

# Tenure and Promotion Guidelines-Revised 2016

## College of Arts & Sciences

Department of Behavioral and Social Sciences

- History
- Political Science
- Psychology
- Social Work
- Sociology

Department of Biology, Chemistry, and Mathematics

Department of Communication Sciences and Disorders

Department of English and Foreign Languages

## Michael E. Stephens College of Business

### College of Education

Department of Counseling and Leadership

Department of Teaching, Leadership, and Technology

### College of Fine Arts

Department of Art

Department of Communication

Department of Music

Department of Theatre

### Carmichael Library

## College of Arts & Sciences

### Department of Behavioral and Social Sciences

#### ***Criteria for Tenure and Promotion in History***

##### Teaching:

The faculty member should consistently demonstrate the following:

- Good to excellent teaching, as determined by peer reviews\* and student evaluations, with demonstrated improvement over time if evaluations trend toward good rather than excellent
- Quality advising
- Active involvement in assessment activities
- Continual evaluation and improvement of courses, and preparation of new courses as needed
- Involvement in curriculum development
- Also see the requirements for the Third-Year Review

##### Research:

- At least two peer-reviewed publications in the discipline between the first day of employment at UM and the submission to the committee of the application for tenure and promotion to associate professor
- At least two professional conference presentations between the first day of employment at UM and the submission to the committee of the application for tenure and promotion to associate professor
- At least two additional peer-reviewed publications in the discipline between promotion to associate professor and submission to the committee of the application for promotion to full professor
- At least two additional professional conference presentations between promotion to associate professor and submission to the committee of the application for promotion to full professor

##### Service:

- Participation in at least two university, college, or department committees per year after the first year
- Active membership in at least one professional organization
- Regular participation in and support for program activities, including but not limited to Phi Alpha Theta events, History Day, attendance at Preview Days and registrations, etc.

\*Each year a senior member of the History program and the chair of the Department of Behavioral and Social Sciences (BSS) will observe non-tenured faculty in a classroom situation. The reviewers will write brief reviews of their observations with a focus on preparation, organization, delivery, and engagement. These reviews will be shared with the faculty member in order to stimulate discussion of the classroom experience. A copy of the review will be given to the chair as well to include in the faculty's personnel file.

After the Third-Year Review, each year non-tenured faculty will also attend class presentations by two other members of the BSS faculty (at least one of whom will be a historian) in order to facilitate continued professional development. Each year the faculty member prepares a Faculty Activity Report (FAR) that is reviewed by the chair. The chair evaluates whether the faculty member needs improvement, meets expectations, or exceeds expectations in each of the three categories of teaching, research and service; noting weaknesses and making suggestions for improvement. A faculty member who is eligible for tenure and promotion should consistently have been evaluated by the chair as meeting or exceeding expectations in all three categories. If the faculty member was evaluated as needing improvement in any category for any year of

the promotion period, s/he should provide specific evidence that weaknesses have been addressed and that performance in the category has been raised to meeting or exceeding expectations prior to the semester of submitting the application for tenure and/or promotion.

### Third-Year Review

Third-Year Review will be during the same semester as faculty submits the third annual FAR.

Non-tenured faculty will submit a preliminary T&P packet by mid- to late-January (and no later than the last Wednesday of the month) of the third year; this information will be made available to all tenured faculty.

All tenured faculty and chair will meet to discuss the faculty's progress. This meeting should constitute a sharing of information and a candid discussion of the non-tenured faculty's progress toward and potential for tenure and promotion. The chair will provide recommendations and comments from this group to the faculty member in an individual meeting that will take place within 10 days of the group meeting.

Observation of teaching: The chair and a faculty from the discipline (or related discipline) will conduct formal annual or semi-annual classroom observations of every non-tenured faculty. Feedback from these observations will be provided to the chair; the chair will share information with the non-tenured faculty within 10 days of the observation.

Non-tenured faculty will observe senior faculty (on a more informal basis) to gain a widespread, interdisciplinary perspective. Senior faculty will volunteer (or be asked to volunteer) to open their classrooms for such observations. Non-tenured faculty should schedule at least one such observation per semester. The point of these observations is to allow non-tenured faculty to see a variety of methods and class-room interactions. Information from these observations (dates, courses, instructors, and insights) should be included in the FAR under the Teaching section.

## ***Criteria for Tenure and Promotion in Political Science***

Teaching:

The faculty member should consistently demonstrate the following:

- Good to excellent student evaluations
- Quality advising
- Active involvement in assessment activities
- Continual evaluation and improvement of courses
- Involvement in curriculum development as needed
- Also see the requirements for the Third-Year Review

Research:

- At least two peer reviewed publications in the discipline between the first day of employment and the granting of tenure and promotion to associate professor
- At least two professional conference presentations between the first day of employment and the granting of tenure and promotion to associate professor
- At least two peer reviewed publications in the discipline between promotion to associate professor and promotion to full professor
- At least two professional conference presentations between promotion to associate professor and promotion to full professor

Service:

- Participation in at least two university, college, or department committees per year after the first year
- Active membership in at least one professional organization
- Participation in at least two community service activities per year
- Regular participation in and support for program activities

Each semester a senior member of the Political Science program and the chair of the Department of Behavioral and Social Sciences (BSS) will observe non-tenured faculty in a classroom situation. These individuals will then write brief reviews of their observations with a focus on preparation, organization, delivery, and engagement. These reviews will be shared with the faculty member in order to stimulate discussion of the classroom experience. Junior faculty will also attend class presentations by two other members of the BSS faculty in order to facilitate continued professional development.

Each year the faculty member prepares a Faculty Activity Report that is reviewed by the chair. The chair evaluates whether the faculty member needs improvement, meets expectations, or exceeds expectations in each of the three categories of teaching, research and service; noting weaknesses and making suggestions for improvement. A faculty member who is eligible for tenure and promotion should consistently have been evaluated by the chair as meeting or exceeding expectations in all three categories. If the faculty member was evaluated as needing improvement in any category for any year of the promotion period, she or he should provide specific evidence that weaknesses have been addressed and that performance in the category has been raised to meeting or exceeding expectations, prior to the granting of tenure or promotion.

Faculty members will also be evaluated after the third year of employment (see below) by a review committee that will evaluate progress toward tenure and promotion, identify weaknesses, and recommend specific areas in need of improvement.

### Third-Year Review

Third-Year Review will be during the same semester as faculty submits the third annual FAR.

Non-tenured faculty will submit a preliminary T&P packet by mid- to late-January (and no later than the last Wednesday of the month) of the third year; this information will be made available to all tenured faculty.

All tenured faculty and chair will meet to discuss the faculty's progress. This meeting should constitute a sharing of information and a candid discussion of the non-tenured faculty's progress toward and potential for tenure and promotion. The chair will provide recommendations and comments from this group to the faculty member in an individual meeting that will take place within 10 days of the group meeting.

Observation of teaching: The chair and a faculty from the discipline (or related discipline) will conduct formal annual or semi-annual classroom observations of every non-tenured faculty. Feedback from these observations will be provided to the chair; the chair will share information with the non-tenured faculty within 10 days of the observation.

Non-tenured faculty will observe senior faculty (on a more informal basis) to gain a widespread, interdisciplinary perspective. Senior faculty will volunteer (or be asked to volunteer) to open their classrooms for such observations. Non-tenured faculty should schedule at least one such observation per semester. The point of these observations is to allow non-tenured faculty to see a variety of methods and class-room interactions. Information from these observations (dates, courses, instructors, and insights) should be included in the FAR under the Teaching section.

## ***Criteria for Tenure and Promotion in Psychology***

This document has been distributed to Dr. Gordon Bauer, New College of Florida and Dr. Shane Pitts of Birmingham-Southern College. This document has been distributed to Dan Valentine, Interim Chair of Communication Sciences and Disorders at the University of Montevallo.

### Teaching:

- ◆ Evidence of a commitment to excellence in teaching (must include peer reviews (see below) but may also include other evidence such as good to excellent student evaluations, and teaching portfolio)
  
- ◆ Successful Peer Reviews— Each semester a senior member of the Psychology program and a senior member of the Department of Behavioral and Social Sciences (typically the chair) will observe non-tenured faculty in a classroom situation. These individuals will then write brief reviews of their observations with a focus on organization/preparation, delivery and engagement. These reviews will be shared with the faculty member in order to stimulate discussion of the classroom experience. Peer reviews following tenure and promotion may occur if desired, and the format may vary as needed.
  
- ◆ Active involvement in assessment activities
- ◆ Evidence of continual evaluation and improvement in courses
- ◆ Development of new courses when needed
- ◆ Involvement in undergraduate research and/or independent study when opportunities are available
- ◆ Involvement in curriculum improvement when appropriate
- ◆ Substantial redesigning of courses when appropriate
  
- Also see requirements for the Third-Year Review (below)

### Research:

- ◆ A minimum of two peer-reviewed publications
- ◆ May also include:  
Presentation to professional groups at the local, state, regional, or national level  
Development of grants when appropriate (whether funded or unfunded, credit should be given)

### Service and Professional Obligations:

- ◆ Continuous involvement on university committees (at least two per year after the first year)
- ◆ Service at the departmental or college level (based on opportunities available)
  
- ◆ Quality advising
- ◆ May also include:
  - Participation in professional associations or advocacy groups
  - Involvement with community boards or major activities in public, non-profit or for profit agencies when opportunities are available

After the Third-Year Review, each year non-tenured faculty will also attend class presentations by two other members of the BSS faculty (at least one of whom will be a senior member of the program) in order to facilitate continued professional development. Each year the faculty member prepares a Faculty Activity Report (FAR) that is reviewed by the chair. The chair evaluates whether the faculty member needs improvement, meets expectations, or exceeds expectations in each of the three categories of teaching, research and service, noting weaknesses and making suggestions for improvement. A faculty member who is eligible for tenure and promotion should consistently have been evaluated by the chair as meeting or exceeding expectations in all

three categories. If the faculty member was evaluated as needing improvement in any category for any year of the promotion period, s/he should provide specific evidence that weaknesses have been addressed and that performance in the category has been raised to meeting or exceeding expectations prior to the semester of submitting the application for tenure and/or promotion.

#### Promotion to Professor

For promotion to Professor, documented excellence in teaching (may include peer reviews of any nature), along with service and scholarship expectations, commensurate with those listed for promotion to associate, are required.

### ***Third-Year Review Process***

#### **Department of Behavioral and Social Sciences**

**Adopted October 22, 2014; Revised February 22, 2016**

Third-Year Review will be during the same semester as faculty submits the third annual FAR.

Non-tenured faculty will submit a preliminary T&P packet by mid- to late-January (and no later than the last Wednesday of the month) of the third year; this information will be made available to all tenured faculty.

All tenured faculty and chair will meet to discuss the faculty's progress. This meeting should constitute a sharing of information and a candid discussion of the non-tenured faculty's progress toward and potential for tenure and promotion. The chair will provide recommendations and comments from this group to the faculty member in an individual meeting that will take place within 10 days of the group meeting.

Observation of teaching: The chair and a faculty from the discipline (or related discipline) will conduct formal annual or semi-annual classroom observations of every non-tenured faculty. Feedback from these observations will be provided to the chair; the chair will share information with the non-tenured faculty within 10 days of the observation.

Non-tenured faculty will observe senior faculty (on a more informal basis) to gain a widespread, interdisciplinary perspective. Senior faculty will volunteer (or be asked to volunteer) to open their classrooms for such observations. Non-tenured faculty should schedule at least one such observation per semester. The point of these observations is to allow non-tenured faculty to see a variety of methods and classroom interactions. Information from these observations (dates, courses, instructors, and insights) should be included in the FAR under the Teaching section.

### ***Criteria for Tenure and Promotion in Social Work***

Teaching:

- Good to excellent student evaluations
- Quality advising
- Active involvement in assessment activities
- Evidence of continual evaluation and improvement in courses
- Development of new courses when needed
- Involvement in undergraduate research and/or independent study
- Constant involvement in curriculum improvement
- Substantial redesigning of courses

- Designing new courses with appropriate assessment instruments as needed for curriculum development
- Also see the requirements for the Third-Year Review

Research:

- Two peer reviewed publications (may be on-line journals, encyclopedias, conference proceedings and may include publications outside the discipline)
- Two or more presentations to professional groups at the local, state, regional, or national level
- Development of grants when appropriate (whether funded or unfunded, credit should be given)
- Major responsibility in accreditation effort (when applicable)

Service:

- Continuous involvement on university committees (at least two per year after the first year)
- Service at the departmental or college level (based on opportunities available)
- Participation in professional associations or advocacy groups
- Involvement with community boards or major activities in public, non-profit or for profit agencies when opportunities are available

Peer Review:

Each semester a tenured member of the Social Work program and the chair of the Department of Behavioral and Social Sciences (BSS) will observe non-tenured faculty in a classroom situation. The reviewers will write brief reviews of their observations with a focus on preparation, organization, delivery, and engagement. These reviews will be shared with the faculty member in order to stimulate discussion of the classroom experience. A copy of the review will be given to the chair as well to include in the faculty's personnel file.

After the Third-Year Review, each year non-tenured faculty will also attend class presentations by two other members of the BSS faculty (at least one of whom will be a social work faculty) in order to facilitate continued professional development. Each year the faculty member prepares a Faculty Activity Report (FAR) that is reviewed by the chair. The chair evaluates whether the faculty member needs improvement, meets expectations, or exceeds expectations in each of the three categories of teaching, research and service; noting weaknesses and making suggestions for improvement. A faculty member who is eligible for tenure and promotion should consistently have been evaluated by the chair as meeting or exceeding expectations in all three categories. If the faculty member was evaluated as needing improvement in any category for any year of the promotion period, s/he should provide specific evidence that weaknesses have been addressed and that performance in the category has been raised to meeting or exceeding expectations prior to the semester of submitting the application for tenure and/or promotion.

Third-Year Review

Third-Year Review will be during the same semester as faculty submits the third annual FAR.

Non-tenured faculty will submit a preliminary T&P packet by mid- to late-January (and no later than the last Wednesday of the month) of the third year; this information will be made available to all tenured faculty.

All tenured faculty and chair will meet to discuss the faculty's progress. This meeting should constitute a sharing of information and a candid discussion of the non-tenured faculty's progress toward and potential for tenure and promotion. The chair will provide recommendations and comments from this group to the faculty member in an individual meeting that will take place within 10 days of the group meeting.

Observation of teaching: The chair and a faculty from the discipline (or related discipline) will conduct formal annual or semi-annual classroom observations of every non-tenured faculty. Feedback from these observations will be provided to the chair; the chair will share information with the non-tenured faculty within 10 days of the observation.

Non-tenured faculty will observe senior faculty (on a more informal basis) to gain a widespread, interdisciplinary perspective. Senior faculty will volunteer (or be asked to volunteer) to open their classrooms for such observations. Non-tenured faculty should schedule at least one such observation per semester. The point of these observations is to allow non-tenured faculty to see a variety of methods and class-room interactions. Information from these observations (dates, courses, instructors, and insights) should be included in the FAR under the Teaching section.

*Promotion from Associate to Full Professor:*

Teaching:

- Good to excellent student evaluations
- Quality advising
- Active involvement in assessment activities
- Evidence of continual evaluation and improvement in courses
- Development of new courses when needed
- Involvement in undergraduate research and/or independent study
- Constant involvement in curriculum improvement
- Substantial redesigning of courses when appropriate
- Designing new courses with appropriate assessment instruments as needed for curriculum development

Research:

- Three or more peer-reviewed publications (may be on-line journals, encyclopedias, or conference proceedings, and may include publications outside the discipline) or a book
- Three or more presentations to professional groups at the local, state, regional, or national level
- Development of grants when appropriate (whether funded or unfunded, credit should be given)
- Major responsibility in accreditation effort (when applicable)

Service:

- Continuous involvement on university committees (at least two per year after the first year)
- Service at the departmental or college level (based on opportunities available)
- Participation in professional associations or advocacy groups
- Involvement with community boards or major activities in public, non-profit, or for-profit agencies when opportunities are available

***Criteria for Tenure and Promotion in Sociology***

Teaching:

The faculty member should consistently demonstrate the following:

- Good to excellent student evaluations
- Quality advising

- Active involvement in assessment activities
- Continual evaluation and improvement of courses
- Involvement in curriculum development as needed
- Also see the requirements for the Third-Year Review

#### Research:

- At least two peer reviewed publications in the discipline between the first day of employment and submission of the application of tenure and promotion to associate professor
- At least two professional conference presentations between the first day of employment and submission of the application for tenure and promotion to associate professor
- At least two additional peer reviewed publications in the discipline between promotion to associate professor and submission of the application for promotion to full professor
- At least two additional professional conference presentations between promotion to associate professor and submission of the application for promotion to full professor

#### Service:

- Participation in at least two university, college, or department committees per year after the first year
- Active membership in at least one professional organization
- Regular participation in and support for program activities

Each year a senior member of the sociology program and the Chair of the Department of Behavioral and Social Sciences (BSS) will observe non-tenured faculty in a classroom situation. These individuals will write brief reviews of their observations with a focus on preparation, organization, delivery, and engagement. These reviews will be shared with the faculty member in order to stimulate discussion of the classroom experience. A copy of the review will also be given to the chair to include in the faculty's personnel file.

Each year, non-tenured faculty will attend class presentations by two other members of the BSS faculty in order to facilitate continued professional development. Each year the faculty member prepares a Faculty Activity Report (FAR) that is reviewed by the chair. The chair evaluates whether the faculty member needs improvement, meets expectations, or exceeds expectations in each of the three categories of teaching, research, and service; noting weaknesses and making suggestions for improvement. A faculty member who is eligible for tenure and promotion should consistently have been evaluated by the chair as meeting or exceeding expectations in all three categories. If the faculty member was evaluated as needing improvement in any category for any year of the promotion period, she or he should provide specific evidence that weaknesses have been addressed and that performance in the category has been raised to meeting or exceeding expectations, prior to the granting of tenure or promotion.

#### Third Year Review

Third Year Review will occur during the same semester that faculty submits the third annual FAR.

Non-tenured faculty will submit a preliminary T&P packet by mid-to late-January (and no later than the last Wednesday of the month) of the third year. This information will be made available to all tenured faculty.

All tenured faculty and the chair will meet to discuss the faculty's progress. This meeting should be constituted by sharing of information and a candid discussion of the non-tenured faculty's progress toward and potential for tenure and promotion. The chair will provide recommendations and comments from this group to the faculty member in an individual meeting that will take place within 10 days of the group meeting.

Observation of teaching: The chair and a faculty from the discipline (or related discipline) will conduct formal annual or semi-annual classroom observations of every non-tenured faculty. Feedback from these observations will be provided to the chair. The chair will share information with the non-tenured faculty within 10 days of the observation.

Non-tenured faculty will observe senior faculty (on a relatively informal basis) to gain a widespread, interdisciplinary perspective. Senior faculty will volunteer (or be asked to volunteer) to open their classrooms for such observations. Non-tenured faculty should schedule at least one such observation per semester. The point of these observations is to allow non-tenured faculty to see a variety of methods and classroom interactions. Information from these observations (dates, courses, instructors, and any insights) should be included in the FAR under the Teaching section.

## Department of Biology, Chemistry, and Mathematics

### Expectations for Evaluation, Tenure and Promotion

#### **Expectations for Teaching**

Teaching is the primary responsibility of a faculty member. The expectations for tenure and promotion reflect this fact. Measuring teaching effectiveness is a complicated process and no perfect metric exists. Methods for evaluating teaching effectiveness include peer review of teaching, course evaluations, general education assessments, and for prerequisite courses, subsequent student preparedness. In response to feedback, faculty members are expected to examine their teaching, making changes where appropriate. Possible examples include altering aspects of presentation or style, adding material to lectures or laboratories, or changing grading schemes.

Peer review of classroom teaching will be coordinated by the Chair, so that a given faculty member will have a variety of courses reviewed by a variety of peers, according to the schedule below. The reviewers may be drawn from both inside and outside the discipline. The reviewer will make an appointment with the faculty member that is convenient to each, and write a brief review of his or her observations. This review will be discussed with the faculty member, and submitted in writing to both faculty member and Chair within two weeks of observation. The faculty member may append a response, if desired.

#### Peer-Review Timeline for Non-Tenured Faculty:

**First and Second Year:** The non-tenured faculty member will be reviewed once each semester, with the Chair and a tenured faculty member alternating.

**Third Year:** No peer-review is necessary.

**Fourth and Fifth Year:** A tenured faculty member will review the non-tenured faculty member once per year.

#### Peer-Review Timeline for Tenured Faculty:

A peer at or above the rank of the tenured faculty member will review the faculty member every other year.

Faculty members may request peer-evaluations at any time, and may exceed the number of peer reviews outlined above. The request should come to the Chair so assignments can be made.

#### **Expectations for service**

All faculty members advancing toward tenure are expected to be engaged in committee work at the university level. It is expected that at least one of these committee activities require a significant time commitment – for instance, serving on Faculty Senate or the Undergraduate Curriculum and Standards Committee. For faculty members advancing toward promotion to full professor, leadership in an area of service is expected.

The committee work should occur, but can be minimized, if the faculty member creates an individual service activity. For example, one of our faculty members created a recycling program for campus. Another developed a summer program for public school students involving the observatory. These individual service

activities should have an outreach component, either to the campus community, or to a larger venue, such as the city or county.

All faculty members advancing toward tenure are expected to be involved with a variety of departmental service, including but not limited to designing brochures and newsletters, scheduling courses, constructing assessment reports, reviewing curricula, assigning scholarships, evaluating library holdings, engaging in outreach activities, developing academic initiatives, advising or developing student organizations, or serving on search committees.

Academic advising is an important retention tool, and a service obligation for all faculty members, who are expected to maintain files on all their advisees, meet with them at least once a semester for pre-registration advising, and be available for all other student-advising needs throughout the semester. Failure to participate in extensive advising activities is viewed as not meeting the faculty member's service obligations.

Individual service initiatives made on behalf of the university and outside the campus community are expected to convey a positive impression of the University.

### **Expectations for scholarship**

For promotion and tenure, a minimum of two publications are expected in regional/national/international peer-reviewed journals or books. At least one publication must be original research in the faculty member's discipline (biology, chemistry, mathematics, physics, geology or games studies), and published in a professional research journal or book. The publications may be multi-authored, and thus the research may be collaborative.

For promotion to full professor, at least two such peer-reviewed publications are expected, as well as evidence that scholarly activity is sustained. Only work done since being promoted to associate professor will be considered for promotion to full professor. After a track record of publication has been established, activities including but not limited to supervising undergraduate research and senior seminars, presenting at conferences and invited seminars, or serving as a journal referee or grant reviewer will be viewed as sustaining scholarly efforts.

## Department of Communication Sciences and Disorders

### **Communication Science and Disorders policies and procedures regarding Tenure and Promotion, 3<sup>rd</sup> Year Review process, and Teaching Review.**

#### **Communication Science and Disorders Tenure and Promotion Requirements, 1-11-16**

**These are the requirements for tenure and promotion to Associate Professor and promotion to Full Professor. The requirements must be met within each separate promotion cycle.**

1. Teaching: Evidence of Teaching Excellence will include:
  - a. Favorable annual review by the department chair
  - b. Good to excellent reviews on the majority of student course/clinical supervision evaluations; and
  - c. Favorable peer reviews of teaching by the Department Chair and peers according to the attached policy (Teaching Review Policy)
2. Scholarship: A faculty member is expected to engage in scholarly endeavors and research. Expectations include:
  - a. Two peer-reviewed publications to include journal articles, books, book chapters, or products such as tests or intervention materials; and
  - b. Two presentations at regional and/or national conferences
3. Service to the department and to the university: A faculty member is obliged to demonstrate service in his/her department and participate in university committees. Expectations include:
  - a. Equitable participation in departmental committees and service as a Committee Chair for at least one CSD department committee; and
  - b. Consistent service on at least one university-wide committee; and
  - c. Commitment to undergraduate and/or graduate advising as measured by favorable ratings on the majority of quantitative and qualitative student evaluations
4. Service to the profession and community: Faculty members in the Department of Communication Sciences and Disorders must demonstrate a commitment to their professional organizations on the state, national, or international levels. In addition, the department recognizes professional service to local community groups and populations. A faculty member may demonstrate his/her service commitment in three areas of service which may include, but are not limited to:
  - a. Service to the American Speech, Language, and Hearing Association (ASHA), the Council for Certification in Audiology and Speech-Language Pathology (CFCC), the Council for Academic Accreditation (CAA) or other National professional organization related to the faculty member's field
  - b. Service to Speech, Language, and Hearing Association of Alabama (SHAA) or other state association related to the faculty member's field
  - c. Inclusion on an editorial board for a journal or significant pattern of editorial service
  - d. Presentations to area professional groups
  - e. Provision of speech, language, or hearing screenings to children or adults
  - f. Participation on national or state level committees, boards, or initiatives related to the faculty member's field
  - g. Clinical Fellowship year supervision
  - h. Participation in IFSP, IEP and/or management plans for clients served by other agencies in addition to the Speech and Language Center at UM

## Department of English and Foreign Languages

University of Montevallo

(Revised 20 Oct. 2010; 17-19 Nov. 2010; 7-10 December 2010; 17 April 2016)

### The Role of the Faculty Advisory Committee (FAC) of the Dept. of English and Foreign Languages in the Tenuring and Promotion Process

**Overview:** The *Faculty Handbook* states that “[a]t least once a year, the Department Chair, Dean, or a department committee should have an informal meeting with the probationary faculty member for the purpose of reviewing performance and, if necessary, making suggestions for improvement” (2.08). In order to meet this institutional charge and, in addition, to advise the Chair on the probationary faculty member’s progress toward tenure, the Department of English and Foreign Languages has established a Faculty Advisory Committee (FAC). Its responsibilities are threefold: to monitor the progress of probationary faculty toward tenure, to advise them at least once a year of their progress, and to provide the Chair with an assessment of the faculty member’s progress prior to the yearly evaluation. The FAC consists of all tenured members of the department. The FAC chair is appointed by the Department Chair.

The *Faculty Handbook* also states that “Recommendations of whether probationary faculty members will be tenured originate with the tenured members of their college/department. This group, serving as a department tenure committee. . ., will review the application along with any supporting documentation provided by the candidate” (*Faculty Handbook* 2.09). In order to meet this institutional charge members of the FAC will serve as a tenure review committee for the purpose of reviewing applications for tenure in the probationary faculty member’s sixth year.

**Criteria for Tenure and Promotion:** In assessing the progress of probationary faculty members toward tenure and tenured faculty toward promotion, the Committee will look specifically for fulfillment of the following criteria as adapted from the *Faculty Handbook*: (2.09)

#### Teaching

- demonstrated excellence in teaching and the performance of professional responsibilities;
  - \* peer observation of teaching is conducted on an annual basis for the first three years for probationary faculty.
  - \*evidence of teaching that consistently meets or exceeds expectations (via a combination of student-, peer- and administrative evaluations) for tenured faculty seeking promotion.

#### Research/Creative

- demonstrated excellence in research or other creative activities beyond that merely required for the adequate preparation of classes or the performance of other professional duties;
  - \* The committee advises for literature/language/philosophy faculty, 2 peer reviewed articles (in print or completed and accepted); or for creative writing faculty, a minimum of two published pieces in significant venues in the field and the maintenance of a presence in the arts community through public readings/presentations of their creative works. Scholarly monographs or book publications of creative work in reputable presses will be reviewed and assessed by the FAC as to their weight and whether they supersede the above guidelines.
- active participation in professional organizations;

\* The committee also advises some combination of the following: local/national/international conference presentations; participation in professional seminars and workshops (eg. NEH, etc.); book reviews; non-peer reviewed scholarly publications (encyclopedia entries, etc.); public readings or lectures; external grants and awards; University-approved grant applications; manuscript reviews; editorships, editing work, translation work, etc.

### **Service and Professional Obligation**

-- contributions to University activities such as committee work and other University service;

\* The committee advises active service on department and University committees, including search committees and other ad hoc committees. Faculty should express interest in committees most suitable for their interests, but should also be open to assignment to committees within the Department at University-wide where their service is needed, regardless of personal interests. Chairs of committees and the Department chair will attempt to meet interests and needs equitably for all in committee assignments.

\* The committee also recognizes other service endeavors such as sponsoring student organizations, participation in department and university recruitment activities, teaching or facilitating in TRIO programs (eg. Upward Bound); participation in community service activities (public lectures, community advocacy, etc.)

\*The committee advises that all faculty actively participate in advising students as a part of their service to the Department and to UM.

-- collegiality and compatibility with the University's mission.

The criteria for promotion from Associate professor to Full are as above.

**Meetings:** Probationary faculty meet with the Committee twice during the first year of employment, once Fall semester for an informational session and again Spring semester for the purpose of reviewing performance to date. After the first year, meetings with the Committee are generally scheduled for once a year late in the fall, unless circumstances indicate a need for additional meetings. In the third year there is a second meeting: a comprehensive review Spring semester. The third-year review gives rigorous attention to teaching and service record and intensive scrutiny of the research program in order to assess progress toward tenure. The results of all fall reviews will be reported to the probationary faculty member and the Department Chair no later than the conclusion of the Fall semester. In addition, communication between the ENGFL Chair and FAC Chair shall be ongoing, as needed.

**Classroom observations** Members of the Faculty Advisory Committee observe probationary faculty members' teaching at least once annually during the first three years of the probationary period. Written reports on these visits will be given to the faculty member, members of the FAC, and the Department Chair.

**Timeline for Probationary Faculty.** Tenure-track faculty seeking promotion and tenure will be eligible in the sixth year after hire. Tenured faculty seeking promotion will be eligible in the sixth year after tenure, once the above conditions have been met.

**Year 1** Class observation by at least one member of the Committee during the fall semester; written report provided to the Committee, the Chair, and the observed faculty member.  
Correspondence between the FAC and the department chair

Informational meeting between representatives of the Committee and probationary faculty member in the fall semester.

Meeting between the Committee and probationary faculty member late during the spring semester, with primary emphasis on teaching performance. In advance of this meeting, the probationary faculty member should provide the Committee chair with an updated vitae and copies of course materials such as syllabi and sample assignment sheets. He or she may choose to submit research and service materials as well.

**Year 2** Class observation by a member of the Committee during the fall semester; written report prepared for the Committee, the Chair, and the observed faculty member. (Note: The Committee's intent is for different members to visit probationary faculty members' classrooms each year.)

Meeting between the Committee and probationary faculty member late during the fall semester, with primary emphasis on teaching and service. In advance of this meeting, the probationary faculty member should provide the Committee chair with an updated vitae and copies of materials related to teaching and service. He or she may submit research materials as well.

**Year 3** Class observation during the fall semester, as described above.

Fall semester meeting between Committee and probationary faculty member, with attention to teaching, service, and a program of research. In advance of this meeting, the probationary faculty member should provide the Committee chair with an updated vitae and copies of other materials related to the meeting's multiple areas of emphasis.

Spring semester comprehensive third-year major review, with rigorous attention to teaching and service record and intensive scrutiny of the research program. In advance of this meeting, the probationary faculty member should provide the Committee chair with an updated vitae and copies of other materials related to the meeting's multiple areas of interest.

**Year 4** Meeting between Committee and probationary faculty member during the fall semester, with continued rigorous attention to teaching and service record and intensive scrutiny of the research program. In advance of this meeting, the probationary faculty member should provide the Committee chair with an updated vitae and copies of other materials related to the meeting's multiple areas of emphasis.

**Year 5** Meeting between Committee and probationary faculty member during the fall semester for a pre-tenure and promotion review. In advance of this meeting, the probationary faculty member should prepare a preliminary application for tenure and promotion, as described in the *Faculty Handbook*. If deemed necessary, a follow-up spring review will be scheduled.

**Year 6** Probationary faculty member will prepare and submit final tenure and promotion application, in accordance with the University calendar, usually early February.

## Michael E. Stephens College of Business

### Expectations for Evaluation, Tenure, and Promotion - Revision 8/2017

#### Expectations for Teaching

Each faculty member is expected to demonstrate effective teaching which is understood to include setting appropriate learning goals for each course, communicating clear expectations to students, meeting with classes as scheduled (or with appropriate variation), delivering course content effectively, engaging students in meaningful learning, and assessing student performance through appropriate graded assignments.

Instructional contributions by all faculty members will be peer-evaluated and student-evaluated in the areas of intellectual rigor, student responsiveness, and classroom performance based upon:

- Examination of course syllabi and related material (online material, class exercises, etc.)
- Visits to the member's classes at least once per academic year including valuation of the faculty member's organization/preparation, delivery, and student engagement
- Results of student evaluations

The classroom visits will be conducted by college colleagues across sub-disciplines. The review instrument will be designed and visiting assignments arranged by the SCOB Faculty Development Committee. The review will include examination of the syllabus and other class materials. The visits are evaluative in nature but developmental in purpose as the results will be used to affect stronger teaching.

#### Expectations for Intellectual Engagement and Scholarship

Faculty members in the Stephens College of Business are hired as Scholarly Academics, Practice Academics, Scholarly Practitioners, or Instructional Practitioners. Each faculty member hired is expected to engage in intellectual, scholarly, and professional activities to maintain the respective qualification status.

#### Scholarly Academics (SA) - 2013 Standards

##### SCOB Definition

- Terminal degree in area of teaching
- Automatically granted for five years from terminal degree or for actively engaged doctoral students at accredited programs with ABD status for three years
- Maintained by producing three Intellectual Contributions in each rolling five year period
- Two should be Peer Reviewed Journals
- Examples of intellectual contributions appear below
- Faculty should provide a qualitative reasoning to demonstrate that his or her intellectual contributions make an impact
- Scholarly expectations are reduced or waived for faculty holding significant administrative appointments

#### Practice Academics (PA) - 2013 Standards

##### SCOB Definition

- Terminal degree in area of teaching - likely was SA earlier in his or her career
- Maintained by significant engagement in professional development or a combination of professional development and scholarship
- Examples of professional development activities appear below
- Professional engagement includes holding a significant administrative appointments

## Scholarly Practitioner (SP) - 2013 Standards

### SCOB Definition

- Master's degree in the field of teaching
- Maintained by producing three Intellectual Contributions in each rolling five year period
- Two should be Peer Reviewed Journals
- Examples of intellectual contributions appear below
- Faculty should provide a qualitative reasoning to demonstrate that his or her intellectual contributions make an impact
- Scholarly expectations are reduced or waived for faculty holding significant administrative appointments

## Instructional Practitioner (IP) - 2013 Standards

### SCOB Definition

- Master's degree in the field of teaching
- Maintenance of a professional credential in the field of teaching (CPA or other) if appropriate
- Maintained by significant engagement in professional development or a combination of professional development
- Examples of professional development activities appear below
- Professional engagement includes holding a significant administrative appointments

### 2013 AACSB International Standards Require

At least 90% of your teaching faculty must be SA, PA, SP or IP combined

At least 40% of your teaching faculty should be SA

At least 60% of your teaching faculty should be SA, PA or SP combined

Coverage should be evenly distributed across programs and disciplines

### Examples of acceptable Intellectual Contributions

- Peer reviewed journals of quality
- Research monographs
- Scholarly books
- Chapters in scholarly books
- Textbooks
- Proceedings from scholarly meetings
- Papers presented at academic or professional meetings
- Publicly available working papers
- Publications in trade journals
- Written cases with instructional materials
- Instructional software
- Publicly available materials describing the design/implementation of new courses
- Available materials describing the design/implementation of new courses

### Examples of acceptable Professional Engagement

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations
- Practice-oriented intellectual contributions (see above)

- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders

### **Expectations for Quality Scholarship**

Recognizing the importance of quality standards in scholarship and acknowledging that the expectations for maintaining AACSB accreditation have evolved, the following policy speaks to scholarship quality for the Stephens College.

For Intellectual Contributions submitted or published before December 31, 2017, the former standards will apply that require that Peer Reviewed Journals be listed in Cabell's and be of rigorous quality determined by admissions standards.

For Intellectual Contributions submitted after December 31, 2017, the following standards apply.

**Conferences** – papers presented at conferences will count toward the required intellectual contributions if:

- 1) the conference is of recognized quality and sponsored by a recognized disciplinary association; and,
- 2) the conference employs an appropriately rigorous peer or editorial review process.

**Peer Reviewed Journals** – papers published in academic journals will count toward the required intellectual contributions if:

- 1) the journal appears on the Australian Business Deans List of Journals or another recognized list of academic journals presented by the publishing faculty member; or,
- 2) the publishing faculty member presents evidence that the journal employs a rigorous peer review process. Determination of the rigor of the peer review process will be determined by a three-person ad hoc faculty panel appointed by the Dean. The panel's decision will come as a recommendation to the Dean.

Note – Nothing in this policy should be interpreted as discouraging open source or online journals. However, it should be expressly understood that predatory or pay-to-publish journals or conferences do not meet the institutional standards.

### **Expectations for Service**

Each faculty member will demonstrate meaningful service consistent with the mission of the Stephens College of Business. Specifically, faculty members are expected to demonstrate service in the form of effective and attentive advising of students. Other forms of meaningful service shall include service to the institution as demonstrated through committee participation or consistent participation in other forms of University governance. Meaningful service may also include service to the academic community such as serving as a reviewer or editor. Meaningful service may also include service to the broader community such as serving on civic or nonprofit boards.

### **Promotion in Rank**

Promotion in rank from Associate to Full will be evaluated based upon a faculty member's sustained commitment to meeting the Stephens College expectations for scholarship, a portfolio demonstrating strong teaching performance, and appropriate service.

### Definitions of Participating and Supporting

Faculty members (part-time or full-time) that contribute to the mission of the Stephens College exclusively in the form of teaching will be designated a Supporting Faculty member under AACSB standards. Faculty members (part-time or full-time) making meaningful contributions to the mission of the Stephens College through service, participation in governance, and policy setting in addition to teaching will be designated as a Participating Faculty member under AACSB standards.

#### 2013 AACSB Standards Require

- AACSB standards state that 75% of overall faculty should be Participating
- AACSB standards state that 60% of faculty by discipline should be participating

### External Review and Comparable Institutions

Peer and aspirant schools are other liberal arts based institutions that are accredited by AACSB International. This peer set includes, but is not limited to, COPLAC institutions. In this case, a private peer with a liberal arts mission may be a better benchmark than a public institution without a core focus upon the liberal arts.

## College of Education

### Department of Counseling and Leadership

#### Criteria for the Promotion and Tenure of Faculty

### COUNSELING

#### Counseling Program Tenure and Promotion Expectations

Internal Review: Dr. Jason Newell, Social Work

External Review: Discussions with Dr. Larry Tyson at UAB and Dr. Melanie Wallace at Jacksonville State and comparisons with those institutions' tenure and promotion expectations for Counselor Educators.

Teaching: Demonstrated excellence in teaching or as a librarian and in the performance of professional responsibilities.

1. Meets or Exceeds expectations in teaching
  - a. Evaluated by formal and informal teaching evaluations and peer review. Peer review includes co-teaching, direct observation of teaching or observation of recorded teaching. The peer review will address assessment of organization/preparation, delivery, and engagement.
  - b. Evidence of continual improvement in courses and development of new courses when needed
  - c. Quality advising and mentoring of students.

Research/Creative Activities: Demonstrated excellence in research or other creative activities beyond that merely required for the adequate preparation of classes or the performance of other professional duties

1. Three peer reviewed publications (journal articles, chapters in peer reviewed books)
  - a. Writing and securing a substantial grant (\$25,000 or more) can substitute for one of the peer reviewed publications
2. Two or more professional presentations at either a state, regional or national conference.

Service: Active participation in professional organizations; contributions to University activities such as committee work and other University service; and collegiality and compatibility with the University's mission.

1. A clear identity as a counselor educator exhibited by membership and activity in the appropriate professional organizations (e.g. American Counseling Association, Association for Counselor Education and Supervision)
2. A record of service to the college, university, community and profession.
  - a. Continuous involvement on university committees and service on the departmental and college level (based on opportunities available)
  - b. Continuous involvement with professional organizations, advocacy groups, community boards or other major activities that benefit the community and the profession (based on opportunities available)
  - c. Consistent demonstration of the values stated in the Faculty Handbook (section 3.0) related to service/professional obligations

Promotion to Professor: After a faculty member is promoted to Associate Professor, the above requirements must be replicated for promotion to Full Professor.

## FAMILY & CONSUMER SCIENCES

The FCS faculty compared and adjusted their expectations in light of the tenure and promotion expectations at several aspirant schools, including but not limited to: University of North Carolina at Greensboro, North Carolina State University, Fox School of Business, the University of Missouri, and the University of Texas at El Paso. In addition, faculty members solicited a review from peer faculty, primarily Dr. Jane Kirkpatrick) in the kinesiology program.

### **Criteria for Peer Assessment of Faculty Teaching Performance**

Teaching: Demonstrated excellence in teaching or as a librarian and in the performance of professional responsibilities.

1. Meets or Exceeds expectations in teaching
  - a. Evaluated by formal and informal teaching evaluations and peer review. Peer review includes co-teaching, direct observation of teaching or observation of recorded teaching. The peer review will address assessment of organization/preparation, delivery, and engagement.
  - b. Evidence of continual improvement in courses and development of new courses when needed
  - c. Quality advising and mentoring of students.

Family and Consumer Sciences faculty will be assessed in the area of teaching on an annual basis by at least one peer. The assessment process will be guided by a mutually selected instrument (see Appendix F). Pre- and post-conferences will be conducted to discuss the assessment. The intent of the assessment is to provide positive or constructive feedback to the professor being observed as well as giving the assessor ideas and tools to enhance his/her own instruction.

### **Criteria for Evaluating Scholarship and Creative Endeavors**

Scholarly and creative activity is broadly defined as academic endeavors that will establish the faculty member as an expert, leading to the generation and dissemination of new knowledge. Commendable performance in the area of Scholarship in Family and Consumer Sciences includes:

- a. One peer-reviewed article, book chapter, or comparable publication.

**AND** at least **two** of the following activities:

- One peer-reviewed article, book chapter, or comparable publication
- Two peer-reviewed professional conference presentations (i.e., ALAFCS, AAFCS, NAEYC, ADA, CADE, etc.)
- Externally funded local, state or federal grant
- Combination of other scholarly pursuits or achievements, such as grant proposal submissions, leadership and service in state, regional, and national professional organizations, service on journal review boards, service learning project leadership, and others.

### **Criteria for Evaluating Service and Professional Obligation**

Community service and professional obligation are critical components of the Family and Consumer Sciences Programs. Commendable performance in this area includes:

- a. Three years of University level committee service

- b. Service on at least one College or Program committee per year
- c. Significant, productive, and amicable participation in program business
- d. Three years of professionally-related community service in any area associated with the Family and Consumer Sciences/professional discipline.

In addition, faculty members should consistently demonstrate of the values stated in the Faculty Handbook (section 3.02) related to service/ professionalism.

Promotion to Professor: After a faculty member is promoted to Associate Professor, the above requirements must be replicated for promotion to Full Professor.

## KINESIOLOGY

The Kinesiology faculty requested and received formal feedback from Dr. Matt Green at the University of North Alabama regarding their expectations for tenure and promotion. In addition, faculty members relied heavily on a review of materials and guidelines from Columbia College in Columbia, SC.

### **Criteria for Peer Assessment of Faculty Teaching Performance**

Teaching: Demonstrated excellence in teaching or as a librarian and in the performance of professional responsibilities.

- 2. Meets or Exceeds expectations in teaching
  - a. Evaluated by formal and informal teaching evaluations and peer review. Peer review includes co-teaching, direct observation of teaching or observation of recorded teaching. The peer review will address assessment of organization/preparation, delivery, and engagement.
  - b. Evidence of continual improvement in courses and development of new courses when needed
  - c. Quality advising and mentoring of students.

Faculty members in Kinesiology Programs will be assessed annually in the area of teaching performance by at least one peer. The peer assessment will be made using a predetermined rubric (see Appendix G). Pre- and Post- Conferences will be conducted to discuss the assessment. The purpose of the peer assessment is to provide positive feedback and suggestions for improvement to the professor being observed and assessed. In addition, the assessor will benefit from the observation by being exposed to the creative teaching of another faculty member. The peer assessment may either be an in-class observation or a videotape assessment. The faculty member being assessed can choose his/her peer assessor each year. The faculty member must choose a different peer assessor each year.

### **Criteria for Evaluating Scholarship and Creative Endeavors**

The Tenure and Promotion Committee in Kinesiology Programs will consider all work completed at previous institutions, based on the contractual agreement with the Vice President for Academic Affairs. The committee expects ongoing evidence of scholarly activities as a faculty member at the University of Montevallo. Successful completion of the minimum scholarship and creative endeavors criteria for tenure and promotion does not imply that tenure and/or promotion will be granted.

The following guidelines have been provided as a framework for evaluating the scholarship and creative endeavors performance of faculty within Kinesiology Programs being reviewed for tenure and/or promotion. These guidelines provide several options for faculty members to engage in scholarship and creative endeavors that support his/her strengths. The guidelines provide examples of specific criteria, which the candidate must

submit in her/his dossier, demonstrating substantial achievement in the areas described. Each candidate selects one of the following three options:

**OPTION ONE:** Submit three pieces of work from the following categories, with at least one coming from Category I; or two pieces of work from Category I. **Note:** each piece of work you want to provide must be from a different scholarly project (e.g., a research presentation at a national conference and referred journal article based on the same data set/experiment would count as one Category I piece of work).

### **Category I**

- Independent or collaborative research resulting in a referred/invited publication, performance and/or exhibit (e.g., article in RQES, JSEP, JAMA, JSCR, JOPHERD, JHED, and JTPE)
- Principal authorship of funded grants that demonstrate substantial investment of time and academic expertise
- Chapters in books, including textbooks
- Monographs
- Serving as editor of a professional journal
- Presentation (poster, verbal, tutorials) at an international, national or regional conference, which was peer reviewed for acceptance (e.g. AAHPERD, ACSM, NASPSA, Southeast ACSM)
- Computer software created which has been accepted for national sales/marketing (e.g., national company advertising the software to kinesiology professionals)
- Instructional internet and/or academic company video that demonstrates substantial investment of time and academic expertise

### **Category II**

- Independent or collaborative research or instruction article in a professional practitioner journal (e.g., Strategies, Coaching, Strength and Conditioning)
- Submission and principal authorship of a grant proposal for research or other scholarship that demonstrates substantial investment of time and academic expertise
- Presentation (poster, verbal, tutorials) at a state or local professional conference
- Serving on the board of a national or regional accrediting association
- Professional consulting in one's area of academic/discipline area that demonstrates substantial investment of time and academic expertise
- Active participation (e.g., serving as an officer, organization and planning committee) in professional societies at the local, regional, national and/or international level
- Serving as a peer reviewer or in an editorial capacity for a professional journal, averaging at least one article review per year
- Serving as a reviewer/site visitor for a national or regional accrediting association
- Book review published in an academic/discipline journal
- Computer software created that does not meet Group A requirements (e.g., for class or departmental use; not marketed by a regional or national computer company)

**OPTION TWO:** Publication of a book or textbook in one's academic discipline.

**OPTION THREE:** Published edited book (served as primary editor) in one's academic discipline.

### **Criteria for Evaluating Service and Professional Obligation**

The following guidelines have been established as a framework for evaluating the Service and Professional Obligation of faculty members in Kinesiology Programs. While these guidelines provide examples of specific criteria, each candidate must submit a file demonstrating substantial achievement

in the activities that the faculty member selects. The faculty member must demonstrate service in Categories I, II, and III. In addition, the faculty member must demonstrate commitment to, and actions consistent with, Category IV.

**Category I: Service to the University of Montevallo, College of Education, and Kinesiology Programs**

- Chairing a university or college committee and/or a special task force
- Making substantial contributions to a university, college, or program committee and/or special task force as a member
- Representing the university, college, and/or program at “On” and “off” campus activities and events
- Actively participating in College of Education work including attendance at College of Education meetings, retreats, roundtable discussions, and activities/events
- Fulfilling administrative appointments such as Chair of Programs and/or Program Coordinator

**Category II: Service to the Community**

- Service to the world of practice in a setting related to one’s professional expertise (**Required**)
- Member of a community agency or educational organization’s Board of Directors
- Professional Consultation
- Invited speeches or interviews related to one’s academic expertise
- Service to the community through volunteer work with a state, county, city, or church-related agency or program
- Other professionally related service that demonstrates substantial time and use of one’s academic expertise

**Category III: Service to Professional Organizations**

- Current membership in a state, regional, national, or international professional organization related to the field of Kinesiology
- Officer or Board member of a professional organization related to the field of Kinesiology
- Chair of a committee of a professional organization related to the field of Kinesiology
- Member of a committee of a professional organization related to the field of Kinesiology with evidence of substantial contributions to the committee
- Member of an accreditation team
- Other active participation in professional societies at the local, state, regional, national, and/or international level, including yearly attendance at a professional conference related to the field of Kinesiology

**Category IV: Professionalism**

- Consistent demonstration of the values stated in the Faculty Handbook (section 3.02) related to service/ professional obligations

Promotion to Professor: After a faculty member is promoted to Associate Professor, the above requirements must be replicated for promotion to Full Professor.

Department of Teaching, Leadership, and Technology

The criteria below apply to tenure, promotion to association professor, and promotion to full professor.

## Criteria for Peer Assessment of Faculty Teaching Performance

The faculty member should provide the following evidence of teaching effectiveness:

1. Student evaluations indicating teaching effectiveness. Faculty consistently meet or exceed expectations in the following areas included on the course evaluation form:
  - a. Organization
  - b. Delivery
  - c. Engagement
  - d. Fairness
  - e. Accessibility
2. The majority of annual evaluations by chair indicate that faculty member meets or exceeds expectations in the area of teaching.
3. Evaluations from departmental peers that indicate the faculty member consistently demonstrates best practices and a high level of competence in all areas of instruction.
  - a. In the first year, non-tenured faculty will undergo a minimum of two evaluations (one peer, one chair). In the second year, the non-tenured faculty will undergo a minimum of one peer evaluation. In the third year, the non-tenured faculty will undergo a minimum of one evaluation by the program coordinator. The following years, the non-tenured faculty will undergo a minimum of one peer evaluation per year. The chair reserves the right to schedule additional evaluations to support non-tenured faculty.
  - b. Tenured faculty will undergo one peer evaluation per year.
4. Consistent demonstration of the expectations specified in Section 3.02 of the Faculty Handbook related to teaching included below.

*Teaching. In accord with the mission and tradition of the University of Montevallo, teaching is a faculty member's most important professional activity. Other professional activities will contribute either directly or indirectly to an improved educational experience for students.*

*Effective teaching directly and indirectly contributes to students' acquisition of the knowledge, skills, and dispositions they should acquire from a course or from any other academic project or program. Good teaching is characterized by: (1) clear organization and thorough preparation, (2) meaningful and high levels of engagement of students, (3) effective delivery, (4) fair and equitable treatment of students, and (5) accessibility to students.*

*Although not to be used as a final checklist, the following shall be considered indicators of good teaching: (1) organization and preparation: prepares and distributes a complete syllabus, changes syllabus requirements or calendar rarely, states objectives and defines expectations clearly, arrives to class promptly and with all necessary materials/equipment, uses class time purposefully and effectively, uses technology to manage and deliver instruction, misses class rarely, organizes course content logically or with some perceivable structure; (2) engagement: maintains students' attention, generates students' interest in subject matter, promotes and achieves student participation, uses currency and relevancy to motivate, promotes critical thinking, motivates by example, inspires students to want to learn more about the subject matter, uses questions/interaction to facilitate learning and to assess understanding; (3) delivery: communicates clearly and effectively, questions effectively, demonstrates high levels of enthusiasm/energy, paces instruction for understanding, uses a variety of teaching methods/styles, uses ample and varied examples, explains*

*concepts clearly, gives clear directions, demonstrates concepts or models skills when appropriate; (4) fairness: assigns appropriate workload, aligns assessments with instruction, uses fair and impartial grading procedures, responds respectfully to student questions and viewpoints, seems genuinely interested in helping students understand and master content/skills, provides prompt and meaningful feedback on performance, returns student work in a timely fashion, is consistent in the application of rules and policies; (5) accessibility: maintains reasonable and regular office hours, is approachable and willing to discuss course content and assignments with students outside of class, takes student calls, responds to student e-mails/inquiries.*

*Course evaluations, aligned with these constructs, shall be completed on every course every term. Departments will have the option of adding other items to the evaluation form.*

*Collaboration between and among faculty and students in teaching is valued and encouraged as well.*

*Although these indicators have a high correlation with teaching effectiveness on a variety of measures of student learning and success, teaching is influenced by a number of contexts (e.g., teaching style, content differences, instructional setting differences, class size differences, faculty situational factors) which shall be acknowledged in discussions with faculty about teaching effectiveness.*

### **Criteria for Evaluating Scholarship and Creative Endeavor**

The faculty member should provide evidence of research/creative endeavor:

1. The majority of annual evaluations by chair indicate that faculty member meets or exceeds expectations in the area of research/creative endeavor.
2. Two peer-reviewed articles that have been accepted for publication. Peer-reviewed electronic journals and co-authored peer-reviewed publications are acceptable. The faculty member will attach evidence of acceptance of the articles, links to, or PDF copies of the articles. (Pay to publish entities will not suffice.)
3. In addition to the two peer-reviewed publications referenced above, the faculty will also demonstrate at least two of the accomplishments listed below:
  - a. Peer-reviewed article, book chapter, or comparable publication.
  - b. Two or more published articles in education magazines (e.g. Instructor, Learning, or non-referred journals)
  - c. Continuous reviewer for scholarly works in journals and/or proposals
  - d. Reviewer of a textbook
  - e. Workbook or study guide publication
  - f. Authored chapters in publications of professional organizations (e.g. ASCD book)
  - g. Four peer-reviewed professional conference presentations or scholarly addresses at the state, national, or international level
  - h. External state or federal grant
    - i. Principal writer/co-writer of funded grants or contracts approved by the college or university
  - i. Other scholarly pursuits or achievements, such as service on journal review boards, leadership in professional organizations, mini grants, assisting with grant proposal submissions, and others:
    - i. Participation in field-based research project for school improvement on a building or system level
    - ii. Serving as editor or associate editor of a professional academic journal

- iii. Mentoring graduate and undergraduate research in a formalized agreement and presentations with programs such as McNair, Undergraduate, or Graduate Research events.
  - iv. Scholarship honor or award
  - v. Keynote address at a professional meeting or conference
4. Consistent demonstration of the expectations specified in Section 3.02 of the Faculty Handbook related to research and creative endeavor included below.

*Research/Creative Endeavor. Research and creative endeavors enhance the mission and vision of the University, and they contribute either directly or indirectly to an improved educational experience for students. Through these activities faculty members have the opportunity to model active and continuous learning for students, making it possible for students to gain a clearer and more intimate view of how a discipline works and how those who practice a discipline use and create knowledge.*

*While all research and creative activities are relevant and important to a faculty member's work, external peer review and/or public presentation are essential for documenting growth and performance in this area. Examples include but are not limited to professional or creative publications, performances, presentations, or other products. Differences between and among disciplines impact the form and style of research and creative endeavors.*

*The University recognizes the value of basic, applied, and pedagogical research and creative activity. Collaboration between and among faculty and students in research and creative activities is valued and encouraged.*

### **Criteria for Evaluating Service and Professional Obligation**

The faculty member should demonstrate evidence of service to the college, university, local school systems, and profession. Such factors as the following should be considered: number of college and University committee assignments, degree of responsibility in department and college, willingness to assume responsibilities, and the active promotion of the goals and objectives of the department, college, and University; and service to external organizations.

1. The majority of annual evaluations by chair indicate that faculty member meets or exceeds expectations in the area of service and professional obligation.
2. Provide evidence of service contributions in at least four areas from the following list:
  - a. Two years of service on a University committee
  - b. Service on at least one program, department, or college committee
  - c. Two years of professionally-related community service with Montevallo Connection
  - d. Leadership roles within the college and/or outside the University environment
  - e. Active collaboration with LEA agencies in the field of practice
  - f. Professional consulting for schools or school systems
  - g. A leadership or administrative role for the college or department (program coordinator, field placement supervisor, etc.)
  - h. Leadership for program, department, public school, or University committee
  - i. Membership on accreditation visitation teams for state department of education or national organization
  - j. Presentations for LEA agencies for professional development
  - k. Service to a state education agency (curriculum standards, program standards, policy

development, etc.)

- l. Leadership role in a professional organization
  - m. Service to P-12 schools and local communities
  - n. Leadership role in planning an academic conference
  - o. Advisory service to a school or University student organization
  - p. Significant participation in department business on an on-going, annual basis (service on search committees, consistent assistance with recruiting and registration events)
3. Consistent demonstration of the expectations specified in Section 3.02 of the Faculty Handbook related to service and professional obligations included below.

*Service and Professional Obligation. Service may include both on-campus and off-campus activities intended in some way to add value to the community by the investment of a faculty member's time, energy, expertise, or other personal and professional resources. Professional obligations include those responsibilities intended to achieve the effective functioning of the University, and they may be directed to the department, college, institution, profession, and/or the larger community where a faculty member may serve officially or unofficially as a liaison between the University and external entities. The most obvious examples of professional obligations include student advising, committee responsibilities, faculty and student mentoring, the exercise of leadership for the good of the institution, and involvement in professional organizations. Differences between and among disciplines may impact the form and style of service activity.*

*In the context of service and professionalism—and to advance the institution and its work—the University values and expects: (1) collaboration with others, (2) civility and respect in interactions with others, (3) ethically- and legally-sound behavior, and (4) overt commitment to its mission and its students*

## College of Fine Arts

### Department of Art

#### **Document Revisions October 2016**

#### **Department of Art - Statement of Expectations**

#### **Outside Review – Ken Procter, Dean, Georgia College and State University**

#### **NASAD Accreditation Standards**

#### **Peer Review – UAB Department of Art Tenure Guidelines (see Appendix M)**

#### **I. Plan for Peer Review of Classroom Teaching**

Non-tenured faculty will be reviewed by the chair and/or designated tenured and tenure-track faculty through classroom visit and/or portfolio review of student work in the first semester of teaching and at least once every year as employment continues. Probationary tenure-track faculty will be reviewed by the chair in the first semester of teaching and by the chair and/or designated tenured faculty at least once a year during probation, with the goal of each tenured faculty being able to observe probationary faculty at least once before the tenure review year. Tenured faculty may invite a classroom observation by any fellow faculty at any time and/or as needed as determined by the chair.

Observations from classroom visits will be recorded and reported to the chair prior to annual evaluations (see Appendix H).

Other measures of teaching effectiveness will include student course evaluations, review of syllabus and other preparations for classes.

#### **II. Scholarship/Creative Endeavor**

Scholarship/creative endeavor for studio faculty will consist primarily of making art through a regular studio practice. Artwork should reflect the faculty member's trained specialty and teaching field(s), while allowing for personal artistic growth throughout a career. The art produced should be exhibited on a regular basis, beginning with the local, on-campus opportunities and expanding to state, regional, national and international opportunities through galleries, non-profits, public spaces, museums, and design venues, as well as-online and web-based venues.

The quality of the work produced shall be the prime factor in evaluating scholarship/creative endeavor, with peer-review providing evidence of quality through juried shows, competitions, invitations, contracts, commissions, accepted proposals, and design for clients. Additional measures of quality are evidenced in grants, awards, fellowships, residencies, reviews and other publications. Recognizing the great range and diversity of artistic production, the quantity of work and peer-reviewed events shall be appropriate to the nature of the artistic practice and the number of opportunities available in the field. Faculty should show substantial professional activity each year with an increase in the number and distinction of professional recognitions during the tenure period.

Studio faculty may also engage in scholarship and pedagogy through writing, publishing, and presenting lectures and workshops on studio practice, professional field, and teaching. Curatorial projects and judging exhibitions may also be considered scholarship.

Scholarship for art history faculty will consist primarily of scholarship in their discipline with an emphasis on their teaching field(s), while allowing for personal scholarly growth throughout a career. Through research with primary sources, analysis of existing research and writing, faculty members should make original contributions to their field, demonstrating how knowledge is created and used in their discipline. Evidence for the quality of work is in peer-reviewed venues, including the publishing of books and articles, presentations at professional conferences, lectures, workshops and online and web-based forums. Additional recognition for scholarship may include writing reviews, abstracts, catalog entries, commissioned articles, curatorial projects and adjudication, as well as awards, grants,

fellowships, residencies and other professional recognitions. Art history faculty scholarship may also engage pedagogy and professional practices.

### III. Service

Service in the art department shall include the work required to maintain the facilities and to deliver the curriculum. All program areas in art, including art history, have specialized equipment and facilities that must be maintained by the faculty. Each faculty member is responsible for this in his or her primary teaching area; from ordering supplies, to maintaining and supervising the use of equipment, to implementing good health and safety practices, to supervising student use and clean-up, and managing visual and library resources.

The curriculum also requires the faculty to direct program areas, and participate in instructional activities beyond the normal teaching load, including offering portfolio, internship and graduate instruction on a regular basis, participating in the team teaching and reviews of the BFA seminars, and attending the public events of the department. Faculty are also encouraged to participate in study travel, student groups, undergraduate research, honors, and service learning.

Service to the department shall also include department committee work, including standing and ad hoc committees such as speaker series, curriculum, scholarships and awards, recruiting, fundraising, alumni, and position searches. Departmental service may include special administrative assignments, such as gallery director, visual resource coordinator, webmaster, graphic designer, accreditation self-study director, etcetera. Additional service should encompass college and university committee work and service to professional organizations and the community.

Promotion and tenure recommendations within the Department of Art are determined by the individual faculty member's accomplishments within the areas of teaching, scholarship/creative endeavor and service. The chair communicates to newly employed and probationary, tenure-track faculty that documented efforts in teaching, scholarship/creative endeavors, and service are required for promotion and tenure and that progress towards tenure and promotion expectations is assessed incrementally as part of the annual faculty evaluation process.

The above stated criteria will apply for evaluation of promotion from associate to full professor with acknowledgement of the higher standards of quality in teaching, scholarship/creative endeavor and service merited by the status of full professor

Departmental tenure and promotion committees will consist of all tenured faculty members who possess rank at the level requested in the promotion application. If Art faculty members cannot fill the committee, the chair, in consultation with the Dean of CFA, will round out the committee with tenured faculty at the appropriate rank from across the College of Fine Arts.

This policy is subject to review and refinement as deemed necessary by the Department of Art faculty in consultation with the Chair, Department of Art and the Dean, College of Fine Arts, University of Montevallo.

## **APPENDIX H DEPARTMENT OF ART PEER REVIEW FORM**

### **Art Department Peer Evaluation**

#### **Classroom Observation Form**

Instructor \_\_\_\_\_

Observer \_\_\_\_\_

Course: \_\_\_\_\_

Number of students present \_\_\_\_

Course meeting day/time \_\_\_\_\_

Location \_\_\_\_\_

Note: This form provides for areas of observation, and may be used by the observer to record feedback during the classroom visit. The observer is encouraged to provide feedback for each are of the instructor’s teaching practices observed.

	<b>Observer Comments</b>	<b>N.A.</b>
<b>Knowledge</b>		
Of Topic		
<b>Organization</b>		
Preparation for class		
Introduction		
Topic progression		
Summary		
Use of time (studio: 1-on-1 interaction with students)		
<b>Skills and Techniques</b>		
Enforces class rules		
Use of room		
Use of active learning strategies		

Checks for understanding		
Visual aids		
Addresses questions		
<b>Communication</b>		
Listens to students		
Rapport with students		
Delivery / Vocal clarity		
<b>Student Performance</b>		
Engagement		
<b>Other Comments</b>		

Adapted from Seldin, P. and Associates (2006). *Evaluating faculty performance: A practical guide to assessing teaching, service, and research*. Bolton, MA: Anker Publishing.

## Department of Communication

### **Tenure & Promotion Policy**

(rev. 10/14/16)

### **Statement of Expectations**

The following policies are intended to be a guide for Communication Studies and Mass Communication faculty. All requirements listed in the University of Montevallo Tenure and Promotion Policy must be satisfied by candidates for tenure and promotion.

#### **I. Plan for Peer Review of Classroom Teaching**

At least one class per semester for each probationary faculty member will be observed by a tenured faculty member in the probationary faculty member's area of expertise: Communication Studies or Mass Communication. The observer will submit feedback to the Department Chair in writing; which will be communicated to the probationary faculty member as part of the annual faculty review meeting. The Department Chair will evaluate the probationary faculty member's teaching effectiveness based on input from peer classroom visits, Chair classroom visits, student evaluations, and any innovative teaching techniques developed by the probationary faculty member. Tenured faculty will invite a classroom observation by any fellow faculty at least once in the academic year. Observations from classroom visits will be recorded and reported to the Chair prior to annual evaluations.

#### **A. Peer Review of Classroom Teaching---General Guidelines**

- Peer reviewers will be tenured faculty members or senior instructors who have agreed to serve as peer reviewers and who have participated in the peer reviewers' workshop. The Department Chair will consult with the faculty member to be observed to identify appropriate reviewers.
- Visits related to the peer evaluation process will be announced, but the Chair reserves the right to observe any faculty member's class at any time if the Chair believes an unannounced visit is in the best interest of the University.
- Faculty member being reviewed will provide the class syllabus, handouts and any other material needed to prepare for the class to the peer reviewer at least two days prior to the visit
- Each peer reviewer will visit one class. If significant weaknesses are noted, additional visits will be scheduled.
- Peer reviewer will submit to the Department Chair a written report of each class visit. The report will address
  - 1) *effectiveness* of instructional method,
  - 2) *clarity* of presentation,
  - 3) teacher-student *rappport/ interaction*,
  - 4) the most *positive features* of the class, and
  - 5) specific *suggestions for improvement* plus any other topics established by the department or college.

The report will also include

- (1) the date and time of the class,
- (2) the course title,
- (3) the number of students present,

- (4) the requirement the class fulfills for the majority of students in the section (general education, elective, major requirement).
- (5) a space for the faculty member being observed to add comments
- (6) The report must be signed and dated by the faculty member who was observed and by the peer reviewer.
- The peer reviewer will meet with the faculty member to discuss the report within two weeks of the class visit.
- The faculty member being reviewed may write a response and request one additional review, either by the same reviewer or by a different reviewer.

### **B. Peer Review for Tenure Track Faculty**

The peer reviewer will visit at least one class of the tenure-track faculty member. The Chair may ask a tenured faculty member in any department of the University to serve as a reviewer. Peer reviews are in addition to the yearly Chair evaluation.

1<sup>st</sup> Year--- Department Chair and tenured faculty member.

2<sup>nd</sup> Year---Department Chair and a different tenured faculty member.

5<sup>th</sup> Year--- Fall Semester—different tenured faculty member.

### **C. Peer Review for Promotion to Professor, Associate Professor, or Senior Instructor**

The Department Chair and a Faculty Member who holds the rank (or a higher rank) being applied for will each visit one class taught within the year prior to the application for promotion.

### **D. Peer Review for Adjunct Faculty**

The Department Chair will review at least one class during the adjunct faculty member's first semester at UM. Thereafter, returning adjuncts will be observed at least once every other year. The Department Chair may designate a faculty member in the Department of Communication to conduct class visitations after the first semester.

## **II. Tenure and Promotion**

### **A. General Information**

Tenure and promotion recommendations within the Department of Communication are determined by assessing the faculty member's accomplishments in the areas of teaching, creative scholarship, and service. The Chair communicates to probationary, non-tenured faculty that documented, peer-evaluated on-and off-campus, public, professional, realized performances, production and/or publication activities are required for tenure and promotion. Progress toward these realized expectations are incrementally assessed through methods described below in *D-Scholarly/Creative Endeavors*.

### **B. Tenure Committee**

The Tenure Committee will be composed of all tenured faculty in the probationary faculty member's area of expertise-Communication Studies or Mass Communication. The Tenure Committee must have at least three members. If there are not enough tenured faculty in the candidate's area of expertise--Communication Studies or Mass Communication--to constitute a committee, the Chair may ask faculty in COMS or MC who are

tenured to join the committee. If there are not enough faculty in the Department of Communication who are tenured, the Chair, in consultation with the Dean, College of Fine Arts, may ask tenured faculty from any department in the College of Fine Arts to serve on the Tenure Committee.

### **C. Promotion Committee**

#### **1. Professor**

The Promotion Committee for an Associate Professor who seeks the rank of Professor will be composed of all tenured faculty at the rank of Professor in the faculty member's area of expertise--Communication Studies or Mass Communication. The Promotion Committee must have at least three members. If there are not enough tenured faculty at the rank of Professor in the area of expertise--Communication Studies or Mass Communication--to constitute a committee, the Chair may ask faculty in COMS or MC who are tenured and hold the rank of Professor to join the committee. If there are not enough faculty in the Department of Communication who are tenured and hold the rank of Professor the Chair, in consultation with the Dean, College of Fine Arts, may ask tenured faculty who hold the rank of Professor in any department in the College of Fine Arts to serve on the committee.

#### **2. Associate Professor**

The Promotion Committee for an Assistant Professor who seeks the rank of Associate Professor will be composed of all tenured faculty at the rank of Professor or Associate Professor in the faculty member's area of expertise--Communication Studies or Mass Communication. The Promotion Committee must have at least three members. If there are not enough tenured faculty at the rank of Professor or Associate Professor in the area of expertise--Communication Studies or Mass Communication--to constitute a committee, the Chair may ask faculty in COMS or MC who are tenured and hold the rank of Professor or Associate Professor to join the committee. If there are not enough faculty in the Department of Communication who are tenured and hold the rank of Professor or Associate Professor, the Chair, in consultation with the Dean, College of Fine Arts, may ask tenured faculty who hold the rank of Professor or Associate Professor in any department in the College of Fine Arts to serve on the committee.

#### **3. Senior Instructor**

The Promotion Committee for an Instructor who seeks the rank of Senior Instructor will be composed of at least two tenured faculty and one tenure-track faculty at the rank of Professor, Associate Professor, or Assistant Professor in the candidate's area of expertise--Communication Studies or Mass Communication. If there are not enough tenured or tenure-track faculty at the rank of Professor, Associate Professor, or Assistant Professor in the area of expertise--Communication Studies or Mass Communication--to constitute a committee, the Chair may ask faculty in COMS or MC who are tenured or tenure-track and hold the rank of Professor, Associate Professor, or Assistant Professor to join the committee. If there are not enough tenured or tenure-track faculty in the Department of Communication who hold the rank of Professor, Associate Professor, or Assistant Professor, the Chair, in consultation with the Dean, College of Fine Arts, may ask tenured or tenure-track faculty who hold the rank of Professor, Associate Professor, or Assistant Professor in any department in the College of Fine Arts to serve on the committee. The rank of Senior Instructor requires a Master's degree in the specific area of Communication Studies or Mass Communication in which the candidate for Senior Instructor teaches.

### **D. Scholarly/Creative Endeavors**

Faculty in the Department of Communication at the University of Montevallo are experienced professionals in their field with terminal degrees in their areas of expertise (Ph.D. or M.F.A.) Tenure-track probationary faculty are expected to function as teacher-scholars whose creative, scholarly endeavors will inform their work with students on productions and in classes.

Candidates for tenure and promotion must demonstrate and document professional activity and achievement in areas that include on-or off-campus public and professional media; produced or directed

productions; designs; and/or publication/screening in juried, peer-reviewed magazines or scholarly journals, competitions, and film festivals.

It is understood that any public, professional performance, production, and publication work is the result of often-lengthy research and preparation. At the end of the probationary period, however, only juried or peer-reviewed public, professional, realized productions, and/or publications can effectively assess the merit and end result of the research and preparation process. Thus, candidates should provide a juried or peer-reviewed response to their public, professional, creative, and scholarly endeavors in the form of reviews; programs; professional ranking or listing of production or publication venues; and letters of support from professional artists or editors who hired and/or collaborated with the candidate on the realized activity under consideration.

The tenure and promotion process is not...and should not be...driven solely by an arbitrary number of publications or productions. The objective is relevant, consistent, quality scholarly/creative activity, not quantity. One publication in a major communication journal or one juried video production at a recognized film festival carries greater significance than several publications or video projects in lower-quality journals or film festivals. The candidate should confer with the Chair or a tenured faculty member concerning the quality of a journal or a festival before the candidate submits a paper or project. The tenured faculty in Communication Studies and Mass Communication will analyze and interpret the quality and quantity of achievements of each candidate for tenure and/or promotion on a case-by-case basis. The Chair and the tenured faculty will frequently discuss Department expectations for candidates seeking tenure and/or promotion in faculty meetings, peer evaluations, yearly Chair evaluations, and in individual mentoring sessions with the Chair and senior faculty. Through these discussions, the candidate will be aware of the appropriate balance of quality and quantity of publications and/or productions that are expected.

Examples of acceptable scholarly/creative endeavors include, but are not limited to:

- Additional study with acknowledged master teachers; attendance and/or participation in master classes and workshops
- Conducting research that has the potential to contribute to the body of knowledge in the faculty member's field of specialization.
- Study beyond the minimum required degree in a formal program with the intent of earning an additional degree or certificate.
- Winning awards, grants, fellowships, or other professional recognition.
- Professional conference, panel or workshop presentations at the state, regional, or national level.
- Publication as an author, co-author, or editor of scholarly or professionally recognized books, articles, chapters in books, entries in major reference works, or online journals.
- Publication as an author, co-author, or editor of scholarly or professionally recognized books, articles, book chapters, online journals, or entries in major reference works that are juried or peer reviewed.
- Completion as an executive producer, producer, or other above-the-line position of video productions that are accepted into juried screenings including video production competitions and film festivals.
- Media that airs on a recognized professional distribution network.
- Obtaining a professional IMDB credit on a successfully distributed feature movie or television show (the Internet Movie DataBase, the internationally-recognized registry of the motion picture/television industry).
- Participation as a juror in a nationally recognized film festival or competition.

## E. Service

In addition to demonstrating effective teaching and meeting required expectations for creative/scholarly endeavors, candidates for tenure/promotion are expected to contribute to the University, community, and profession by engaging in service activities. While department and University service is required, significant service to the profession or off-campus community at the local, state and national levels is also recognized in promotion and tenure decisions. As in scholarly/creative activities, quality---not quantity---is the benchmark. Examples of valid service include:

- Adjudication and consulting services.
- Communication-related community services.
- Effective service on committees of the Department of Communication, College of Fine Arts, and/or the University and participation in meetings and other official activities of the school.
- Effective service as a faculty advisor to student organizations and/or creative endeavors other than those directly related to the teaching duties of the faculty member.
- Effective service as an area coordinator, director, or other supervisory/administrative duties.
- Appearances on campus, beyond the normal responsibilities of the faculty member.
- Recruiting activities that involve attracting students to campus and/or the Department of Communication.
- Utilization of the professional abilities and expertise of the faculty member on behalf of continuing education in the community or region.
- Fund-raising, grant writing, or public relations on behalf of the Department, College, or University.
  
- Accepting extra teaching assignments above and beyond the normal required workload.
- Coaching students for interviews or presentations on or off-campus outside of class hours.
- Advising or assisting alumni in career related professional or graduate school related pursuits.
- Advising or assisting students in career related professional or graduate school related pursuits.
- Organizing and promoting opportunities for student learning, experience and travel off-campus.
- Effective service as chairman or otherwise leader of committees or other official activities of the Department, College, and the University.
- Membership, service on a committee, and/or service as an officer in professional organizations outside the university on a local, state, regional, or national level.

*rev. 10/14/16. This policy is subject to review and refinement as deemed necessary by the Department of Communication faculty in consultation with the Chair, Department of Communication and the Dean, College of Fine Arts, University of Montevallo.*

## Department of Music

### Department of Music - Statement of Expectations

#### **Outside/Peer Review – University of West Florida T&P Guidelines (see Appendix O); NASM Standards**

##### **I. Plan for Peer Review of Classroom Teaching**

Tenured music faculty members will observe a class annually for all probationary music faculty. After observing classes, they should submit feedback to the Department chair in writing; a summary of which will be communicated to the probationary faculty member as part of the annual faculty review meeting. Tenured faculty will invite a classroom observation by any fellow faculty at least once in the academic year. Observations from classroom visits will be recorded and reported to the chair prior to annual evaluations (see Appendix J).

##### **II. Scholarship/Creative Endeavor**

The Department of Music expects that faculty members will commit time to scholarly and creative work, the processes of preparing for performance, and performances themselves as deemed essential to the Department of Music and the accomplishment of its mission:

*"The Mission of the Department of Music is to enable students in music to develop a high degree of musical understanding and excellent compositional, pedagogical, and performance skills. In addition, instruction in music and music performance is offered for the non-major in recognition of the intrinsic value of music for all students. The department also offers high quality musical programming which affords opportunities for student performers and provides cultural enrichment for the university community."*

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The Department of Music recognizes a variety of activities as scholarly and creative engagements, producing quantifiable work in the following areas:

- Public performances: It is understood that any performance of a work of music is the result of tireless research and preparation. The act of interpretation requires equal effort to that of creation and only through public performance and/or recordings can the value and merit of such effort be effectively assessed. It should also be understood that "process" and "product" are two different, however related, concerns. In assessing a final product, the process used in achieving it and that process's impact on student learning must be considered; an audience response is only one measure of a performance.
- New creations such as, but not limited to, world premieres of musical events including adaptations, transcriptions and arrangements of previously existing work. It should be noted that according to the copyright laws of the United States of America, the public presentation of an original musical composition or arrangement, the book, music, and lyrics of a piece for the musical stage, the text of a play, screenplay, teleplay, or any other script written for a hearing and/or viewing audience, or the performance of a new work of choreographic art is equal to the work's official publication, carrying with it the same legal definition of publication traditionally attributed to the print media.
- Seminars, workshops, and clinics
- Research in education, theory, analysis, literature, history, and practice; grants, publications,

paper presentations

- Records of professional services (offices in professional organizations)
- Professional work in progress
- Records of academic, artistic and professional consultations and adjudications
- Records of invitation to, participation in or attendance at professional meetings
- Records of supervision of graduate research

The Department of Music expects that work produced through engaging in scholarly and creative research will result in some sort of public display, either a live or recorded performance, an informance, a presentation, a publication, or in some instances a combination of the above.

**The Department evaluates a performance based on its scope and depth and in relation to the specific discipline.**

The faculty is encouraged to participate in performances/presentation that will bring significant recognition to the individual scholar/artist, the department, the College, and the University at the broadest and highest level of discipline.

- The Department of Music uses the annual evaluation process to assess scholarly and creative work produced by members of the faculty. The process also involves student reaction to faculty teaching through written evaluations, peer evaluations, and the Chair, Department of Music, assessing the merits and value of the individual's work and the progress being made toward reaching professional goals and objectives. Activities and engagements related to research and performance are supported, as deemed appropriate by the Chair through release time and travel funds when available.

**Faculty Evaluation may include, and be based on, the following representative examples of work and expectations:**

A. All Faculty: General

1. Holds the appropriate degree(s).
2. Additional study, such as course work, private applied study with acknowledged master teachers, attendance and/or participation in master classes, clinics, and conferences.
3. Scholarly presentations and performances on and off campus as a speaker, conductor, soloist, ensemble member, panelist, clinician, consultant, operatic stage director, or as director of a workshop or institute.
4. Study beyond the appropriate degree in a formal program with the intent of earning an additional degree or certificate.
5. Completion of a degree beyond the appropriate degree.
6. Study of informal nature or professional experience of exceptional quality.
7. Publication as an author, co-author or editor of scholarly and important books,

- monographs, and chapters in books, or entries in major reference works.
8. Research: The conduct of research contribution to the state of knowledge in the faculty member's field of specialization.
  9. Winning of prizes, fellowships, or other recognition.
  10. Performance of, composition for, or production of sound recordings for commercial distribution or non-local broadcast.
  11. Evaluations of prospective publications.

#### B. Studio Applied Teachers

1. Appears on campus as a principal performer in a solo or duo recital.
2. Appears on campus as a member of a faculty ensemble or as a guest artist in a major student ensemble performance, or as an assistant in another faculty or student recital or performance.
3. Appears in recitals or concerts or other performances off-campus of a non-professional or semi-professional nature.
4. Performs off-campus in recognized professionally organized situations on a regular basis.
5. Performs as soloist with professional organizations of recognized excellence.
6. Publications as author or co-author of articles in professional or pedagogical journals.
7. Publications as arranger/transcriber/editor of music.

#### C. Classroom Teachers

1. Publication as author, co-author, or editor of articles or reviews in professional journals.
2. Publication, performances, and/or commission of musical compositions or arrangements.
3. Publication as author or co-author of articles or monographs in school journals.
4. Frequent publication, performance, and/or commission of the faculty member's musical compositions.

#### D. Studio Applied Teachers

1. Appears on campus as a principal performer in a solo or duo recital.
2. Appears on campus as a member of a faculty ensemble or as a guest artist in a major student ensemble performance, or as an assistant in another faculty or student recital or performance.
3. Appears in recitals or concerts or other performances off-campus of a non-professional or semi-professional nature.
4. Performs off-campus in recognized professionally organized situations on a regular basis.
5. Performs as soloist with professional organizations of recognized excellence.
6. Publications as author or co-author of articles in professional or pedagogical journals.
7. Publications as arranger/transcriber/editor of music.

#### E. Classroom Teachers

1. Publication as author, co-author, or editor of articles or reviews in professional journals.
2. Publication, performances, and/or commission of musical compositions or arrangements.
3. Publication as author or co-author of articles or monographs in school journals.
4. Frequent publication, performance, and/or commission of the faculty member's musical compositions.

### III. Service

1. Adjudicating and consulting services.
2. Music-related community services.
3. Effective services on committees of the music department, College of Fine Arts, and/or the University and participation in meetings and other official activities of the school in its curricular or non-curricular activities.
4. Effective service as a faculty advisor to student organizations and ensembles other than those directly related to the teaching duties of the faculty member.
5. Effective service as an area coordinator, director, or other supervisory/administrative duties.
6. Appearances on campus, beyond the normal responsibilities of the faculty member.
7. Recruiting and attracting students.
8. Utilization of the professional abilities and expertise of the faculty member on behalf of continuing education in the community or region.
9. Fund-raising, grant writing, or public relations on behalf of the Department, College, or University.
10. Assumes extra teaching assignments above and beyond the normal workload.
11. Assumes teaching assignments outside their primary area upon request of the Chair.
12. Effective service as chairman or otherwise leader of committees or other official activities of the Department, College, and the University.
13. Service as an officer in professional associations outside the university.

Promotion and tenure recommendations within the Department of Music are determined by the individual faculty member's accomplishment within the areas of teaching, creative scholarship and service. The Chair communicates to newly employed and currently probationary, non-tenured faculty that documented and off-campus, public, professional, realized performance, production and/or publication activities are required for promotion and/or tenure (and progress towards these realized expectations are assessed as part of the annual faculty evaluation process).

#### Promotion to Full Professor

To be eligible for the rank of Professor, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Teaching, Research/Creative Endeavor, and Service as outlined in the representative examples of work and expectations included in this document.

Tenure and promotion committees will consist of all tenured faculty members who possess rank at the level requested in the promotion application. If Music faculty members cannot fill the committee, the Chair, in consultation with the Dean of CFA, will round out the committee with tenured faculty at the appropriate rank from across the College of Fine Arts.

This policy is subject to review and refinement as deemed necessary by the Department of Music faculty in consultation with the Chair, Department of Music and the Dean, College of Fine Arts, University of Montevallo.

## Department of Theatre

Tenure and Promotion Guidelines for Department of Theatre  
Revised February and October, 2016.

### I. Expectations of Teaching.

1. On a rotating basis, all tenured theatre faculty members will observe a class for all probationary theatre faculty. After observing classes, they should submit feedback to the Department chair and the peer probationary faculty member in writing on a departmental form that speaks to the instructor's organization, delivery and engagement of students. A meeting will also be scheduled between both faculty members and the probationary candidate will have an opportunity to respond to the peer evaluation in writing if desired. This feedback will then be communicated into the probationary faculty member's annual faculty review meeting with the Chair.

Teaching effectiveness will also be assessed through review of syllabi; course assignments and pedagogical approaches; and student course evaluations.

### II. Expectations of Creative Scholarship

University of Montevallo Theatre faculty are experienced professionals in their field with terminal degrees (M.F.A. and/or Ph.D.). As tenure track probationary faculty, they are expected to function as teacher-scholars whose creative, scholarly endeavors will inform their work with students on productions and in classes.

The following activities are all valid representations of acceptable creative, scholarly activity for the Department of Theatre. For a faculty member to receive tenure and promotion, however, they must demonstrate and document professional activity and achievement in areas that include off-campus, public and professional performances; directed productions; designs; technical direction or work; and/or publication in juried, peer-reviewed magazines or scholarly journals.

It is understood that any public, professional performance, production and publication work is the result of sometimes-lengthy research and preparation. At the end of the probationary period, however, only through public, professional, realized production and/or publication product can the merit and end result of the research and preparation process be effectively assessed. The faculty member will be able to provide some kind of juried or peer response to their public, professional creative scholarly endeavors in the form of reviews; programs; professional ranking or listing of production or publication venues; and letters of support from professional artists or editors who hired and/or collaborated with the faculty member on the realized activity under consideration.

1. Additional study with acknowledged master teachers; attendance and/or participation in master classes and workshops.
2. Conducting research that has the potential to contribute to the state of knowledge in the faculty member's field of specialization.
3. Study beyond the appropriate degree in a formal program with the intent of earning an additional degree or certificate.
4. Demonstrating professional expertise by designing; providing technical direction; and/or directing yearly productions as part of the UM Theatre season for campus and community audiences.
5. Contributing professional expertise to a yearly UM Theatre production in any coaching or consulting capacity

(e.g., vocal or dialect coaching; stage combat choreography; dance choreography; etc.)

6. Written response to said demonstration of professional expertise in UM Theatre productions by faculty colleagues in the Theatre Department or College of Fine Arts; as well as outside adjudication critiques by American College Theatre Festival (ACTF) faculty respondents.

7. Winning of awards, grants, fellowships, or other professional recognition.

8. Professional conference panel or workshop presentations off-campus at the state level.

9. Professional conference panel or workshop presentations off-campus at the regional level.

10. Professional conference panel or workshop presentations at the national level.

11. Publication as an author, co author or editor of scholarly or professionally recognized books; articles; chapters in books; entries in major reference works; or online journals.

12. Publication as an author, co author or editor of scholarly or professionally recognized books; articles; chapters in books; online journals; or entries in major reference works that are juried or peer reviewed.

13. Realized, public off-campus work in performance, directing, design, fight choreography, or any other professional area of the faculty member's expertise that can include local community theatre involvement.

14. Realized, public, professional off-campus work in performance, directing, design, technical direction, fight choreography, or any other professional area of the faculty member's expertise that can include work at in-state; regional; and/or national professional venues.

### III. Expectations of Professional Service

In addition to demonstrating effective teaching and meeting required expectations for creative scholarship, probationary faculty are expected to contribute service to the Theatre Department; College of Fine Arts; and University Community. While department and university service is required, significant service to the field or off-campus community at the local, state and national levels is also desirable and recognized in applying for promotion and tenure. Examples of valid service include:

1. Adjudication and consulting services.

2. Theatre or arts related community services.

3. Effective service on committees of the Theatre department, College of Fine Arts, and/or the University and participation in meetings and other official activities of the school.

4. Effective service as a faculty advisor to student organizations and/or creative endeavors other than those directly related to the teaching duties of the faculty member.

5. Effective service as an area coordinator, director, or other supervisory/administrative duties.

6. Appearances on campus, beyond the normal responsibilities of the faculty member.

7. Recruiting activities that involve attracting students to campus and/or the Theatre Department.

8. Utilization of the professional abilities and expertise of the faculty member on behalf of continuing education in the community or region.

9. Fund-raising, grant writing, or public relations on behalf of the Department, College, or University.
10. Assuming extra teaching assignments above and beyond the normal required workload.
11. Coaching students for auditions or portfolio presentations on or off-campus outside of class hours.
12. Coaches/consults/supports UM Theatre productions beyond the normal required workload.
13. Advising or assisting alumni in career related professional or graduate school related pursuits.
14. Advising or assisting students in career related professional or graduate school related pursuits.
15. Organizing and promoting opportunities for student learning, experience and travel off-campus.
16. Effective service as chairman or otherwise leader of committees or other official activities of the Department, College, and the University.
17. Membership; service on a committee; and/or service as an officer in professional organizations outside the university on a local or state level.
18. Membership; service on a committee; and/or service as an officer in professional organizations outside the university on a regional level.
19. Membership; service on a committee; and/or service as an officer in professional organizations outside the university on a national level.

#### **IV. Tenure and Promotion Process/Annual Evaluation**

Promotion and tenure recommendations within the Department of Theatre are determined by the individual faculty member's accomplishments within the areas of teaching, creative scholarship and service. The Chair communicates to newly employed and currently probationary, untenured faculty that documented and off-campus, public, professional, realized performance, production and/or publication activities are required for promotion and/or tenure (and progress towards these realized expectations are incrementally assessed as part of the annual faculty evaluation process).

Tenure and promotion committees will consist of all tenured faculty members who possess rank at the level requested in the promotion application. If Theatre faculty members cannot fill the committee, the Chair, in consultation with the Dean of CoFA, will round out the committee with tenured faculty at the appropriate rank from across the College of Fine Arts.

This policy is subject to review and refinement as deemed necessary by the Department of Theatre faculty in consultation with the Chair, Department of Theatre and the Dean, College of Fine Arts, University of Montevallo.

#### **V. Promotion From Associate to Full Professor**

The Theatre Department currently has so major revisions to the guidelines listed in the UM Faculty handbook for promotion to Full Professor from Associate Professor. In keeping with those guidelines, the department expects continued excellence and ongoing activity in the areas of creative scholarship, service and teaching.

Creative Scholarship should include some realized, public juried/peer response on the regional or national level.

Service should go beyond campus and local activities to include some kind of activity on at least the regional level in the field. Examples could include a leadership role in an organization, chairing a sub-committee, volunteering to run a conference related activity on a regional level, etc.

## Carmichael Library

### **Library Criteria for the Promotion and Tenure of Faculty Librarians**

Revised 2016

Contents:

- **Library Criteria for Peer Evaluation of Teaching**
- **Departmental Evaluation of Research/Creative Endeavor**
- **Library faculty Tenure and Promotion Standards for Professional Responsibilities**
- **Library faculty Tenure and Promotion Standards for Research/Creative Endeavor**
- **Library faculty Tenure and Promotion Standards for Service/Professional Obligations**

### **Appendix**

- A. ACRL : A Guideline for the Appointment, Promotion and Tenure of Academic Librarians
- B. Peer Review Rubric
- C. Third Year Review

Faculty status for librarians is safeguarded and affirmed at the University of Montevallo by the Faculty Handbook and the Board of Trustees. The privilege of faculty status for academic librarians is upheld by the Association of College & Research Libraries (ACRL). The ACRL Standards for Faculty Status for College and University Librarians serves as a statement of purpose and guidance for library faculty at the University of Montevallo. All pre-tenured librarians will have a third-year review to discuss their progress toward tenure.

### **3.04 Evaluation Guidelines (Applicable with 2012 evaluation cycle) “Observation shall occur in a format decided by the department”**

#### **Library Criteria for Peer Evaluation of Teaching**

The library faculty define peer evaluation as an assessment of an instructor’s effectiveness. The library director and another library faculty member will each complete an annual assessment. The process should be flexible to allow for variations in teaching methods and desired outcomes. Because the instructional program at the Carmichael Library encompasses traditional library instruction at the undergraduate level and advanced library instruction at the graduate level a peer reviewer from outside the Library may be selected on a case-by-case basis where there is evidence of a need.

The library faculty created a rubric for use in the peer review process. (See Appendix B)

### **2.09 Tenure and Criteria and Procedures Guidelines (Applicable with 2012 evaluation cycle) “Each Department shall expand institutional definitions of Profession Responsibilities (for librarians), Research /Creative Endeavour, and Service /Professional Obligations “**

#### **Library faculty Tenure and Promotion Standards for Professional Responsibilities**

##### **Professor**

In addition to having the qualifications of an Associate Professor, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in professional duties. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations in professional responsibilities.

### **Associate Professor**

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, a librarian must demonstrate a strong and sustained pattern of meeting or exceeding expectations in professional responsibilities.

### **Assistant Professors**

The appointee will ordinarily hold the recognized terminal degree in the field of librarianship. Candidates are expected to make sustained/steady progress toward attaining tenure.

### **Departmental Evaluation of Research/Creative Endeavour**

Both collaborative and independent activities that contribute to research and creativity include the following. Other activities may be appropriate and can be included if approved by the Library Director and Faculty. Activities that constitute peer reviewed are indicated by an asterisk \*.

Write a grant proposal

Deliver a workshop

Moderate a panel discussion or serve as a panelist

Give a presentation

Deliver a poster session

Serve on the editorial board of a publication

Serve as an editor of a publication

Serve as a reviewer for publications, certain creative works etc.

Contribute to a database for publication or dissemination

Conduct a research project

Innovations that constitute significant advancement of professional practices

Receive an award or honor for professional work/teaching/creative work/scholarly activity

Participate in a research project

Publish a non-scholarly article

Publish an article or a creative work in a professional magazine

Publish an ED document

\*Write and administer a successful, peer-reviewed grant proposal

\*Publish a book review in a peer reviewed journal

\*Publish an article in a peer-reviewed journal

\*Edit a book published by an academic or non-vanity press

\*Author a chapter in a book published by a non-vanity press publisher

\*Author a book published by a non-vanity press publisher

\*Peer reviewed publications

### **Library faculty Tenure and Promotion Standards for Research/Creative Endeavor**

#### **Professor**

In addition to the qualifications of an Associate Professor, to be eligible for this rank, a librarian must demonstrate a strong, sustained and steady involvement in scholarship throughout their career. This will result in traditional publications such as journal articles, chapters in books, or monographs. The departmental standard for promotion is defined as engaging in a minimum of four recorded activities in the time before application for promotion with two out of the minimum of four resulting in peer reviewed publications, with an emphasis on quality.

### **Associate Professor**

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, a librarian must demonstrate a strong and sustained pattern of meeting or exceeding expectations in scholarship and meet the departmental standard for promotion and tenure. The annual reviews will serve as evidence of a strong and sustained pattern of scholarship. The departmental standard for promotion and tenure is defined as engaging in a minimum of four recorded activities in the time before tenure application with two out of the minimum of four resulting in peer reviewed publications.

### **Assistant Professors**

The appointee will ordinarily hold the recognized terminal degree in the field of librarianship. Candidates are expected to make sustained/steady progress toward attaining tenure.

## **Library faculty Tenure and Promotion Standards for Service/Professional Obligations**

### **Professor**

In addition to the qualifications of an Associate Professor, to be eligible for this rank, a librarian must demonstrate a strong, sustained and steady involvement in service throughout their career. Outstanding service will be demonstrated by appointment or election to meaningful positions of leadership on departmental, university, and professional organizations.

### **Associate Professor**

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, a librarian must demonstrate a strong and sustained pattern of meeting or exceeding expectations in University service. The annual review will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations. The departmental standard for promotion and tenure is defined as engaging in continuous and active involvement on program, department, college, and university committees. The candidate must serve on at least two university committees per year after the first year. Membership in at least one professional organization is required for promotion and tenure.

### **Assistant Professors**

The appointee will ordinarily hold the recognized terminal degree in the field of librarianship. Candidates are expected to make sustained/steady progress toward attaining tenure.

## **Appendix**

### **Appendix A**

#### **ACRL: A Guideline for the Appointment, Promotion and Tenure of Academic Librarians**

<http://www.ala.org/ala/mgrps/divs/acrl/standards/promotiontenure.cfm>

“Appointment of librarians shall follow the same procedures that are established for appointing all institutional faculty members. Any librarian appointed to a college or university library faculty shall have the appropriate terminal professional degree. Appointment to any rank shall meet the criteria appropriate to that rank.

