

Tenure and Promotion Guidelines – Revised 2022

College of Arts and Sciences

Department of Behavioral and Social Sciences

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

Department of Biology, Chemistry, Mathematics and Computer Science

Department of Communications Sciences and Disorders

Department of English and World Languages

Michael E. Stephens College of Business

College of Education and Human Development

Department of Health and Human Sciences

- Counseling
- EXNS
- FCS

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 Ars & Sciences

Department of Behavioral and Social Sciences

Criteria for Tenure and Promotion in Environmental Studies*

2.09 Tenure Criteria and Procedures Guidelines (UM Faculty Handbook 2021-2022)

"Each Department shall expand institutional definitions of Teaching [or Professional Responsibilities as a librarian], Research/Creative Endeavor, and Service/Professional Obligation to provide the best possible guidance for faculty."

The following criteria are intended as a guide for Environmental Studies faculty. All criteria and procedures for tenure and promotion listed in the University of Montevallo Faculty Handbook must be satisfied by candidates for tenure and promotion.

All pre-tenured Environmental Studies faculty will have a third-year review to discuss their progress toward tenure.

*For Promotion from Assistant to Associate Professor**

To be eligible for the rank of Associate Professor, an Environmental Studies faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations in professional responsibilities.

Teaching:

- Good to excellent teaching, as determined by peer reviews and student evaluations
- Active involvement in assessment activities
- Continual evaluation and improvement of courses
- Development of new courses when needed
- Involvement in undergraduate research and/or independent study
- Involvement in curriculum development as needed
- Also see the requirements for the Third-Year Review

Research:

- At least two peer reviewed publications (to include journal articles, books, book chapters, or comparable publications) between the first day of employment and submission of the application of tenure and promotion to associate professor. At least one publication must be research in the faculty member's discipline, published in a professional research journal or book
- At least two professional conference presentations between the first day of employment and submission of the application for tenure and promotion to associate professor
- Development of grants when funding is needed to engage in research

Service:

- Participation in at least two university, college, or department committees per year after the first year
- Quality advising, as determined by student evaluations and outcomes
- Service at the departmental or college level (based on opportunities available, including but not limited to designing brochures and newsletters, constructing assessment reports, reviewing curricula, assigning scholarships, evaluating library holdings, engaging in outreach/recruiting activities, advising or developing student organizations, or serving on search committees.)

- Active membership in at least one professional organization
- Participation in at least two community service activities per year and/or serving the community through ongoing projects or leadership roles
- Regular participation in and support for program activities

Peer Review:

Each semester a senior member of the Environmental Studies program and the chair of the home department for each faculty member 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. 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. A copy of the review will be included in the faculty's personnel file.

After receiving tenure, 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 ES Program Coordinator so assignments can be made, as the reviewing faculty member may be outside the observed faculty's department.

Annual Review:

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.

Third-Year Review Process:

Faculty will undergo a Third-Year Review as outlined in Section 2.08 of the Faculty Handbook. 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.

Teaching Observations:

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 year; opportunities such as co-teaching or faculty guest speakers in the non-tenured faculty's class may also count as observations. 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.

Third-Year Review Deadlines:

January, 1st week of classes: FAR document due to Department Chair

January, 3rd Friday: Application including FAR due to committee

February, 2nd Friday: Committee report due to chairs

February, 3rd Friday: Report due to Deans

March, 1st Friday: Report due to Provost

*For Promotion from Associate to Full Professor: **

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, an Environmental Studies 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.

Teaching:

- Good to excellent teaching, as determined by peer reviews and student evaluations
- Active involvement in assessment activities
- Continual evaluation and improvement of courses
- Development of new courses when needed
- Involvement in undergraduate research and/or independent study
- Involvement in curriculum development as needed

Research:

- At least two peer reviewed publications between promotion to associate professor and submission of the application for promotion to full professor. At least one publication must be research in the faculty member's discipline, published in a professional research journal or book
- At least two professional conference presentations between promotion to associate professor and submission of the application for promotion to full professor
- Development of grants when funding is needed to engage in research
- Evidence of continuing scholarly activity (including but not limited to supervising undergraduate research, leading senior seminars, or serving as a journal referee or grant reviewer)

Service:

- Participation in at least two university, college, or department committees per year
- Quality advising, as determined by student evaluations and outcomes
- Service at the departmental or college level (based on opportunities available, including but not limited to designing brochures and newsletters, constructing assessment reports, reviewing curricula, assigning scholarships, evaluating library holdings, engaging in outreach/recruiting activities, advising or developing student organizations, or serving on search committees.)
- Active membership in at least one professional organization
- Participation in at least two community service activities per year and/or serving the community through ongoing projects or leadership roles
- Regular participation in and support for program activities

*These guidelines serve as the baseline requirements for Environmental Studies faculty. If the home department of the ES faculty member requires additional activities or documentation, those will be included in the requirements for the ES faculty member in that department. These differences will be reconciled at the time of initial appointment.

Criteria for the Promotion and Tenure of History Faculty

2.09 Tenure Criteria and Procedures Guidelines (UM Faculty Handbook 2021-2022)

“Each Department shall expand institutional definitions of Teaching [or Professional Responsibilities as a librarian], Research/Creative Endeavor, and Service/Professional Obligation to provide the best possible guidance for faculty.”

The following criteria are intended as a guide for History faculty. All criteria and procedures for tenure and promotion listed in the University of Montevallo Faculty Handbook must be satisfied by candidates for tenure and promotion.

All pre-tenured History faculty will have a third-year review to discuss their progress toward tenure.

Promotion from Assistant to Associate Professor:

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
- 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

Service:

- Participation in at least two committees (university, college, or department) annually after the first year
- Quality advising
- 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.

Promotion from Associate to Full Professor:

Teaching:

The faculty member should consistently demonstrate the following:

- Truly distinguished performance in teaching, as determined by peer reviews and student evaluations, with demonstrated improvement over time if evaluations trend toward good rather than excellent
- Active involvement in assessment activities
- Continual evaluation and improvement of courses, and preparation of new courses as needed
- Involvement in curriculum development

Research:

- At least two additional peer-reviewed publications (or one scholarly book) 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 committees (university, college, or department) per year
- Quality advising
- 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 one other 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.

2.08 Third-Year Review Process

Faculty will undergo a Third-Year Review as outlined in Section 2.08 of the Faculty Handbook. The University of Montevallo requires all untenured faculty with tenure-track appointments to undergo a review of their progress toward tenure and promotion annually with special attention given to the annual review after the third full year of service to the University, or on a schedule that accounts for years granted toward tenure at the time of hire. Third-Year Review will be during the same semester as faculty submits the third annual FAR.

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 ten 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 year. 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.

Third-Year Review Deadlines:

January, 1st week of classes: FAR document due to Department Chair

January, 3rd Friday: Application including FAR due to committee

February, 2nd Friday: Committee report due to chairs

February, 3rd Friday: Report due to Deans

March, 1st Friday: Report due to Provost

Criteria for Tenure and Promotion in Political Science

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1. Criteria for tenure and promotion to Associate Professor

To be eligible for tenure and promotion to the rank of Associate Professor, the faculty member must have completed the Ph.D., and must exhibit a strong and sustained pattern of meeting or exceeding expectations in professional responsibilities, as demonstrated by the following:

Teaching:

- Good to excellent course evaluations
- Quality advising
- Active involvement in assessment activities
- Continual evaluation and improvement of courses
- Involvement in curriculum development as needed

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

Service:

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

2. Criteria for promotion to Professor

To be eligible for the rank of Professor, the faculty member must exhibit a strong and sustained pattern of truly distinguished performance in professional duties, as demonstrated by the following:

Teaching:

- Good to excellent course evaluations
- Quality advising
- Active involvement in assessment activities
- Continual evaluation and improvement of courses
- Involvement in curriculum development as needed

Research:

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

Service:

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

Appendix A. Peer Review

Each semester, a senior member of the Political Science program and the chair of the Department of Behavioral & Social Sciences (BSS) will attend a class presentation by the program's non-tenured faculty. These individuals will write brief summaries 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 reflection on their classroom performance. Non-tenured faculty should also attend at least one class presentation per semester by another member of the BSS faculty to facilitate continued professional development.

Appendix B. Faculty Activity Reports

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 exceed 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.

Appendix C. Third-year Review

The faculty member should submit a preliminary Tenure and Promotion packet by the third Friday of January, during the same semester that she or he submits the third annual FAR. Faculty members will be evaluated by a review committee consisting of all of the department's tenured faculty and the chair. The third-year review committee should have a candid discussion about the non-tenured faculty member's progress toward and potential for tenure and promotion. The chair will provide comments and recommendations from the committee to the faculty member in a one-on-one meeting that will take place within ten days of the third-year review committee meeting.

Third-Year Review Deadlines:

January, 1st week of classes: FAR document due to Department Chair

January, 3rd Friday: Application including FAR due to committee

February, 2nd Friday: Committee report due to chairs

February, 3rd Friday: Report due to Deans

March, 1st Friday: Report due to Provost

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. Revised in 2016 and 2022

Non-tenured faculty will submit a Tenure & Promotion packet by mid- to late-January (and no later than the last Wednesday of the month) of the sixth year; this information will be made available to all tenured faculty. This packet will include narratives regarding Teaching, Research, and Service (typically 2 pages each) and documentation of a strong and sustained pattern of meeting or exceeding expectations in each area, as indicated below.

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 course evaluations, and teaching portfolio).
- ◆ 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
- ◆ Evidence of annual professional development activities (see below)

Research:

- ◆ A minimum of two peer-reviewed publications in the discipline completed between the first day of employment and submission of the application of tenure and promotion. Publications may be co-authored with multiple authors and may be peer-reviewed online journals.
- ◆ 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 (as demonstrated by evaluations and/or professional development)
- ◆ 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

Faculty Activity Report

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.

Professional Development Activities

Each year non-tenured faculty will participate in two or more professional development activities, such as Malone Center events, pedagogy-focused conference or workshop, or attend class presentations by tenured BSS faculty in order to facilitate continued professional development. Information from these activities (dates, courses, instructors, and insights) should be included in the FAR under the Teaching section.

Peer Reviews

Each academic year a senior member of the Psychology program and 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. 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. Feedback should be included in the FAR under the Teaching section.

Third-Year Review Process

Adopted by the Department of Behavioral and Social Sciences October 22, 2014; Revised February 2016. Adapted for Psychology March 2022

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 in the third year according to the timeline stated in the Faculty Handbook; 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.

Third-Year Review Deadlines:

January, 1st week of classes: FAR document due to Department Chair

January, 3rd Friday: Application including FAR due to committee

February, 2nd Friday: Committee report due to chairs

February, 3rd Friday: Report due to Deans

March, 1st Friday: Report due to Provost

Promotion from Associate to Professor

Faculty will submit a Promotion packet by mid- to late-January (and no later than the last Wednesday of the month) of the fifth year following the year of promotion to associate; this information will be made available to all tenured faculty. This packet will include narratives and documentation of truly distinguished performance in Teaching, Research, and Service, as indicated below.

Teaching:

- ◆ Evidence of a commitment to excellence in teaching (may include peer reviews and/or other evidence such as good to excellent course evaluations, and teaching portfolio).
- ◆ 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

Research:

- ◆ A minimum of two peer-reviewed publications in the discipline completed since tenure and promotion. Publications may be co-authored with multiple authors and may be peer-reviewed online journals.
- ◆ 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 (as demonstrated by evaluations, or professional development)
- ◆ 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

Criteria for Tenure and Promotion in Social Work

Assistant Professor to Associate Professor with Tenure

Faculty Handbook (2.11.1): For faculty employed Fall 2009 and thereafter: 2.11.1 The following are criteria for initial appointment and promotion in faculty rank. For promotion decisions, only accomplishments since the last promotion shall be considered. All of the minimum years specified for promotion are true minimums to be observed for only the most outstanding faculty members.

Associate Professor: To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching, Research/Creative Endeavor, and Service/Professional Obligation as defined institutionally and departmentally. A terminal degree is required. Candidates apply for promotion to associate professor simultaneously with application for tenure or thereafter; they may not apply for promotion to associate professor before application for tenure. Candidates then must be in their sixth year of service at the level of Assistant Professor before making application for promotion to Associate

Professor, including three years of service in that rank at another institution if such service was written into the initial appointment. Tenure track instructors at the University of Montevallo may petition to include up to three years of service at that rank toward promotion to the rank of Associate Professor as long as annual evaluations have been positive—meeting expectations in Teaching, Research/Creative Endeavor, and Service/Professional Obligation.

Teaching:

- Outstanding student evaluations of teaching (OL, HY, & f2f)
- Quality advising practice and evaluations
- Active involvement in assessment activities
- Evidence of continual evaluation and improvement in courses (FAR evaluations)
- Development of new courses when needed
- Constant involvement in curriculum improvement
- Substantial redesigning of courses when needed to meet accreditation standards or program needs
- Designing new courses with appropriate assessment instruments as needed for curriculum development and/or co-teaching efforts across programs
- Also see the requirements for the Third-Year Review

Research:

- At least two peer reviewed publications (may be on-line journals, encyclopedias, book chapters, and may include publications outside of the discipline) provided the publication outlet has merit and relevance to an area of social work practice, policy, research, education, or has “goodness of fit” to the faculty member’s specific research agenda.
- Multiple-author publications should demonstrate evidence of strong collaboration, contribution, and have relevance to the faculty member’s research agenda
- At least two 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)
- Research mentorship to students through undergraduate research, independent study, McNair Scholars Program, or outside research mentorship experiences
- Major responsibilities in the research, preparation, writing, and administration of program evaluation methods for re-accreditation efforts

Service:

- Continuous involvement on university committees (at least two per year after the first year)
- Service at the departmental or college level with emphasis on program-level committee work for associate professor
- Service and participation with program activities, events, and planning meetings
- Active participation in program accreditation, including outlining and mapping social work courses based on CSWE accreditation guidelines
- Participation in professional associations or advocacy groups at the local, state, national or international levels. Emphasis on contributions at the local and state levels for promotion to associate professor.
- Involvement with community boards or major activities in public, non-profit, or for-profit agencies when opportunities are available

Peer Review for Promotion to Associate Professor with Tenure

At least once each academic year, a tenured member of the social work program and/or the chair of the Department of Behavioral and Social Sciences (BSS) will observe non-tenured social work faculty in a classroom situation. The reviewer(s) will provide a brief summary of their observations with focus on preparation, organization, delivery, and engagement. These reviews will be shared with the faculty member during annual FAR meetings to facilitate discussion of classroom experiences. A copy of the review will be given to the chair to include in the faculty’s personnel file.

Third-Year Review Process for Promotion to Associate Professor with Tenure

The third-year review will be completed during the same semester as faculty member's third annual FAR. Non-tenured faculty will submit a preliminary T&P packet by the end of the first full week of classes in January of the third academic 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 or during the FAR evaluation.

Third-Year Review Deadlines:

January, 1st week of classes: FAR document due to Department Chair

January, 3rd Friday: Application including FAR due to committee

February, 2nd Friday: Committee report due to chairs

February, 3rd Friday: Report due to Deans

March, 1st Friday: Report due to Provost

Observation of teaching: After the Third-Year Review, non-tenured faculty will also attend at least one class presentation 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 (BSS Brown-Bag talks for example). 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 pedagogies and classroom interactions. Information from these observations (dates, courses, instructors, and insights) should be included in the FAR under the Teaching section.

Faculty Evaluation: 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 have consistent evaluation 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, they should provide specific evidence that any identified areas of improvement have been addressed, with expectation that performance in the category improve to either "meeting" or "exceeding" expectations prior to submitting the application for tenure and promotion.

Promotion from Associate Professor to Full Professor:

Professor: To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Teaching, Research/Creative Endeavor, and Service/Professional Obligation as defined by the institution and the department. The high quality of the candidate's work has been widely acknowledged and the candidate has provided meaningful professional leadership. A terminal degree is required. Candidates may apply for promotion to full professor during their fifth year (or later) of service at the rank of Associate Professor. Candidates may include three years of service at the rank of Associate Professor from another institution if such service was written into the initial appointment.

Teaching:

- Truly outstanding student evaluations of teaching (OL, HY, & f2f)
- Quality advising practice and evaluations
- Active involvement in program assessment activities

- Evidence of continual evaluation and improvement in courses (FAR evaluations)
- Development of new courses when needed
- Constant involvement in curriculum improvement
- Substantial redesigning of courses when needed to meet accreditation standards and/or program need
- Designing new courses with appropriate assessment instruments as needed for curriculum development
- Participation in interprofessional or interdisciplinary teaching collaborations and/or co-teaching experiences

Research:

- At least two peer reviewed publications (may be on-line journals, encyclopedias, book chapters, and may include publications outside of the discipline) provided the publication outlet has merit and relevance to an area of social work practice, policy, research, education, or has “goodness of fit” to the faculty member’s specific research agenda; OR a book publication with primary or secondary authorship
- Publications with multiple authors should have primary or secondary authorship and demonstrate evidence of strong collaboration, contribution, and have relevance to the faculty member’s research agenda
- At least two presentations to professional groups at the local, state, regional, or national levels
- Development of grants when appropriate (whether funded or unfunded, credit should be given)
- Research mentorship to students through undergraduate research, independent study, McNair Scholars Program, or outside research mentorship experiences
- Major responsibilities in the research, preparation, writing, and administration of program evaluation methods for re-accreditation efforts

Service:

- Continuous involvement on university committees (at least two per year after the first year)
- Service at the program, departmental, or college, and university levels (based on opportunities available) for promotion to full professor
- Strong or lead participation in program accreditation efforts, including outlining and mapping courses based on CSWE accreditation guidelines
- Service and participation with program activities, events, and conference planning meetings
- Participation in professional associations or advocacy groups. Emphasis on participation with national social work organizations (CSWE, BPD, NASW, ACOSA, etc. for promotion to full professor).
- 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

The following criteria are intended as a guide for Sociology faculty. All criteria and procedures for tenure and promotion listed in the University of Montevallo Faculty Handbook must be satisfied by candidates for tenure and promotion.

All pre-tenured Sociology faculty will have a third-year review to discuss their progress toward tenure.

Promotion from Assistant to Associate Professor:

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**
- 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 (or one scholarly book) 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.

Promotion from Associate to Full Professor:

Teaching:

To be considered for promotion to Full Professor, the faculty member should consistently demonstrate the following:

- Truly distinguished performance in teaching, as determined by peer reviews and student evaluations, with demonstrated improvement over time if evaluations trend toward good rather than excellent
- Active involvement in assessment activities
- Continual evaluation and improvement of courses, and preparation of new courses as needed
- Involvement in curriculum development

Research:

To be considered for promotion to Full Professor, the faculty member should have a record of:

- At least two additional peer-reviewed publications or one scholarly book 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:

To be considered for promotion to Full Professor, the faculty member should demonstrate:

- Participation in at least two committees (university, college, or department) per year
- Quality advising
- Active membership in at least one professional organization
- Regular participation in and support for program activities

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.

Third-Year Review Deadlines:

January, 1st week of classes: FAR document due to Department Chair

January, 3rd Friday: Application including FAR due to committee

February, 2nd Friday: Committee report due to chairs

February, 3rd Friday: Report due to Deans

March, 1st Friday: Report due to Provost

Department of Biology, Chemistry, Mathematics and Computer Science

Criteria and Procedures for Tenure and Promotion of Faculty in BCMC

Tenure Criteria and Procedures

Section 2.09 of the Faculty Handbook states: “Candidates for tenure shall demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching (or Professional Responsibilities as a librarian), Research/Creative Endeavor, and Service/Professional Obligation as defined institutionally and departmentally. Each department shall expand institutional definitions of Teaching, Research/Creative Endeavor, and Service/Professional Obligation to provide the best possible guidance for faculty.”

Teaching

Teaching is the primary responsibility of a faculty member, and expectations for tenure 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 (outlined below), 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.

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.

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.

Research

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, games studies, computer science, and environmental science), and published in a professional research journal or book. The publications may be multi-authored, and thus the research may be collaborative.

Peer Review of Teaching

Peer/Chair review of teaching shall be a component of the annual review of teaching effectiveness. The Chair will review all untenured faculty members, while review of tenured faculty will be conducted by a peer at or above the rank of the tenured faculty member. Peer/Chair observation shall address three of the five constructs: organization/preparation, delivery, and engagement. Results of evaluations and peer reviews shall be confidential; shall be completed in a timely manner with a copy of all documentation provided to the faculty member who was

reviewed; and shall provide the faculty member who was reviewed with an opportunity for written response that will become part of the evaluation/peer review documentation.

Criteria for Academic Rank and Procedures for Promotion of Faculty (According to Sections 2.10 and 2.11 of the Faculty Handbook.)

Criteria for Teaching

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in teaching. Methods for evaluating teaching effectiveness are similar to those outlined above in the Tenure Criteria and Procedures and will include peer review of teaching, course evaluations, general education assessments, and for prerequisite courses, subsequent student preparedness.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in teaching. Methods for evaluating teaching effectiveness are similar to those outlined above in the Tenure Criteria and Procedures and will include peer review of teaching, course evaluations, general education assessments, and for prerequisite courses, subsequent student preparedness.

Assistant Professor

The faculty member will have a terminal degree in their discipline and demonstrate potential for a strong and sustained pattern of meeting or exceeding expectations for performance in teaching.

Senior Instructor

A faculty member who has completed five years of service (consecutive or non-consecutive) at the rank of Instructor at UM is eligible to apply for promotion to Senior Instructor. The faculty member should apply for promotion through the tenure-granting committee in the department in which they are housed. Each department should employ its own standards for determining promotion, however, promotion is typically based on documented and sustained excellence in teaching as noted above.

Instructor

For appointment at the rank of Instructor, a faculty member is expected to hold an earned master's degree and to offer evidence or promise of competence in teaching. Methods for evaluating teaching effectiveness are similar to those outlined above in the Tenure Criteria and Procedures and will include peer review of teaching, course evaluations, general education assessments, and for prerequisite courses, subsequent student preparedness.

Criteria for Service

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in service. All faculty members advancing toward promotion to Professor are expected to be engaged in service to the department, college, university, and community as described above in the Tenure Criteria and Guidelines. For faculty members advancing toward promotion to Professor, leadership in an area of service is expected.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in service. All faculty members advancing toward promotion to Associate Professor are expected to be engaged in service to the department, college, university, and community as described above in the Tenure Criteria and Guidelines.

Assistant Professor

The faculty member will have a terminal degree in their discipline and demonstrate potential for a strong and sustained pattern of meeting or exceeding expectations for performance in service.

Senior Instructor

A faculty member who has completed five years of service (consecutive or non-consecutive) at the rank of Instructor at UM is eligible to apply for promotion to Senior Instructor. The faculty member should apply for promotion through the tenure-granting committee in the department in which they are housed. Each department should employ its own standards for determining promotion, however, promotion is typically based on documented and sustained excellence advising and University service as outlined above in the Tenure Criteria and Guidelines.

Instructor

For appointment at the rank of Instructor, a faculty member is expected to hold an earned master's degree and to offer evidence or promise of competence in academic advising and service to the University as outlined above in the Tenure Criteria and Guidelines.

Criteria for Research

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in research. For promotion to Professor, at least two such peer-reviewed publications are expected (as stated above in the Tenure Criteria and Procedures), as well as evidence that scholarly activity is sustained. 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.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in research. For promotion to Associate Professor, at least two such peer-reviewed publications are expected (as stated above in the Tenure Criteria and Procedures).

Assistant Professor

The faculty member will have a terminal degree in their discipline and demonstrate potential for a strong and sustained pattern of meeting or exceeding expectations for performance in teaching.

Third Year Review Process

Faculty will undergo a Third Year Review as outlined in Section 2.08 of the Faculty Handbook. Probationary faculty in their third year of employment will submit a Faculty Activity Report (FAR) to the Department Chair by the end of the first week of classes in the Spring semester of their third year of employment (or on a schedule that accounts for years granted toward tenure at the time of hire). The probationary faculty member will then submit their FAR and application portfolio to a Review Committee comprised of all tenured faculty in the department for review according to the departmental standards for tenure and promotion. The Committee will compile an assessment report to the Department Chair for review. The Chair will provide additional feedback to the applicant and forward a report summary to the College Dean for additional review and assessment.

Department of Communications Sciences and Disorders

Criteria for Communication Science and Disorders Tenure and Promotion, 8-23-23

Policies and procedures regarding Tenure and Promotion, 3rd Year Review process, and Teaching Review. The UM faculty handbook (rev 4-7-21) outlines procedures and policies for tenure and promotion in sections 2.09 and 2.10. Candidates are required to have a “strong and sustained pattern of meeting or exceeding expectations for performance” in teaching, research, and service (UM faculty handbook, section 2.10). This document outlines the requirements for tenure and promotion to Associate Professor, Professor, and Senior Clinical Instructor in the Communication Science and Disorders department. The requirements must be met within each separate promotion cycle. Artifacts and activities used for tenure and promotion to Associate Professor should occur between the first day of employment in a faculty line at UM (unless otherwise negotiated at time of hire or appointment from staff to faculty) and the submission of the application to the T&P committee. Artifacts and activities used for promotion to Professor will only include activities and artifacts not used for promotion to Associate Professor and should occur between the submission of the T&P materials for tenure and the submission of the application for promotion to Professor.

1. Criteria for Teaching

Faculty members are expected to prioritize teaching as their primary responsibility. In the CSD department, teaching includes both academic and clinical teaching. Faculty members are evaluated on more than student course evaluations. On annual Faculty Activity Reports (FAR), faculty are thus encouraged to document their commitment to teaching by describing time in preparation, continuing education, and peer observation.

Professor

Candidates for Professor “must demonstrate a strong and sustained pattern of truly distinguished performance in teaching” (UM faculty handbook section 4.10).

Evidence of excellence in teaching will include:

- A. Favorable annual reviews by the department chair indicated by a consistent pattern of meeting or exceeding expectations in teaching; by addressing any specific suggestions as noted in prior evaluations, peer reviews, or meetings with the Department Chair; and through consistent efforts to address concerns or suggestions.
- 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 *CSD Teaching Review Policy*. Observations of peers with self-reflection can be substituted for peer reviews.

Associate Professor

Candidates for Associate Professor must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in teaching (UM faculty handbook section 4.10).

Evidence of excellence in teaching will include:

- A. Favorable annual reviews by the department chair indicated by a consistent pattern of meeting or exceeding expectations in teaching; by addressing any specific suggestions as noted in prior evaluations, peer reviews, or meetings with the Department Chair; and through consistent efforts to address concerns or suggestions.

- 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 *CSD Teaching Review Policy*. Observations of peers with self-reflection can be substituted for peer reviews.

Senior Clinical Instructor

Candidates for Senior Clinical Instructor must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in teaching (UM faculty handbook section 4.10).

Evidence of excellence in teaching will include:

- A. Favorable annual reviews by the department chair indicated by a consistent pattern of meeting or exceeding expectations in clinical and/or academic teaching; by addressing any specific suggestions as noted in prior evaluations, peer reviews, or meetings with the Department Chair; and through consistent efforts to address concerns or suggestions.
 - B. Good to excellent reviews on the majority of student course/clinical supervision evaluations; and
 - C. For academic teaching, favorable reviews of academic/clinical teaching by the Department Chair and peers according to the attached *CSD Teaching Review Policy*. Observations of peers with self-reflection can be substituted for peer reviews.
2. Criteria for Research/Creative Endeavor

A faculty member is expected to engage in scholarly endeavors and research. Faculty members are expected to publish in reputable journals and avoid “pay to publish” practices. Faculty members may be required to provide evidence of meaningful peer review and/or reputation of journal by documenting impact factor, appropriate editorial board, or well-respected peer publications in the journal. Expectations for each promotion cycle include:

Professor

Expectations for promotion to Professor 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 state, regional, and/or national conferences or published CEU courses approved by ASHA.

Associate Professor

Expectations for promotion to Assistant Professor 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 state, regional, and/or national conferences or published CEU courses approved by ASHA.

Senior Clinical Instructor

Research and Creative Endeavors are not required for Clinical Instructors

3. Criteria for Service

Faculty members are required to engage in service to the university, the CSD department, and to the profession or community according to the following criteria delineated by rank.

- A. **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.
- B. **Service to the profession and community:** Faculty members in the Department of Communication Sciences and Disorders should demonstrate a commitment to their professional organizations on the local, state, national, or international levels. A faculty member may demonstrate his/her service commitment in two areas of service during each promotion cycle which may include, but are not limited to:
 - i. 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
 - ii. Service to Speech, Language, and Hearing Association of Alabama (SHAA) or other associations related to the faculty member's field
 - iii. Inclusion on an editorial board for a journal or significant pattern of editorial service
 - iv. Presentations to area professional groups related to the faculty member's field
 - v. Provision of uncompensated speech, language, or hearing screenings to children or adults outside of regular duties at the UM Speech and Language Center.
 - vi. Participation on national or state-level committees, boards, or initiatives related to the faculty member's field
 - vii. *Clinical Fellowship* year supervision
 - viii. Participation in IFSP, IEP and/or management plans for clients served by other agencies in addition to the Speech and Language Center at UM
 - ix. Service to local communities not necessarily related to the profession (e.g. churches, schools, community agencies)

Professor

Expectations for promotion to Professor include all of the following indicators of service to the department and university:

- 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

A candidate for Professor should further demonstrate his/her service commitment by showing evidence of **two** areas of service to the profession and community listed above (3B)

Associate Professor

Expectations for promotion to Associate Professor include all of the following indicators of service to the department and university:

- 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

A candidate for Associate Professor should further demonstrate his/her service commitment by showing evidence of two areas of service to the profession and community listed above (3B)

Senior Clinical Instructor

Expectations for promotion to Senior Clinical Instructor include all of the following indicators of service to the department and university:

- A. Equitable participation in departmental committees and service as a committee chair for at least one CSD department committee; and
- B. Commitment to undergraduate and/or graduate advising as measured by favorable ratings on the majority of quantitative and qualitative student evaluations

CSD 3rd year review process, July, 2022

The University of Montevallo requires a 3rd year review for all faculty in tenure-track appointments. Section 2.08 of the UM faculty handbook provides detailed timelines and expectations for faculty who come to the university with 0-3 years of service granted toward tenure.

Per the faculty handbook, The Department Chair shall conduct the annual review as the first step in the third-year review. The annual faculty assessment report (FAR) may need to be submitted early so that it can be included in the portfolio. The process for the 3rd year review should mirror the tenure and promotion process at the university and should conform to the deadlines provided in the university calendar.

The faculty member should submit a portfolio to the review committee, detailing accomplishments in teaching, research and service. The committee is made up of the department's tenured faculty. When there are not at least three tenured faculty, the Chair and Dean will work with the faculty member to select the required number of additional committee members from the college or university faculty. The committee reviews the portfolio, assigns a rating (see guidelines below), and delivers an assessment report to the Department Chair.

The Department Chair reviews the committee report and the portfolio and offers feedback to the applicant. A report summary, including applicant response, is delivered to the Dean and the process is completed according to section 2.08 of the faculty handbook.

The review committee will assign a rating based on the following criteria:

An Appropriate Progress rating is indicated by evidence of the following during the employee's employment at the University of Montevallo:

- A. 1 peer reviewed publication, in print, or in press
- B. 1 state or national level presentation completed
- C. 2 favorable teaching observations by Department Chair
- D. Serves on at least one University committee; at least one departmental committee; and chairs one campus/department committee or exhibits a significant level of state or national level service
- E. Ratings of "Meets Expectations" or "Exceeds Expectations" in all areas on the last two annual performance reviews by the department chair

A Concerns Noted rating is indicated by evidence of one the following during the employee's employment at the University of Montevallo:

- A. No publications in print or in press
- B. No state or national level presentation completed
- C. Unfavorable teaching observations by the Department Chair
- D. Service is lacking
- E. "Needs Improvement" ratings in any area on the last two annual performance reviews by the department chair

A Limited Progress rating is indicated by evidence of two the following during the employee's employment at the University of Montevallo:

- A. No publications in print or in press

- B. No state or national level presentation completed
- C. Unfavorable teaching observations by the Department Chair
- D. Service is lacking
- E. "Needs Improvement" ratings in any area on the last two annual performance reviews by the Department Chair

CSD Teaching Review Process (8-23-23)

Faculty and staff members are responsible for initiating the request to be observed and maintaining this timeline. Results of evaluations, peer reviews, and self-reflection observations shall be confidential; shall be completed in a timely manner with a copy of all documentation provided to the faculty/staff member who was reviewed; and shall provide the faculty member who was reviewed with an opportunity for written response that will become part of the evaluation/peer review documentation. Evaluations will be completed utilizing the official forms which were developed and approved by the CSD faculty.

Untenured, tenure-track faculty

1. Teaching observation by the department chair once per year.
2. Peer review of teaching once per year. Reviews should not be completed by the same faculty member every year. Observation of a peer with self-reflection can be used in lieu of peer reviews.

Tenured Faculty

1. Teaching observation by the department chair once per promotion cycle
2. Peer review of teaching once per year. Reviews should not be completed by the same faculty member every year. Observation of a peer with self-reflection can be used in lieu of peer reviews.

Clinical faculty

1. Academic Teaching observation by the department chair once per year for the first 3 years that an academic course is taught by the clinical instructor. Thereafter, chair reviews will be completed every other year.
2. Peer reviews of academic courses once per year. Reviews should not be completed by the same faculty member every year. Observation of a peer with self-reflection can be used in lieu of peer reviews
3. Clinical Teaching observations once per year by the Department Chair. These will include observation of group or individual clinic meetings, and a review of written clinical observation feedback forms.

Adjunct and Temporary, Full Time Employees

1. In accordance with University policy, “The department chair will review one class during the adjunct faculty member’s first semester at UM. Thereafter, adjunct faculty who continue to teach at UM will be observed at least once every other year. Evidence of problems in the classroom will result in more frequent visits. The department chair may designate full-time faculty members to assist with conducting evaluations after the adjunct faculty member’s first semester.” (Faculty Handbook)

Department Chair

1. Peer review of teaching once per promotion cycle by a peer outside the department or by the Dean of Arts and Sciences.

Department of English and World Languages

Criteria for English and World Languages Tenure and Promotion

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 World 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 from Assistant to Associate Professor: 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 a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching or in Professional Duties;
 - * 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.

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 ENWL 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.

Criteria for Promotion from Associate to Full Professor: Candidates may apply for promotion to Full Professor during their fifth year (or later) of service at the rank of Associate Professor.

Teaching

-- demonstrated a strong and sustained pattern of truly distinguished performance (for those hired after 2009) or outstanding performance (for those hired before 2009) in Teaching or in Professional Duties;

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.

Michael E. Stephens College of Business

Criteria for Evaluation for Tenure and Promotion

2.08 Third-year review

All tenure-track faculty will have a third-year review to discuss their progress toward tenure.

The review will be completed during the same semester a faculty member submits the third annual FAR, or three years before tenure review. Tenure-track faculty will submit a preliminary T&P packet by mid-January of the third year (or three years before tenure review); this information will be made available to all tenured faculty.

SCOB tenured faculty, department chair and dean will meet during the Spring semester to discuss the member's progress. This meeting should constitute a sharing of information and a candid discussion of the member's progress toward (and potential for) tenure and promotion. The department chair will provide recommendations to the member before the end of that same semester, with an opportunity for discussion.

Items to be included in the third-year review packet should follow the outlines in the Faculty Handbook section 2.09, as well as meet department requirements. Examples of items to include in the review packet include:

- Statement on teaching, scholarship/professional activity, and service
- Curriculum vitae and verification of official transcript of highest completed degree
- Comprehensive reviews (e.g., FARs)
- Internal peer evaluations
- Student statements
- Evaluative letters from qualified peers concerning intellectual/professional activity
- Evaluative letters from alumni concerning teaching

2.09 Tenure Criteria and Procedures Guidelines

The School maintains a faculty composition consistent with the standards established by AACSB and prescribed in the "Eligibility Procedures and Accreditation Standards for Business Accreditation" adopted by the AACSB organization on April 8, 2013 (updated in 2018). As detailed in AACSB Standard 15, each school must describe mission-based criteria for faculty qualification status that articulates how faculty qualification status is both granted and maintained.

2.10 Criteria for academic rank and procedures for promotion

The intellectual contributions component of this document recognizes that faculty research enriches faculty teaching and enlivens classroom learning. As faculty advance current thinking and practice within their respective disciplines, they seek to communicate and translate this current thinking to their students through excellent teaching.

The following criteria are intended as a guide for SCOB faculty. All criteria and procedures for tenure and promotion listed in the University of Montevallo Faculty Handbook must be satisfied by candidates for tenure and promotion.

The following are criteria for initial appointment and promotion in faculty rank. For promotion decisions, only accomplishments since the last promotion shall be considered. All of the minimum years specified for promotion are true minimums to be observed for only the most outstanding faculty members.

Professor

To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Teaching, Research/Creative Endeavor, and Service/Professional Obligation as defined by the institution and the department. The high quality of the candidate's work has been widely acknowledged and the candidate has provided meaningful professional leadership. A terminal degree is required. Candidates may apply for promotion to full professor during their fifth year (or later) of service at the rank of Associate Professor. Candidates may include three years of service at the rank of Associate Professor from another institution if such service was written into the initial appointment.

Associate Professor

To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching, Research/Creative Endeavor, and Service/Professional Obligation as defined institutionally and departmentally. A terminal degree is required. Candidates apply for promotion to associate professor simultaneously with application for tenure or thereafter; they may not apply for promotion to associate professor before application for tenure. Candidates then must be in their sixth year of service at the level of Assistant Professor before making application for promotion to Associate Professor, including three years of service in that rank at another institution if such service was written into the initial appointment. Tenure track instructors at the University of Montevallo may petition to include up to three years of service at that rank toward

promotion to the rank of Associate Professor as long as annual evaluations have been positive—meeting expectations in Teaching, Research/Creative Endeavor, and Service/Professional Obligation.

Assistant Professor

To be eligible for this rank, a faculty member must demonstrate potential for a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching, Research/Creative Endeavor, and Service/Professional Obligation as defined institutionally and departmentally. A terminal degree is required.

Instructor/Clinical Instructor

For appointment at the rank of Instructor or Clinical Instructor, a faculty member is expected to hold an earned master's degree and to offer evidence or promise of competence in teaching, academic advising, service to the University, and, in the case of clinical instructors, clinical supervision. An instructor appointment is a non-tenure track appointment that is subject to renewal on an annual basis or a multi-year basis. Continuation of the appointment is based on the availability of funding and on satisfactory performance as determined through annual performance review.

A new faculty member hired to fill a tenure-track position who has not completed his or her terminal degree will be appointed temporarily to the rank of instructor with the expectation that the degree will be earned within a year and, when it is, the faculty member's rank will change to Assistant Professor. The tenure clock will begin at the start of the next regular academic semester.

Senior Instructor/Senior Clinical Instructor

A faculty member who has completed five years of service (consecutive or non-consecutive) at the rank of Instructor or Clinical Instructor at UM is eligible to apply for promotion to Senior Instructor or Senior Clinical Instructor, a non-tenure track appointment that is subject to renewal on a multi-year basis. The faculty member should apply for promotion through the tenure-granting body/committee in the department or academic unit in which they are housed. Each department or academic unit should employ their own standards for determining promotion, however, promotion is typically based on documented and sustained excellence in teaching, advising, University service, and, in the case of Clinical Instructors, clinical supervision. Continuation of the appointment is based on the availability of funding and on satisfactory performance as determined through annual performance review.

Expectations for Teaching

A full workload includes teaching and advising, intellectual/practice contributions, service and other duties as designated.

The standard teaching load is twenty-four (24) credits per academic year.

Appointment	Teaching Variation
Tenured and Tenure Eligible	Twenty (24) credit hours per year (typically 4/4 course load for the year)
Department Chairs	Twelve (12) credit hours of release time per year, normally two courses per semester
Non-tenure, full-time	Twenty (24) credit hours per year (typically 4/4 course load for the year)
Clinical Faculty	Varies by contract

Evaluations for Teaching

Each faculty member is expected to engage in faculty development activities related to teaching such as participating in teaching workshops offered on campus or at conferences. Faculty should report those activities on their annual Faculty Activity Report (FAR), used for annual evaluations. For tenure track faculty members, the department chairperson and one other tenured faculty member should visit at least one class each academic year. 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.

In order to be an excellent teacher, an instructor will generally do or provide the following:

- Good course design and management;
- Follow common course objectives and adhere to the catalog description;
- Establish a positive learning environment;

- Engage in effective communication;
- Clearly explain expectations and subject matter;
- Integrate applications of technology wherever technology can produce an advantage to instruction;
- Motivate student interest;
- Cover an appropriate level of material;
- Evoke critical thinking and improve communication skills among students;
- Appropriately assess student performance and learning and;
- Be accessible to students in person for at least ten hours per week

The evaluation of teaching performance should take into consideration the above matters plus the following, as appropriate:

- Teaching load (including number of unique classes, class size, upper division and graduate courses);
- Evaluation of classroom performance by the department chairperson and other peers;
- Quality and scope of syllabi, examinations, assignments, and grade reports;
- New course development;
- Student assessments of teaching;
- Faculty development efforts;
- Participation in required assessment activities for accreditation purposes; and
- Other information related to teaching supplied in the Faculty Activities Report and Plan.

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. 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

Scholarly Academics (SA), 2020 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), 2020 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), 2020 Standards: SCOB Definitions

- 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), 2020 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

2020 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

The quality of intellectual contributions is subjective. The Intellectual Contributions Guidelines (ABDC List) provide general intellectual contributions and is intended to provide guidelines, not a rigid standard. Beyond the ABDC List, faculty members are permitted to make a case for a variance to these allocated points for their work. Variances from these guidelines must be reviewed by the faculty member's chair and should be based on quality and/or impact. All deviations to the guidelines are to be documented and made available to all faculty members.

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:

- the conference is of recognized quality and sponsored by a recognized disciplinary association; and
- 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:

- 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
- 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.

Note that a full-year committee meeting – meeting one or two times a month for up to 2 hours each – carries greater significance than a committee meeting 1-2 times a semester for 1-2 hours. The number of meetings, meeting length, committee duration, and other relevant factors are taken into consideration. One-time events or other assistance to administration (e.g., Admissions events, panel discussions, etc.) also add value, although potentially at a smaller level. There is no limit to the number of service items a faculty member can partake in so long as participation is assigned or approved by the dean or department chair.

Promotion in Rank from Associate to Full professor

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.

As guidance for the committee and the prospective candidate, it should be noted that expectations for teaching excellence at the associate professor level required for promotion to professor extend beyond what is expected of an assistant professor seeking promotion to the associate rank. Teaching courses well, as

indicated by student statements, is not sufficient for promotion. The candidate for promotion to professor may strengthen his/her dossier in a variety of ways. These would include, among other activities, documentation of course innovations, keeping current in a changing field, development of new courses, mentoring junior faculty in his/her teaching skills, etc.

Expectations

Publications during the year of the tenure review that are not included in the tenure file may be included in the application file submitted to become a full professor. Evidence of contributions to other areas supporting the School and College mission and strategy that may take time away from scholarship, including large numbers of course preparations, heavy student credit hour loads, teaching priority courses, substantial advising loads, unusually heavy service commitments, and other such indicators.

Other examples include:

- Initiated and carried out a major upgrade/revision of curriculum;
- Led a substantial pedagogical innovation that had impact on peers;
- Enhanced faculty development efforts within the School and the College;
- Guided colleagues in research work and professional growth;
- Procured external funds and grants for research, development of pedagogy, and scholarship;
- Established on-going, major collaborative efforts with colleagues in other institutions and organizations;
- Through exceptional service on a Departmental, School, or College committee, made a substantial contribution to the development of a major new program or policy;
- Gave new and enhanced direction to a student group as an advisor to that organization, and established a network of alumni and business leaders to assist students in their searches for jobs and/or interviews.
- Where the candidate seeks promotion based on having attained regional, national or international stature in their discipline due to their record intellectual contributions, the record may be sent by the Committee for outside review, if it deems fit. The Committee will consult with the candidate when choosing outside reviewers.

College of Education and Human Development

Department of Health and Human Sciences

Criteria for the Promotion and Tenure for Counseling Faculty

2.09 Tenure Criteria and Procedures Guidelines (UM Faculty Handbook 2021-2022)

“Each Department shall expand institutional definitions of Teaching or Professional Responsibilities, Research/Creative Endeavor, and Service/Professional Obligation to provide the best possible guidance for faculty.” The criteria below apply to tenure, promotion to associate professor, and promotion to full professor.

Contents:

1. Criteria for Peer Assessment of Faculty Teaching Performance
2. Criteria for Evaluating Scholarship and Creative Endeavors
3. Criteria for Evaluating Service and Professional Obligation

Appendices:

- A. Third Year Review Process
- B. Peer Review Rubric

Criteria for Peer Assessment of Faculty Teaching Performance

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of measurable distinguished performance in Teaching. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching.

Associate Professor

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

Assistant Professor

The appointee will ordinarily hold the recognized terminal degree which would be a degree in Counselor Education from a CACREP-accredited university. Candidates are expected to make sustained/steady progress toward attaining tenure.

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.

Faculty members in the Graduate Counseling 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 B). 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/their peer assessor each year. The faculty member must choose a different peer assessor each year.

- 2. Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to teaching.

Criteria for Evaluating Scholarship and Creative Endeavors

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of measurable distinguished performance in Scholarship/Creative Endeavor. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Scholarship/Creative Endeavor.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Research/Creative Endeavor and meet the departmental standard for promotion and tenure.

Assistant Professor

The appointee will ordinarily hold the recognized terminal degree which would be a degree in Counselor Education from a CACREP-accredited university. Candidates are expected to make sustained/steady progress toward attaining tenure.

The Tenure and Promotion Committee in the Graduate Counseling Program 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 while having served 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 the Graduate Counseling Program 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/their strengths. The guidelines provide examples of specific criteria, which the candidate must submit in his/her/their 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 that a faculty member wants 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., an article in the journals published by ACA, AMHCA, ASCA, ACES, AAMFT, APT, or other national divisions of ACA or AAMFT, and also the professional journal published by ALCA. Other academic journals that would be considered deserving might be those from the field of Educational Leadership, the journal that Chi Sigma Iota publishes [The Journal of Counselor Leadership and Advocacy], Play Therapy, Suicidology, journals on ethics and regulations, trauma-informed counseling, and so on.)
- 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 within the counseling profession
- Presentation (poster, content session, keynote, tutorials) at an international, national, or regional conference, which was peer reviewed for acceptance (e.g. ACA, AMHCA, ASCA, AAMFT, APT, ACES, SACES, etc.) (Other professional associations at which presentations are submitted, approved, and presented that would be considered deserving might be those within the field of Educational Leadership, Play Therapy, Suicidology, journals on ethics and regulations, trauma-informed counseling, and so on.)
- An independently designed training event(s) offering professional development for mental health professionals and/or community partners in the state or central region of the state ranging from 5 hours to 24 hours of content
- Computer software created which has been accepted for national sales/marketing (e.g., national company advertising the software to Counseling and Counselor Education professionals)
- Instructional internet and/or academic company video that demonstrates substantial investment of time and academic expertise
- Earning or maintaining regulatorily-issued professional license to practice counseling
- Earning or maintaining a profession-recognized certification recognizing a specialization in the field of mental health counseling
- Earning or maintaining status as a recognized, approved, or certified supervisor for those who are engaged in acquiring a license or profession-recognized certification

Category II

- Independent or collaborative research or instruction article in a professional practitioner journal (e.g., journals published by national or state professional counseling associations, such as the ones issued by ACA, AMHCA, ACES, ASCA, AAMFT, APT, ALCA, etc.)
- Submission and principal authorship of a grant proposal for research or other scholarship that demonstrates substantial investment of time and academic expertise
- Presentation (poster, content session, keynote, tutorials) at a state or local professional conference
- An independently designed training event(s) offering professional development for mental health professionals and/or community partners in the state or central region of the state ranging from 5 hours to 24 hours of content
- Serving on the board of a national or regional accrediting association

- Serving on a Board of Examiners in the state, such as the Alabama Board of Examiners in Counseling (ABEC), or the Alabama Board of Examiners in Marriage & Family Therapy (ABEMFT)
- 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 associations at the local, state, 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 (such as a CACREP-auditing team, an AAS- or NSPL-audit team, etc.)
- 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)
- Earning or maintaining regulatorily-issued professional license to practice counseling
- Earning or maintaining a profession-recognized certification recognizing a specialization in the field of mental health counseling
- Earning or maintaining status as a recognized, approved, or certified supervisor for those who are engaged in acquiring a license or profession-recognized certification

OPTION TWO: Publication of a book or textbook for use in the Counseling and/or Counselor Education field.

OPTION THREE: Published edited book (served as primary editor) for use in the Counseling and/or Counselor Education field.

1. Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to research and creative endeavor.

Criteria for Evaluating Service and Professional Obligation

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of measurable distinguished performance in Service/Professional Obligations. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Service/Professional Obligations.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Service/Professional Obligations.

Assistant Professor

The appointee will ordinarily hold the recognized terminal degree which would be a degree in Counselor Education from a CACREP-accredited university. Candidates are expected to make sustained/steady progress toward attaining tenure.

The following guidelines have been established as a framework for evaluating the Service and Professional Obligation of faculty members in Graduate Counseling Program. 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 Human Development, and Graduate Counseling Program

- 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 and Human Development work including attendance at College of Education and Human Development meetings, retreats, roundtable discussions, and activities/events
- Fulfilling responsibilities related to administrative appointments such as Chair of Programs and/or Program Coordinator

Category II: Service to the Community

- Service to the world of practice within the mental health profession in a setting related to one’s professional expertise **(Required)**
- Member of a community agency, state agency, or educational organization’s Board of Directors
- Professional Consultation to a group, organization, agency, or corporation, provided that the consultation can be named and identified without breaching confidentiality
- Invited speeches, keynote address, or interviews with the media and/or publishers related to one’s academic expertise (Interviews with students for assignments would not be considered.)
- Service to the community through volunteer work with a state, county, city, or faith-based organization, 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 Counseling and/or Counselor Education
- Officer or Board member of a professional organization related to the field of Counseling and/or Counselor Education
- Chair of a committee of a professional organization related to the field of Counseling and/or Counselor Education
- Member of a committee of a professional organization related to the field of Counseling and/or Counselor Education with evidence of substantial contributions to the committee
 - Member of an accreditation team, (such as a CACREP-auditing team, an AAS- or NSPL-audit team, etc.)
 - 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 Counseling and/or Counselor Education

Category IV: Professionalism

- Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to service and 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

Appendix A

Third-Year Review

(Refer to Section 2.08 in [Faculty Handbook](#))

Third-Year Review will be during the same semester as faculty submits the third annual FAR, or three years before tenure review.

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

The committee will review the submitted portfolio according to departmental standards for tenure and promotion. This review will focus on both completed progress and projected performance towards the tenure and promotion application. The committee will compile an assessment report of progress and demonstrated potential for tenure and deliver that to the Chair.

The Chair will review the committee report and offer feedback to the applicant. Once the applicant has an opportunity to respond to feedback, a report summary is forwarded from the Chair to the Dean.

The Dean will assess reports for consistency across college expectations and standards and audit contract renewal/non-renewal recommendations before forwarding the summary to Provost.

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 year. 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.

Appendix B

SCORING RUBRIC FOR PEER/CHAIR OBSERVATION OF TEACHING PERFORMANCE

INSTRUCTOR NAME:

DATE OF OBSERVATION:

COURSE NAME and #:

PEER EVALUATOR NAME:

Rating Scale:

(4) Excellent, Area of Strength (3) Proficient, On Target (2) Needs Improvement (1)

Unsatisfactory

Indicator Scoring: O = Observed O/C = Observed with Concerns N/O = Not Observed

<u>Effective Teaching Traits</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>Comments</u>
1. Lesson objectives were clearly stated					
2. Lesson presentation was well-organized, flowed smoothly (proper progression was followed)					
3. Instructor was knowledgeable about the subject					
4. Instructor provided clear explanations and concrete examples to help students understand difficult concepts					
5. Instructor was energetic and enthusiastic about the course material					
6. Instructor used a variety of teaching strategies (direct instruction, discussion, inquiry, demonstration, laboratory experiences, etc.)					
7. Instructor modeled appropriate written and spoken language and voice qualities such as tone of voice, volume, and pitch					
8. Instructor demonstrates appropriate nonverbal communication					

9. Instructor encouraged student questions and responded appropriately to student questions					
10. Instructor's delivery of the lesson sparked the students' interest					

Criteria for the Promotion and Tenure for Exercise and Nutrition Science Faculty

2.09 Tenure Criteria and Procedures Guidelines (UM Faculty Handbook 2021-2022)

"Each Department shall expand institutional definitions of Teaching or Professional Responsibilities, Research/Creative Endeavor, and Service/Professional Obligation to provide the best possible guidance for faculty." The criteria below apply to tenure, promotion to associate professor, and promotion to full professor.

Contents:

4. Criteria for Peer Assessment of Faculty Teaching Performance
5. Criteria for Evaluating Scholarship and Creative Endeavors
6. Criteria for Evaluating Service and Professional Obligation

Appendices:

- C. Third Year Review Process
- D. Peer Review Rubric

Criteria for Peer Assessment of Faculty Teaching Performance

Professor

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

Associate Professor

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

Assistant Professor

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

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

3. 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 Exercise and Nutrition Science 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 B). 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.

4. Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to teaching.

Criteria for Evaluating Scholarship and Creative Endeavors

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Scholarship/Creative Endeavor. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Scholarship/Creative Endeavor.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Scholarship/Creative Endeavor and meet the departmental standard for promotion and tenure.

Assistant Professor

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

The Tenure and Promotion Committee in Exercise and Nutrition Science 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 Exercise and Nutrition Science 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 Exercise and Nutrition Science 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.

2. Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to research and creative endeavor.

Criteria for Evaluating Service and Professional Obligation

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Service/Professional Obligations. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Service/Professional Obligations.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Service/Professional Obligations.

Assistant Professor

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

The following guidelines have been established as a framework for evaluating the Service and Professional Obligation of faculty members in Exercise and Nutrition Science 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 Exercise and Nutrition Science 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 Exercise and Nutrition Science
- Officer or Board member of a professional organization related to the field of Exercise and Nutrition Science
- Chair of a committee of a professional organization related to the field of Exercise and Nutrition Science

- Member of a committee of a professional organization related to the field of Exercise and Nutrition Science 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 Exercise and Nutrition Science

Category IV: Professionalism

- Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to service and 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

Appendix A

Third-Year Review

(Refer to Section 2.08 in [Faculty Handbook](#))

Third-Year Review will be during the same semester as faculty submits the third annual FAR, or three years before tenure review.

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

The committee will review the submitted portfolio according to departmental standards for tenure and promotion. This review will focus on both completed progress and projected performance towards the tenure and promotion application. The committee will compile an assessment report of progress and demonstrated potential for tenure and deliver that to the Chair.

The Chair will review the committee report and offer feedback to the applicant. Once the applicant has an opportunity to respond to feedback, a report summary is forwarded from the Chair to the Dean.

The Dean will assess reports for consistency across college expectations and standards and audit contract renewal/non-renewal recommendations before forwarding the summary to Provost.

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 year. 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.

Appendix B

SCORING RUBRIC FOR PEER/CHAIR OBSERVATION OF TEACHING PERFORMANCE

INSTRUCTOR NAME:

DATE OF OBSERVATION:

COURSE NAME and #:

EVALUATOR NAME:

Rating Scale:

(4) Excellent, Area of Strength (3) Proficient, On Target (2) Needs Improvement (1) Unsatisfactory

Indicator Scoring: O = Observed O/C = Observed with Concerns N/O = Not Observed

<u>Effective Teaching Traits</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>Comments</u>
1. Lesson objectives were clearly stated					
2. Lesson presentation was well-organized, flowed smoothly (proper progression was followed)					
3. Instructor was knowledgeable about the subject					
4. Instructor provided clear explanations and concrete examples to help students understand difficult concepts					
5. Instructor was energetic and enthusiastic about the course material					
6. Instructor used a variety of teaching strategies (direct instruction, discussion, inquiry, demonstration, laboratory experiences, etc.)					
7. Instructor modeled appropriate written and spoken language and voice qualities such as tone of voice, volume, and pitch					

8. Instructor demonstrates appropriate nonverbal communication					
9. Instructor encouraged student questions and responded appropriately to student questions					
10. Instructor's delivery of the lesson sparked the students' interest					

Criteria for the Promotion and Tenure for Family and Consumer Science Faculty

2.09 Tenure Criteria and Procedures Guidelines (UM Faculty Handbook 2021-2022)

“Each Department shall expand institutional definitions of Teaching or Professional Responsibilities, Research/Creative Endeavor, and Service/Professional Obligation to provide the best possible guidance for faculty.” The criteria below apply to tenure, promotion to associate professor, and promotion to full professor.

Contents:

- 7. Criteria for Peer Assessment of Faculty Teaching Performance
- 8. Criteria for Evaluating Scholarship and Creative Endeavors
- 9. Criteria for Evaluating Service and Professional Obligation

Appendices:

- E. Third Year Review Process
- F. Peer Review Rubric

Criteria for Peer Assessment of Faculty Teaching Performance

Professor

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

Associate Professor

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

Assistant Professor

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

Teaching: Demonstrated excellence in teaching and in the performance of professional responsibilities.

5. 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 Family and Consumer Sciences 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 B). 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.

6. Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to teaching.

Criteria for Evaluating Scholarship and Creative Endeavors

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Scholarship/Creative Endeavor. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Scholarship/Creative Endeavor.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Research/Creative Endeavor and meet the departmental standard for promotion and tenure.

Assistant Professor

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

The Tenure and Promotion Committee in Family and Consumer Sciences 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 Family and Consumer Sciences 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.
- Principal authorship of funded grants that demonstrate substantial investment of time and academic expertise
- Chapters in books, including textbooks
- 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. ALAFCS, AAFCS, NAEYC, ADA, CADE, ITAA, etc.)
- 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.

3. Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to research and creative endeavor.

Criteria for Evaluating Service and Professional Obligation

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Service/Professional Obligations. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Service/Professional Obligations.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Service/Professional Obligations.

Assistant Professor

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

The following guidelines have been established as a framework for evaluating the Service and Professional Obligation of faculty members in Family and Consumer Sciences 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 Human Development, and Family and Consumer Sciences Programs

- Chairing a university or college committee and/or a special task force
- Three years of University level committee service making substantial contributions as a member
- Representing the university, college, and/or program at “on” and “off” campus activities and events
- Actively participating in College of Education and Human Development work including attendance at College of Education and Human Development meetings, retreats, roundtable discussions, and activities/events, etc.
- Fulfilling administrative appointments such as Chair of Programs, Program Coordinator, and Faculty Director of Child Study Center

Category II: Service to the Community

- Service to the world of practice in a setting related to one’s professional expertise
- 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 Family and Consumer Sciences
- Officer or Board member of a professional organization related to the field of Family and Consumer Sciences

- Chair of a committee of a professional organization related to the field of Family and Consumer Sciences
- Member of a committee of a professional organization related to the field of Family and Consumer Sciences 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 Family and Consumer Sciences

Category IV: Professionalism

- Consistent demonstration of the expectations specified in Section 3.02 of the Faculty Handbook related to service and 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

Appendix A

Third-Year Review

(Refer to Section 2.08 in Faculty Handbook)

Third-Year Review will be during the same semester as faculty submits the third annual FAR, or three years before tenure review.

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

The committee will review the submitted portfolio according to departmental standards for tenure and promotion. This review will focus on both completed progress and projected performance towards the tenure and promotion application. The committee will compile an assessment report of progress and demonstrated potential for tenure and deliver that to the Chair.

The Chair will review the committee report and offer feedback to the applicant. Once the applicant has an opportunity to respond to feedback, a report summary is forwarded from the Chair to the Dean.

The Dean will assess reports for consistency across college expectations and standards and audit contract renewal/non-renewal recommendations before forwarding the summary to Provost.

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 year. 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.

Appendix B

SCORING RUBRIC FOR PEER/CHAIR OBSERVATION OF TEACHING PERFORMANCE

INSTRUCTOR NAME:

DATE OF OBSERVATION:

COURSE NAME and #:

EVALUATOR NAME:

Rating Scale:

(4) Excellent, Area of Strength (3) Proficient, On Target (2) Needs Improvement (1)

Unsatisfactory

Indicator Scoring: O = Observed O/C = Observed with Concerns N/O = Not Observed

<u>Effective Teaching Traits</u>	4	3	2	1	<u>Comments</u>
1. Lesson objectives were clearly stated					
2. Lesson presentation was well-organized, flowed smoothly (proper progression was followed)					
3. Instructor was knowledgeable about the subject					
4. Instructor provided clear explanations and concrete examples to help students understand difficult concepts					
5. Instructor was energetic and enthusiastic about the course material					
6. Instructor used a variety of teaching strategies (direct instruction, discussion, inquiry, demonstration, laboratory experiences, etc.)					
7. Instructor modeled appropriate written and spoken language and voice qualities					

such as tone of voice, volume, and pitch					
8. Instructor demonstrates appropriate nonverbal communication					
9. Instructor encouraged student questions and responded appropriately to student questions					
10. Instructor's delivery of the lesson sparked the students' interest					

Department of Teaching, Leadership, and Technology

Criteria for the Promotion and Tenure for Teaching, Leadership, and Technology Faculty

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

Criteria for Faculty Teaching Performance

Professor

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

Associate Professor

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

Assistant Professor

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

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

Student evaluations indicating teaching effectiveness. Faculty consistently receive high ratings from course evaluations in all areas.

1. The majority of annual evaluations by chair indicate that faculty member meets or exceeds expectations in the area of teaching.
2. 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. Non-tenure observations of teaching
 - 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 each year.

3. Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to teaching.

Criteria for Research/Creative Endeavor

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Research/Creative Endeavor. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Research/Creative Endeavor.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Research/Creative Endeavor and meet the departmental standard for promotion and tenure.

Assistant Professor

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

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.)
 - a. Writing and securing a substantial grant (\$25,000 or more) can substitute for one of the peer reviewed publications
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-refereed journals)
 - c. Reviewer for at least two or more scholarly works in journals and/or proposals
 - d. Reviewer of at least two textbooks
 - e. Published an edited a book
 - f. Writing and securing a grant (\$2,000 or more)
 - g. Workbook or study guide publication
 - h. Authored chapters in publications of professional organizations (e.g. ASCD book)
 - i. Four peer-reviewed professional conference presentations or scholarly addresses at the state, national, or international level
 - j. External state or federal contract (\$2,000 or more)

- i. Principal writer/co-writer of funded contracts approved by the college or university
 - k. 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
 - vi. Submission and principal or co-authorship of a grant proposal for research or other scholarship that demonstrates substantial investment of time and academic expertise (whether funded or unfunded)
- 4. Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to research and creative endeavor.

Criteria for Service/Professional Obligation

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Service/Professional Obligations. The annual reviews will serve as evidence of a strong and sustained pattern of meeting or exceeding expectations for performance in Service/Professional Obligations.

Associate Professor

In addition to having the qualifications of an Assistant Professor, to be eligible for this rank, the faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Service/Professional Obligations.

Assistant Professor

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

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)
 - q. Supported the design of a new program for the department
 - r. Designed a new course to support new programs in the department

3. Consistent demonstration of the expectations specified in Section 3.02 of the [Faculty Handbook](#) related to service and professional obligations.

Third-Year Review

(Refer to Section 2.08 in [Faculty Handbook](#))

Third-Year Review will be during the same semester as faculty submits the third annual FAR, or three years before tenure review.

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

The committee will review the submitted portfolio according to departmental standards for tenure and promotion. This review will focus on both completed progress and projected performance towards the tenure and promotion application. The committee will compile an assessment report of progress and demonstrated potential for tenure and deliver that to the Chair.

The Chair will review the committee report and offer feedback to the applicant. Once the applicant has an opportunity to respond to feedback, a report summary is forwarded from the Chair to the Dean.

The Dean will assess reports for consistency across college expectations and standards and audit contract renewal/non-renewal recommendations before forwarding the summary to Provost.

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 year. 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.

College of Fine Arts

Department of Art

Criteria for Promotion and Tenure for Art Faculty

NASAD Accreditation Standards (from NASAD Handbook 2021-22, Section E: Faculty and Staff)

3. Appointment, Evaluation, and Advancement

a. Standards

(1) The institution and art/design unit must have procedures for appointing, evaluating, and advancing art/design faculty that promote objectivity and that ensure appropriate connections between personnel decisions and purposes, especially as aspirations and purposes concern teaching, creative work, exhibition, research, scholarship, and service.

(2) The institution must have procedures for the regular evaluation of all faculty.

(3) Creative activity and achievement and exhibition must be regarded as being equivalent to scholarly efforts and publication in matters of appointment and advancement when the institution has goals and objectives for the preparation of professional artists and designers.

b. Guidelines and Recommendation

(1) Effective and fair evaluation of faculty is based on clear and accurate statements regarding responsibilities and expectations made at the time of employment and subsequently.

(2) Normally, the particular arrangement of elements and perspectives used to determine the quality of faculty work are considered and articulated as clearly as possible for each faculty and staff member, especially at the time of appointment.

(3) Normally, art/design faculty holding appropriate credentials and having full-time appointments are entitled to full faculty status and given treatment comparable to that for faculty members in other disciplines on a given campus with regard to appointment, tenure, increases in salary, and advancement to higher rank.

2.09 Tenure Criteria and Procedures Guidelines (UM Faculty Handbook 2022-2023) “Each department shall expand institutional definitions of Teaching, Research/Creative Endeavor, and Service/Professional Obligation to provide the best possible guidance for faculty. Departments shall consider and reach consensus on expectations to define the departmental (or other unit within the department) standard. Departments should consider standards at peer and aspirant schools, as well as those of accrediting bodies—and then invite peer response from at least one compatible unit on or off campus. The department shall submit its statement of standards/expectations, along with rationale, to the ad hoc University Committee on Faculty Evaluation, Promotion, and Tenure for review. Standards shall be filed in the offices of department chairs, deans, and the Provost/VPAA. Standards shall be reviewed every five years, and proposed changes to approved standards shall be submitted to the same approval process as described above. This process shall include all faculty members, tenured and non-tenured.

The following criteria are intended as a guide for Art faculty. All criteria and procedures for tenure and promotion listed in the University of Montevallo Faculty Handbook must be satisfied by candidates for tenure and promotion.

I. Criteria for Teaching

Untenured 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 using the Peer Review Evaluation Form (attached) provided by the Art Department. Other measures of teaching effectiveness will include student course evaluations, syllabus review and evaluation of the quality of the student artwork produced or written materials such as exams, papers, etc.

II. Scholarship/Creative Endeavor

Scholarship/creative endeavor for studio faculty will consist primarily of the creation of art and design 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 and design produced should be exhibited on a regular basis, including local opportunities, and expanding to state, regional, national, and international opportunities through galleries, non-profits, public spaces, museums, and design venues, as well as online venues. Commercial and design work may also count as scholarship, and its production documented relative to the purpose of the work, for example the publication of graphic design work or commercial photography in its intended format.

Scholarship and creative endeavors are evaluated primarily by quality; peer review provides assessment of quality by considering juried exhibitions, 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 demonstrate 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 the scholarship of teaching and learning through writing, publishing, and presenting lectures and workshops on studio practice, their 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. Art history scholarship includes research with primary sources; analysis of existing research and writing; the scholarship of teaching and learning; and engagement with digital and public humanities. 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 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.

III. Service

Service in the Department shall include the work required to maintain the facilities and to deliver the curriculum. All program areas in studio art and art history have specialized equipment and facilities that must be maintained by the faculty. All faculty members are responsible for their primary teaching areas; 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 portfolio reviews, and attending the public events of the department. Faculty are also encouraged to participate in study travel, student group sponsorship, undergraduate research, the honors program, and community engagement.

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 visual resource coordinator, graphic designer, accreditation self-study director, et cetera. Additional service should encompass college and university committee work and service to professional organizations and the community.

IV. Third-Year Review Process

A Third-Year Review will be completed during the same semester a faculty member submits the third annual Faculty Activity Report, or three years before tenure review. Pre-tenured faculty will submit a preliminary Tenure and Promotion packet by mid-January of the third year; this information will be made available to all tenured faculty for review. Tenured faculty and the Department Chair will meet during the Spring semester to discuss the pre-tenured faculty member's progress. This meeting should constitute a sharing of information and a candid discussion of the pre-tenured faculty member's progress toward tenure and promotion. The Chair will provide recommendations to the pre-tenured faculty member before the end of that same semester, with an opportunity for discussion.

V. Tenure and Promotion Criteria and Procedures (From UM Faculty Handbook, section 2.11 Criteria for Academic Rank and Procedures for Promotion:

Professor: To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Teaching (or in Professional Duties as a librarian), Research/Creative Endeavor, and Service/Professional Obligation as defined by the institution and the department. The high quality of the candidate's work has been widely acknowledged and the candidate has provided meaningful professional leadership. A terminal degree is required. Candidates may apply for promotion to full professor during their fifth year (or later) of service at the rank of Associate Professor. Candidates may include three years of service at the rank of Associate Professor from another institution if such service was written into the initial appointment.

Associate Professor: To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching (or in Professional Duties as a librarian), Research/Creative Endeavor, and Service/Professional Obligation as defined institutionally and departmentally. A terminal degree is required. Candidates apply for promotion to associate professor simultaneously with application for tenure or thereafter; they may not apply for promotion to associate professor before application for tenure. Candidates then must be in their sixth year of service at the level of Assistant Professor before making application for promotion to Associate Professor, including three years of service in that rank at another institution if such service was written into the initial appointment. Tenure track instructors at the University of Montevallo may petition to include up to three years of service at that rank

toward promotion to the rank of Associate Professor if annual evaluations have been positive—meeting expectations in Teaching (or in Professional Duties as a librarian), Research/Creative Endeavor, and Service/Professional Obligation.

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 endeavor, 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 Assistant to Associate to full Professor. Teaching, scholarship and creative endeavor, and service should increase and improve over the course of the two promotion cycles and beyond as evidenced by the Annual Performance Evaluations.

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 the College of Fine Arts, will round out the committee with tenured faculty at the appropriate rank from across the College.

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.

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.

	Observer Comments	N.A.
Knowledge		
Of Topic:		
Organization		
Preparation for class		
Introduction		

Topic Progression		
Summary		
Use of time (studio: 1-on-1 interaction with students)		
Skills and Techniques		
Enforces class rules		
Use of room		
Use of active learning strategies		
Checks for understanding		
Visual aids		
Addresses questions		
Communication		
Listens to students		
Rapport with students		

Delivery/Vocal clarity		
Student Performance		
Engagement		
Other Comments		

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 Communications

Criteria for Promotion and Tenure for Communications Faculty

Overview

As required by Section 2.09 of the University of Montevallo Faculty Handbook, this document expands institutional definitions of teaching, scholarly/creative endeavor, and service for faculty members in the Department of Communication in order to provide the best possible guidance for those seeking tenure and/or promotion. The appendices include additional criteria for peer observations, third year review, and promotion of Instructors to Senior Instructors.

In alignment with Sections 2.11.1 and 2.11.2 in the UM Faculty Handbook, tenure and/or promotion recommendations originate within the Department of Communication and are determined by assessing the faculty member's accomplishments in the areas of teaching,

scholarly/creative endeavor, and service. To better prepare tenure-track faculty for applying for T&P, they will undergo a third year review (Appendix B) to help evaluate their progress.

All requirements listed in this document and Sections 2.09 and 2.11 of the University of Montevallo Faculty Handbook must be satisfied by candidates for tenure and/or promotion.

I. Expectations for Teaching

Teaching is at the heart of UM's mission and is therefore the primary responsibility for faculty members in the Department of Communication. Expectations for tenure and/or promotion place the greatest emphasis on a faculty member's effectiveness as a teacher.

Measuring teaching effectiveness is a complicated process, and no perfect metric exists. Two main tools for assessment include peer observations (Appendix A) and student course evaluations. Ultimately, a holistic view and assessment of a faculty member's teaching effectiveness will be used when considering tenure and/or promotion.

Professor

To be eligible for promotion to this rank, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in teaching.

Associate Professor

To be eligible for promotion to this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in teaching.

Assistant Professor

For appointment to this rank, a faculty member must demonstrate potential for a strong and sustained pattern of meeting or exceeding expectations for performance in teaching.

Senior Instructor

To be eligible for promotion to this rank, a faculty member must show documented and sustained excellence in teaching. (For additional criteria for promotion to Senior Instructor, see Appendix C.)

Instructor

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For appointment to this rank, a faculty member is expected to hold an earned master's degree and to offer evidence or promise of competence in teaching.

II. Expectations for Scholarly/Creative Endeavor

Tenured and tenure-track faculty in the Department of Communication are experienced professionals in their field with terminal degrees in their areas of expertise (Ph.D. or M.F.A.). All faculty members are expected to function as teacher-scholars whose scholarly/creative endeavors will inform their work with students on productions and in classes.

Faculty members applying for tenure and/or promotion are expected to meet the following scholarly/creative endeavor benchmarks:

Professor

To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in research and/or creative endeavor. This will result in traditional peer-reviewed publications of original research (e.g., journal articles, books, book chapters, or monographs) and/or professionally recognized creative scholarship (e.g., on- or off-campus public and professional media; produced or directed productions; designs; and/or selection and screening at juried media competitions or film festivals).

For promotion to the rank of Professor, a faculty member is required to have:

- At least two additional peer-reviewed publications or juried creative works between the faculty member's promotion to Associate Professor and submission of their promotion application to their committee.
- At least two additional conference presentations or film festival panel/workshop presentations between the faculty member's promotion to Associate Professor and

submission of their promotion application to their committee.

Associate Professor

To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in research and/or creative endeavor. This will result in traditional peer-reviewed publications of original research (e.g., journal articles, books, book chapters, or monographs) and/or professionally recognized creative scholarship (e.g., on- or off-campus public and professional media; produced or directed productions; designs; and/or selection and screening at juried media competitions or film festivals).

For tenure and promotion to the rank of Associate Professor, a faculty member is required to have:

- At least two peer-reviewed publications or juried creative works between the faculty member's first day of employment at UM and the submission of their tenure and promotion application to their committee.

Revised 2022

- At least two professional conference presentations or film festival panel/workshop presentations between the first day of employment at UM and the submission of their tenure and promotion application to their committee.

Assistant Professor

To be eligible for this rank, a faculty member must demonstrate potential for a strong and sustained pattern of meeting or exceeding expectations for performance in research and/or creative endeavor.

Regarding creative scholarship, it is understood that any public, professional performance, production, and publication work is the result of often-lengthy research and preparation. However, only juried or peer-reviewed public, professional, realized productions can effectively assess the merit and end result of the research and preparation process. Thus, faculty members should provide a juried or peer-reviewed response to their public, professional creative scholarship in the form of reviews; programs; professional ranking or listing of production or publication venues; and/or letters of support from professional peers or scholars who hired and/or collaborated with the candidate on the realized activity under consideration.

In addition to the benchmarks for tenure and/or promotion, faculty members are expected to be actively engaged in ongoing scholarly/creative endeavors throughout their academic careers. These scholarly/creative endeavors can 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, national, or international level.
- Publication as an author, co-author, or editor of scholarly or professionally recognized books, articles, book chapters, or entries in major reference works.
- 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, film, or other multimedia productions that are accepted into juried screenings including media production competitions and film festivals.
- Media that airs on a recognized professional distribution network.
- Obtaining a professional IMDb credit on a successfully distributed feature film or

television show. (The Internet Movie Database, the internationally-recognized registry of the motion picture/television industry.)

III. *Expectations of Service*

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In addition to demonstrating effective teaching and meeting required expectations for creative/scholarly endeavors, candidates for tenure and/or promotion are expected to contribute to the University, profession, and community by engaging in service activities.

Professor

To be eligible for promotion to this rank, a faculty member must demonstrate a strong sustained pattern of truly distinguished service throughout their career. A faculty member's service should include meaningful involvement and leadership on University and Department of Communication committees, dedication to advising students, membership and engagement in professional organizations, and a commitment to community service.

Associate Professor

To be eligible for promotion to this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for service since receiving tenure. A faculty member's service should include meaningful involvement on University and Department of Communication committees, dedication to advising students, membership and engagement in professional organizations, and a commitment to community service.

Assistant Professor

For appointment to this rank, a faculty member must demonstrate potential for a strong and sustained pattern of meeting or exceeding expectations for service. Typically, new faculty are excused from advising and committee service during their first year to allow them time to acclimate to their new role at the University.

Faculty should remember that the *quality*—not quantity—of their service will be strongly considered by their committee. Examples of service activities include (but are not limited to):

- Adjudication and consulting services.
- Use of professional communication-related skills in service to campus and local communities.
- 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 University.
- 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 role.
- 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.

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- 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 chairperson 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.
- Participation as a juror in a state, national, or international film festival or media/journalism competition.

Revised 2022

Appendices

Appendix A

Plan for Peer Review of Classroom Teaching

Per Section 3.04 the UM Faculty Handbook, “Peer review shall be a component of the annual review of teaching effectiveness, in a format decided by the department. Peer/Chair observation shall be an essential aspect of the evaluation of teaching in the annual performance review.”

For the Department of Communication, the primary methods for evaluating teaching effectiveness include regular peer observations of teaching and student course evaluations. Other measures of effectiveness may include General Education assessments, and for prerequisite classes, subsequent student preparedness.

At least once per year, each faculty member will be observed by a tenured faculty member in their area of expertise (i.e., Communication Studies or Mass Communication). Faculty may also invite additional observations from colleagues within the Department of Communication who are outside of their program area.

General Guidelines

- Peer reviewers will be tenured faculty members or senior instructors who have agreed to serve as peer reviewers.
- Faculty may invite any qualified colleague in their area of expertise to observe a class. In the event there are no tenured faculty members or senior instructors in a faculty member’s area of expertise, peer observations can be conducted by any tenured faculty member or senior instructor in the Department of Communication.
- Visits related to the peer evaluation process will be coordinated between the faculty member being observed and their reviewer. However, if the Chair believes an unannounced visit is in the best interest of the University, the Chair reserves the right to observe any faculty member’s class at any time.
- The faculty member being reviewed will provide the class syllabus, handouts and any other material needed to prepare for observing 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 observations may be scheduled.

- The peer reviewer will submit a written report of each class visit to the Department Chair. The report will document the faculty member's observed strengths and areas for improvement in four primary categories:

- 1) classroom *organization*,
- 2) teaching *methods*,
- 3) *presentation* of course material,
- 4) and *teacher-student interaction*.

The report will also include

- the date and time of the class,
- the course title,
- the number of students present,
- and a space for the faculty member being observed to add comments.

Revised 2022

- The report must be signed and dated by the faculty member who was observed and by the peer reviewer.
- A copy of the written report will be provided to the observed faculty member.
- Within two weeks of the class visit, either the reviewer or the observed faculty member has the option to request a meeting to discuss the written report.
- The faculty member being reviewed may write a response and request one additional review, either by the same reviewer or by a different reviewer.

Appendix B

Third Year Review

Third year review will occur during the same semester that faculty member submits their third annual Faculty Activity Report (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 in the Department of Communication.

All tenured faculty and the Chair will meet to share information and have a candid discussion of the non-tenured faculty member'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.

Appendix C

Promotion to Senior Instructor

As outlined in the Section 2.11.1 of the Faculty Handbook, each department is responsible for establishing its own standards for promotion of Instructors to the rank of Senior Instructor. The Department of Communication acknowledges and affirms that faculty members at those ranks are here for the primary purpose of delivering high-quality pedagogy to UM students. It would be unfair and unethical to place the burdens and expectations of scholarly/creative endeavor and service on these non-tenure track colleagues.

Therefore, the Department of Communication makes recommendations for promotion to Senior Instructor based solely on their teaching effectiveness. This assessment is informed by peer reviews, peer observations, and student course evaluations. Instructors must show documented and sustained excellence in teaching over the course of five years, which can be consecutive or non-consecutive. Furthermore, they are expected to hold a master's degree in their area of expertise to be eligible for promotion.

This policy is subject to review and refinement as deemed necessary by the Department of

Communication faculty in consultation with the Chair of the Department of Communication and the Dean of the College of Fine Arts at the University of Montevallo.

Department of Music

MUSIC

Department of Music - Statement of Expectations

The following are intended as guidelines for Music Department Faculty. All requirements listed in the University of Montevallo Tenure and Promotion Policy must be satisfied by candidates for tenure and promotion.

Third-Year Review

The purpose of this review is to provide feedback to the faculty member as well the department chair regarding respective contributions toward satisfying standards of promotion and tenure. The Third-Year Review will follow standards, procedures, and policies regarding annual faculty evaluation and application for tenure and promotion. Please refer to Faculty Handbook Section 2.09 and Appendix B as well as the departmental standards and requirements.

Procedural Timeline for Third Year Review:

Fall semester, year 2:

- Department Chair notifies Assistant Professor of impending Third-Year Review.
- Department Chair notifies Dean's Office of Assistant Professors undergoing Third-Year Review.
- Assistant Professor begins assembling materials to submit.

Fall semester, year 3:

- Assistant Professor submits preliminary materials to Department Chair and Third-Year Review Committee, due date determined by Department.
- Department Chair meets with the candidate with feedback from the committee.

Spring semester, year 3:

- Assistant Professor submits final materials to Department Chair (due date determined by department.)
- Department Chair and Committee review the materials.
- Department Chair submits written report to the Dean's Office.
- Department Chair meets with Dean to discuss and evaluate the candidate.
- Department Chair meets with Assistant Professor to share results and advise the candidate.
- Department Chair documents the process, evaluation of the candidate and any resultant advisement in a memo to the Dean.

This written review is included in the culminating Tenure and Promotion file.

Materials should include:

- Three written statements (each approximately one page in length) provided by the candidate emphasizing his/her perceived strengths in:
 1. Research/creative activity
 2. Teaching
 3. Service
- Curriculum vitae
- Faculty annual reports (a copy of each one completed while in rank)
- At least two peer evaluation/observation reports (coordinated by department chair)
- Instructional activity report of all courses taught while in rank
- Course instructor survey summary evaluations for all courses taught while in rank
- List of students supervised for capstone, recitals, and individual research projects
- Supplemental material (per candidate's discretion)

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.)

Appendix J:

University of Montevallo/Department of Music

Faculty/Peer Evaluation

Classroom/Studio/Rehearsal Observation for Annual Review

Based on your observations, please provide some insight into each of the following. Continue on back if necessary.

I. Knowledge of subject matter (Level of expertise, breadth of coverage, etc.)

II. Organization/Preparation: (preparing and distributing a complete syllabus, making good use of class time, stating objectives, and defining expectations clearly, arriving to class promptly and with all necessary materials/equipment, and organizing course content logically or with some perceivable structure.)

III. Engagement: (maintaining students' attention, generating students' interest in the subject matter, inspiring students to want to learn more about the subject matter, motivating by example, and promoting and achieving student participation.)

IV. Delivery (explain concepts clearly, demonstrating concepts or modeling skills when appropriate, pacing instruction for understanding, questioning effectively, and demonstrating high levels of enthusiasm and energy.)

V. General comments/observations/recommendations.

Instructor: _____

Evaluator: _____

Class: _____

Date: _____

Peer Review for Tenured Faculty

Tenured faculty will invite a classroom observation by any fellow tenured faculty at least once in the academic year.

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.

- 1st Year--- Department Chair and tenured faculty member.
- 2nd Year---Department Chair and a different tenured faculty member.
- 5th Year--- Fall Semester—different tenured faculty member.

Peer Review for Promotion to Professor, Associate Professor, or Senior Instructor

The applicant will be observed by the Department Chair and a faculty member of higher rank at least once within one year to the application for promotion.

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 Music to conduct class visitations after the first semester.

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."

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
- 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, 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 the 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:

All Faculty: General

- Holds the appropriate degree(s).
- Additional study, such as course work, private applied study with acknowledged master teachers, attendance and/or participation in master classes, clinics, and conferences.
- 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.
- Study beyond the appropriate degree in a formal program with the intent of earning an additional degree or certificate.
- Completion of a degree beyond the appropriate degree.
- Study of informal nature or professional experience of exceptional quality.
- Publication as an author, co-author or editor of scholarly and important books, monographs, and chapters in books, or entries in major reference works.
- Research: The conduct of research contribution to the state of knowledge in the faculty member's field of specialization.
- Winning of prizes, fellowships, or other recognition.
- Performance of, composition for, or production of sound recordings for commercial distribution or non-local broadcast.
- Evaluations of prospective publications.

Studio Applied Teachers

- Appears on campus as a principal performer in a solo or duo recital.
- 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.
- Appears in recitals or concerts or other performances off-campus of a non-professional or semi-professional nature.
- Performs off-campus in recognized professionally organized situations on a regular basis.
- Performs as soloist with professional organizations of recognized excellence.
- Publications as author or co-author of articles in professional or pedagogical journals.
- Publications as arranger/transcriber/editor of music.

Classroom Teachers

- Publication as author, co-author, or editor of articles or reviews in professional journals.
- Publication, performances, and/or commission of musical compositions or arrangements.

- Publication as author or co-author of articles or monographs in school journals.
- Frequent publication, performance, and/or commission of the faculty member's musical compositions.

III. Service

- Adjudicating and consulting services.
- Music-related community services.
- 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.
- Effective service as a faculty advisor to student organizations and ensembles 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 and attracting students.
- 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.
- Assumes extra teaching assignments above and beyond the normal workload.
- Assumes teaching assignments outside their primary area upon request of the Chair.
- Effective service as chairman or otherwise leader of committees or other official activities of the Department, College, and the University.
- 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 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 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

Criteria for Promotion and Tenure for Theatre Faculty

2.09 Tenure Criteria and Procedures Guidelines (UM Faculty Handbook 2021-2022)

“Each Department shall expand institutional definitions of Teaching [or Professional Responsibilities as a librarian], Research/Creative Endeavor, and Service/Professional Obligation to provide the best possible guidance for faculty.”

For Faculty hired prior to Fall 2009:

2.10 Criteria for Academic Rank and Procedures for Promotion

The following are criteria for initial appointment and promotion in faculty rank. For promotion decisions, only accomplishments since the last promotion shall be considered. All of the minimum years specified for promotion are true minimums to be observed for only the most outstanding faculty members.

Professor: To be eligible for this rank, a faculty member must demonstrate: (1) outstanding performance in teaching or in professional duties as a librarian; (2) strong performance in research and/or creative endeavors; and (3) strong professional contributions and service. Candidates must possess a doctorate or the highest degree otherwise obtainable in their fields or possess, in lieu of the degree, a distinguished record of scholarly, artistic, or creative productivity. Candidates must have a minimum of five years' experience at the associate professor level, which may include three years of service in that rank at another institution if such service is written into the initial appointment.

Associate Professor: To be eligible for this rank, a faculty member must demonstrate: (1) strong performance in teaching or in professional duties as a librarian; and strong potential for further development as a scholar and teacher or as a librarian; (2) strong record of performance in research and/or creative endeavors; (3) strong professional contributions and service. Candidates must possess a doctorate or the highest degree obtainable in their fields or possess, in lieu of the degree, a distinguished record of scholarly, artistic, or creative productivity. Candidates must have a minimum of five years' experience at the assistant professor level, including three years of service in that rank at another institution if such service is written into the initial appointment.

Assistant Professor: To be eligible for this rank, a faculty member must demonstrate strong potential for further development as a scholar and teacher or as a librarian. Candidates must possess a doctorate or the highest degree obtainable in their fields or possess, in lieu of the degree, a distinguished record of scholarly, artistic, or creative productivity.

Instructor: To be eligible for this rank, a faculty member must possess at least the master's degree in the discipline.

For faculty employed Fall 2009 and thereafter:

2.11.1 Criteria.

The following are criteria for initial appointment and promotion in faculty rank. For promotion decisions, only accomplishments since the last promotion shall be considered. All of the minimum years specified for promotion are true minimums to be observed for only the most outstanding faculty members. Library faculty shall hold the appropriate terminal degree defined in the American Library Association's Statement on the Terminal Professional Degree for Academic Librarians.

Professor: To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of truly distinguished performance in Teaching (or in Professional Duties as a librarian), Research/Creative Endeavor, and Service/Professional Obligation as defined by the institution and the department. The high quality of the candidate's work has been widely acknowledged and the candidate has provided meaningful professional leadership. A terminal degree is required. Candidates may apply for promotion to full professor during their fifth year (or later) of service at the rank of Associate Professor. Candidates may include three years of service at the rank of Associate Professor from another institution if such service was written into the initial appointment.

Associate Professor: To be eligible for this rank, a faculty member must demonstrate a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching (or in Professional Duties as a librarian), Research/Creative Endeavor, and Service/Professional Obligation as defined institutionally and departmentally. A terminal degree is required. Candidates apply for promotion to associate professor simultaneously with application for tenure or thereafter; they may not apply for promotion to associate professor before application for tenure. Candidates then must be in their sixth year of service at the level of Assistant Professor before making application for promotion to Associate Professor, including three years of service in that rank at another institution if such service was written into the initial appointment. Tenure track instructors at the University of Montevallo may petition to include up to three years of service at that rank toward promotion to the rank of Associate Professor as long as annual evaluations have been positive—meeting expectations in Teaching (or in Professional Duties as a librarian), Research/Creative Endeavor, and Service/Professional Obligation.

Assistant Professor: To be eligible for this rank, a faculty member must demonstrate potential for a strong and sustained pattern of meeting or exceeding expectations for performance in Teaching (or in Professional duties as a librarian), Research/Creative Endeavor, and Service/Professional Obligation as defined institutionally and departmentally. A terminal degree is required.

Instructor/Clinical Instructor: For appointment at the rank of Instructor or Clinical Instructor, a faculty member is expected to hold an earned master's degree and to offer evidence or promise of competence in teaching, academic advising, service to the University, and, in the case of clinical instructors, clinical supervision. An instructor appointment is a non-tenure track appointment that is subject to renewal on an annual basis or a multi-year basis. Continuation of the appointment is based on the availability of funding and on satisfactory performance as determined through annual performance review. A new faculty member hired to fill a tenure-track position who has not completed his or her terminal degree will be appointed temporarily to the rank of instructor with the expectation that the degree will be earned within a year and, when it is, the faculty member's rank will change to Assistant Professor. The tenure clock will begin at the start of the next regular academic semester.

Senior Instructor/Senior Clinical Instructor: A faculty member who has completed five years of service (consecutive or non-consecutive) at the rank of Instructor or Clinical Instructor at UM is eligible to apply for promotion to Senior Instructor or Senior Clinical Instructor, a non-tenure track appointment that is subject to renewal on a multi-year basis. The faculty member should apply for promotion through the tenure-granting body/committee in the department or academic unit in which they are housed. Each department or academic unit should employ their own standards for determining promotion, however, promotion is typically based on documented and sustained excellence in teaching, advising, University service, and, in the case of Clinical Instructors, clinical supervision. Continuation of the appointment is based on the availability of funding and on satisfactory performance as determined through annual performance review.

The following criteria are intended as a guide for Theatre faculty. All criteria and procedures for tenure and promotion listed in the University of Montevallo Faculty Handbook must be satisfied by candidates for tenure and promotion.

I. Criteria for Teaching

On a rotating basis, all tenured theatre faculty members will observe a class for all probationary or pre-promotion theatre faculty. After observing classes, reviewers will submit feedback to the Department chair and the peer probationary faculty member in writing on a standard departmental form (Appendix B) 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 factored 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 as described in the FAR document; and student course evaluations.

Criteria for promotion from Instructor to Senior Instructor:

Faculty with Instructor rank seeking to apply for promotion to Senior Instructor will be evaluated solely on Teaching performance in both classroom and other teaching-related assignments (production area supervision, student mentorship, contributions to overall Theatre programming applicable to student learning). In addition to class observations by Tenure Track Faculty (open rank) of courses annually, to demonstrate effectiveness and achievement in the area of Teaching, Instructors must provide in their annual Faculty Activity Report supporting evidence for active development of course content and delivery, engagement with disciplinary best practices in academic and professional environments, and regular successful Student Learning Outcomes achievement. Examples of documentation for these activities include (Instructors must not complete all of these activities, nor is this a definitive list; options may vary depending on area of expertise):

- Letters of support from other Faculty
- Submitted class observation reports using departmental observation form and criteria
- Awards for Teaching activities (internal or external)
- Grants awarded for proposed teaching/course development projects
- Development of new courses/programs
- Student mentorship initiatives
- Continuing patterns of positive student course evaluation results
- Documented professional development in their area of expertise as included in their course assignment content (for example: workshops on and off campus, professional work during Summer sessions, conference attendance, any continuing education contributing to course content and delivery)

Criteria for promotion from Associate to Full Professor:

Faculty achieving promotion to Associate Professor will not be observed formally by peers or Chair as a regular practice after the promotion, until the year of application to Full Professor to inform the final annual review before submission of the application for promotion. In annual evaluations, Faculty are tasked with providing supporting evidence in their Faculty Activity Report for engagement with current best practices in instruction and content in their courses and other teaching areas. Activities to include (Faculty are not asked to achieve all in this list, but these are examples of demonstrated activity in improving Teaching and Student Outcomes achievement):

- Grants awarded for course or initiative development activities
- New courses developed with or without grant or reassigned time

- Awards for Teaching (internal and external to UM)
- Letters of support from students or others related to teaching effectiveness
- Demonstrated successful innovations in course design and content delivery including but not limited to: implementation of emerging and new technology, course content and delivery related to University-wide academic initiatives, adjustments to curriculum and content as recommended by accreditation review feedback, adjustments and modifications to delivery and content resulting from research or practice in the disciplinary field.

II. Criteria for Creative Scholarship

University of Montevallo Theatre tenure track 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. For applicable definitions of Creative Scholarship, please see below:

From the ATHE guidelines for Tenure and Promotion:

“The theatre professor meets the requirement for research and creative production by engaging in the creation of theatrical performances and productions. Academic theatre artists collect, analyze, and synthesize data both before and during the rehearsal process. This research is conducted both individually and collaboratively. The results of the research and the creative exploration are disseminated in public performance. The preliminary research, development through rehearsal, and the final production may be documented in many ways. Documentation may include designs, models, photographs, slides, and recordings of performance, prompt/production books, interviews, articles and essays that relate to the production, as well as reviews and evaluations by qualified respondents.”

From the NAST Handbook (21-22 edition):

“Creative activity must be regarded as being equivalent to scholarly efforts and publication when the institution has goals and objectives for the preparation of theatre professionals in practice-oriented specializations.”

Criteria for promotion from Assistant to Associate Professor and Tenure:

Examples of eligible projects and activities include (faculty are not expected to achieve all examples on this list, but must demonstrate regular successful completion and pursuit of activities valuable to the discipline):

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 contributing artistic services to yearly productions as part of the UM Theatre season for campus and community audiences.
5. Receiving awards, grants, fellowships, or other professional recognition.

6. Professional conference panel or workshop presentations off-campus at the state level.
7. Professional conference panel or workshop presentations off-campus at the regional level.
9. Professional conference panel or workshop presentations at the national/international level.
10. 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.
11. 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.
12. Realized, public off-campus work in the production area of the faculty member's expertise that can include local community theatre involvement.
13. Realized, public, professional off-campus work in the professional area of the faculty member's expertise that can include work at in-state; regional; and/or national professional venues.

Criteria for Promotion from Associate to Full Professor:

In addition to a continuation of successful activities and scholarship listed above, for promotion to Full Professor from Associate, a faculty member's creative scholarship should include realized work with a public-juried or peer-response-reviewed visibility.

III. Criteria for 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; the College of Fine Arts; and the University Community. While department and university service is required, significant service to the field or off-campus community is also desirable and recognized in applying for promotion and tenure.

Criteria for promotion from Assistant to Associate Professor and Tenure:

Examples of applicable service activities include (faculty are not expected to achieve all examples on this list but must demonstrate consistent achievement in service activities that contributes value to the institution and department as well as the discipline):

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, program coordinator, program 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 for 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 (without reassigned time or other compensation).
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.

Criteria for promotion from Associate to Full Professor:

For promotion to Full Professor from Associate, a faculty member's service activities should demonstrate significant leadership duties contributing to the discipline, profession, department, or institution. Examples could include campus directorships or coordinator positions; high level on-campus elected positions; leadership on a multi-year operational committee or task force; leadership roles in professional off-campus organizations including but not limited to chairing a sub-committee, conference planning and coordination, community initiatives, contributions to organized groups seeking to make improvements to the profession, etc.

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.

For promotion from Associate to Full Professor, if the previous promotion to Associate was achieved at the University of Montevallo, the applicant need only provide documentation of activities completed and achievements since the last promotion. If a Faculty member (non-Dean) is transferring more than 3 years of service at Associate level with the promotion to Associate being awarded at a previous institution, the applicant for promotion must present materials across their tenure-track career to provide context for continuum of professional development.

This policy is subject to review and refinement as provided for in University policy to be conducted by the full Theatre faculty to submit for approval of the Dean of the College of Fine Arts and Provost.

Appendices:

A: Third-Year review (From Section 2.08 of Policy Manual)

The University of Montevallo requires all untenured faculty with tenure-track appointments to undergo a review of their progress toward tenure and promotion annually with special attention given to the annual review after the third full year of service to the University, or on a schedule that accounts for years granted toward tenure at the time of hire (see table below).

The purpose of the third year review is to assess overall performance to date and provide faculty with structured, documented feedback as they move toward tenure and promotion. Mirroring the University and departmental standards, processes, and format of the tenure and promotion application, this process can be used by faculty as an assessment tool for gauging their progress towards future application for tenure and promotion.

Timeline:

Years granted towards tenure:	Third year review during:	Eligible for tenure and Promotion in:
0	3 rd Year	6 th Year
1	3 rd Year	5 th Year
2	2 nd Year	4 th Year
3	1 st year	3 rd Year

Deadlines:

January, 1st week of classes: FAR document due to Department Chair

January, 3rd Friday: Application including FAR due to committee

February, 2nd Friday: Committee report due to chairs

February, 3rd Friday: Report due to Deans

March, 1st Friday: Report due to Provost

Content:

As the Third-Year Review will follow standards, procedures, and policies regarding annual faculty evaluation and application for tenure and promotion, please refer to Faculty Handbook section 2.09 and Appendix Bas well as departmental standards and requirements.

Process:

1. Probationary faculty under third year review will submit a Faculty Activity Report (FAR) to Chair or Library Director at the above date. Chair or Library Director will conduct an annual review to be included in the application portfolio to the Review Committee.
2. A review committee composed of the department's tenured faculty members will review the submitted portfolio according to departmental standards for tenure and promotion. When there are not at least three tenured faculty members available to serve, the Department Chair and College Dean, in consultation with the candidate, shall select the needed number of Committee members elsewhere within the respective college or if necessary the University. This review will focus on both completed progress and projected performance towards the tenure and promotion application. The committee will compile an assessment report of progress and demonstrated potential for tenure and deliver that to the Chair or Library Director.
3. Chairs review the committee report and application materials and offer feedback to the applicant. Once the applicant has an opportunity to respond to feedback, a report summary including the applicant response is forwarded from the Chair to the Dean.
4. Deans assess reports for consistency across college expectations and standards and audit contract renewal/non-renewal recommendations before forwarding the summary to Provost.
5. Note: applicants have the option to request additional review of the submitted portfolio by the Dean and/or Provost as part of their feedback response.

B: Department of Theatre Peer Teaching Evaluation Form

Department of Theatre
Teaching Evaluation

Name: _____ Date: _____
 Course Name & Number: _____
 Room & Building: _____
 Evaluator: _____

Class

Started on time	Yes	No		
Review of previous session		Yes	No	
Attendance taken		Yes	No	

Instructor's Delivery:

Excellent

Poor

Voice Volume		_____	_____	_____	_____	_____
Clarity		_____	_____	_____	_____	_____
Professional demeanor	_____	_____	_____	_____	_____	_____
Enthusiasm		_____	_____	_____	_____	_____
Use of Technology/Resources	_____	_____	_____	_____	_____	_____

Organization:

Logical sequence of material		_____	_____	_____	_____	_____
Suitable level of difficulty			_____	_____	_____	_____
Appropriate examples		_____	_____	_____	_____	_____
Effective use of class time			_____	_____	_____	_____
Control of classroom discussion		_____	_____	_____	_____	_____
Explained relationship of information to course/professional goals		_____	_____	_____	_____	_____

Interaction with Students:

Acknowledged student questions		_____	_____	_____	_____	_____
Encouraged student participation		_____	_____	_____	_____	_____
Handled disruptive behaviors		_____	_____	_____	_____	_____
Awareness of student attention/ understanding/interest		_____	_____	_____	_____	_____

Evaluation of entire class session:

Comments:

Carmichael Library

Criteria for Promotion and Tenure for Library Faculty

2.09 Tenure Criteria and Procedures Guidelines (UM Faculty Handbook 2021-2022)

“Each Department shall expand institutional definitions of Teaching [or Professional Responsibilities as a librarian], Research/Creative Endeavor, and Service/Professional Obligation to provide the best possible guidance for faculty.”

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 Academic Librarians serve as a statement of purpose and guidance for library faculty at the University of Montevallo.

The following criteria are intended as a guide for Library faculty. All criteria and procedures for tenure and promotion listed in the University of Montevallo Faculty Handbook must be satisfied by candidates for tenure and promotion.

All pre-tenured librarians will have a third-year review to discuss their progress toward tenure. (See Appendix A).

Contents:

1. Criteria for Professional Responsibilities
2. Criteria for Research / Creative Endeavor
3. Criteria for Service / Professional Obligations

Appendices:

- A. Third Year Review Process
- B. Peer Review Rubric

1. Criteria for Professional Responsibilities

Professor

In addition to having the qualifications of an Associate Professor, to be eligible for this rank, a librarian 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 Professor

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.

Peer Review of Instruction:

“Peer review shall be a component of the annual review of teaching effectiveness, in a format decided by the department.” (UM Faculty Handbook 3.04)

The library faculty define peer evaluation as an assessment of an instructor’s effectiveness. All librarians must submit an annual peer review of instruction. The library director and another library faculty member will each

complete an annual assessment for pre-tenured librarians. The process should be flexible to allow for variations in teaching methods and desired outcomes. Because the instructional program at the Carmichael Library ranges from traditional library instruction at the undergraduate level to advanced 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 have created a rubric for use in the peer review process. (See Appendix B).

2. Criteria 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 Professor

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.

Examples of Research/Creative Endeavor:

The following list includes both collaborative and independent activities that contribute to research and creativity. Other activities may be appropriate and can be included if approved by the Library Director and Faculty. Peer reviewed activities 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
- Advance professional practices in a significant way through a major innovation
- 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 external 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

3. Criteria 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 and university committees and in professional organizations, and a commitment to community service.

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 department, college, and university committees. The candidate must serve on at least two university committees per year after the first year. Active membership in at least one professional organization is required for promotion and tenure, as is participation in community service.

Assistant Professor

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.

Appendices

Appendix A

Third-Year Review Process Carmichael Library

Adopted 2016, for librarians hired prior to the 2021-2022 academic year. Faculty hired after this date should refer to the process in the Faculty Handbook.

A Third-Year Review will be completed during the same semester a faculty member submits the third annual FAR, or three years before tenure review.

Pre-tenured faculty will submit a preliminary T&P packet by mid-January of the third year (or three years before tenure review); this information will be made available to all tenured faculty.

Tenured library faculty and the library director will meet during the Spring semester to discuss the pre-tenured faculty member's progress. This meeting should constitute a sharing of information and a candid discussion of the pre-tenured faculty member's progress toward and potential for tenure and promotion. The director will provide recommendations to the pre-tenured faculty member before the end of that same semester, with an opportunity for discussion.

Appendix B

Peer Review of Librarian Instruction

https://docs.google.com/forms/d/e/1FAIpQLSctz5wvKDK0pBFZcLzmKQlwpnf-zKkU_4YSG_1NL3gw98yuAQ/viewform

Peer Review Rubric

1. Teaching Librarian
2. Reviewing Librarian
3. Course
4. Date of Session
5. Number of Students
6. Audience

Mark only one oval.

Undergraduate Students
Graduate/Professional Students
Faculty/Staff
Other:

Observation

7. Explained goals of the session

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

8. Session was well organized

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

9. Presentation was clear and focused

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

10. Content of class consistent with class level and goals

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

11. Material presented accurately, logically, creatively, thoroughly

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

12. Projected enthusiasm, openness, and a command of material

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

13. Engaged the class

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

14. Active learning activity helped students to understand information

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

15. Encouraged and effectively answered questions

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

16. Accomplished goals and objectives of the session

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

17. Encouraged additional help and contacting a librarian

Mark only one oval per row.

Strongly Agree Agree Undecided Disagree Strongly Disagree N/A

18. Additional Comments

Appendix C

Third-Year Review Process Carmichael Library Adopted 2016

A Third-Year Review will be completed during the same semester as faculty submits the third annual FAR, or three years before tenure review.

Pre-tenured faculty will submit a preliminary T&P packet by mid-January of the third year (or three years before tenure review); this information will be made available to all tenured faculty.

Tenured library faculty and the library director will meet during the Spring semester to discuss the pre-tenured faculty's progress. This meeting should constitute a sharing of information and a candid discussion of the pre-tenured faculty's progress toward and potential for tenure and promotion. The director will provide recommendations to the pre-tenured faculty member before the end of that same semester, with an opportunity for discussion.

Observation of teaching: The library director and a faculty librarian will each conduct an annual classroom observations of every pre-tenured faculty.