HDFS Criteria for Appointment and Promotion
Updated 2/28/14

Each tenured faculty member is expected to exhibit academic and professional integrity and a willingness to think in terms of the whole department and the whole institution. In addition, those faculty members whose appointment carries administrative responsibility are expected to demonstrate administrative ability.

The department affirms that faculty members’ work may be carried out and documented in a variety of ways, including diverse approaches to teaching, research and scholarship, and leadership and service. The evaluation criteria expressed within this document are intended to provide guidance regarding how diverse approaches may be reflected in faculty members’ teaching, research and scholarship, and leadership and service, and to articulate criteria that will be used by the HDFS department in making decisions regarding promotion.

In revisions undertaken during 2013, the Department has made a concerted effort to incorporate community-engaged work into the three evaluation areas. We have drawn from a number of different University documents and would like to define two key terms that will be used throughout the document. The first, community engaged or community engagement, includes research activities, teaching, and service activities that are collaboratively undertaken by faculty members with community partners, staff, and/or students through processes that exemplify reciprocal partnerships and are carried out for public purposes. A second term, community-based activities, is used to describe activities that are provided to, intended for, and/or done in communities outside of the University setting, but not characterized by the reciprocal and mutually beneficial collaborations exemplified in community engaged work.

A. Teaching

Teaching is broadly defined as activities related to instruction and learning that occur both within and beyond the context of university courses, and may take place on campus, in community-based settings and/or in non-traditional formats. Teaching activities may include, but are not limited to: 1) instruction; 2) advising and supervising students; 3) mentoring; and 4) developing and implementing other types of learning activities. As a department, we value

mentoring as a teaching activity that may extend to students and post-doctoral fellows (current and former), colleagues within and beyond the university, and community partners. Likewise, the department recognizes the value of community-engaged teaching as: “those activities that 1) honor principles of community engagement, and 2) provide opportunities for students, community participants, and community partners to collaborate with faculty members for the dual - and integrated - purposes of learning and service.”

Evaluating Teaching

The evaluation of teaching may include a range of criteria related to teaching/course quality, teaching effectiveness and engagement, and continual scholarly preparation, as well as characteristics of faculty that reflect a commitment to teaching and learning. Criteria to be considered in the evaluation of teaching, and teaching contributions include:

- Knowledge of subject and its effective use to promote learning.

- Continual study and growth in knowledge, judgment and clarity in organizing and presenting course information and in testing for the mastery of course content, and receptivity to new ideas, methods, and materials.

- Ability to generate and maintain interest in subject matter, to stimulate intellectual curiosity, to inspire thought and discussion, and to promote intellectual growth, as well as professional development.

- Demonstrated sensitivity to students’/participants’ individual needs, viewpoints and feelings, with inclusiveness, fairness and impartiality

- Devoting time and energy to meeting individual and department responsibilities with regard to teaching and mentoring.

- Innovative contributions that may be demonstrated by new preparations within existing courses, the creation of new courses or learning activities within a discipline or of an interdisciplinary nature, or the development or application of new methods, materials, or mentoring approaches or programs.

- In the case of community-engaged teaching, reciprocity with community partners such as schools and/or human service organizations to identify community needs, and to create, revise, and/or deliver appropriate learning opportunities that are mutually beneficial. Examples might include designing a course on community engaged research methods with community partners in which students are partnered with agencies to conduct research together that benefits student learning and the agency; service learning courses that emphasize reciprocity between community partners and students; leading study abroad courses designed with or by a community partner that have a service learning component; collaborating in

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the design and delivery of professional development opportunities for community members/employees.

- Mentoring that promotes growth, development, career progression and/or capacity building among students/participants, post-doctoral fellows, colleagues, and/or community partners in the application of scholarly and creative processes.

**Evidences of Teaching Performance**

In evaluating candidates for promotion, the department will evaluate evidences of teaching performance using feedback from peers (on a yearly basis at the pre-tenure stage), students/participants, mentees, and/or community partners, as well as course/educational materials.

The following evidences are used to define satisfactory teaching performance:

- The ability to communicate effectively with students/participants and/or community partners;
- Establishment of regular and consistent requirements that are clearly stated in course materials;
- Appropriate use of multimedia;
- Appropriate emphasis on subject matter, as judged by peers and/or community partners to be up to date, factually correct, and relevant;
- Establishment and maintenance of adequate academic standards and expectations;
- Full and timely evaluation of students’/participants’ and/or community partners’ work;
- Meeting classes/sessions regularly and on time;
- Consistent willingness to meet with students/participants and/or community partners outside of class/session hours;
- Presence of well-defined instructional purposes in courses/teaching activities;
- Participation by students/participants and/or community partners in professional development activities such as conference presentations, publications, and participation in professional, civic, or community-based organizations;
- Indicators of student/mentee/participant success, which include awards and recognition, scholarships or grants for further study or program development, as well as professional and educational attainments (e.g., employment, acceptance into graduate programs) In evaluating Community-engaged teaching, it is expected that the candidate will document reciprocal, mutually beneficial planning and implementation of teaching activities in conjunction with community partners. In addition to the evidences listed above, the department should consider evidence of teaching effectiveness that evaluates the impact of the teaching on participants and/or on community needs.
Unacceptable teaching occurs when an instructor regularly falls below minimum standards of teaching performance. An unacceptable teacher is one who displays characteristics such as:

- Inability to communicate effectively with students/participants and/or community partners;
- Creating a hostile or non-inclusive learning environment;
- Capricious evaluations of students/participants and/or community partners;
- Demands on students/participants and/or community partners unrelated to the teaching/learning process;
- Emphasis on subject matter that is judged by learned peers to be trivial, outdated, or factually incorrect;
- Failure to establish and maintain rigorous academic standards;
- Failure to evaluate students’ work fully and promptly;
- Failure to meet classes regularly (including failure to meet classes for the full class time and/or term);
- Consistent unwillingness to meet with students/participants and/or community partners outside of class/session hours;
- Absence of defined instructional purposes in courses or other teaching activities;
- Failure to maintain confidentiality in student matters
- Failure to sufficiently uphold reciprocal agreement with community partners (e.g., timely delivery of agreed upon educational activity); and,
- Failure to administer students’/participants’ course evaluations as directed.

B. Research and Creative Activity

Research and creative activity includes all forms of discovery and integration of knowledge. Each member of the department is expected to engage in continuing and significant research appropriate to their discipline, their professional growth and development, and the mission of the University. It is expected that research will be disseminated in the form of peer reviewed journal articles, and other products that may or may not be peer reviewed such as books or book chapters, conference presentations and proceedings, technical reports, program evaluations, white papers, or web-based resources.

Faculty members are expected to seek external funding for their research and scholarship, and to make consistent and persistent efforts to identify funding sources and apply for funding that supports their work. Sustained quality and quantity, the development of an independent program of scholarship—which may also be collaborative—, publication in high quality journals, production of other high quality products, and a systematic progression toward greater leadership in publication/products are also expected.

Multiple types of research methodologies and scholarship are valued in the department. These include any of the following used as the primary methodology or used in combination: quantitative, qualitative, interdisciplinary, multidisciplinary, community-based, and community-engaged research. The latter is undertaken in collaboration with community partners who help set research questions, determine methodology, create research projects, and/or engage in other activities that bridge academic and community contexts.
Evaluating Research and Creative activity

Factors to be weighed in evaluating the research contribution will include:

- Quality of production as measured primarily by evaluations from independent external reviewers who are acknowledged as experts in the faculty member’s research area(s) and/or research methodology. These reviewers will be asked to evaluate the national, and international reputation of the faculty member’s work and its contribution to the faculty member’s field of study.
- Other measures of quality and impact of the faculty member’s work may include measures of scholarly impact such as citation frequencies and/or measures of community impact such as demonstrated links between research and changes in policy, practice and/or community capacity.
- Continuity of the research program as well as the aggregate of productive endeavors, both in terms of publications/products and funding, with particular emphasis on accomplishments since the appointment at UNCG or previous promotion, will be evaluated.
- There should be clear evidence of significant contributions to, and eventual leadership in research, publications/products, and proposal writing.

Selection of External Reviewers

The key evaluation criteria are external peer reviews from recognized experts in the field, such as editors of leading journals and tenured associate professors (for evaluations of assistant professors) or full professors (for evaluation of assistant and associate professors) in peer institutions. External peer reviewers may include experts who can evaluate the substantive contribution of the candidate’s research program and/or experts who can evaluate the quality of the methodology used in the research. These individuals must be able to make independent judgments of the candidate’s work and therefore should not have been involved in collaborative work with the candidate. External reviewers will be explicitly asked to review and comment on the quality of materials that did not undergo peer review prior to dissemination.

Indicators of eminence for the purposes of selecting reviewers include:

- Position as journal editor or member of editorial board
- Invited chapters in prestigious publications
- Invited papers and guest lectures
- Honors and awards from professional societies
- Citations of published work
- Citations and interviews by the media
- Patents or copyrights applied for or held, accompanied by peer assessment of the work
• National or international reputation
• Reputation for expertise in the type of research methodology used in the candidate’s work
• Named, distinguished, or endowed professorships
• Recognized leadership position and/or expertise related to the potential impact of the candidate’s work on the community

C. Leadership and Service

Effective leadership and service will involve activities within the University, in the community, and in the profession. Participation in the University’s broader intellectual life is demonstrated by service on committees, attendance at University functions, assisting colleagues, mentoring faculty, and helping the broader community and profession when a certain expertise is called for. While community-based service describes activities that are provided to or intended for communities, community-engaged service describes activities that are undertaken with community members in a context of collaboration and reciprocity.

• University service entails committee assignments at the department, School and University levels. (Assistant Professors usually serve at the department and School levels while Associate Professors and Professors also serve at the University levels.)

• Community-based service contributions consist of service and leadership positions on boards, task forces, advocacy groups and consultantships. (Assistant Professors will likely serve at the local and state levels while Associate Professors and Professors also serve at national levels).

• Community-engaged service involves collaborative activities with community members, groups or organizations to develop and/or implement policies or programming in order to understand and address issues of public concern.

• Professional service consists of editorial responsibilities, committee assignments and chairships, abstract reviewing, and elected positions.

These activities are considered as part of the promotion and tenure review based on their importance to the discipline or profession, community and the mission of the University. Where administrative duties are a part of the regular duties, such as Head of the Department, there will be an evaluation of leadership and service in this role. Where such duties were a temporary assignment, such as Acting Head of the Department, this period of leadership and service will be given consideration in proportion to the total period of time being reviewed.

Participation in professional societies will be evaluated in terms of the influence that the faculty member exerts on the standing of the profession, the effect of his
or her contributions on the development of the individual, and the extent to which these contributions reflect in a positive manner on the University. Special consideration will be given to substantial contributions to the profession, including such matters as election or appointment to offices or significant project leadership at the state, regional or national level. In the context of community-engaged service and leadership, faculty members may make significant contributions by partnering with community agencies, organizations and foundations to build the capacity of these entities and/or advance major initiatives.

Evaluating Service

The quality, nature, and extent of internal citizenship, scholarly outreach, and community-engaged service activities will be evaluated through materials provided by the applicant that document:

- Descriptions of service activities (responsibilities, time commitments)
- Documented outcomes (number of people served, descriptions of ways in which the activity enhanced the University or profession, visibility/significance of the activity, publications or reports)
- Others’ judgments (letters from individuals who benefited from the service activities, sponsoring organizations, collaborative community partners, faculty colleagues or other peers, or department chairpersons, deans, or other administrators)
- Honors or awards
Academic Profiles

Three academic profiles are recognized by the Department of Human Development and Family Studies as models by which faculty can be evaluated for promotion. These profiles and the ways in which the criteria for evaluation under each of them differ are described below. As described in the following sections, a candidate for promotion to Associate Professor with tenure may be evaluated under Profile I: The Scholarship of Discovery or Profile II: The Scholarship of Application. Any of the three profiles, which also include Profile III: The Scholarship of Teaching, may be used by candidates for promotion to the rank of Professor.

Faculty will normally submit their request for their Academic Profile to their Department Chair in writing by the end of their first year in the tenure-track. Faculty member requests to change an Academic Profile should be made in writing to the Department Chair. All decisions on a candidate’s academic profile rest with the candidate and Department Chair, in consultation with the tenured faculty in the department (a consultative process). If a faculty member and Department Chair cannot agree on a profile, or changes to an existing profile, the faculty member may appeal to the Dean.

Profile I: The Scholarship of Discovery

In this profile, the candidate will present a record of achievement in teaching, research, and service as described in earlier sections of this document.

Under Profile I, the evidence for achievement in the area of research will include the establishment of a national or international reputation in the candidate’s scholarly field or, for promotion to Associate Professor with tenure, evidence of the potential for development of such a reputation. The candidate is expected to have produced significant works of scholarship, particularly in the form of refereed articles. Scholarly books and peer-reviewed book chapters are also recognized. The positive reception and impact of these works will be confirmed by peer reviews, awards, records of citation, and other forms of scholarly recognition. Because external funding is another means by which individuals’ scholarly work is recognized by others in the field, the candidate’s efforts toward and success in obtaining funding for research is also evaluated. Overall, a successful candidate will be judged to have made a significant impact upon his or her scholarly or creative field, and this judgment will be confirmed by the evaluation of qualified impartial and independent reviewers who have not been involved in collaborative work with the candidate.

Profile II: The Scholarship of Application

In this profile, the candidate will present a record of achievement in teaching, research, and service. The teaching and service evaluation will follow the criteria listed in the earlier sections of this document, but the evaluation of research will differ in several important respects.

Under Profile II, the candidate’s research will be judged based upon its impact on practice or policy in the candidate’s field of study. The candidate’s applied research contributions are
expected to be tied directly to his or her special field of knowledge and to relate to, or flow directly out of, his or her scholarly activity. Candidates in this profile will be expected to have a professional reputation that is state-wide and regional in scope with the potential for national or international reputation. Faculty members are expected to seek external funding for their research and scholarship, under this profile, funding may be in the form of contracts for services rather than research grants. As part of the peer review process, the candidate’s contribution will be evaluated by impartial and independent scholars and recognized professionals who have not been involved in collaborative work with the candidate. The tangible scholarly products considered under this profile include peer-reviewed journal articles, and other products that may or may not be peer reviewed, including scholarly products such as: technical reports or monographs, publications for practitioners, reports of new program development, new or adapted instruments for use in research or practice, articles in the appropriate popular or regional press, evaluation reports, web-based resources, or reports of community education projects. The contribution of these products will be evaluated based on their impact on policy or practice.

Profile III: The Scholarship of Teaching

In this profile the candidate will demonstrate a record of achievement in both the scholarship of teaching and teaching practice. The evaluation of service will follow the criteria listed in an earlier section of this document.

The candidate will be expected to publish work related to teaching, pedagogy, or curriculum design, including publication in peer-reviewed journals and other scholarly products such as textbooks, manuals, software, web-based resources, other course materials, and reports describing innovative teaching materials or methods. As in the other profiles, the candidate is expected to have a record of seeking external funding in support of his or her scholarly activity in the field of teaching. The candidate will have also led the department in contributions to curriculum design, instructional development, and evaluation of instruction. In addition to an outstanding record of teaching quality, the candidate will have contributed extensively to the academic mission of the department, the School, and the University. Participation in the development of workshops or institutes to instruct others and leadership in interdisciplinary academic programs will be expected.

The quality and impact of the candidate’s contribution to the scholarship of teaching must be documented and evaluated by external review from impartial and independent reviewers who have not been involved in collaborative work with the candidate. The successful candidate will be judged to have made a strong cumulative contribution to the teaching mission of the University and to teaching in the field of human development and family studies. It is also expected that the candidate will have made contributions to teaching as pedagogy at the national or international level.
HDFS Criteria for Promotion to Specific Ranks and Conferral of Permanent Tenure

Promotion of an Assistant Professor to Associate Professor with Permanent Tenure

**Expectations**

- The candidate's record demonstrates commitment to and effectiveness in teaching. Demonstration of teaching effectiveness includes peer review and student evaluations as well as other measures as described in the teaching section. Teaching performance equivalent to "satisfactory teaching" is the minimum expectation.
- The candidate's record shows evidence of research and creative accomplishments in accordance with the norms and expectations of the particular candidate’s field. High quality, originality, and significance of contribution are the key indicators of research and creative activity as judged by peer evaluators. Evidence of a focused, sustained program of research and creative activity, making a significant contribution to the specific scholarly area of the faculty member is necessary. Efforts to obtain financial support that helps to sustain the candidate’s research or creative endeavor is valued.
- The candidate demonstrates a commitment to service that may be more heavily weighted towards departmental service relative to institutional and professional service, although the latter are also valued.
- The candidate demonstrates tangible potential for continued contributions to the quality development of the department.

Promotion of an Associate Professor to the Rank of Professor

**Expectations**

- The candidate's record demonstrates continuous commitment to and effectiveness in teaching.
- The candidate's record shows clear and continuous evidence of accomplishments related to research and/or creative activity. Efforts to obtain external financial support to sustain such accomplishments are valued.
- The candidate has made important service contributions to the department, School, University, community, and/or profession, and has demonstrated leadership.
- In concert with the Academic Profile agreed upon for the candidate, he/she will have achieved distinction and recognition at the national and/or international level for outstanding performance and achievement.

Reappointment as Assistant Professor

In all cases, Assistant Professors are appointed to an initial term of four years. The reappointment process is initiated in the candidate’s third year of the initial appointment period. A candidate who is reappointed is given a second three year term. The decision to promote an Assistant Professor to the rank of Associate Professor with permanent tenure generally occurs in the sixth year of appointment (the second year of the second probationary appointment).

**Expectations for Reappointment**
Teaching. The candidate is expected to demonstrate teaching competence and a commitment to teaching. Teaching competence is considered to be a characterization of satisfactory teaching performance as defined under Section A (pages 1-3) of this document. The candidate is expected to have obtained peer evaluations of his or her teaching competence in each year of the appointment.

Research. The candidate is expected to show evidence of progress in establishing an original, focused program of research and scholarship and to show promise of continuing development. It is expected that by this time in a candidate’s career, he or she will show independence in his or her research portfolio, building on what was done in the dissertation but showing autonomy of effort and departing from publishing with the major professor from graduate school. Thus, the candidate is expected to have developed a new line of research or to have established leadership in an ongoing line of research, and to be first or sole author on some publications or submitted manuscripts. The candidate is expected to have obtained internal funding from UNCG and to have submitted at least one proposal for external funding from a federal granting agency, foundation, or regional or State organization. It is expected that at least some of the candidate’s efforts to obtain external funding have strong potential to be funded following appropriate revision and resubmission.

Service. The candidate is expected to make satisfactory service contributions, generally involving service on departmental committees and within the profession (for example, as a manuscript reviewer for appropriate journals or serving on a committee for a professional society).