- Participated in a voluntary campus program to improve teaching effectiveness
- Linked a professional development experience to a specific area of improvement suggested by teaching performance ratings by students
- Documented efforts to improve by reflecting and use of feedback from prior teaching experiences
- Evidence of efforts to enhance professional credentials related to teaching effectiveness

Scholarship

Background Context

Scholarly work is viewed as an integral part of faculty development and effective teaching. The department values scholarly efforts that feature sustained work towards defined goals that will ultimately benefit the program and/or K-12 schools. The faculty member is encouraged to consult with his or her faculty chair as well as other members of the department as appropriate to establish a scholarly agenda which aligns both with the faculty member's area of expertise as well as the expectations of the department. Examples include, but are not limited to, the following:

- Scholarship that improves the faculty member's understanding of content he/she teaches
- Scholarship addressing a specific gap in the literature and thus contributing to a knowledge base in a field
- Scholarship that fills a need at the program, college, or university level
- Scholarship that fills a need in P-12 schools

Collaborative projects are encouraged to allow faculty to pool resources and achieve greater impact. Where appropriate collaborations have been established, the faculty member should take an active role in the project and relate his or her impact as appropriate to meet departmental expectations. The following constitutes minimum expectations for candidates in the Department of Teaching, Learning, and Leadership as they pursue their scholarship at UNA:

I. Faculty members should define, in narrative form, their scholarship agenda or focus. Defining a scholarly agenda does not preclude projects of opportunity that might arise in a rating period, but rather helps others to understand what the faculty member is trying to accomplish and promotes a sustained effort towards at least one goal. A scholarly agenda can and should be updated on an annual basis. However, it is important that a plan for the rating period is initiated early to guide the faculty member and allow senior faculty to support their colleagues as they work towards their goals (e.g., by distributing service related duties across the department). Faculty members are encouraged to present their research on campus and within the department to foster a culture of scholarship, contribute to the professional development of colleagues, and allow faculty to better interpret the research presented for consideration during future promotion meetings.

II. Faculty are expected to engage in scholarly/creative projects involving construction of new knowledge. They should *publish or submit for review* (provide manuscript for committee's review) at least one manuscript during a rating period (as defined as the period between the last promotion/hire event to present) that corresponds with one of the following options:
    - Research project: A qualitative, quantitative, or mixed methods study that involves the systematic collection and analysis of data and reporting of findings.
    - Practitioner piece: Research into practice articles that provide teachers with concrete examples of theoretical principles or pedagogical concepts. This should be derived from the faculty member's research and represent substantial creative and scholarly work.
    - Curriculum development: Design of new curricular materials that are grounded in a theoretical model and formally published in part or as a whole.
    - Research synthesis or theoretical work: A research synthesis should have a methodology (e.g., what gets included/excluded in the analysis) and feature original ways of organizing knowledge in a field. A theoretical work should also be grounded in substantial research in a particular field(s).
    - Other creative/scholarly endeavors that require construction of new knowledge including public exhibitions, extensive grant proposals, or works of fiction as appropriate for expertise and/or background.

III. Faculty are expected to present at a range (local, state, regional, national, international) of conferences. During a rating period (as defined as the period between the last promotion/hire

event to present), faculty should present at a minimum of one conference that requires acceptance through a process of jury/peer review.

IV. General expectations beyond the minimum (documented in section 3 of the template). While the minimum expectation for faculty members to present at one reviewed conference is required, it is expected that the faculty member strives to present at one conference per year during a rating period or to achieve a total number of presentations during the rating period that would average out to at least one per year. Faculty may further choose to disseminate their knowledge and expertise through advocacy articles, blogs, and other creative outlets. These projects, while important, may detract from more substantive scholarship efforts. The department expectations value quality over quantity of output in publications. The goal in section 3 is to document a scholarly agenda throughout the rating period as represented by efforts to disseminate knowledge, secure meaningful external grants, and/or participate in other scholarship related endeavors (e.g., serving as a reviewer for a professional journal or external reviewer for a research grant).

V. Student research. In most cases, a project led by a student and presented at conferences constitutes service when the professor serves in a mentor capacity. When students work in a supporting role on faculty research or when an outstanding collaboration between the student and professor result in a refereed presentation or publication, the resulting work (presentation, publication, other) may be considered under the scholarship category. A supporting role might include transcribing audio, checking sources in a manuscript, locating references, and similar tasks. Resulting manuscripts may list students as supporting authors or acknowledge their work in an appropriate part of the manuscript; however, we also acknowledge that through the collaborative guidance/mentorship, a student may also be listed as lead author. As a guideline, faculty should only list scholarly products co-produced with students in the scholarly production portion of their portfolio if they meet a standard of quality consistent with what they would expect from experts in their field.

VI. The ability of faculty to meet the expectations outlined above depends, in part, on the support of the department, college, and university. If extraordinary service obligations are added to the workload of a faculty member, it is incumbent on the faculty member to document the situation and secure, in writing, permission to substitute a product related to the service (e.g., a report) for a scholarship goal on his/her agenda. This should be completed as close as possible to the actual time when the new commitment is assigned. The department chair, in consultation with senior faculty and the Dean, will make a decision on this request taking into account the needs of the university and the integrity of the promotion process. The Dean is the ultimate decision-maker on this matter. In addition, members of the promotion committee should take into account extenuating circumstances that might impact the ability of faculty members to achieve scholarship goals (e.g., unexpected reduction in travel funding during the rating period).

VII. Examples of scholarship are defined by output and include publications, presentations, creative or innovative projects, practitioner works, and grants. Appropriate examples are included, but not limited to, the following:

- Publications
    - Refereed journal
    - Scholarly periodicals
    - Engaging with Kilby Laboratory School, P-12 schools, or other organizations to conduct action research
    - Book chapters
    - Books
    - Conference proceedings
    - Review of published book, methods, or manuscript
    - University documents (newsletters, editorials)
    - University, state, or national curricular items that are published and adopted

- Presentations
    - Conferences
    - Teacher in-service presentations
    - Guest academic lecturer or invited presentation

- Creative or Innovative Products
    - Mobile applications, micro-credentialed content, websites designed for a school district or educational entity, and other technology-related products impacting one's field
    - Juried public exhibitions or creative works which are publicly reviewed and/or recognized

- Practitioner Documents
    - Accreditation research
    - School improvement plans
    - Commissioned or publicly recognized curricular items (local schools, colleges/universities, and/or businesses)

- Grants or other approved funding requests with impact in one's field of expertise

- Additional Examples
    - Other reports or documents tied to professional consulting
    - Scholarly products produced as a member or leader in a professional organization
    - Member on editorial boards of a professional journal
    - Refereed or invited professional presentations
    - Book/software reviews

Service

<u>Background Context</u>

The faculty member is expected to maintain service to the department, college, university, community, and professional organizations. Ideally, the goal of service is to help the faculty member connect teaching, scholarship, and service to better perform his or her role at the university. Consideration will be given to time

and effort put into each service activity (e.g., school activity not the same weight as chairing a committee requiring extensive work).

Appropriate examples are included, but not limited to, the following:

Departmental or COEHS Service

- Departmental or COEHS committee service and participation
- Committee Officer
- Departmental or COEHS representative at events
- Faculty mentoring
- Specialized student mentoring
- Tutoring or remediation activities
- COEHS recognition for service
- Recruitment activities
- Student advisement (between school terms, excluding SOAR)
- Department Chair
- Program coordinator
- Assisting with accreditation activities
- Student organization advisor/sponsor

University Service

- Committee membership
- Committee officer
- Ad hoc committee membership (e.g. search committee)
- University representative at events
- Funded economic development initiatives (e.g. contracts, donations, in-kind, fundraisers, etc.)
- University recognition for service
- Student organization advisor/sponsor

Professional Service

- Professional organization officer
- Committee service
- Conference planner or host
- Professional board membership
- Consultant or technical assistant to a professional local or state agency or organization
- Service to local or state accreditation or certification agencies/organizations
- Testimony on professional matters to local or state governmental agencies
- Membership on professional committees or task forces at the local or state level
- Service to classes intra- or interdepartmental (e.g. guest lecturer, demonstration)
- Service to local schools and educators (e.g. guest reader, model lessons)
- Community service
- Community education

- Community or organizational consultation
- Community agency board membership
- University/COEHS/Departmental liaison
- Discipline-related (e.g., literacy instruction) service
- Performance of professional activities in a field setting
- Public lectures, workshops, or programs on professional issues to non-professional groups
- Professional contributions to newspaper, radio, or television
- Organization of professionally-related programs, workshops, and conferences
- Other community service that reflects well on the Department/COEHS/University
- Service awards

If significant service expectations are tasked to a faculty member above the standard duties assigned to them (e.g., recurrent overloads, additional leadership roles, and significant recruitment efforts), the faculty member is encouraged to procure a letter explaining the impact of his or her service contributions to the department, college, or university.

Summary of Performance Standards

The following summary presents acceptable performance examples (but does not limit acceptable examples) as set by the Department of Teaching, Learning, and Leadership for promotion to rank and tenure, given all other qualifications are met (see previous sections for more examples in each category).

For promotion to assistant professor and/or tenure, it is recommended that the professor demonstrates achievement in **at least three activities** in each area of teaching, scholarship, and service from either the professor's hire date or the date of the last promotion. For promotion to associate professor and/or tenure, it is recommended that the professor demonstrates achievement in **at least four activities** in each area of teaching, scholarship, and service from either the professor's hire date or last promotion. For promotion to full professor, it is recommended that the professor demonstrates achievement in **at least five activities, including evidence of leadership,** in each area of teaching, scholarship, and service from either the professor's hire date or last promotion.

For recommendation to receive professor merit, it is suggested that the professor demonstrates continuous growth in each area of teaching, scholarship, and service from the professor's last promotion. The professor may choose to demonstrate excellence in a specific area in accordance with the faculty handbook.

Structure of the Portfolio

Following the most current university guidelines, the candidate should prepare a cover letter, application of intent, curriculum vitae, and narrative as outlined in the faculty handbook. The cover letter should provide evidence of how the candidate demonstrated growth over time in the areas of teaching, scholarship, and service efforts. The application of intent should be located from the faculty handbook, and the curriculum vitae should be generated from Digital Measures. The portfolio narrative should provide evidence of teaching effectiveness, scholarship, and professional service as outlined below. All of the aforementioned documents should be uploaded according to the electronic portfolio submission guidelines of the university. Any supplemental materials that the candidate wished to be reviewed should be housed in Digital Measures. It is

suggested that the candidate reference any documents that he or she wishes to be reviewed in the portfolio narrative (see Digital Measures artifact for evidence).

Suggested Narrative Template

I. Introduction.

(Paragraph opening to the narrative restating your background, department affiliation, and the specific objective of this narrative - to achieve tenure and/or ____rank. You might preview a few of your major accomplishments and then provide a transition to the next section).

II. Teaching Effectiveness.

A. Describe your teaching responsibilities.
(Identify courses; Discuss the key objectives of your courses; Explain any value-added efforts you have made to the course to support students to achieve those objectives; Provide any additional background information needed to help the reviewers understand your contributions to your teaching assignments).

B. Describe your teaching accomplishments during this rating period.
(Clearly state how you meet or exceed the minimum standard for the rating period. Present a persuasive argument to support the quality of your teaching and its impact).

C. Describe additional ways you improved the quality of your courses and/or teaching assignments throughout the rating period.

D. Summarize key points.
(Make sure to discuss how your accomplishments meet the standard for tenure and/or the promotion rank you are seeking).

III. Scholarship**.**

A. Explain your scholarship agenda.
(Identify major goals; Discuss the problems or questions that form the basis for your scholarship; Explain how your scholarship is unified around a particular overarching focus, as applicable; Provide any additional background information needed to help the reviewers interpret your scholarship agenda).

B. Describe your scholarship accomplishments related to your agenda during this rating period.
(Clearly state how you meet or exceed the minimum standard for the rating period. Present a persuasive argument to support the quality of your scholarship and its impact. Identify your contribution to studies that involve multiple authors).

C. Describe additional ways you maintained an active scholarship and scholarly agenda throughout the rating period.

D. Summarize key points.
(Make sure to discuss how your accomplishments meet the standard for tenure and/or the promotion rank you are seeking).

IV. Service.

A. Explain your service contributions to the University of North Alabama.
(Identify contributions to the university, college, and/or department; Discuss your role and level of involvement in your contributions; Provide any additional background information needed to help the reviewers understand the relevance of your service contributions).

B. Explain your service contributions to the profession.
(Identify contributions to the profession at large; Discuss your role and level of involvement in your contributions; Provide any additional background information needed to help the reviewers understand the relevance of your service contributions).

C. Explain your service contributions to the community.
(Identify contributions to the community; Discuss your role and level of involvement in your contributions; Provide any additional background information needed to help the reviewers understand the relevance of your service contributions).

D. Summarize key points.
(Make sure to discuss how your accomplishments meet the standard for tenure and/or the promotion rank you are seeking).