

**SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES
EVALUATION POLICIES AND GUIDELINES
ON PROMOTIONS AND TENURE
(1998, as revised 2003-04)**

**School of Human Environmental Sciences
Evaluation Policies and Guidelines on Promotions and Tenure
(As revised 2004)**

TABLE OF CONTENTS

I.	General Criteria for Promotion and Tenure Review.....	1
A.	Centrality of Scholarship in Faculty Roles and Responsibilities.....	2
B.	Academic Profiles.....	3
	Profile I: “The Scholarship of Discovery”.....	3
	Profile II: “The Scholarship of Application”.....	3
	Profile III: “The Scholarship of Teaching”.....	4
II.	Evaluation Categories.....	4
A.	Teaching.....	5
	1. Scope of Teaching.....	5
	a. Instruction.....	5
	b. Advising, Supervising, Guiding, and Mentoring.....	5
	c. Developing Learning Activities.....	6
	d. Participating in Professional Development Activities Related to Teaching.....	6
	2. Definition of Teaching Performance.....	6
	a. Satisfactory Teaching.....	6
	b. Unsatisfactory Teaching.....	7
	3. Documentation of Teaching Effectiveness.....	7
	a. Descriptions of Teaching Activities.....	7
	b. Documented Outcomes.....	8
	c. Judgments about Teaching.....	8
	d. Eminence Measures.....	8
B.	Research and Creative Activity.....	9
	1. Scope of Research and Creative Activity.....	9
	a. Scholarly Writing and Presentations (Peer Reviewed).....	9
	b. Scholarly and Creative Activities.....	9
	c. Editing/Curating.....	10
	d. Submitting and Managing Grants and Contracts.....	10
	2. Documentation and Evaluation of Research and Creative Activity...	10
	a. Documented Outcomes.....	10
	b. Judgments about Research and Creative Activities.....	10
	c. Eminence Measures.....	11

C.	Service.....	11
1.	Scope of Service.....	12
a.	Service to the Institution.....	12
b.	Service to the Discipline.....	13
c.	Service to External Communities.....	13
2.	Documentation of Service Activity.....	13
a.	Description of Service Activities.....	13
b.	Documented Outcomes.....	13
c.	Judgments about Service.....	13
d.	Eminence Measures.....	13
D.	Directed Professional Activity.....	14
III.	School Criteria for Promotion to Specific Ranks and Conferral of Permanent Tenure.....	15
A.	Promotion of an Assistant Professor to Associate Professor with Permanent Tenure.....	15
1.	Application and Time in Rank.....	15
2.	Expectations.....	16
B.	Granting of Permanent Tenure within Rank.....	16
1.	Associate Professor.....	16
C.	Promotion of an Associate Professor to the Rank of Professor.....	17
1.	Application and Time in Rank.....	17
IV.	Reappointment as Assistant Professor.....	18
A.	Application and Time in Rank.....	18
B.	Expectations.....	18
	Appendix.....	19

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The University of North Carolina at Greensboro strives to excel in the selection and development of faculty members. One aspect of faculty development is the evaluation of faculty members for promotion and tenure. This evaluation process should address both individual and institutional goals, reflect the complexity of faculty work, recognize faculty members' uniqueness, foster their career development, and take place in a spirit of collegiality. Each individual appointed to the faculty is expected to possess intellectual and professional integrity, the ability to cooperate effectively with others, and a willingness to consider the welfare of the total institution.

I. General Criteria for Promotion and Tenure Review

It is reasonable and appropriate for individual faculty to be evaluated by those most familiar with their performance and according to the criteria that are most relevant to their discipline. It is within the Department that the criteria for assessing faculty performance are best understood. Therefore, the primary responsibility and authority for making promotion and tenure decisions will reside at the Department level. However, since the mission of the Department cannot be understood apart from that of the School, a thorough evaluation also will be conducted within the School.

Recommendations for promotion and tenure from Department chairs are reviewed by the School Promotion and Tenure Committee and the Dean in accordance with Departmental, School, and University policies and guidelines. The application of these standards to individual cases requires an understanding of the prevailing expectations, standards of achievement, and practices in the candidate's academic or creative discipline. Therefore, it is important for the department to provide a description and explanation of such matters as part of any recommendation for promotion or reappointment.

The HES Evaluation Guidelines are in accordance with and subordinate to the following University documents: *-Academic Freedom and Tenure: The Code of the University of North Carolina*

(http://www.northcarolina.edu/content.php/policies/CHAPTER_VI_only_web.htm#chapterVI),

-Regulations on Academic Freedom, Tenure, and Due Process--The University of North Carolina at Greensboro, -The University Promotions and Tenure Guidelines, and

- University-wide Evaluation Guidelines for Promotions and Tenure.

(<http://provost.uncg.edu/publications/personnel/1pt.html>).

The evaluation of faculty members for promotions and tenure should occur in the context of expectations clearly communicated to the candidate by the department chair and the Dean at the time of appointment and any modifications of these expectations resulting from subsequent reviews; the results of the periodic reviews; existing policies regarding promotions and tenure; and the priorities of the department/division, the School, and the University. In addition, those faculty members whose appointments are to include administrative responsibilities should have demonstrated or should show potential for administrative competence. Beyond these minimum personal attributes, there are academic and professional criteria for promotions and tenure, described in Section III below.

It is imperative that expectations for performance be communicated early on to newly hired faculty. Such expectations can be described qualitatively and used so that faculty can receive annual written evaluations of their progress (or lack thereof) towards tenure and promotion. Quantitative descriptions of expectations may also be used, but care must be taken in interpreting such indicators because it is often difficult to anticipate all the possible combinations of accomplishments that might contribute to the candidate's case for promotion and tenure.

The School review adheres to the School of Human Environmental Sciences Policies and Procedures for Faculty Promotion and Tenure, and the Policies and Procedures for Re-appointment for a Second Probationary Term (http://www.uncg.edu/hes/faculty_staff/pnt.html). The School holds to the scholar-teacher-participant model of faculty responsibility and expects a faculty member's record to provide evidence of significant achievement in teaching, research and creative work, and service in the extended definitions of these terms as presented on pages 5 – 14 of this document. An additional category, directed professional activity, may also be used by those Departments in the School that wish to do so as a category of evaluation.

A. Centrality of Scholarship in Faculty Roles and Responsibilities

The ideal record of faculty performance in the School of Human Environmental Sciences will reveal the essential role of scholarship in the areas of teaching, research, and service. The weighting and proportion of these different areas may differ according to disciplinary and programmatic circumstances as reflected in individually assigned workloads specified on annual work plans. However, it is insufficient to meet the criteria in one area alone. The faculty candidate must make significant contributions in teaching, research and service.

The promotions and tenure guidelines of the University rest on a definition of scholarship that can be applied to all aspects of University work:

Scholarship is characterized by creative intellectual work based on a high level of professional expertise, the significance of which can be validated by peers and which enhances the fulfillment of the mission of the University.

Scholarship is not considered to be synonymous with research, but encompasses activities in teaching, research and creative activity, service, and directed professional activity.

B. Academic Profiles.

The School of Human Environmental Sciences at the University of North Carolina at Greensboro recognizes and appreciates the diversity of faculty roles and responsibilities within the School. This pluralism adds to the richness of the School. Indeed, our richness can be defined in part by the many kinds of activities in which faculty members engage across the School and University. The School must be responsive to the variety of these contributions in the evaluation of faculty for promotions and tenure. It therefore endorses diversity in the evaluation models by which faculty are assessed rather than compelling a diverse faculty to conform to a single performance model.

Several types of academic profiles exist in the School of Human Environmental Sciences and serve as models by which faculty can be evaluated for promotion and tenure. Departments will determine whether or not Profiles II and III will be used. The decision about the specific type of academic profile that a candidate will follow and the timing for identification based on this profile will be made by the department chair in consultation with the tenured faculty in the department and approved by the Dean.

Profile I: “The Scholarship of Discovery”

In the more “common” profile for promotion and tenure decisions in HES, the candidate will present a record of outstanding achievement as demonstrated by providing evidence of having achieved a national/ international reputation in a scholarly or creative field. The candidate will have produced significant works of scholarship or creative activity in the form of scholarly books, refereed articles, juried exhibitions, and design commissions. The positive reception and impact of these works will be confirmed by peer reviews, awards, records of citation, exhibitions, and 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. In keeping with the multi-component model of scholarship followed in HES, the candidate being evaluated on the basis of this Profile will also be expected to show evidence of teaching effectiveness and making appropriate contributions in the area of service. At the level of full Professor, the candidate will be expected to have obtained financial support sufficient to sustain research/ creative activity as appropriate based on departmental goals.

Profile II: “The Scholarship of Application”

A record of outstanding achievement for those following this profile is likely to involve numerous articulations of the "scholarship of application" in a variety of settings that have made a strong cumulative impact over a period of time. As part of the peer review process, the candidate will be judged by scholars and recognized professionals (who have never collaborated with the candidate) to have made a significant impact upon practice or policy in an area of importance through the work of applied scholarship. Applied research is tied directly to one's special field of knowledge and relates to, and flows directly out of, one's scholarly activity. The

tangible scholarly products of such efforts may take such forms as preparing technical reports or monographs; producing art and design commissions; writing publications for practitioners; writing reports of new program development; developing new/refining/ adapting instruments for assessment and impact evaluation; writing articles in the appropriate popular or regional press; and producing evaluative, curatorial, or community education projects. The result for the individual candidate should be a reputation that is state and regional in scope with the potential for national or international recognition. Demonstrating teaching effectiveness and making appropriate service contributions are also expected for candidates following this Profile.

Profile III: “The Scholarship of Teaching”

A record of exemplary achievement in teaching will demonstrate that teaching informs scholarship and scholarship informs teaching. The distinguished teacher will have made substantial contributions in a variety of areas, beyond instruction in assigned courses. The distinguished teacher will have led the department and school in contributions to curriculum design, new instructional development and evaluation. One recognized in this profile may have implemented new advising and supervising strategies, directed pedagogical research or evaluation projects in ways recognized by other distinguished teachers as innovative and creative. Participation in the development of workshops and institutes, to instruct others, as leadership in interdisciplinary programs, would be the norm. The tangible scholarly products of such efforts will often take the form of textbooks, manuals, software and other course materials, peer-reviewed articles on pedagogy or curriculum design, and reports based on program grants and contracts devoted to developing and disseminating innovative materials about teaching. The quality and impact of such efforts, as well as the quality and impact of the candidate's teaching performance, will be well documented, with the highest ratings being the norm on all measures of performance. These ratings must be confirmed by the reviews of appropriate individuals in the discipline. 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 candidate's discipline. For promotion to the rank of full Professor, it is expected that the candidate will have made contributions to teaching as pedagogy at the national/ international level.

II. Evaluation Categories

Evaluation for promotions and tenure is based upon three traditional categories of faculty contributions: teaching, research and creative activity, and service. An additional category, directed professional activity, may also be included by a Department as a category of evaluation.

The emphasis given to a specific category can vary among faculty members. Each activity must manifest the basic features of scholarly and professional work. The work should demonstrate a high level of discipline-related proficiency, be creative or original, be amenable to documentation, be peer reviewed, and have a significant impact on their profession.

A. Teaching

A primary function of the School is teaching. Therefore, it is essential that excellence in teaching be encouraged and rewarded. Faculty members eligible for promotion and tenure should demonstrate their accomplishment as teachers and their continual efforts to improve their teaching. Promotion and tenure will be denied on the basis of unacceptable teaching as defined in the School.

1. Scope of Teaching

At any level of review, a candidate's portfolio should evidence demonstrable commitment to and effectiveness in teaching. This commitment should extend beyond classroom performance in individual courses and, considering its essential connection to scholarship, involve other contributions to the broad pedagogical mission of a Department and the School.

Teaching is broadly defined as activities related to instruction and learning that occur both inside and outside of the classroom. Teaching activities may include, but are not limited to, the following:

a. Instruction

Scholarship is central to the broad pedagogical mission of a department and the School. The acquisition of knowledge, existing, current and newly revealed by research and creative scholarship is essential to effective teaching.

- Instructing students in courses, laboratories, clinics, studio classes, study-abroad programs, and by way of distance education including using “Blackboard” or other course management software.
- Instructing participants in workshops, retreats, and seminars
- Facilitating faculty, student, and/or staff learning

b. Advising, Supervising, Guiding, and Mentoring

- Advising students in laboratories, studios, and fieldwork; research and creative projects; theses; and dissertations
 - Supervising teaching assistants
 - Supervising students enrolled in internships and clinical experiences
 - Directing collaborative research with students
 - Directing students in creative presentations
 - Overseeing student-directed creative presentations
 - Supervising students in independent study
 - Mentoring students and colleagues, including graduate teaching assistants
 - Providing program/career advising

▪ **Developing Learning Activities**

- Developing, reviewing, and redesigning courses, including interdisciplinary and interdepartmental offerings
- Developing and revising curricula
- Developing teaching materials, manuals, and software
- Developing computer-assisted instruction
- Developing off-campus teaching activities such as correspondence courses, study-abroad courses, and distance education courses
- Developing computer-based courses or programs
- Designing and implementing new processes or procedures that enhance the use of scholarly materials
- Enhancing the organization of material so it can be more easily accessed and understood
- Developing and using bibliographic and information systems to facilitate access to scholarly materials

d. Participating in Professional Development Activities Related to Teaching

2. Definitions of Teaching Performance

The successful candidate will demonstrate effectiveness and a record of contributions and achievements in some combination of these areas, consistent with departmentally defined criteria. One's scholarship will inform teaching. An outstanding record of teaching will reveal a strong connection between these teaching activities and the candidate's scholarship.

a. Satisfactory Teaching

The following criteria relate to satisfactory teaching performance.

- The capacity and demonstrated ability to adequately communicate with students; as measured by student evaluations and peer review;
- Establishment of regular and consistent student requirements related to the teaching/learning process and put forth clearly in course materials;
- Appropriate use of multimedia at level for course;
- Appropriate emphasis on subject matter, as judged by learned peers to be up to date, factually correct, and relevant;
- Establishment and maintenance of adequate academic standards and expectations;
- Full and timely evaluation of students' work;
- Meeting classes regularly and on time
- Consistent willingness to meet with students outside of class hours, and
- Presence of well defined instructional purposes in courses.

b. Unsatisfactory Teaching

Unacceptable teaching occurs in those circumstances in which the instructor regularly falls below minimum acceptable standards of teaching performance. An unacceptable teacher is one who displays characteristics such as the following:

- Incapacity or inability to adequately communicate with students;
- Victimization of students through capricious evaluations;
- Demands on students 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 fully and promptly evaluate students' work;
- Failure to meet classes regularly (including failure to meet classes for the full class time);
- Consistent unwillingness to meet with students outside of class hours, and
- Absence of defined instructional purposes in courses.
- Failure to maintain confidentiality in all student matters;
- Failure to administer students' course evaluations as directed.

The School embraces all strategies that enhance student learning, particularly critical thinking, higher-order reasoning, creative expression, and problem-solving skills. Undergraduate education should emphasize the traditional features of a liberal education, combine the strategies of instructional and learning models, and provide expertise in a major field of study. Graduate education should ensure student proficiency in the scholarly demands of advanced study in a discipline or profession and provide preparation and training for professional expertise in the respective area of employment. The principal objectives of the evaluation of teaching are to establish the nature and quality of teaching and to encourage high quality teaching through rewards.

3. Documentation of Teaching Effectiveness

A teaching portfolio, prepared by the candidate and updated from year to year, is the best way to document teaching accomplishments in the descriptive part of this section. (The candidate should consult the website for UNCG's Teaching and Learning Center for assistance in developing a teaching portfolio. www.uncg.edu/tlc/. Another excellent reference is *The Teaching Portfolio* by Peter Seldin, 2nd ed. Boston: Anker Publications, 1997.)

Documentation of teaching effectiveness may include, but is not limited to, the following:

a. Descriptions of Teaching Activities

- Summary of assigned responsibilities and activities
- Portfolio containing such materials as course syllabi, assignments, examinations, and

handouts (other materials that are “department specific”)

- Analyses of student learning and problems addressed
- Samples of electronic media such as audio, video, and Internet resources
- Photographs, slides, or digital images of student work

b. Documented Outcomes

- Evidence of student learning and achievement through student awards, competitions, and scholarships
- Student logs, creative works, and project or field work reports
- Student publications based on course-related work
- Student development as evidenced by participation in professional societies, exhibits, and presentations in art and design
- Placement of graduate students in prestigious positions
- Supervision of honors or master's theses and Ph.D. dissertations
- Establishment or management of a successful clinical or internship program
- Student and peer nominations for teaching excellence
- Descriptions and examples of instructional innovations
- Textbooks and other educational materials
- Grant and contract proposals developed and submitted to funding agencies for instructional/curriculum development or assessment of the effectiveness of teaching strategies
- Evidence of enhanced access to materials and resources
- Evidence of enhanced organization of materials
- Evidence of effective facilitation of learning

c. Judgments about Teaching

- Statements from students such as information from exit interviews, written comments on examinations, teacher evaluations, and unsolicited letters from students
- Statements from colleagues on observations of teaching effectiveness and contributions to course development and improvement as noted in regular faculty peer reviews
- Feedback on the preparedness of former students for graduate study and/or employment

d. Eminence Measures

- Honors or recognition for meritorious teaching from campus and professional associations
- Invitations to teach at other institutions or other outside agencies

B. Research and Creative Activity

As part of its mission, The University of North Carolina at Greensboro rewards research and creative activities that advance knowledge, support classroom teaching, and promote the application of knowledge for the benefit of society. All faculty members are expected to engage in significant research or creative scholarly activities as appropriate to their discipline, their continuing professional growth, and the mission of the University.

The evaluation of research and creative activities shall consider contributions to the field or discipline, the quality of the work, and its significance or impact. The evaluation also should include the continuity, range, focus, and aggregation of productive work as appropriate to the field, with particular emphasis on accomplishments since the last appointment or promotion. Documentation of the significance, quantity, and quality of research and creative expression must include formal external peer review.

A candidate's research or creative work should be demonstrably original, independent of one's major professor beyond the doctoral research, focused, significant to the discipline, peer reviewed, publicly disseminated (typically through publication, presentation, or public exhibition), recognized, and sustained. High quality, originality, and significance of contribution are more important than either volume or the particular type of scholarship represented. An outstanding record of integrative, applied, or pedagogical scholarship will be clearly based in and informed by the candidate's original research and creative work. The successful candidate will demonstrate scholarly or creative contributions in a combination of the following areas, consistent with departmentally defined criteria.

1. Scope of Research and Creative Activity

Research and creative activities include all forms of discovery and integration of knowledge, critical analyses, and the creation, presentation, or exhibition of works of art and design, and their public dissemination. Research and creative activities may include the following:

a. Scholarly Writing and Presentations (Peer Reviewed)

- Writing books, monographs and book chapters
- Writing papers for refereed journals and conference proceedings
- Presenting peer-reviewed papers at professional meetings
- Writing technical reports

b. Scholarly and Creative Activities

- Presenting juried or invited exhibitions of graphic and/or visual art
- Writing or producing radio or television productions, films, and videos
- Developing significant, peer-reviewed principles/theories emanating from design practice

- Writing regular news columns or features in practice periodicals to inform the public about a certain expertise of faculty

c. Editing/Curating

- Editing books
- Editing journals, monographs or other academic publications
- Curating exhibitions

d. Submitting and Managing Grants and Contracts

The key to success in this category is to have a record of external funding to support the faculty member's area of scholarship. It is expected that externally funded research will result in scholarly publications.

- Developing and submitting grant proposals
- Obtaining external funding
- Managing budgets and personnel
- Selecting and supervising staff
- Directing research teams
- Preparing reports

2. Documentation and Evaluation of Research and Creative Activity

Research and Creative Activities must be described and supported by evaluation standards from a particular field, such as the rankings of journals, citations in abstracts and citation references, quality of juried projects, prestige of consultations. A combination of quantity and quality assessments of the scholarly work must be provided. The *sine qua none* for evaluation of research and creative activity is peer review by identified experts in the candidate's field of expertise.

a. Documented Outcomes

- Peer-reviewed journal articles, books, book chapters, edited books, monographs, translations, abstracts, and reviews. (The rankings of journals, citation abstracts and citation summaries shall be considered in the evaluation of such publications.)
- Grant proposals and external funding that support the candidate's area of scholarship
- Refereed or invited papers presented at professional meetings
- Original works of art or design
- Public presentations, exhibitions, and design commissions
- Electronic publishing (peer-reviewed)

b. Judgments about Research and Creative Activities

NOTE: The KEY evaluation criteria are peer reviews.

- External evaluations from noted “experts” in the field, such as academic reviewers, editors of leading journals, curators, critics, and other independent experts
- Evaluations from peer faculty colleagues
- Evaluations from Department Chairs, Deans, and other appropriate administrators

c. Eminence Measures

- Position as editor of journal or member of editorial board
- Invited chapters in prestigious publications (provide documentation)
- Invited papers, guest lectures, and critiques
- Invited exhibitions, presentations, and design commissions
- Recognition in artistic or design competitions
- Honors and awards from profession
- Citations of published work
- Citations and interviews by the media
- Patents or copyrights applied for or held, accompanied by peer assessment of the work.
- Expanded context of work (i.e. national and international recognition)

C. Service

Service is a subset of university citizenship. UNCG’s university community and the departments in HES give one the privilege to pursue and express ideas in ways not allowed anywhere else in society. To fully enjoy the privileges of citizenship in this important setting, one has the duty to help maintain the unique culture. This means one is expected to participate in the university’s broader intellectual life by serving on committees, attending university functions, assisting colleagues, mentoring faculty, and helping the broader community and profession when a certain expertise is called for.

Academic and professional service is essential to creating an environment that supports scholarly excellence, meets the internal operational needs of the University, and enhances the University’s relationships to the UNC system, the region, state, and world. All faculty members are expected to engage in University service, with increasing involvement at School and University levels at higher ranks.

In addition to service on campus, faculty members often contribute to their professions and disciplines through professional and community leadership and service. Professional and community leadership and service will be given consideration as part of promotion and tenure review based on their importance to the discipline or profession and the mission of the University.

The School endorses and encourages service activities because they 1) are essential to the service mission of the University, 2) are legitimate extensions of scholarship and teaching, 3) help to support and enrich academic programs, and 4) help to prepare students for lives of service and leadership.

Service to the faculty member's Department, School, and to the institution is expected; performance in major administrative or leadership roles such as program direction is encouraged and regarded as an important application and extension of scholarship. Service to the profession is encouraged and regarded as a sign of scholarly accomplishment, maturity 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;
- activities that are demonstrable extensions or applications of scholarship;
- activities that can be assessed in quality and impact; and
- service activities that are peer reviewed

The principal objectives in the evaluation of service are 1) to assess the quality, nature, and extent of internal citizenship and scholarly outreach and their significance, and 2) to encourage high quality service through rewards.

1. Scope of Service

Service is of three types: (a) service to the institution (embraces activities which sustain the University and enable it to carry out its academic goals); (b) service to the discipline (contributes to the function and effectiveness of the faculty member's profession and discipline); (c) service to external community (reaches out to constituencies such as government agencies, industry, and the arts, where academic knowledge intersects with practical affairs and problem solving). Service activities may include, but are not limited to, the following:

a. Service to the Institution

- Providing leadership in or making significant contributions to Department, School, or University committees or other appointed or elected groups
- Serving as Director of Graduate or Undergraduate Studies
- Serving as Director of an Overseas Studies program
- Developing and revising major policies
- Participating in campus governance
- Mentoring other faculty and staff
- Representing the University for its advancement
- Recruiting students; Retaining superior students by advising, mentoring
- Assisting in the development of international programs and exchanges
- Mentoring student groups and organizations
- Evaluating the teaching of colleagues, including graduate teaching assistants

b. Service to the Discipline

- Appointment or election as officer in professional organization
- Serving on accreditation bodies
- Jurying for granting agencies
- Serving on an editorial board of a professional journal
- Reviewing manuscripts and books for journals and presses
- Writing external reviews of the work of colleagues for promotions and tenure or other professional awards and acknowledgments
- Adjudicating for competition in the arts, sciences, and humanities

c. Service to External Communities

- Conducting directed or contracted research
- Conducting program, policy, and personnel evaluation research for other institutions and agencies
- Consulting and providing technical assistance to public and private organizations
- Conducting public policy analyses for local, national, and international, governmental or nongovernmental, agencies
- Informing general audiences through seminars, conferences, and lectures
- Interpreting technical information for a variety of audiences
- Writing summaries of research, policy analyses, and position papers for the general public and targeted audiences
- Serving as an expert witness
- Testifying before the Legislature and Congressional committees (state, national)
- Editing newsletters in one's field or discipline
- Serving as an expert for the press and other media
- Developing solutions to problems and inventions
- Developing clinical procedures and practices
- Collaborating with schools, industry, and civic agencies to develop policies
- Developing and managing exhibits in other educational and cultural institutions
- Developing and managing festivals and summer programs in the arts
- Providing leadership in or making significant contributions to economic and community development activities
- Organizing and managing conferences

2. Documentation of Service Activity

Documentation of service activity effectiveness may include, but is not limited to, the following:

a. Descriptions of Service Activities

- Summary of responsibilities and activities
- Analyses of work accomplished

b. Documented Outcomes

- Number of people served and benefited
- Official documents and reports resulting from an activity
- Illustrations of ways in which the activity enhanced the University or profession
- Published articles, technical reports, or monographs
- Grant proposals
- Log of activities (recruiting, programs presented, etc.)
- Visibility/significance of the activity

c. Judgments about Service

- Evaluations and letters from receivers of service
- Evaluations from sponsoring organizations
- Evaluations from faculty colleagues and other peers
- Evaluations from department chairs, deans, and other appropriate administrators (as 2b, pg. 10)

d. Eminence Measures

- Honors or awards recognizing service
- Election or appointment as officer in professional organization

D. Directed Professional Activity

While all faculty members are expected to perform in the categories of teaching, research and creative activity, and service, their responsibilities also may include professional activities that merit separate classification and delineation. In some cases, these activities may be a significant part of the faculty member's contributions to the University and other communities. Since not all Departments will include this category for promotions and tenure, directed professional activity must be well defined and its purpose and significance clearly stated in the documents of the Departments that choose to include the category. The faculty member, Department Chair, and Dean must discuss and agree upon the faculty member's involvement in directed professional

activity. Furthermore, there must be agreement on the weight of this activity as it pertains to a faculty member's promotion and or tenure.

The category of "directed professional activity" is defined in the University Promotions and Tenure Guidelines as "activities whose contribution is sufficiently distinctive that their significance is diminished if embedded within the traditional three-category model of faculty performance." This category may be used in the evaluation of a candidate for promotion and tenure if the activity has been approved by the Department Chair for this purpose, in consultation with the Dean. As such, it is part of the faculty member's official file. Such an activity, while normally fitting under the teaching, research or service category, goes beyond a normal expectation of time and resources. This Directed Professional Activity designation will ensure that a faculty member is recognized for citizenship that exceeds normal expectations.

The principal objective in the evaluation of directed professional activity is to assess the nature and quality of the contribution and its significance to, or impact on, the department, the School, or the University. Examples of appropriate directed professional activity include chairing the Accreditation committee for the Southern Association of Colleges and Schools (SACS), developing and funding a Center, chairing the Faculty Senate, developing Joint University projects, and developing new programs.

III School Criteria for Promotion to Specific Ranks and Conferral of Permanent Tenure

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

1. Application and Time in Rank

Under usual circumstances, the candidate would be reviewed in their sixth year of appointment. At least twelve months before an Assistant Professor has completed seven years of full-time service at that rank in this institution, the candidate's department chair, after consultation with tenured faculty in the candidate's department, shall notify the candidate of the department's decision (1) not to reappoint at the expiration of the candidate's current term; or (2) to recommend to the Chancellor that the candidate be reappointed with permanent tenure at the rank of Associate Professor upon the approval of the appropriate governing board.

If an untenured Assistant Professor declines the review for promotion and tenure, the candidate should write to the department chair in advance of the review period indicating that he or she will not prepare any materials for review and that he or she understands that employment will end at the conclusion of the current term appointment. This notification should take place at the end of the academic year before the year the candidate was scheduled for review. Failure to participate in the review as specified above will be deemed to constitute resignation and withdrawal of any request for reappointment at the end of the current probationary contract. The department chair shall acknowledge this in writing, with a copy to the Dean and Provost.

In cases where the Dean believes there are so few tenured faculty in the candidate's department that an adequate department review cannot be conducted and/or where the department chair is undergoing review for promotion to Professor, the Dean and the Provost shall confer with the department chair and tenured faculty in the department and determine the composition of the review committee. In such cases, the review committee must be composed of at least three (3) tenured faculty members at the same or higher rank to which the candidate aspires. A memorandum of agreement between the candidate, the department chair, the dean, and the Provost will specify the composition of the review committee.

2. Expectations

(a) The candidate's record demonstrates commitment to and effectiveness in teaching, as defined in IIA. of this document. Demonstration of teaching effectiveness includes peer review and student evaluations as well as other measures. Teaching performance equivalent to "satisfactory teaching" is the minimum expectation.

(b) The candidate's record shows evidence of scholarly or creative accomplishments in accordance with the norms and expectations of the particular scholarly or creative field. High quality, originality, and significance of contribution are the key indicators of scholarship, as judged by peer evaluators. Evidence of an independent, focused, sustained scholarly program making a significant contribution to the specific discipline of the faculty member is necessary. Obtaining financial support that helps to sustain the candidate's research or creative endeavor is highly valued.

(c) The candidate demonstrates a commitment to institutional and professional citizenship and has made satisfactory service contributions as defined in Section II C. of this document.

(d) The candidate demonstrates tangible potential for continued contributions to the quality development of the program. The candidate's potential contributions must be consistent with the mission and goals of the Department and School and further program development.

B. Granting of Permanent Tenure within Rank

1. Associate Professor

An Associate Professor promoted to that rank within this institution shall be granted permanent tenure. An Associate Professor appointed to that rank from outside the institution usually shall be appointed to a term of five years. Before the end of the fourth year of that term, the candidate's department chair, after assembling and consulting with the tenured associate and full professors of the department faculty, shall recommend that the candidate be reappointed with permanent tenure at the same or higher rank. With justification (only with prior approval of Provost), the initial appointment at the rank of Associate Professor may be with permanent tenure.

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

1. Application and Time in Rank

Associate Professors are considered to have the potential for promotion to Professor, yet not all may achieve this higher rank. The rank of Associate Professor with permanent tenure remains a valued senior status in the School; these individuals make critically important contributions to achieving program goals. The expectation for those promoted to Professor is continued growth beyond the Associate Professor level that contributes to School and institutional goals and which achieves distinction at the national level.

Promotion to the rank of Professor is based on achievement, distinction, and the impact of one's contributions, not duration of employment. An Associate Professor may be recommended for promotion at any time as long as the impact of the individual's aggregated contributions over a period of time yield the level of achievement, recognition, and distinction expected of the full professor.

2. Expectations

(a) The candidate's record demonstrates continuous commitment to and effectiveness in teaching, as defined in section II.A. of this document.

(b) The candidate's record shows clear and continuous evidence of scholarly or creative accomplishments as defined in section II.B. of this document. The candidate will be expected to have obtained external financial support to sustain scholarly, creative or other accomplishments within the context of departmental goals.

(c) The candidate has made important service contributions to the department, School, University, community, or profession, and has generally performed in a role of leadership.

(d) In concert with the Academic Profile agreed upon for the candidate, he/she will have achieved distinction and recognition at the national level for outstanding performance and achievement. While the particular configuration of any individual's contributions will always be unique and can "cut across" several profiles, examples of profiles of outstanding achievement worthy of consideration for promotion to the rank of professor are described under the section on "Academic Profiles," (I.B.).

IV. Reappointment as Assistant Professor

A. Application and Time in Rank

In all cases an Assistant Professor shall be appointed to an initial term of four years. The reappointment process shall be initiated in the candidate's third year of the initial appointment period, and the recommendation shall apply only to a candidate's second three-year probationary term. (The decision to promote an Assistant Professor to the rank of Associate Professor with permanent tenure usually occurs in the sixth year of appointment, i.e. in the third year of the second probationary appointment.)

At least twelve months before the initial term of appointment as Assistant Professor expires, the department head, after reviewing the case and consulting with the tenured members of the department faculty senior to the Assistant Professor in rank, shall notify the candidate of the department's decision (1) not to reappoint at the expiration of the candidate's current term; or (2) to recommend to the Chancellor that the candidate be reappointed to a second probationary term of three years (if not prohibited by Section VII); or, (3) to recommend to the Chancellor that the candidate be reappointed with permanent tenure at the same or higher rank.

B. Expectations

1. The candidate demonstrates teaching competence and a commitment to teaching. Teaching competence is considered to be a characterization of "satisfactory teaching" as defined in this document. The candidate shows promise of making significant contributions to teaching as broadly defined in section III. A. of this document.
2. The candidate shows evidence of progress in establishing an, original, focused program of scholarship (research or creative activity) and promise of continuing development. It is expected that by this time in a candidate's career, s/he will show independence in their research/ creative activity portfolio, building on what was done with one's dissertation, but beginning to show autonomy of effort and departing from publishing with one's major professor from graduate school.
3. The candidate has made satisfactory service contributions.

Overall, the candidate must demonstrate promise of satisfying all criteria for promotion to Associate Professor and conferral of permanent tenure.

APPENDIX.

Guidelines on Mentoring School of Human Environmental Sciences

Upon initial appointment as an Assistant Professor or untenured Associate Professor in the School of Human Environmental Sciences, a new faculty member, in consultation with the department chair, will determine his/her roles and responsibilities within the department, school, university, profession, and community. These roles and responsibilities will be specific as they relate to teaching, research/creative activity, and service. At this time, the department chair determines and confirms the new faculty's teaching expertise, and area of research/creative scholarship.

Following this initial meeting, the department chair will appoint and charge a senior faculty member in the department with mentoring the newly appointed untenured faculty member. The department chair will meet and talk with both to assure a good fit.

If a tenured faculty member cannot serve as a mentor due to a small number of tenured faculty in the department, the department chair in consultation with the Dean, will determine the mentoring relationship.

Faculty mentor's roles and responsibilities may include:

- To meet with and be available to serve as a sounding board and respond to questions relative to department, school and university policies and practices.
- To engage in scholarly dialogue relative to pedagogy and scholarship.
- To provide guidance and make recommendations relative to teaching, research, and service, and if appropriate, to collaborate on projects of mutual interest.
- To serve as a reader/reviewer of research proposals, manuscripts, abstracts, syllabi, etc.
- To critique creative work.
- To recommend and advise relative to appropriate publishing venues, funding opportunities and agencies, competitions and exhibition venues.
- To guide and/or direct, in concert with the department chair, Assistant Professors in their first probationary period in the preparation/assembly of materials for the third-year review for reappointment.
- To guide and/or direct, in concert with the department chair, the junior faculty in the preparation/assembly of materials for promotion and tenure review at the end of the fifth year.
- To serve as confidant and advocate about issues the untenured faculty member may not feel comfortable discussing with the administration (department chair).

At least once each academic year, the mentor will discuss the progress toward reappointment or promotion and tenure of the junior faculty member, and may put these recommendation in writing. The formal, written evaluation of a candidate's progress toward P&T is the responsibility of the department chair's part of the annual review.

The following Bibliography of policies, guidelines and websites may guide the mentors and junior faculty through the process toward promotion and tenure.

Bibliography of Policies, Regulations, Guidelines and Websites

Promotion and Tenure Policies and Guidelines of each department in the School of Human Environmental Sciences:

- Department of Human Development and Family Studies
- Department of Interior Architecture
- Department of Nutrition
- Department of Social Work
- Department of Textile Products Design and Marketing

School of Human Environmental Sciences Faculty Reappointment to a Second Probationary Term Policies and Procedures

School of Human Environmental Sciences Faculty Promotion and Tenure Policies and Procedures

School of Human Environmental Sciences Evaluation Guidelines on Promotion and Tenure

University Promotions and Tenure Guidelines, The University of North Carolina at Greensboro
<http://provost.uncg.edu/publications>

Regulations on Academic Freedom, Tenure and Due Process, The University of North Carolina at Greensboro
<http://provost.uncg.edu/publications>

Links to many other university policies, procedures, guidelines, and regulations relative to university structures, teaching, and research are located on the following UNCG website:

The University of North Carolina at Greensboro Policies and Publications
<http://provost.uncg.edu/publications>

Suggested Readings

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- Boice, R. (1991). Quick Starters: New Faculty Who Succeed. In M. Theall & J. Franklin (Eds.), *Effective Practices for Improving Teaching*. New Directions for Teaching and Learning, 48, 111-121. San Francisco: Jossey-Bass.
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- Enerson, D. M. & Plank, K. M. (1996). *The Penn State Teacher: A Collection of Readings and Practical Advice for Beginning Teachers*. University Park, PA: The Pennsylvania State University.
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- Hall, R. & Sandler, B. R. (1983). *Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead*. Project on the Status and Education of Women. Washington, D. C.: Association of American Colleges.
- James, J. & Farmer, R. (Ed.) (1993). *Spirit, Space, & Survival: African American Women in (White) Academe*. New York: Routledge.
- Menges, R. J. et al (1999). *Faculty in New Jobs: A Guide to Settling In, Becoming Established, and Building Institutional Support*. San Francisco: Jossey-Bass.
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Nieves-Squires, S. (1991). *Hispanic Women: Making Their Presence on Campus Less Tenuous*. Project on the Status and Education of Women. Washington, D. C.: Association of American Colleges.

Padilla, A. M. (May, 1994). Ethnic Minority Scholars, Research, and Mentoring: Current and Future Issues. *Educational Researcher*, 24-27.

Padilla, R. V. & Chavez, R. C. (1995). *The Leaning Ivory Tower: Latino Professors in American Universities*. Albany, NY: SUNY Press.

Rose, S. (1986). *Career Guide for Women Scholars*. New York: Springer.