

School of Education

Guidelines for Promotion and Tenure

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OVERVIEW

Candidates' credentials are reviewed at two levels within the School of Education and by the Dean. Department-level consideration of candidates involves department tenure and promotion committees and department chairs. School-level consideration is a responsibility of the School of Education Tenure and Promotion Committee.

Procedures are consistent with departmental, School, University, and System procedures, standards, and regulations. Among University-documents that are particularly relevant to these processes are:

- Academic Freedom and Tenure: The Code of the University of North Carolina
- 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

In accordance with these guidelines, the School of Education asserts the primacy of teaching and learning in considering candidates for tenure and promotion. Procedures followed at both the department level and the School level require assessment of candidates' performance in the areas of (1) *teaching*, (2) *research and creative activity*, and (3) *service*. Individual departments have the option of also including a fourth additional category, *directed professional activity*. Some departments have elected to include this optional fourth category; others have chosen to consider only the three mandated categories.

SCHOOL-WIDE REVIEW

The Tenure and Promotion Committee

The School of Education Tenure and Promotion Committee conducts the School-wide review. The Committee is comprised of all tenured members of the Faculty Assembly. Committee members select the Chairperson, who serves in this capacity for two years. In its deliberations, the School of Education Tenure and Promotion Committee considers school-wide criteria as described in the subsection that follows.

These conditions apply to the candidate materials presented to the Tenure and Promotion Committee for consideration:

- The preparation of materials for considerations for promotion and/or tenure is the responsibility of the candidate.
- The presentation of materials should follow the organization outlined in the "Recommendation for Promotion and/or Tenure" form as provided by the Office of the Provost and, additionally, should include a *vita*.
- Document files are discouraged and should not be included unless requested at a particular level of review. Typically, the presentation conforming to the "Recommendation for Promotion and/or Tenure" should require no more than forty pages and, more frequently, approximately 30. Supplemental materials (for example, in-press publications) may be sought during any of the review stages. Unless specifically required at a particular review level, however, document files are not included as part of the School-level review process.

School-Wide Criteria

Reappointment at Rank of Assistant Professor

Assistant Professors normally receive an initial appointment of four years. They are reviewed in their third year for reappointment to a second term of three years as Assistant Professor.

Teaching:

The concept of "teaching" as understood for the purpose of assessing a candidate's performance is construed broadly and embraces both traditional classroom instruction and more diverse methods and settings.

Criteria:

- The candidate demonstrates satisfactory teaching effectiveness and a commitment to improve teaching and student learning.
- The candidate shows promise of making continuing contributions to teaching and student learning.

Research and Creative Activity:

This category embraces all forms of scholarship appropriate to the multiple missions of the individual departments in the School of Education.

Criteria:

- The candidate shows evidence of success in his/her efforts to make contributions to the knowledge base in his/her field.
- The candidate evidences the likelihood of making continued progress as a contributor to the appropriate knowledge base.

Service:

The concept of service embraces services and leadership activities that may operate on many levels from within the University to the broadest possible external arenas.

Criteria:

- The candidate evidences service contributions, based on his/her expertise as a faculty member, that may be at the level of the institution, the profession, or any of a number of communities external to the university and the profession.
- The candidate's behavior suggests a likelihood of continued contributions in the area of service.

Promotion to the Rank of Associate Professor with Tenure

Assistant Professors are normally reviewed for promotion to Associate Professor with tenure in their sixth year of employment (the second year of their second term of

employment as Assistant Professor). The review for promotion and conferral of permanent tenure may occur before that time, however, if it is deemed appropriate by the candidate's department chair in consultation with the department's tenure and promotion committee.

Teaching:

The concept of "teaching" as understood for the purpose of assessing a candidate's performance is construed broadly and embraces both traditional classroom instruction and more diverse methods and settings.

Criteria:

- The candidate has sustained a record of "good" to "excellent" evaluations in the area of teaching as documented by evidence that may include (but not necessarily be limited to) peer reviews and student course evaluations based on all courses taught.

Research and Creative Activity:

This category embraces all forms of scholarship appropriate to the multiple missions of the individual departments in the School of Education.

Criteria:

- The candidate's record evidences scholarly productivity in accordance with the norms and expectations of his/her specialized area of expertise.
- The candidate has established a pattern of regularly contributing to peer reviewed outlets for research and creative activity; high quality and significance of these contributions are prized more than volume.

Service:

(The concept of service embraces services and leadership activities that may operate on many levels from within the University to the broadest possible external arenas.)

Criteria:

- The candidate presents a record of success and commitment to service contributions that must include service to the School, University and the profession and may include service contributions to communities beyond the School, University, and profession.
- The candidate's overall record of service to his/her unit has been reflected by overall

ratings of "good" to "excellent" on performance reviews conducted by his/her department head.

Promotion to the Rank of Professor

Promotion to the rank of Professor is based on achievement, distinction, and impact of contributions, not on duration of employment. An Associate Professor may be recommended for promotion at any time. It is expected that candidates who are approved for the rank of Professor will have achieved distinction, as viewed by peers, in terms of reputation in at least one of these areas: teaching, research or creative activity, and service.

Teaching:

The concept of "teaching" as understood for the purpose of assessing a candidate's performance is construed broadly and embraces both traditional classroom instruction and more diverse methods and settings.

Criteria:

- The candidate's record reflects a continued pattern of commitment to effective teaching and student learning that may have been recognized in a variety of ways including, but not limited to, student and peer testimonials, grants and contracts to share instructional expertise in other settings, and invitations to share special instructional expertise at meetings of professional groups.
- The candidate has sustained a record of "good" or "excellent" teaching evaluations as documented across all courses and peer reviews.

Research and Creative Activity:

(This category embraces all forms of scholarship appropriate to the multiple missions of the individual departments in the School of Education.)

Criteria:

- The candidate shows evidence of continuous productivity in a defined area of scholarship relevant to his/her specialization.
- The candidate's contributions to the knowledge base of his/her area of specialization are acknowledged to be of high quality by peers outside of the university.
- Quality of research and creative activity will be weighed more heavily than quantity.

Service:

(The concept of service embraces services and leadership activities that may operate on many levels from within the University to the broadest possible external arenas.)

Criteria:

- The candidate evidences service contributions that include some leadership roles in activities that may range across the School, University, profession, and external communities.

Department-Level Review

Overview

In keeping with the "University Promotions and Tenure Guidelines," School of Education guidelines seek to devolve primary decision-making with respect to tenure, promotion, and reappointment to the department level. Departments are encouraged to develop procedures that might be characterized as "merit-finding" in their orientation. They are asked to encourage candidates to present documentation that will provide an adequate evidentiary base for professionals to make reasoned judgments about their contributions in each of the relevant categories of their performance.

In response to the directive to consider evidence that has particular relevance for their specialized missions departments vary in terms of what they require of individual candidates. All insist that candidates provide evidence in each of the mandated areas of teaching, research and creative activity, and service. Some departments also consider what candidates have done in the optional category of directed professional activity.

Guidelines of the Departments

Counseling and Educational Development

Preamble

Faculty members in the Department of Counseling and Educational Development are committed to developing and maintaining a program that is characterized by integrity, innovation, respect, and breadth of professional perspectives. The faculty seeks to maintain a national profile by offering a strong, coherent, and innovative training program, and by providing exemplary leadership for the profession through scholarly works and professional service activities. Faculty serves as role models of excellence and professionalism.

A scientist-practitioner philosophy characterizes the program, including individual course content and assignments, supervision of clinical work, as well as expectations for professional practice. In addition, the integration of theory and research into clinical practice is promoted throughout the program.

At the master's level, the faculty seeks to educate students who, as counseling practitioners in a variety of community, school, and university settings, will provide high quality services to their respective clients, and will seek to provide leadership through service in their respective communities and professional associations. At the doctoral level, the faculty seeks to develop well-rounded counselor educators, counseling practitioners, and administrators who will make significant contributions through their own scholarship, teaching, supervision, and professional service activities.

Given the nature of the program, "teaching" is understood to include not only classroom instruction, but also other instructional processes, such as clinical supervision of students' counseling, teaching, and/or supervision work. In addition, mentoring of students' professional development, relevant to the professional career of the student, is a high priority and one that involves "teaching" in the fullest sense of the word.

Faculty view service not only in terms of professional leadership in counseling organizations, but also academic citizenship, characterized by collegiality, mutual respect and support, and commitment to shared community values. Commitment to faculty members' individual career goals is balanced by a commitment to the University, School, Department and program responsibilities, as well as the development of students.

Scholarship may include conceptual and empirical works, using a variety of methodological

approaches for basic and applied research questions. In terms of research and publications, quality and impact are more important than quantity. Even more, scholarship informs teaching and professional service activities and characterizes the program environment, in that faculty seek to create and maintain a community of scholars.

This document is supplementary to University documents regarding promotion and tenure, as well as the School of Education document.

Reappointment at Assistant Professor Rank

Successful candidates are competent teachers who show a beginning mastery of content and pedagogy appropriate to counselor education and supervision, and demonstrate a commitment to all aspects of the teaching and learning process. Scholarly efforts, including publications in nationally refereed journals, are characterized by a theme(s). Service activities are primarily at the Department and School level, with some participation in professional organizations at the state, regional, and/or national levels. The candidate shows promise of satisfying criteria for promotion to Associate Professor with tenure.

Promotion to Associate Professor with Tenure

Successful candidates are strong and committed teachers who integrate theory, research, and practice into the classroom and other teaching-learning processes (e.g., supervision). They demonstrate progress in a well articulated research agenda/program that has made a contribution to the field/profession, with specific areas/questions for further work/development. There is active participation in professional service organizations at the state, regional, and national levels, as well as important contributions to the University, School, and Department. The faculty member demonstrates a commitment to program responsibilities and the development of students. There is evidence that productivity and professional development will continue beyond the point of promotion and tenure, and will progress toward promotion to full professor.

Promotion to Full Professor

Successful candidates at this level are accomplished teachers and mature scholars. They are established in their area(s) of expertise and hold strong national reputations. There is evidence that the candidate's scholarly work has had a significant national impact on the field/profession. A particularly defining characteristic of the candidate's work is the integration of research/scholarship into teaching, service, and leadership. Professional service contributions involve leadership roles, mentoring of students and junior faculty, and other efforts meant to enhance the profession, the University, the School, and the Department as well as the individual career. There is evidence that productivity and professional development will continue beyond the point of promotion to full professor.

Documentation of Teaching Effectiveness

Summary of teaching/instructional responsibilities and activities.

A written statement that includes one's philosophy of teaching, description of teaching methods, and a self-appraisal of one's development and achievements in teaching, with particular attention given to the impact of one's teaching on student learning. For those candidates whose teaching responsibilities include supervision of interns or other instructional assignments, a similar statement(s) is included for these areas.

Summary of student ratings (M, SD) on Departmentally-approved forms. The summary includes ratings solicited from all students in all courses taught each semester, including supervision of internships and other teaching assignments. Selected student comments for open-ended questions also are to be included.

Summary listing of student accomplishments, such as student publications based on course-related work, dissertation awards, etc. (As applicable).

Nominations for teaching excellence (as applicable).

Grant proposals for instructional/curriculum development or assessment of teaching effectiveness (as applicable).

Peer observations of teaching and supervision.

- Candidates for reappointment at the Assistant Professor rank work with the Department Chair to solicit one peer observation each year by Departmental faculty.
- Candidates for promotion to Associate Professor with tenure work with the Department Chair to solicit one peer observation each year by Departmental faculty.
- Candidates for promotion to Full Professor work with the Department Chair to solicit peer observations, for an average of one peer observation every two years by Departmental faculty.

Summary evaluation, based on submitted documentation and first-hand knowledge, written by a Departmental faculty member.

Documentation of Scholarship/Research

Summary of one's scholarly productivity/achievements/outcomes, which may include

- books
- grant(s) received

- textbooks
- edited books
- book chapters
- monographs
- articles published in peer-reviewed professional journals
- non-referred articles published in professional journals
- articles in press
- grant submissions
- scholarly papers presented at professional meetings
- presentations at professional meetings
- books reviews
- unpublished papers and reports
- works in progress
- other examples of scholarly productivity
- other creative accomplishments.

Summary of editorial responsibilities and/or positions, which may include

- editor of a professional journal
- associate editor of a professional journal
- member of editorial board for a professional journal
- editor of a special issue of a journal
- *ad hoc* reviewer for a professional journal

List of honors and awards received in recognition of one's scholarly work (as applicable).

External peer review (for promotion and tenure decisions).

The candidate may submit 3-5 names of external peer reviewers to the Chair, who also may solicit names of potential reviewers from Departmental faculty. The Chair then selects 3-6 persons from the larger list as external peer reviewers for the candidate, and sends each reviewer a) a copy of the candidate's vita and b) 3-6 examples of the candidate's scholarly productivity. The external peer reviewers are asked to evaluate the candidate's scholarly productivity and achievements, particularly in terms of their originality, contributions, and/or impact on the field, in light of the candidate's academic rank.

A written statement that includes a) a description of the candidate's research theme(s) (reappointment) or research program (promotion), including future directions; and b) a self-appraisal of one's scholarly work, achievements, and development.

Summary evaluation, based on the submitted document and first-hand knowledge, written by a Departmental faculty member.

Documentation of Professional Service

Summary of one's service responsibilities and activities, including membership and

leadership positions, in terms of contributions to the welfare of

the Department, School, and University

the counseling profession

external communities related to the counseling profession and/or Department activities (e.g., public schools, community mental health agencies, student affairs offices)

any other examples of professional service

List of honors or awards received in recognition of service contributions.

List of elected and/or appointed positions.

A written self-appraisal of one's service activities and contributions, including the impact of this work on the Department, School, University, profession, organization, and/or the persons served, using the preamble statement as a framework.

Summary evaluation, based on the submitted documentation and first-hand knowledge, written by a Departmental faculty member.

Departmental Procedures

Annual reports and reviews

Annual reports summarize the faculty member's responsibilities and achievements in teaching, scholarship, and service for a particular year. These yearly summaries, and feedback from peers regarding one's work, provide a context for evaluating one's progress toward reappointment, promotion to associate professor with tenure, and/or promotion to full professor, as well as serving as a basis for creating plans for professional development.

Each faculty member submits an annual report of his/her work in the three areas of teaching, scholarship, and service. These are subject to peer review following Departmental policy, with summary results of one's peer ratings communicated to each faculty member by the Chair.

Junior faculty and others actively seeking promotion meet with the Department Chair to review the year's work and peer evaluations. The Chair and faculty member collaboratively write a statement of strengths and accomplishments, areas for enhancement, and a collaborative plan for continued development toward the desired rank.

The Reappointment / Promotion and Tenure / Promotion File

The candidate works with the Department Chair, or his/her designee, to create the file of materials to be reviewed.

The file is reviewed by all persons eligible to vote on the candidate, which includes faculty members at or above the rank the candidate seeks.

At a meeting called by the Department Chair, the candidate's file is reviewed. Faculty members who wrote the summary evaluation statements for teaching, scholarship/research, and service summarize their evaluations. Any faculty member may ask for clarification regarding any aspect of the file. Faculty determine that appropriate and sufficient information has been provided by the candidate, or if additional information is needed to conduct an adequate review. Once the information is deemed sufficient, faculty members then vote their decision by a voice vote.

The Department Chair records the count of the faculty vote.

The Department Chair writes a recommendation regarding the candidate.

If both the vote of the faculty and the recommendation of the Chair are negative, the candidate's file does not go forward to the School of Education.

Otherwise, the candidate's file, summary evaluations written by Departmental faculty members, the Departmental faculty vote count, and the written recommendation of the Chair is forwarded for consideration at the School of Education level.

Curriculum and Instruction

For academic year 1998-1999, the Department of Curriculum and Instruction proposes to follow the School-Wide guidelines for tenure and promotion with respect to the categories of (1) *teaching*, (2) *research and creative activity*, and (3) *service*. In addition, the Department will also consider performance of candidates in the optional category of *directed professional activity*.

Directed Professional Activity

Performance in this area will focus on assessment of work completed that is above and beyond the assigned/typical workload. The Department wishes to view description of this category as a "work in progress," and Departmental guidelines call for a review of the directed professional activity to occur prior to May 10th of each year.

Educational Leadership and Cultural Foundations

For academic year 1998-1999, the Department of Educational Leadership and Cultural Foundations proposes to follow the School-Wide guidelines for tenure and promotion.

Educational Research Methodology

Departmental policies assert the primacy of teaching and learning.

Teaching.

The emphasis is on the quality of student learning, and evidence can include samples of pedagogical materials, supervision of practica, advising, directing student research, curriculum design, interdisciplinary teaching, team teaching, mentoring, and dissertation supervision.

It is recommended that candidates prepare a teaching portfolio that covers the three major areas of teaching: teaching load, evidence of teaching quality, and professional commitment to teaching.

Teaching load: A summary table that lists, for each semester

and summer term, the course taught, by title, course number, credit hours, enrollment; the number of advisees at the masters and doctoral levels; the number of dissertation committees the candidate has chaired and/or served on; and any non-standard aspects of his/her teaching.

Quality: It is essential that student ratings be provided in

a summary form for each course taught. Candidates must provide evidence of their teaching using the School's Form B or the Scriven form. Quality may also include evidence of student learning, career placement of students, successes of students, assessment practices, teaching awards, peer evaluations, and contributions to the learning environment of students. Information about student support/mentoring may be included.

Professionalism: Examples in this category include philosophy

of teaching, description of principal teaching strategies, examples of published teaching materials, evidence of up-to-datedness of material, involvement in reviewing/developing teaching materials, and developing of new courses.

Research and Creative Activity

A candidate's scholarly or creative research should be demonstrably original, substantial, recognized, and sustained, as appropriate to the level of promotion sought. Where evidence of peer review and public recognition are appropriate, it should be noted. The quality and impact of the activities are critical, and connections between research and teaching are highly desired. Candidates are asked to prepare a section of the narrative that accompanies their materials that places any exhibits in context and that provides evidence for their quality, their impact, and their place within the research program of the candidate.

Service

Evidence includes service to the Department, the University, and the profession. It also embraces leadership activities of all kinds. Examples of activity in this area include community education, consulting, editorial work, committee involvement, conference organization, peer reviewing, and participation in academic conferences and professional organizations.

Directed Professional Activity

This department does not use this category in reviewing candidates for tenure and promotion. The department notes some examples of "Directed Professional Activity" in the University Promotion and Tenure document. These examples, in this department, will be categorized under the headings research and creative activity or service according to these guidelines:

- Recruitment and retention activities - service

- Developing grant proposals - research and creative activity
- Writing technical and training manuals - research and creative activity
- Providing statistical or methodological assistance - service
- Chairing a department or division - service
- Heading or participating in special task forces - service
- Commissions and self studies - service
- Development, leadership, and maintenance of centers - service

Expectations at the Various Levels

Reappointment at the level of Assistant Professor

The candidate demonstrates teaching competence and a commitment to teaching and a promise of making significant contributions to student learning. The candidate shows evidence of success at scholarship or creative activities and a promise of continuing development. The candidate has begun to be involved in service contributions to the Department, the University, and the profession.

Promotion of an Assistant Professor to Associate Professor with permanent tenure

Assistant professors are normally reviewed for promotion to Associate Professor with permanent tenure in their sixth year of employment (the second year of their second term of employment as an Assistant Professor). However, they can be considered earlier if it is deemed appropriate by the candidate and/or the candidate's department head in consultation with tenured department faculty.

The candidate's record demonstrates substantial commitment to and effectiveness in teaching. The candidate's record includes scholarly or creative accomplishments in accordance with the norms and expectations of our field. There is a contribution to service, especially service to the department and profession.

Promotion of an Associate Professor to the rank of Professor

Promotion of an Associate Professor to Professor can be considered at any time.

The candidate's record demonstrates continuous commitment to and effectiveness in

teaching as well as a strong connection between teaching and research. The candidate can demonstrate national and/or international contributions to his or her scholarly or creative field. The candidate will have produced original and substantive works of scholarships in the field of educational research methodology, including measurement and evaluation, that have had an impact on the field. The candidate has made important service contributions to the department, school, and University as well as to professional organizations.

Library and Information Studies

The Library and information Studies Department recognizes four (4) promotion and tenure criteria areas: (1) Teaching Activities, (2) Service Activities, (3) Scholarly and Creative Activities, and (4) Directed Professional Activities. Each of these activity areas is defined below.

The department chair and each faculty member must agree on the particular criteria areas for faculty work each year. This written agreement shall specify percentages of full time assignment for each area during the year and shall be filed in the faculty member's personnel file in the LIS Department.

1.0 Teaching Activities

Activities in this areas can represent up to 3/4 of a faculty member's full time assignment each semester. In no case should teaching activities represent less than 50% of a faculty member's full time assignment each semester.

1.1 Teaching effectiveness criteria

These criteria are intended to be congruent with University and School of Education guidelines. They may not cover all possible areas of teaching excellence, and mention of other strong or weak points may be appropriate depending upon the individual instructor, the particular subject covered, and the class session being evaluated. Moreover, all criteria listed may not apply to particular classes.

1.1.1 Instructor Activities

- integrates technology into classroom activities
- uses variety of teaching strategies (e.g., lecture, question/answer, group work, exercises, etc.)
- encourages critical and independent thinking
- inspires students to think beyond requirements of course

- fosters active student participation in discussion and other

activities

- is available to student for consultation
- demonstrates fairness in grading; in attention given to individual students;
- communicates well (expectations; subject content; verbal and non-verbal signals)
- where appropriate, demonstrates appropriate multicultural understandings

1.1.2 Organization of Class

- relates subject matter to total course; orients students to specific subject
- allows appropriate time for coverage of subject
- organizes material; may provide outline
- integrates course material with any assignments, including text/reading
- where appropriate, enhances subject with media/technology uses and prepares visuals, where appropriate, for unfamiliar terms, citations, headings, etc.
- signals clearly transition from subject to subject
- allows sufficient time for all aspects of class plan (group work, lecture, discussion)
- class has clear beginning point or introduction and reaches closure

1.1.3 Content

- communicates enthusiasm/interest in subject to students
- incorporates technology where appropriate/essential
- demonstrates awareness of interdisciplinary aspects of subject

where appropriate

- manifests awareness of cross-cultural examples, and sensitivity to levels of understanding among different cultures (e.g., ethnic or racial, age-defined, physically or mentally challenged, gender or sexual orientation, political or social groups)
- integrates anecdotal "experiences from the field" with professional theory
- models professional approach to problem areas of practice
- maintains objectivity in discussion of controversial material
- incorporates relevant and recent research findings
- emphasizes critical approach to subject
- conveys convincing mastery of subject

1.1.4 Teaching style

- asks questions; waits for responses
- maintains environment conducive to learning
- engages a variety of individual students in discussion
- calls students by name
- does not patronize students; treats as adults
- encourages and reassures students when needed
- provides adequate clarification and complete answers to students
- demonstrates willingness to provide additional information at a later time when time does not permit or when information not readily at hand
- maintains spirit of equity in classroom

1.2 Summary of instructional responsibilities

1.2.1 Courses taught, number of times taught, evidence of revision, student load.

1.2.2 Department curriculum contributions

1.2.3 Course related advisement/mentoring responsibilities.

1.3 Evaluation of instructional responsibilities

1.3.1 Evidence of time and effort spent on teaching in relation to total responsibilities.

1.3.2 Evidence of improvement of teaching over time as a result of feedback, from students -- including formative and end of course evaluations, from colleagues, and self evaluation.

1.3.3 Focus of teaching activities, congruence with service activities and scholarship/research.

1.3.4 The evaluation of teaching quality is a very subjective matter. While some evidence may be immediately available, long term student outcomes are more difficult to measure successfully. Evidence listed in **Error! Reference source not found.** below will all be considered.

1.4 Sources of Evidence

1.4.1 Results of peer evaluations, self evaluations

1.4.2 Candidate Narrative and Summary of Teaching Effectiveness

1.4.3 Student papers/projects

1.4.4 Video tapes of elms presentations

1.4.5 Teaching observation

1.4.6 Results of student evaluations (formative and summative/end of course)

- 1.4.7 Summaries of other student feedback, e.g., graduate surveys, student letters, comments, etc.
- 1.4.8 Copies of course outlines
- 1.4.9 Other . . .

2.0 Service Activities

Activities in this areas can represent, along with the area of scholarship/research, and directed professional activities up to 1/2 of a faculty member's full-time assignment each semester.

2.1 Evidence and Criteria

2.1.1 Advisement

- Student feedback on advising, availability, mentoring
- Master's project advisement
- Independent studies
- Assistance with placing students in jobs

2.1.2 References given for students

2.1.3 Sponsorship of student organizations

2.1.4 Support of professional organizations

- Membership
- offices held -- elected and voluntary
- Committee membership
- Symposia, workshops, presentations given
- Publication in organization publications

2.1.5 Other professional service

- Nonpaid consultantships

- Special professional projects
- Refereeing for external faculty for promotion/ tenure
- Position papers
- Professional reports

2.1.6 State, community service, civic organizations

- Membership
- Offices held -- elected and voluntary
- Committee membership
- Symposia, workshops, presentations given
- Publication in organization publications

2.1.7 Other public Service activities (non-library)

- National level service
- Regional level service

- State service
- Local service

2.2 Subjective Considerations in Evaluation

2.2.1 Amount of service activities, time and effort in relation to total responsibilities

2.2.2 Scope of service activities, diversity of effort

2.2.3 Focus of service activities, congruence with research/scholarship

2.2.4 Overall value to professional and public leadership and service

2.3 Sources of Evidence

2.3.1 Candidate Narrative and Summary of Service Activities

2.3.2 Correspondence from colleagues

2.3.3 Reports in news sources/literature

2.3.4 Conference proceedings/programs

2.3.5 Student feedback

2.3.6 Service awards

2.3.7 Other . . .

3.0 Scholarship or Creative Activities

Activities in these areas can represent, along with the area of Service, and Directed Professional Activities up to 1/2 of a faculty member's full-time assignment each semester.

Faculty members develop a written rationale for scholarly activities by which they prioritize their research activities, grant requests, and collaborative scholarly work with colleagues, and consultative activities. This scholarship rationale is not fixed in stone, but is to be revised on a regular basis to reflect the emerging interests of the faculty member and the profession.

The rationale (and any updates) are filed with the Faculty Assignment Form filled out each semester with the Chairperson of the LIS Department. It is expected that the faculty member's assignments will reflect an adequate amount of time to allow the faculty member to complete their scholarly agenda.

3.1 Evidence and Criteria

3.1.1 Presentations at conferences/papers presented

Types

- **Keynote speeches, major program presentations, panel presentations, poster sessions, proceedings (if published)**
- **Evaluations by participants and/or review by outside reviewers from the profession**

3.1.2 Grant proposals submitted -- types and funded amounts**3.1.3 Journal publications****Types**

- **Publications in refereed journals invited publications in theme issues guest edition publications publications in non-refereed journals**
- **Publications in professional organization newsletters book reviews letters to the editor indexes for publications electronic publications**

3.1.4 Monographic publications.**3.1.5 Consultative work with professional librarians in the field such work may include paid and non-paid work within the University Guidelines on external activities for pay.****3.1.6 Cooperative scholarship/publication with students and colleagues.**

- **Faculty members me expected to seek out and develop collaborative scholarly opportunities with colleagues in the profession and in other related disciplines. Such efforts include collaborative curriculum development, collaborative research, collaborative presentations at professional conferences, and collaborative grant applications.**
- **Faculty members are expected to encourage students to develop the necessary skills required to produce course work worthy of**

publication in professional journals in the library field and related fields. Evidence of such efforts may include:

- publication of student papers in state, regional, and national library publications
- student presentations at professional conferences
- collaborative publication with students

3.1.7 Faculty member's semester and annual reports on research should demonstrate an adherence to the written scholarship rationale on file. As the scholarly interests of the faculty member change, it is expected that an updated rationale will be filed. There should be evidence of a research agenda which reflects purposeful direction.

3.1.8 Scholarship/Research accepted and/or in progress

3.2 Subjective Considerations in Evaluation

3.2.1 Amount of scholarship/research activities, time and effort in relation to total responsibilities.

3.2.2 Scope of scholarship/research activities, diversity of effort.

3.2.3 Focus of scholarship/research activities, congruence with Service activities and teaching.

3.2.4 Overall value to professional and public leadership and service.

3.2.4.1 Quality of scholarship is best measured in this process by outside evidence or reviews including:

- reviews published in journals from the field
- reviews requested from outside reviewers selected by faculty member

- reviews requested from outside reviewers selected by the personnel committee of the LIS Dept.
- evidence gleaned from student evaluation form comments
- unsolicited reviews and comments from colleagues and students

3.2.4.2 The minimum quantity of contributions is not subject to any departmental, school, or university policy. It is expected that the faculty member will show a continuing effort to share a scholarly agenda through regular publication, grant applications, and formal presentations at professional conferences. While no quantity standards are set;

Nonetheless, the burden of proof is on the faculty member to show a regular pattern of contributions the professional field through publication, research, and presentations.

3.2.4.3 The review of research/scholarship for impact on the profession is a very subjective matter. Impact of some contributions may be immediately acknowledged in the profession or the larger academic community. On the other hand, the actual impact of such contributions may not be evident for a generation. It is suggested that outside reviewers from profession be asked to make an assessment of impact when reviewing the faculty member's contribution.

4.0 Directed Professional Activity

While all faculty members are expected to perform in the categories of teaching, scholarly and creative activity, and service, the particular assigned responsibilities may also include professional activities that merit separate classification and delineation. In such cases these activities are a significant part of the faculty member's contributions to the University and other communities. For those faculty members desiring to use this category, directed professional activities must be carefully defined between the faculty member and the department chair with the purpose and significance of the directed professional activity clearly spelled out in the written agreement between the faculty member and the department chair. Directed professional activities together with scholarly and creative activities and service activities may take up to 1/2 of a faculty member's full-time assignment each semester.

4.1 Scope of Directed Professional Activity

Directed professional activity is defined as a university activity whose contribution is sufficiently distinctive that its significance in overall faculty effort is diminished when embedded in any of the three other categories of teaching, scholarly and creative activities, and service. The principal objective in the evaluation of directed professional activity is to assess the nature and quality of this contribution and its significance to, or impact on, the university.

4.1.1 Examples of directed professional activity

4.1.1.1 Preparation of significant departmental, unit, or university documents including technical or training manuals, national professional accreditation presentations.

4.1.1.2 Development and/or direction of special program such as international affiliations, interdisciplinary programs, formal community outreach or extension activities that promote continual learning, leadership in research, service, or clinical centers or institutes of the University, special summer programs, assignments that enhance the visibility of the university.

4.1.1.3 Direction of activities that enhance the University's effectiveness including faculty development activities, statistical or methodological assistance to colleagues, recruitment and retention activities.

4.1.1.4 Academic administrative leadership including chair a department or division, directing academic clinics or special programs, and participation in special task forces, commissions, and self-studies.

4.2 Sources of Evidence

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

4.2.1 Written descriptions of the scope of the project and levels of participation in it including analyses of the work accomplished and the contribution to the department, unit, and/or university.

4.2.2 Documented outcomes including population served, official documents and reports, technical reports, grants resulting from activities, activity logs, assessment of the visibility of the activity.

4.2.3 Judgments of directed professional activity including evaluations by peers, participants, administrators, and other constituents, and new programs or initiatives resulting from the activity.

4.2.4 Eminence measures including:

- honors and awards
- accreditation
- published reviews
- other formal recognitions.

4.2.5 Other . . .

4.3 Responsibilities

4.3.1 All directed professional activity assignments must be undertaken after written agreement between the faculty member and the chair of the Library and Information Studies Department.

4.3.1.1 Directed professional activities are subject to annual review by the chair of the department and the dean of the School of Education. Any changes in responsibilities, time allocations, and other significant factors are documented and included in the faculty member's personnel file in the LIS Department.

4.3.2 The faculty member desiring evaluation on the basis of directed professional activity is responsible for collecting and maintaining documentation on the activity.

5.0 Overall potential in the field/contribution to the department/profession

In addition to the documentation of specific activities in each of the selected areas, candidates should prepare a summary statement which would include:

- 5.1 Honors, awards, recognition, recognition for teaching.**
- 5.2 Participation in personal professional development.**
- 5.3 Demonstrated initiative and leadership.**
- 5.4 Focus of all activities, congruence of research/scholarship teaching and services.**
- 5.5 Congruity of efforts with department activities/goals.**
- 5.6 Commitment to profession/department/school/university.**
- 5.7 Overall contributions to professional and public leadership and service.**

6.0 Procedures/Timeline

- 6.1 Faculty seeking promotion and/or tenure should begin the preparation of their summary statements and sources of evidence during the academic year prior to LIS Departmental consideration of the candidate.**
- 6.2 Departmental review of candidate's materials should occur no later than four weeks prior to the announced School of Education Deadline each semester.**
 - 6.2.1 Selected LIS tenured faculty member of superior rank to the candidate will provide written summary evaluations of submitted evidence for each of the candidate's chosen categories.**
 - 6.2.2 These written summaries will be shared with all LIS tenured faculty members of superior rank to the candidate and each of these faculty members will provide a written statement in which they concur, do not concur with the evaluation and provide additional comments as desired.**
 - 6.2.3 All LIS tenured faculty members of superior rank to the candidate will meet to**

discuss the documentation and their recommendation to the department chair.

- 6.2.4 The documentation will be delivered the LIS department chair and the tenured faculty of superior rank to the candidate will meet with the department chair to discuss the documentation.
- 6.2.5 The department chair will review the documentation, add his/her own recommendation and summary statement and submit the total package to the School of Education Promotion and Tenure Committee no less than three weeks prior to the School of Education Deadline.

6.3 Negative recommendations by the tenured faculty and the department chair terminates the review process. All other recommendations must be forwarded to the School of Education Tenure and Promotion Committee and the dean of the School of Education, the provost, and the Chancellor.

- 6.3.1 In the event of a negative recommendation by the tenured faculty or the department chair, or both, the candidate shall be informed of this decision as soon as possible.
- 6.3.2 The candidate has the right of appeal as defined by the Code of the University of North Carolina and the Faculty Handbook.

Specialized Education Services

The Department of Specialized Education Services follows the SOE guidelines for tenure and promotion.