

*Department of Teacher Education & Higher Education
Policy Frames for Promotion and Tenure*

I. Context Statement

Faculty in the Department of Teacher Education and Higher Education are committed to improving teaching and learning in K-16 schools and other partner agency settings by preparing students to be exceptional teachers and leaders who are caring, collaborative, and reflective in their practice. In their own professional practice as teacher-scholars, the faculty strive to impact productively the knowledge, skills, and dispositions of students, the ideas and discourse of their fields of study and practice, and the policies and practices of the organizations and causes they serve. The faculty are committed to collegiality and community within the Department, School, and University, as well as with practitioner colleagues and peers within the communities of scholarship. The faculty take their commitment to practice excellent teaching and to contribute effectively to conversations among scholars and practitioners on teaching, learning, and leadership as matters of professional identity. Faculty accept the responsibility to document their impact reflectively for audiences of significance, including peer reviewers and promotion and tenure committees at the Department, School, and University levels.

The reappointment, promotion, and tenure review processes specified in this document are subordinate and supplementary 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
- University Promotions and Tenure Guidelines—The University of North Carolina at Greensboro
- University-wide Evaluation Guidelines for Promotion and Tenure—The University of North Carolina at Greensboro
- School of Education Guidelines for Promotion and Tenure—The University of North Carolina at Greensboro

Teaching, scholarship, and service are the primary activities of faculty in the Department of Teacher Education and Higher Education. Records of faculty practice should document evidence of significant impact in each of these areas of activity, as defined by the descriptions of each area and the levels of appropriate achievement that follow. While the weighting and proportion of achievements in these areas of activity may vary according to individual and programmatic circumstances, contributions in all areas are necessary; meeting the criteria in one or two areas is insufficient.

Collegiality is critical to a healthy and dynamic academic community. An organization of intellectual peers requires mutual respect, a commitment to dialogue that insists on resolving conflicts on the basis of issues rather than personality, and a continual preference for common—or at least supportive—purpose. In its best manifestations,

collegiality includes caring and congeniality. But congeniality is not the same as collegiality, which is marked both by the presence of positive attributes and the absence of negative attributes. In a positive sense, collegiality means good corporate citizenship, accepting responsibility willingly and with good humor for the collective governance and progress of the department. Collegiality means being present and available for colleagues and students; collegiality means civility in dialog and discourse. Collegiality means supporting the careers and lives of other faculty by offering and encouraging opportunity, but also by offering truthful and appropriate analyses of career progress and recommendations for productive paths when invited or when responsible for timely and specific feedback. Collegiality is not an explicit element of evaluation for decisions regarding promotion, tenure, reappointment, or merit. Concerns regarding collegiality should be brought to the Chair in a timely, explicit, and detailed manner.

II. Definitions of Teaching, Scholarship, and Service in CUI

- A. Teaching.** At any level of review, a candidate's portfolio should show evidence of demonstrable commitment to and effectiveness in teaching. Effective teaching means exhibiting verified "best practice" performance in classroom, clinical, and technological settings as documented by student evaluations, systematic peer observation and reports, and self-reflection. The category of teaching includes not only instruction in assigned courses and clinical assignments, but also such related contributions as curriculum design and program development, advising and supervising students, directing research projects, leading workshops and institutes intended to improve the knowledge, skills, or dispositions of students, productive participation in interdisciplinary programs, developing instructional technology and innovative pedagogies, and preparing effective instructional materials. A sound record of teaching will include contributions and documented impact in a variety of these areas.
- B. Scholarship.** A candidate's scholarly work should be demonstrably original, significant, peer reviewed, publicly disseminated (normally through publication in worthy print and electronic media and by presentation at substantive meetings of scholars, practitioners, or policymakers where impact can be anticipated and ascertained), recognized, and sustained.

The department encourages inquiry in at least three broad categories. As defined by Division K (Teacher Education) of the American Educational Research Association (2003), scholarly works include:

- (a) Empirical work, which includes but is not limited to systematic studies using a variety of qualitative and quantitative approaches to research; (b) Documentary accounts of programs and practices, e.g., program evaluation reports, case studies, etc.; or (c) Conceptual analyses, which may include philosophical or historical studies.

When reviewing examples of empirical work, the department will expect a high level of quality that includes (1) research questions that are clearly described and of critical

significance to the field, (2) a well-articulated theoretical framework, and (3) appropriate research design and methodology, (4) results and conclusions that are reported clearly and demonstrate effective communication with other scholars in the field.

When reviewing examples of documentary accounts, the department will expect a high level of quality that includes (1) clear descriptions of programs and their contexts, (2) rich documentation, (3) well-substantiated conclusions that are reported clearly and demonstrate effective communication with other scholars in the field.

When reviewing examples of conceptual analyses, the department will expect a high level of quality that includes (1) clear descriptions of purpose and significance, (2) clearly defined concepts/theories that are well grounded in the professional literature, (3) conclusions that are reported clearly and connected to related work in the field.

The Department values scholarship in all three areas and recognizes that scholarly work may occur in other research genres. All recognized and complementary methods of inquiry are legitimate. The Department expects candidates for promotion and tenure to articulate their scholarly agendas explicitly and to provide information about their fields of inquiry that will allow colleagues to make informed judgments about the quality of their contributions to the field. Quantity of publications does not substitute for their quality.

Faculty in the department value collaboration in scholarship and respect all types of collaboration, whether with students, practitioners, or colleagues at this or other institutions. Collaboration either as first or supporting author is respected and valued. However, timely and broadly supported progression through the academic ranks requires demonstration of proportional effort and influence. That is, any body of work offered in support of an application for reappointment, promotion, or tenure should contain a general ratio of single authorships, first authorships, and supporting authorships that is reasonably proportional to the total body of work. No candidate can be promoted solely on the strength of a body of work that includes only supporting authorships.

- C. Service.** Faculty service typically is of three types: service to the institution (department, school, & university); service to the professional field of scholarship or practice; and service to the community.
1. *Service to the institution.* Departments, academic programs, the School, and the University require the regular, sustained, and serious participation of faculty in their administration and governance. The Department expects the responsible participation of all faculty in the academic community and looks for documented evidence of such participation in a candidate's record.
 2. *Service to the professional field of scholarship or practice.* Faculty serve the professional field through a host of activities including peer reviewing, participation

in academic conferences, service to and leadership in academic and professional organizations, and scholarly editorial work. The Department endorses, supports, and encourages such activities because they serve the interests of learning; because they are important forms of faculty development and scholarly participation in their own right, and because they are a source of pride and recognition to the Department, School, and University.

3. *Service to the Community.* Faculty serve the community in numerous fee-based and pro bono ways, including developing consulting relationships with schools, organizations, agencies, and other for-profit or non-profit entities. They also develop and participate in outreach programs that apply and/or disseminate knowledge, improved practice, or policy recommendations beyond the confines of the University; and they develop and participate in partnerships and alliances (including Professional Development School relationships and internships) between academic programs and external agencies. The Department endorses and encourages such service relationships because they are essential to the service and outreach missions of the Department, School, and University, because they are viable and legitimate extensions of scholarship and teaching; because they help to support and enrich academic programs; and because they help to prepare students for lives of good and reflective practice, service, and leadership.

Service to the institution at all three levels is expected; service in major administrative or leadership roles such as directing programs is essential and valued and may constitute an important application and extension of scholarship. Service to the profession, the field of study, and the community of scholars is an activity that is encouraged, especially after reappointment, and certainly after the award of permanent tenure. Such service is a sign of scholarly accomplishment and recognition. Service to the community also is encouraged, especially after the award of tenure and particularly where it involves substantial extension or application of a faculty member's scholarship. In general, faculty should participate in service relationships strategically and selectively. While service is vital and valuable, heavy involvement in service beyond that required of good collegial and corporate citizenship should be deferred until appropriate levels of mastery in teaching and scholarship have been attained. Service contributions, as well as institutional and professional leadership normally should increase as faculty members advance through the ranks, with Professors contributing the greatest levels of service. An outstanding record of service involves substantial achievements in more than one of these categories.

III. Directed Professional Activity.

Faculty in the Department of Teacher Education and Higher Education also recognize valued contributions in the area of Directed Professional Activity, as defined by the Promotion and Tenure policies of the University of North Carolina at Greensboro. However, Directed Professional Activities are considered to be matters of contracted service between members of the faculty and the Chair of the Department or the administration of the School or University. As such, this contract

for directed professional activity as represented in a letter or memorandum of understanding between the faculty member(s) and an administrator defines the activity and distinguishes it from other elements in the category of "Service." Rewards for Directed Professional Activity, therefore, should come from the administrator contracting the Activity, and are not part of the process of peer review for merit pay, reappointment, promotion, or tenure.

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

a. Reappointment as Assistant Professor

Candidates for Reappointment demonstrate levels of success and promise in all three areas of activity (teaching, scholarship, and service) appropriate for their time on the faculty. In their teaching, they should show competence in their content knowledge, pedagogical content knowledge, pedagogical skills, and positive dispositions toward teaching and learning. In particular, they should demonstrate an understanding of the purpose of teaching as productive impact on student learning, and they should show commitment to continuous improvement in their teaching by utilizing cycles of reflection and by incorporating feedback from student evaluations and from peer observation. Documentation for teaching competence should include summaries of numerical ratings by students on approved course evaluations, verbatim reports of student comments, and peer observation reports. Samples of self-analysis and reflection on practice, reports of particular student successes or awards, and samples of student work that may include samples of their students' work may be included in the documentation.

Scholarly efforts should reflect a pattern of submission, publication, and presentation that is regular at least from the second year of appointment. Scholarship at reappointment also should reflect a focus (or foci) that is (are) recognizable as (an) emerging research agenda(s). Service activities typically will be at Department and School levels, with some participation in professional organizations at the local, state, regional, and national levels. The candidate should show promise of satisfying expectations for promotion to Associate Professor with Permanent Tenure.

b. Promotion to Associate Professor with Permanent Tenure

Candidates for promotion to Associate Professor with Permanent Tenure are successful and committed teachers who demonstrate verified "best practice" teaching, integrate theory and research into practice in the classroom, technology or distance based teaching and learning, and through supervision. They have an identifiable, articulated, and consequential scholarly agenda that has demonstrated, through regular and continuous patterns of submission, presentation, and publication its value and impact in the areas of theory and practice appropriate for their fields

of study. There is active participation in professional service through state, regional, and national or international professional organizations, as well as important contributions to the University, School, and Department. Candidates for promotion and tenure at this level demonstrate a continuing, reliable and active commitment to program responsibilities and the development of students and colleagues.

Documentation for the areas of Teaching, Scholarship, and Service is a continuation of the documentation for reappointment. Candidates for promotion to Associate Professor with Permanent Tenure are characterized by a level of momentum in teaching, scholarship, service, and collegiality that readily predicts a successful trajectory toward promotion to Professor.

c. Promotion to Professor

Successful candidates at this level are accomplished teachers, mature scholars, and leaders in the Department, School, University, and in their professional organizations. The candidate's scholarship and professional leadership has had a demonstrably significant national impact on the profession or field of study. The candidate's work integrates research and scholarship into her or his teaching, service, and leadership. Service contributions at this level include leadership roles in professional organizations, impact on policy, practice, or theory-building dialogues at the state or national levels, mentoring students and other, especially nontenured faculty. Candidates for Professor should be exemplars of academic citizenship and collegiality, positively influencing the careers of others. The pattern of professional and personal performance indicates clearly that productivity and professional development will continue through the remainder of the candidate's career. Decisions regarding promotion to Professor are less matters of time in rank than of bodies of work and significant accomplishment.

While the particular configuration of any individual's scholarly contributions will always be unique, it is nevertheless possible to anticipate recognizable profiles of outstanding achievement worthy of consideration for promotion to the rank of Professor, as described below. The application for promotion to Professor must define a profile that is to be used in evaluating the candidate. It is the candidate's responsibility to identify which profile, or combination of profiles he or she is using, and to present accomplishments, documentation, and justification for peer and administrator review arranged according to the framework outlined in the profile descriptions. In some cases, the candidate's record may fit clearly into one of the four profiles described below. In other cases, the candidate's accomplishments may include elements of two or more profiles so that the combination is considered sufficient to justify

promotion. The portfolio and application should clearly define the candidate's achievements in each area and describe how the resulting record constitutes the sustained and significant contribution expected for promotion to Professor.

Profiles of Achievement for Promotion to Professor

1. Research Profile

A. Teaching

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

B. Scholarship

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

C. Service

The candidate has made significant service contributions to the department, School, University, to the scholarly profession and/or in professionally relevant community service, as defined by the definitions of service in Part II of this document.

2. Applied Scholarship Profile

A. Teaching

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

B. Scholarship

A record of outstanding achievement under this profile involves significant articulations of applied scholarship in a variety of settings, resulting in a strong cumulative documented impact over a period of time, or a concentration of scholarly energies into pedagogy, encompassing broader questions of curriculum and teaching in the discipline or field of study. The tangible scholarly products of applied research may take such forms as commissioned research reports, articles in the popular or regional press, curatorial

or community education projects, substantial and sustained scholarly editorial work, textbooks, manuals, software and other course materials, articles on pedagogy or curriculum design, or reports based on program grants and contracts devoted to developing and disseminating innovative pedagogies (an enhancement of the scholarship categories listed in Part II of this document).

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

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

C. Service

The candidate has made significant service contributions to the department, School, and University, to the scholarly profession and/or in professionally relevant community service, as defined in Part II of this document.

3. **Distinguished Teaching Profile**

A. Teaching

A record of outstanding achievement under this profile is marked by sustained and significant contributions to the teaching mission of the university. A Distinguished Teaching Profile will include substantial and sustained evidence of an intentional focus on

student learning, as well as documented success at impacting student learning. The candidate's record will normally include but must also go beyond superior classroom teaching and must demonstrate substantial accomplishment in broader areas of curriculum and teaching. Typically these include curriculum design, program development, mentoring of students and of other teachers, the direction of programs, designing and leading workshops and institutes, development of innovative pedagogies and technologies for teaching, and authorship of instructional materials. The quality and impact of such efforts, as well as the quality and impact of the candidate's teaching performance, will be documented and confirmed by the reviews of experts in the discipline or field of study as by reviews from well as by those directly affected by the candidate's teaching (i.e., students, doctoral advisees, institute or workshop participants). The candidate will be judged to have made a strong cumulative contribution to the teaching mission of the university and to teaching in the candidate's discipline or field of study.

B. Scholarship

While the primary focus of the achievements of candidates put forth under the Distinguished Teaching Profile may be in teaching excellence, all candidates are expected to have a record of scholarship as defined in Part II of this document. Moreover, the candidate's record of Scholarship will include work on her or his own teaching practice or the practices of other teachers.

C. Service

The candidate has made significant service contributions to the department, the School, the University, to the scholarly profession and/or in professionally relevant community service, as defined in Part II of this document.

4. Distinguished Service Profile

A. Teaching.

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

B. Scholarship.

While the primary focus of the achievements of candidates put forth under the Distinguished Service Profile may be in service excellence, all candidates are expected to have a record of scholarship as defined in Part II of this document. Moreover, the

candidate's record of scholarship will include work on his or her own service practices or the service practices of others.

C. Service.

A record of distinguished service is marked by sustained and significant leadership contributions that are consistent with the university's service missions. Moreover, a candidate applying for promotion to Professor under the Distinguished Service Profile must present herself or himself as distinguished due to leadership in professionally relevant service roles and functions. While exemplary citizenship in the community and its institutions and organizations is commendable and laudable, there are many examples of outstanding community service that are rendered as ways of giving to society and community without the presumption of adding value to service due to the exceptional levels of knowledge or expertise in a field held by candidates for Professor. Thus the decision standard for a Distinguished Service profile is the demonstrably positive impact in university, professional, or community service leadership due to professionally relevant knowledge or expertise. Examples of professionally relevant service leadership that, if successful and of substantial impact, might form parts of the justification for Distinguished Service in Teacher Education and Higher Education include: leadership in the teacher education and academic leadership functions of the university; leadership in the teacher education, teacher development, and academic leadership functions of the state, region, or nation; elected or appointed service on local or state Boards of Education; advisory appointments to public school or higher education policymakers; high level leadership in national or international professional organizations; continuing impact on the knowledge, opinions, or decisions of the local, state, or national population due to articles or appearances in the news media; or longstanding editorships in important publications.

Documentation for the Distinguished Service Profile must include external reviews by knowledgeable peers of the impact of the service on which the application is based.