

SCHOOL OF HEALTH AND HUMAN PERFORMANCE

GUIDELINES ON PROMOTIONS AND TENURE

I. Introduction

The School of Health and Human Performance 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 being an academic unit in the University. Indeed, our richness can be defined in part by the many kinds of activities faculty members engage in across the School and University. In order to be responsive to the variety of these contributions in the evaluation of faculty for promotions and tenure, the School endorses diversity in the evaluation models by which faculty are assessed rather than compelling a diverse faculty to conform to a single performance model.

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 promotions and tenure decisions resides at the Department level. Because, however, the mission of the Department cannot be understood apart from that of the School, a thorough and definitive assessment also is conducted within the School.

II. General Criteria for Promotion and Tenure Review

Department recommendations for promotions and tenure are reviewed by the Personnel and Grievance Committee and the Dean in accordance with Department, School, and University standards 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 promotions and/or tenure.

The Guidelines on Promotions and Tenure of the School of Health and Human Performance are in accordance with and subordinate to the following University documents:

- Academic Freedom and Tenure: The Code of the University of North Carolina,
- 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. The School review process also adheres to the School of Health and Human Performance Policies and Procedures for Appointment, Reappointment, Merit, Promotion, and Tenure.

The School holds to the scholar-teacher-participant model of faculty responsibility and expects a record to provide evidence of significant achievement in teaching, research and creative activity, and service in the extended definitions of these terms presented below. An additional category, directed professional activity, may also be used in the School and by the Departments that choose to do so as a category of evaluation. The ideal record of faculty performance in the School of Health and Human Performance will reveal the essential role of scholarship in all of these activities. While the weighting and proportion of these different areas of achievement may differ depending on disciplinary and programmatic circumstances as reflected in individually assigned workloads specified on the School Annual Report Form, meeting the criteria in one area alone is insufficient; contributions commensurate with assigned responsibilities in all three are necessary.

A. Centrality of Scholarship in Faculty Roles and Responsibilities

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 or artistic 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 encompasses activities in teaching, research and creative activity, service, and directed professional activity.

B. Relationship of School Documents to University-wide Guidelines

The primary responsibility for decisions concerning the promotions and tenure of faculty members rest with the Departments within the School. Therefore, the Departments and the School have:

- Established comprehensive unit-specific evaluation guidelines for each of the three common categories of teaching, research and creative activity, and service, and for a fourth category, directed professional activity.
- Ensured that its evaluation guidelines conform to the general University guidelines with special regard to the mission of the University and its regulatory documents, the definition of scholarship, the personal attributes of faculty (University Evaluation Guidelines I., para 3), the features of scholarly work, and the standard procedures for evaluation.
- Developed profiles establishing School expectations for faculty performance at each rank in the categories of teaching, research and creative activity, service, and directed professional activity, with expectations of continuous growth and productivity reflected in the profiles.
- Used the University-wide activities and documentation itemized under the common categories as examples within a range of possibilities to be adapted to the unique mission of the departments.
- Provided membership on the campus Faculty Promotions and Tenure Guidelines Committee to ensure that University-wide standards of excellence are used in all Units.

C. Relationship of Department Document to School Documents

Department guidelines for promotions and tenure are in accordance with and subordinate to School documents. Each Department is expected to establish comprehensive Department-specific evaluation guidelines for each of the three common categories and for the fourth, directed professional activity, if the Department incorporates the fourth category into its criteria.

III. Four 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 used by the 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 or constituent-reviewed, and have a significant impact on their profession.

A. Teaching

The primary function of the School of Health and Human Performance is teaching; therefore the School will encourage and reward excellence in teaching. All approaches that enhance student learning including critical thinking, higher-order reasoning, problem-solving, and kinesthetic forms of knowing are embraced by the School. Undergraduate education emphasizes the traditional features of a liberal education and provides career preparation in one of the School's professional fields. Graduate education is designed to ensure student proficiency in the scholarly or artistic demands of advanced study in a discipline and provide preparation for professional expertise in an area of employment related to the program of study within the School.

Regular peer reviews of teaching are encouraged in the School as a means of evaluating teaching. Peer reviews also serve to encourage high quality teaching and to assist faculty members at all ranks toward professional growth in teaching.

1. Scope of Teaching

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) Instructing

- Teaching students in courses, laboratories, clinics, studio classes, and field settings
- Teaching participants in workshops, retreats, and seminars
- Facilitating faculty, student, and/or staff learning

(b) Advising, Supervising, and Mentoring Students

- Advising and mentoring students in laboratories and fieldwork, creative work, research projects, independent studies, theses, and dissertations.
- Supervising assistantships, internships, student teaching, and clinical experiences.
- Directing collaborative research and creative projects with students
- Providing program/career advising

(c) 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, courses, or programs
- Developing off-campus teaching activities such as correspondence courses, study-abroad courses, and distance education courses
- Designing and implementing new processes or procedures that enhance the use of scholarly materials
- Enhancing the organization of material so that it can be more easily accessed and understood
- Developing and using bibliographic and information systems to facilitate access to scholarly materials

(d) Developing Teachers and Teaching

- Serving as a peer reviewer
- Conducting instructional and classroom research
- Participating in professional development activities
- Mentoring colleagues and/or teaching assistants

2. Documentation of Teaching Effectiveness

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

(a) Descriptions of Teaching Activities

- Summary of responsibilities and activities
- Portfolio containing such materials as course syllabi, assignments, examinations, and handouts with and explanation of why they are included
- Analyses of student learning and problems addressed
- Samples of electronic media such as audio, video, and Internet resources

(b) Documented Outcomes

- Students' scores on standardized or teaching-developed tests
- Evidence of student learning and achievement through awards and scholarship
- Student logs, creative works, and project or fieldwork reports
- Student publications based on course-related work
- Student development as evidenced by participation in professional societies and performance in the fine arts
- Placement of graduates

- Supervision of honors or master's theses and doctoral 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 a teaching strategy
- Evidence of enhanced access to materials and resources
- Evidence of organization of materials
- Evidence of effective facilitation of learning

(c) Judgments about Teaching

- Statements and/or evaluations (quantitative or qualitative) from students, colleagues, or administrators
- Peer reviews by colleagues or administrators
- Feedback on the preparation of former students for graduate study and/or employment
- Comments on teaching effectiveness from parents of students, alumni, or employers of students

(d) Eminence Measures

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

(e) Self-reflection and Appraisal

- Evidence of steps taken to evaluate and improve one's teaching
- Journals and logs
- Self-appraisals of one's career goals, development, and achievements in teaching

3. Criteria for Teaching Effectiveness

Faculty members in the School of Health and Human Performance who are eligible for promotions and tenure should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching. Promotions and tenure will be denied on the basis of unsatisfactory teaching as defined by the School. Departments may add more categories for the purpose of merit review. The School defines the following categories of teaching effectiveness:

(a) Meritorious teaching:

Meritorious teaching must be demonstrated by a record of excellence over at least two years which is recognized and documented by the evaluative judgment of students, colleagues, and administrators. A meritorious teacher displays characteristics such as:

- A high degree of success in facilitating student learning;
- A high degree of success in facilitating student interest and motivation;
- The establishment and maintenance of high academic standards;
- Substantial influence on the academic and professional pursuits of students;
- A high degree of success in guiding and facilitating student research, scholarship, or artistic accomplishments (particularly relevant to graduate teaching); and
- Success in making complex ideas and concepts understandable and meaningful to students.

(b) Satisfactory teaching

Satisfactory teaching must be demonstrated by a record of competence which is recognized and documented by the evaluative judgment of students, colleagues, and administrators. A satisfactory teacher displays characteristics such as:

- Success in facilitating student learning;
- Success in facilitating student interest and motivation;
- The establishment and maintenance of high academic standards;
- Positive influence on the academic and professional pursuits of students;
- Success in guiding and facilitating student research, scholarship, or artistic accomplishments (particularly relevant to graduate teaching); and
- Success in making complex ideas and concepts understandable and meaningful to students.

(c) Unsatisfactory teaching

Unsatisfactory teaching occurs when the instructor falls below minimum acceptable standards of teaching performance. An unsatisfactory teacher is one who displays characteristics such as:

- Inability or unwillingness 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 adequate standards and expectations;

- Failure to fully and promptly evaluate students' work;
- Failure to meet classes regularly (including failure to meet classes for the full class term);
- Consistent unwillingness to meet with students outside of class hours; and
- Absence of defined instructional purposes in courses.

B. Research and Creative Activity

As a 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 in the School of Health and Human Performance 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 and quality of the research or creative expression must include formal external peer review.

A candidate's research or creative work should be focused within the discipline (including pedagogy), typically peer reviewed and publicly disseminated, (through publication, presentation, or public exhibition), and sustained. High quality, originality, and significance of contribution are more important than either volume or the particular type of scholarship represented. 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/or design, and their public dissemination. Research and creative activities may include, but are not limited to, the following:

(a) Scholarly Writing and Presentations

- Writing books, monographs, textbooks, and book chapters
- Writing papers for refereed journals and conference proceedings
- Presenting papers at professional meetings
- Writing other papers and reports (e.g. trade, in-house, technical reports)
- Writing translations, abstracts and reviews

(b) Creative Activities

- Choreographing or directing performing arts presentations
- Writing or producing for radio, television, film, theater, video, or dance
- Performing as dancer or musician
- Designing for performing arts presentations
- Serving as artistic director for performing arts organizations

(c) Editing

- Editing books
- Editing journals or other learned publications

(d) Grants and Contracts

- Developing and submitting grant or contract proposals and obtaining funding
- Managing grants or contracts
- Selecting and supervising staff
- Directing professional, research, or performance groups
- Preparing reports

2. Documentation of Research and Creative Activity

Documentation of the effectiveness of research and creative activities may include, but is not limited to, the following:

(a) Descriptions of Research and Creative Activities

- Summary of responsibilities, activities, and contributions
- Statement of the significance of the research or creative activity

(b) Documented Outcomes

- Journal articles, books, book chapters, edited books, monographs, translations, abstracts, and reviews
- Grant or contract proposals and external funding

- Refereed or invited papers presented at professional meetings
- Portfolio of works of art or design, including videotape
- Programs or other documentation of public presentations, exhibitions, and design commissions
- Electronic publishing

(c) Judgments About Research and Creative Activities

- Peer reviews from faculty colleagues at UNCG and other institutions
- External evaluations from critics, reviewers, and other independent experts
- Evaluations from the Department Chair or Dean

(d) Eminence Measures

- Invited chapters in prestigious publications
- Invited papers, guest lecturers, and critiques
- Invited exhibitions, presentations, and design commissions
- Recognition in artistic or design competitions
- Honors and awards from profession for research and creative activity

C. Service

Academic and professional service is essential to creating an environment that supports scholarly excellence, meets the internal operation needs of the University, and enhances the University's relationships to the UNC system, the region, state, and world. All faculty members in the School of Health and Human Performance 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 promotions and tenure review based on their importance to the discipline or profession and the mission of the University.

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

1. Scope of Service

Service is of three types:

(a) service to the University 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) professional service to external communities reaches out to constituencies such as government agencies, business and industry, non-profit agencies, and the arts, where academic knowledge intersects with practical affairs and problem solving.

Service activities may include, but are not limited to, the following:

Service to the University:

- Providing leadership in or making significant contributions to Department/Division, School, or University committees or other appointed or elected groups
- Developing and revising major policies
- Participating in campus governance
- Mentoring other faculty and staff
- Representing the University for its advancement
- Recruiting students
- Assisting in the development of international programs and exchanges
- Mentoring student groups

Service to the Profession and Discipline:

- Holding a leadership position in organizations
- Serving on accreditation bodies
- Jurying for granting agencies
- Serving on a editorial board of a professional journal
- Reviewing articles 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

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 non-governmental, 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 Legislature and Congressional Committees
- 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, hospitals, businesses, industries, and agencies to develop policies
- Developing and managing exhibits in other educational and cultural institutions
- Providing leadership in or making significant contributions to economic and community development activities
- Diagnosing and treating clients and patients
- Organizing and managing conferences
- Supervising staff

2. Documentation of Service Activities

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

Descriptions of Service Activities

- Summary of responsibilities and activities
- Analyses of work accomplished

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
- Published articles, technical reports, or monographs
- Grant proposals
- Log of activities (recruiting, programs presented, etc.)
- Visibility of the activity

Judgments about Service

- Evaluations and letters from receivers of service
- Evaluations from sponsoring organizations
- Evaluations from faculty colleagues and other peers

Eminence Measures

- Honors or awards recognizing service
- Election or appointment as officer in professional organization
- Position as editor or editorial board member of a journal

The School of Health and Human Performance endorses and encourages such 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 University 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 scholarly 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 activities that are peer reviewed.

D. Directed Professional Activity

While all faculty members in the School of Health and Human Performance 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 deletion. 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 which choose to include the category. The faculty member, Department Head, and Dean must discuss and agree upon the faculty member's involvement in directed professional activity.

1. Scope of Directed Professional Activity

Directed professional activity is defined as assigned University activity whose contribution is sufficiently distinctive that its significance is diminished when embedded in either of the three categories of teaching, research and creative activity, and service. 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 University. Directed professional activity may include, but is not limited to, the following:

(a) Preparation of Significant University Documents/Resources

- Developing grant proposals and obtaining funding
- Writing technical manuals or training manuals
- Developing library and other learning resources

(b) Development and/or Direction of Special Programs

- Developing and/or directing international affiliations
- Developing special programs for students such as honors and residential college and other interdisciplinary programs
- Developing and/or directing formal community outreach or extension activities that promote continuous learning in the University or external communities
- Directing or providing other significant leadership in research centers or institutes on campus
- Directing clinics affiliated with academic programs
- Administering activities or assignments that enhance the visibility of the University
- Planning and administering specialized summer programs, including youth programs and programs for faculty

(c) Direction or Conduction of Activities that Enhance the University's Effectiveness

- Designing and directing faculty development activities

- Providing statistical or methodological assistance to colleagues conducting research
- Participating in recruitment and retention activities

(d) Academic Administrative Leadership

- Chairing a Department within the School
- Directing clinics affiliated with academic programs
- Directing special programs
- Heading or participating in special task forces, commissions, and self-studies

2. Documentation of Directed Professional Activity

Documentation for directed professional activity effectiveness may include, but is not limited to, the following:

(a) Descriptions of Directed Professional Activity

- Written description of the scope of the project and participation
- Analysis of the work accomplished

(b) Documented Outcomes

- Number of people served and/or number who benefited
- Official documents and reports resulting from the activity
- Illustrations of ways in which the activity enhanced the University
- Published articles, technical reports, or monographs
- Grants applied for and/or obtained
- Log of activities (recruiting, programs presented, etc.)
- Visibility of the activity

(c) Judgments of Directed Professional Activity

- Evaluations by peers, participants, administrators, and other constituents
- New programs and initiatives resulting from the activity

(d) Eminence Measures

- Honors and awards
- Accreditation
- Grants received and contracts negotiated
- Degree to which the activity brings positive visibility to the University

(e) Self-Reflection and Appraisal

- Journals and logs
- Self-appraisal of one's career goals, development, and achievements in directed professional activity

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

A. Reappointment as Assistant Professor

1. Application and Time in Rank:

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

2. Criteria:

(a) The candidate demonstrates teaching competence and a commitment to teaching. Teaching competence is considered to be a characterization of "satisfactory teaching" or better 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.

(b) The candidate shows evidence of progress in establishing a focused program of research or creative activity and promise of continuing development.

(c) The candidate has made satisfactory service contributions.

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

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

1. Application and Time in Rank:

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

2. Criteria:

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

(b) The candidate's record show evidence of research or creative activities, in accordance with the norms and expectations described in Section III. B. High quality, originality, and significance of contribution are more important than either volume or the particular type of scholarship represented

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

(d) The candidate demonstrates tangible potential of achieving a level of distinction that will lead to promotion to the rank of professor. The candidate's potential contributions must be consistent with the mission and goals of the Department and School and further program development.

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

1. Application and Time in Rank:

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

2. Criteria:

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

(b) The candidate's record shows clear and continuous evidence of research or creative activities as defined in Section III. B. of this document. The candidate has obtained external financial support, where appropriate, to sustain scholarly, creative or other accomplishments.

(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) The candidate has achieved distinction and recognition at the national level for outstanding performance and achievement in concert with one or more of the two profiles enumerated below. While the particular configuration of any individual's contributions will always be unique, it is possible to suggest several paradigms or profiles of outstanding achievement worthy of consideration for promotion to the rank of Professor.

The Distinguished Teaching Profile

A record of outstanding achievement in this area will reveal a strong connection of teaching to scholarship and will involve contributions in a variety of areas, including not only instruction in assigned courses but also such related contributions as curriculum design, program development and evaluation, advising and supervising students, direction of research projects, participating in workshops and institutes, participation in interdisciplinary programs, developing instructional technology and innovative pedagogic, and authoring instructional materials. The tangible scholarly products of such efforts will often take the form of textbooks, manuals, software and other materials, peer reviewed articles on pedagogy or curriculum design, and reports based on program grants and contracts devoted to developing and disseminating innovative pedagogic. The quality and impact of such efforts, as well as the quality and impact of the candidate's teaching performance, will be well documented, and confirmed by the reviews of appropriate individuals in the discipline. The candidate will be judged to have made a strong attainment of a substantial reputation in a scholarly or creative field. The candidate will have produced significant works of scholarship or creative activity as defined in Section I. B. of this document. 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 scholarly or creative field, and this judgment will be confirmed by the testimony of qualified impartial reviewers. The candidate will have obtained financial support sufficient to sustain research/creative activity as appropriate based on Departmental goals.

The Applied Research and Creative Activity/Professional Service Profile

A record of outstanding achievement in this area is likely to involve numerous articulations of the "scholarship of application" in a variety of settings, resulting in a strong cumulative impact over a period of time. Applied research is tied directly to one's special field of knowledge and relates to, and flows directly out of, one's

scholarly activity. It is not the same as institutional or community service performed as part of one's citizenship or in simple representation of one's discipline, or university. It must be well conceived and documented, disseminated in an obtainable form, be peer reviewed, and be judged to have made a significant impact on application in the discipline. The tangible scholarly products of such efforts may take such forms as research reports; reports of new program development, evaluation and impact; and 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 reputation. This work may also result in the establishment of programs which integrate research with service to the community. In any particular circumstance, the candidate's portfolio will contain:

- activities that are demonstrable extensions or applications of scholarship,
- activities that further the teaching and research mission of the candidate's Department, and
- multiple contributions whose quality and impact are well testified by appropriate individuals in the field.

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.

V. Procedure for the Documentation and Review of Faculty Work

The promotions and tenure review has basically three parts; the documentation provided by the candidate, the materials collected by the Department, and the review of these materials at various levels by promotions and tenure committees and administrators. Documentation of any faculty work should stress two components: (1) the quality of the work and (2) the significance of the work. The portfolio of evidence should be manageable, focused, and reasonable in size. Candidates should submit only those materials that, in their opinion, are most representative of their work and most significant.

Procedures for Promotion and Tenure are contained in the following documents:

- A. University Promotions and Tenure Guidelines (II. B. 3. A, b.)

B. "Regulations on Academic Freedom, Tenure, and Due Process"
(Section 4)

C. School of Health and Human Performances Faculty Promotion
and Tenure Policies and Procedures

D. Promotion and Tenure Form from the Office of the Provost

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

Approved by the Health & Human Performance Faculty Assembly on February 18, 1999.

Correction: p. 17 - 9/20/99-(d. "three" profiles changed to "two" profiles)