

COLLEGE OF ARTS AND SCIENCES
NEW GUIDELINES ON PROMOTION AND TENURE
Approved by College Assembly, April 23, 2002
Revised April 12, 2005

PART I. General Criteria for Promotion and Tenure Review

Departmental recommendations for promotion and tenure are reviewed by the Dean and the advisory College Promotion and Tenure Committee, in accordance with departmental, College, and University standards, guidelines, and regulations. Because applying these standards to individual cases requires an understanding of the prevailing expectations, standards of achievement, and practices in the candidate's discipline, the department must provide a description and explanation of such matters as part of any recommendation for promotion.

The College review process is supplementary to the following University documents:

- a. Academic Freedom and Tenure: The Code of the University of North Carolina
- b. Regulations on Academic Freedom, Tenure, and Due Process--The University of North Carolina at Greensboro
- c. University Promotions and Tenure Guidelines--The University of North Carolina at Greensboro
- d. University-wide Evaluation Guidelines for Promotions and Tenure--The University of North Carolina at Greensboro

Teaching and learning are the primary activities of College Faculty. The College holds to the scholar-teacher-participant model of faculty responsibility and expects a record to provide evidence of significant achievement in scholarly or creative work, teaching, and service, as these terms are defined below. While the weighting and proportion of these areas of achievement may differ according to individual, disciplinary, or departmental and programmatic circumstances, meeting the criteria in one area alone is insufficient; contributions in all are necessary.

Teaching

At any level of review, a candidate's portfolio should show evidence of demonstrable commitment to and effectiveness in teaching. An essential feature of good teaching is effective and inspiring performance in the classroom or laboratory. Viewed in its broad institutional context, however, the category of teaching includes not only instruction in assigned courses but also such related contributions as curriculum design and program development, advising and supervising students, directing research projects, participating in workshops and institutes, participation in interdisciplinary programs, developing instructional technology and innovative pedagogies, and preparing instructional materials. An outstanding record of teaching will include contributions and achievements in a variety of these areas.

Scholarship or Creative Achievement

A candidate's scholarly or creative work should be demonstrably original, significant, peer reviewed, publicly disseminated (normally through publication, public performance, or public exhibition), recognized, and sustained. High quality, originality, and significance of contribution are more important than either volume or type of scholarship represented. Either applied or theoretical work of high quality is acceptable, as are original and significant works of synthesis and integration intended for general audiences, and innovative pedagogical works (such as textbooks) that have a demonstrably positive impact upon the pedagogy of a discipline. An outstanding record of integrative, applied, or pedagogical scholarship will be clearly based in and informed by the candidate's original research.

Although a candidate's research, scholarship, or creative activity will often be conducted within a single academic discipline, a multidisciplinary or interdisciplinary approach is increasingly used in many fields of inquiry and may be integral to some. The College recognizes the appropriateness and importance of such approaches and will give full consideration to multidisciplinary and interdisciplinary work.

Service

Faculty service is normally of three types: service to the institution, service to the scholarly profession, and service to the community.

- a) Service to the institution: Departments, academic programs, the College, and the University require the serious participation of faculty in their administration and governance. The College expects the responsible participation of all faculty in the academic community and looks for documented evidence of such participation in a candidate's record.
- b) Service to the scholarly profession: Faculty serve the scholarly profession through a host of activities, including various forms of peer reviewing, participation in academic conferences, service to and leadership in academic organizations, and scholarly editorial work. The College endorses and encourages such activities because they serve the interests of learning; because they are important forms of faculty development and scholarly participation in their own right; and because they are a source of pride and recognition for the University.
- c) Service to the community: Faculty serve the community in a variety of ways, including developing relationships of consultation with organizations, businesses, and public agencies; developing and participating in outreach programs that apply and disseminate knowledge and creative work beyond the confines of the University; and developing and participating in partnerships (such as internship programs) between academic programs and external agencies. The College endorses and encourages such activities, because they are essential to the service mission of the University; because they are legitimate extensions of scholarship and teaching; because they help to support and enrich academic programs; and because they help to prepare students for lives of service and leadership.

Service to the faculty member's department and to the institution are expected; service in major administrative or leadership roles such as program direction is encouraged and may constitute an important application and extension of scholarship. Service to the scholarly profession is encouraged and regarded as a sign of scholarly accomplishment and recognition. Service to the community is encouraged, particularly where it involves a substantial extension or application of a faculty member's scholarship. An outstanding record of service will involve substantial achievements in more than one of these categories.

PART II. College Criteria for Promotion to Specific Ranks and Conferral of Permanent Tenure

1. Reappointment as Assistant Professor

Application and Time in Rank:

Assistant Professors are normally appointed initially to a term of four years and reviewed in the third year for reappointment to a second term of three years as Assistant Professor.

Criteria:

a. Teaching

The candidate demonstrates teaching competence and a commitment to teaching. The candidate shows promise of making significant contributions to teaching as defined in Part I of this document.

b. Scholarship or Creative Achievement

The candidate shows evidence of success at scholarship or creative activity as defined in Part I of this document, as well as promise of continuing development.

c. Service

The candidate has made satisfactory service contributions.

d. Promise

The candidate shows promise of satisfying the criteria for promotion to Associate Professor and conferral of permanent tenure.

2. Promotion of an Assistant Professor to Associate Professor with Permanent Tenure.

Application and Time in Rank:

Assistant Professors are normally reviewed for promotion to Associate Professor with permanent tenure in their sixth year of employment (the second year of their second term of employment as Assistant Professor). However, the review for promotion and conferral of permanent tenure may occur before that time if it is deemed appropriate by the candidate's department head in consultation with tenured department faculty.

Criteria:

a. Teaching

The candidate's record demonstrates substantial commitment to and effectiveness in teaching as defined in Part I of this document.

b. Scholarship or Creative Achievement

The candidate's record shows evidence of scholarly or creative accomplishments as defined in Part I of this document, in accordance with the standards and expectations of a particular scholarly or creative field.

c. Service

The candidate demonstrates a commitment to university and professional citizenship and has made satisfactory service contributions as defined in Part I of this document.

d. Promise

The candidate shows promise of achieving a level of distinction that will lead to promotion to the rank of Professor.

3. Promotion of an Associate Professor to the Rank of Professor

Application and Time in Rank:

Individuals appointed as Associate Professor without permanent tenure (for an initial term of five years) are reviewed for conferral of permanent tenure and/or promotion to the rank of Professor during the fourth year of appointment. However, this review may occur before that time if it is deemed appropriate by the candidate's department head in consultation (for conferral of permanent tenure alone) with all tenured faculty or (for promotion with tenure) with faculty who hold the rank of Professor.

Promotion to the rank of Professor is based upon achievement, distinction, and the impact of one's contributions, not duration of employment. An Associate Professor may be recommended for promotion at any time. However, time in rank may be a salient consideration to the extent that the impact of certain contributions accumulates and gathers force over time. An individual's aggregate contributions over a period of time may yield a level of achievement or recognition that might not be accorded to any of them individually considered.

While the particular configuration of any individual's scholarly or creative contributions will always be unique, it is nevertheless possible to anticipate recognizable profiles of outstanding achievement worthy of consideration for promotion to the rank of professor, as described below. The recommendation for promotion must define a profile that is to be used in evaluating the candidate. In some cases, the candidate's record may fit clearly into one of the three profiles described as examples below. In other cases, the candidate's accomplishments may include elements of two or more profiles so that the combination is considered sufficient to justify promotion. The dossier should clearly define the candidate's achievements in each area and describe how the resulting record constitutes the significant and sustained contribution expected for promotion to Professor.

Criteria:

i Research or Creative Activity Profile

A. Teaching

The candidate's record demonstrates continuous commitment to and effectiveness in teaching as defined in Part I of this document.

B. Scholarship or Creative Achievement

The candidate's record shows clear evidence of scholarly or creative achievements as defined in Part I. A record of outstanding achievement under this profile is marked by attainment of a substantial national or international reputation in a scholarly or creative field. The candidate will have produced significant works of scholarship or creative activity in the form of books, refereed or invited articles or book chapters, works of art, and/or creative performances. The positive reception and impact of these works will be confirmed by reviews, awards, citations, exhibitions, or other forms of scholarly or creative recognition. The candidate will be judged to have made a significant impact upon a scholarly or creative field, and this judgment will be confirmed by the testimony of qualified impartial reviewers.

C. Service

The candidate has made significant service contributions to the department, College, and University. Normally, service to the scholarly profession and/or professionally relevant community service is also expected.

ii Applied Research or Creative Activity Profile

A. Teaching

The candidate's record demonstrates continuous commitment to and effectiveness in teaching as defined in Part I of this document.

B. Scholarship or Creative Achievement

A record of outstanding achievement under this profile will involve significant articulations of applied scholarship in a variety of settings, resulting in a strong cumulative documented impact over a period of time, or a concentration of scholarly energies into pedagogy, encompassing broader questions of curriculum and teaching in the discipline. The tangible scholarly products of applied research may take such forms as commissioned research reports, articles in the popular or regional press, curatorial or community education projects, substantial and sustained scholarly editorial work, creative work in or involving public and/or corporate spaces, creative design or work applied to other creative or scholarly fields, textbooks, manuals, software and other course materials, articles on pedagogy or curriculum design, or reports based on program grants and contracts devoted to developing and disseminating innovative pedagogies.

This work may result in establishing programs integrating research with service to the community. It may also include establishing and managing academic programs within the University, or of faculty development, student development, or clinical operations that are adjunct to academic programs. It may include applications of creative works or designs to other fields. It may include curriculum design and program development, the direction of programs, mentoring of other teachers, participating in workshops and institutes, development of innovative pedagogies and technologies for teaching, and authorship of instructional materials. The result for the candidate may be a reputation that is local and regional rather than national or international.

The candidate's portfolio will attest to a) achievements that are demonstrable extensions or applications of scholarship or creative activity; b) achievements that further the mission of the candidate's department or program with respect to teaching, research, and/or creative activity; and c) contributions whose quality and impact are well documented and confirmed by appropriate experts in the discipline as well as those directly affected by them. The candidate will be judged to have made a significant impact upon practice or policy in an area of importance through the work of applied scholarship or to have made a strong cumulative contribution to the teaching mission of the university and to teaching in the candidate's field.

C. Service

The candidate has made significant service contributions to the department, College, and University. Normally, service to the scholarly profession and/or professionally relevant community service is also expected.

iii Distinguished Teaching Profile

A. Teaching

A record of outstanding achievement under this profile is marked by sustained and significant contributions to the teaching mission of the university. The candidate's record will normally include but must also go beyond superior classroom teaching and must demonstrate substantial accomplishment in broader areas of curriculum and teaching. Typically these include curriculum design, program development, mentoring of students and of other teachers, the direction of programs, participating in workshops and institutes, development of innovative pedagogies and technologies for teaching, and authorship of instructional materials. The quality and impact of such efforts, as well as the quality and impact of the candidate's teaching performance, will be documented and confirmed by the reviews of experts in the discipline as well as those directly affected by them. The candidate will be judged to have made a strong cumulative contribution to the teaching mission of the university and to teaching in the candidate's discipline.

B. Scholarship or Creative Achievement

While the primary focus of the achievements of candidates put forth under the Distinguished Teaching Profile may be in teaching excellence, all candidates are expected to have a record of scholarship or creative activities as defined in Part I.

C. Service

The candidate has made significant service contributions to the department, College, and University. Normally, service to the scholarly profession and/or professionally relevant community service is also expected.