DEPARTMENT OF RELIGIOUS STUDIES

GUIDELINES CONCERNING PROMOTION AND TENURE

(Revised April 14, 2011)

The Department's policies, procedures, and expectations on promotion and tenure are consistent with College and University policies and with the UNC Policy on Tenure and Teaching. This document supplements the "University Promotion and Tenure Guidelines" and the "College of Arts and Sciences Promotion and Tenure Guidelines." All members of the department are encouraged to be familiar with these documents and with the College's "Best Practices in Promotion and Tenure."

I. Procedures

For each tenure and/or promotion case, the Promotion and Tenure Committee will consist of all faculty members above the candidate's rank.

Except in cases of mandatory review, a candidate for tenure or promotion to full professor will inform the Department Head by March 1 in the spring semester prior to the College's evaluation process of a desire to stand for promotion. The candidate will provide a detailed CV and, at the discretion of the candidate in consultation with the Head, any additional supporting materials. The Head will consult with all the faculty members above the candidate's rank and will appoint a faculty member to chair the candidate's committee on promotion and tenure. The committee will meet in the spring term to have a preliminary conversation about the case.

In both mandatory and non-mandatory cases, the candidate will present the Head with a detailed CV and supporting materials, including publications and works in press or under submission. These materials will be submitted by June 1. The candidate reserves the right to withdraw an application for promotion at any point in the process. If this option is chosen in cases where a negative recommendation for promotion to full professor has been made, then the candidate cannot be reconsidered for three years. If a candidate for promotion to associate professor chooses this option, then the candidate has effectively acknowledged the department's negative decision as final and binding. The candidate further acknowledges that employment will terminate at the end of the second three year appointment. Once the formal review process has begun, both in cases of mandatory or non-mandatory review, candidates who elect to withdraw from consideration must communicate that decision in writing to the head. In the absence of a written request to desist, the review process will continue.

During the summer months, the Head will solicit letters of evaluation from external reviewers to assess the quality of the candidate's scholarly contributions. Letters from students, course evaluations, and peer reviews of teaching will be collected to assess the quality of the candidate's teaching. Letters will be solicited to assess the quality of a candidate's service. During the late summer and early fall, the Head will work with the candidate to prepare factual information for the candidate's dossier. In August, the promotion and tenure committee will meet to parcel out responsibility for drafting sections of the

dossier. The Head or the committee chair will have responsibility for assembling the dossier. The candidate's entire package will be available for review by all faculty members above the candidate's rank. During the second half of September, the faculty members will convene to discuss and evaluate the candidate's dossier. The chair of the tenure and promotion committee will preside over a vote of the senior faculty and report the vote to the Department Head. The Department Head will write a separate evaluation. In accordance with the College calendar, the head will forward the entire package to the Dean and the College of Arts and Sciences Promotion and Tenure Committee, usually in early October.

II. Expectations for Promotion to Associate Professor

All tenured and tenure-track members of the department are expected to engage in high quality teaching, scholarship, and service.

Expectations Regarding Teaching

Successful candidates for promotion and tenure must show evidence of effective teaching, including the ability to teach students at various levels of knowledge and in a variety of formats and to incorporate instructional technologies where appropriate. Evidence of effective teaching may include peer reviews, letters solicited from students, student evaluations, and the success and accomplishments of students. Faculty are encouraged to maintain a teaching portfolio.

Although the Department of Religious Studies values excellent teaching, we are skeptical of student evaluations of teaching for two reasons: we teach religious traditions and critiques that are inherently controversial in this culture, and we are impressed with research showing that students' end-of-the-semester teaching evaluations are remarkably consistent with students' teaching evaluations of a video as short as two seconds with the sound turned off (Nalini Ambady and Robert Rosenthal, "Half a Minute: Predicting Teacher Evaluations from Thin Slices of Nonverbal Behavior and Physical Attractiveness, Journal of Personality and Social Psychology 64, no. 3 [1993]: 431-441). We expect teaching evaluations to be used with great caution and wisdom.

Expectations Regarding Research, Scholarship, and Creative Activity

Successful candidates for promotion and tenure in this department ordinarily begin submitting book or article manuscripts well before the end of the probationary period. By the time they are under review, candidates should have published a significant monograph or a series of significant articles in refereed journals or refereed edited volumes. The published research may have been developed from the candidate's dissertation research. Web-based publishing should be in refereed journals or websites with rigorous standards of peer-review, and may include articles or work that does not normally appear in print, such as videos. Ordinarily, successful candidates have also demonstrated promise of a second significant project—that is, a documented trajectory of scholarship that extends into the future rather than concluding at the end of the probationary period. (Examples of "demonstrated promise" might include published articles, conference papers, well-received grant applications, etc.) Typically, successful candidates have sought internal funding and external grants and fellowships to support their scholarship. Conference papers and invited lectures offer additional evidence of an active scholarly life.

Though we expect such cases to be to be rare, the Religious Studies Department encourages **Community-Engaged Scholarship** when it includes refereed research products such as publications and exhibitions. This research must be grounded in the theory, methods, and approaches to religious studies and exhibit the same level of rigor and productivity as traditional forms of scholarship. Though there may be a division of labor between the professor and community partner(s), such scholarship, including conception, research questions, methodology, and evaluation must be a collaborative enterprise. The department will not support forms of community engaged scholarship that promote or demote a particular religious tradition, creed, or practice, or that undermine the tenets of liberal inquiry. Tenure-track faculty who wish to pursue department-approved forms of community engaged scholarship should inform the department head during the second year of their initial appointment. The department head will draft a Memorandum of Agreement regarding the project to be signed by the faculty member, community partner(s), and the head.

Expectations Regarding Service

In addition to active participation in department meetings, where the faculty operates as a committee of the whole, all members of the department are expected to serve at various times on departmental, college, and university committees. The Department Head will work with assistant professors to insure that they are not asked to assume undue service burdens that might interfere with scholarly productivity and will advise these faculty members to choose committee assignments where they can make meaningful contributions to the life of the institution.

Directed Professional Activity

UNCG defines directed professional activity as contributions sufficiently distinctive and significant as to be diminished when embedded in the categories of teaching, research/scholarship/creative activity, and service (UNCG P&T Guidelines, Section II.D.). Contributions in this category may supplement, mitigate, and enhance but do not replace the expected achievements in teaching, scholarship, and service. Directed professional activity may include but is not limited to: significant recruitment and retention activities, directing special programs, developing significant grant proposals and obtaining extramural funding, developing significant international affiliations, developing interdisciplinary programs for students, or designing and directing faculty development activities. Evaluation of the quality and significance of the candidate's directed professional activity will be measured by a variety of instruments. **The Religious Studies Department does not permit directed professional activity for tenure-track assistant professors.**

III. Expectations for Promotion to Full Professor

Candidates for promotion to Full Professor may be put forward on the basis of the publication of a second monograph or on the basis of a sustained record of publishing significant articles and/or book chapters in refereed venues (or some combination of these—i.e. book chapters, monograph under contract, etc). In either case these should be sufficient evidence of a significant national or international reputation. Candidates may also seek promotion to full professor with a non-traditional mix of teaching, research/scholarship/creative activity, and service. Indeed, **Directed Professional Activity** may be an

additional criterion for promotion to full professor. UNCG defines directed professional activity as contributions sufficiently distinctive and significant as to be diminished when embedded in the categories of teaching, research/scholarship/creative activity, and service (UNCG P&T Guidelines, Section II.D.). Contributions in this category may supplement, mitigate, and enhance but do not replace the expected achievements in teaching, scholarship, and service. Directed professional activity may include but is not limited to: significant recruitment and retention activities, directing special programs, developing significant grant proposals and obtaining extramural funding, developing significant international affiliations, developing interdisciplinary programs for students, or designing and directing faculty development activities. Evaluation of the quality and significance of the candidate's directed professional activity will be measured by a variety of instruments.