

The University of North Carolina at Greensboro
College of Arts and Sciences

Guidelines on Reappointment, Tenure, and Promotion

PART I. General Criteria for Promotion and Tenure Review

Departmental recommendations for promotion and tenure are reviewed by the Dean and the advisory College Promotion and Tenure Committee, in accordance with departmental, College, and University standards, guidelines, and regulations. The department must provide clear and specific¹ descriptions and explanations of the prevailing expectations, standards of achievement, and practices in the candidate's discipline as part of any recommendation for promotion, so that (1) candidates will know the expectations for promotions and tenure in their department and (2) higher levels of review will be informed of those expectations.

The College review process must conform to the following University documents:

“The Code of the Board of Governors of the University of North Carolina, Chapter 6: Academic Freedom and Tenure” (henceforth, *The Code*)

“Promotion, Tenure, Academic Freedom, and Due Process Regulations: The University of North Carolina at Greensboro” (henceforth, *UNCG Regulations*)

“University-Wide Evaluation Guidelines for Promotions and Tenure” (henceforth, *UNCG Guidelines*)

Current versions of all these documents may be accessed through links on the Provost's web site at: <http://provost.uncg.edu/publications/personnel/pt.html>.

Teaching and learning are the most fundamental activities of College Faculty. The College holds to the scholar-teacher-participant model of faculty responsibility and expects an application for tenure and/or promotion to provide evidence of significant achievement in scholarly or creative work, teaching, and service, as these terms are defined below. While the weighting and

¹ The requirements for clear and specific criteria specified here must be interpreted in light of The UNC Policy Manual, Section 101.3.1, which states “Within the University, important faculty personnel decisions are based on evaluations of performance rendered by a candidate's immediate colleagues and supervisors, who are in the best position to make such judgments. These assessments are not the product of mechanically applied checklists, criteria or formulas; there is no simple litmus test for outstanding teaching, research or service.” In this context, the requirement for clear and specific criteria calls for a reasonable level of detail in the specification of the criteria for promotion and tenure. A specific, detailed list of accomplishments that form the *sine qua non* of any promotion and/or tenure violates Section 101.3.1, quoted above. For instance, an exact specification of the number of publication required to be eligible for promotion and/or tenure would violate this section. On the other hand, the mere statement that the candidate must “achieve excellence” in one or several categories, violates Section 400.3.1.1[G] of The Policy Manual. Statements of clear and specific criteria must avoid these extremes..

proportion of these areas of achievement may differ according to individual, disciplinary, or departmental and programmatic circumstances, meeting the criteria described below in one of these three areas alone is insufficient; contributions in all are necessary. Departments may elect to include an additional category of achievement, directed professional activity, under the conditions described in “Directed Professional Activity,” below.²

Teaching

At any level of review, a candidate’s portfolio should document a commitment to and effectiveness in teaching. An essential feature of good teaching is effective performance in the classroom, studio, or laboratory.

Viewed in its broad institutional context, however, the category of teaching includes not only instruction in assigned courses but also such related contributions as: curriculum design and program development; advising and supervising students; directing individual or collaborative student research or creative projects; developing and implementing local, national, or international teaching/learning activities; participating in workshops and institutes; contributing to interdisciplinary programs; developing instructional technology and innovative pedagogies; preparing instructional materials; seeking or receiving grants or other types of external funding to support instruction; and developing bibliographic or information systems. Commitment to and effectiveness in teaching may also be validated by honors and recognitions from appropriate professional organizations or institutions.

For a more inclusive listing of examples of the scope of teaching and documentation of teaching effectiveness, consult the *UNCG Guidelines*, Sections II.A.1 and II.A.2.

Research, Scholarship, and Creative Activity

The College promotes research, scholarship, and creative activities, collectively termed “research” in this document, which include all forms of discovery, extension and integration of knowledge. The College seeks to foster the scholarly development of its faculty and to encourage the scholarly interaction of faculty with students and with local, regional, national, and international communities. Faculty members in the College have a responsibility to their disciplines, their students, the university, and the community to strive for superior intellectual, aesthetic, or creative achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the professorial ranks.

Research may be conducted by a variety of methods, across a variety of contexts, and in pursuit of a variety of purposes. A candidate’s research should be demonstrably original, significant, peer reviewed, publicly disseminated (normally through publication, public performance, or public exhibition), recognized, and sustained. High quality, originality, and significance of contribution are more important than either volume or type of scholarship. Either applied or

²In this document “department” refers both to departments and to programs, and “department head” to both department heads and program directors.

theoretical work is acceptable, as are original and significant works of synthesis and integration intended for general audiences, and innovative pedagogical works (such as textbooks) that have a demonstrable influence on a discipline. Integrative, applied, pedagogical, and/or community engaged scholarship must be clearly based in and informed by published research.

Although opportunities for external funding vary greatly among disciplines and specialties, the College holds that it is a general obligation of faculty to seek such support for their research.

Entrepreneurial activity, including patent applications, may be presented as a type of research (*UNCG Guidelines*, Section II.B.1.e)

Community engaged scholarship is distinct from service in several ways. Unlike service, community engaged scholarship produces research products such as publications or exhibitions. It is not merely descriptive but is grounded in theory, applicable to other contexts, and demonstrates methodological rigor in terms that give it disciplinary or interdisciplinary status. Community engaged scholarship is also distinct from other kinds of research in that it is undertaken in collaboration with community partners who help set research questions, determine methodology, join in creating research projects, and/or engage in other activities that bridge the researcher's academic context and the community context of the partner(s).

Although a candidate's research will often be conducted within a single academic discipline, a multidisciplinary or interdisciplinary approach is increasingly used in many fields of inquiry and may be integral to some. Similarly, while research is often pursued by an individual working alone on a given project, it is also often collaborative, sometimes pursued with one or a few colleagues and sometimes with larger groups or networks. The College recognizes the value of such approaches and will give full consideration to multidisciplinary and interdisciplinary work, whether undertaken individually or as a well-documented collaboration.

Examples of the scope of research are outlined in *UNCG Guidelines*, Section II.B.1.

Documentation of the effectiveness of research are outlined in *UNCG Guidelines*, Section II.B.2.

Service

Service includes activities that sustain the University and enable it to carry out its mission, that contribute to the functioning and effectiveness of the faculty member's profession and discipline, and that reach out to the community. Academic and professional service creates an environment that supports scholarly excellence, meets the internal operational needs of the University, and enhances the University's relationships with the community. Each faculty member in the College is expected to engage in service to their department, the College, the University, and their profession, at levels of involvement appropriate to their rank, discipline, and individual programs of teaching and scholarship.

- a) Service to the institution: Departments, academic programs, the College, and the University require the serious participation of faculty in their administration and governance. The College expects the responsible participation of all faculty in the academic community and looks for documented evidence of such participation in a

candidate's record. Department promotion and tenure documents must clearly define the level of service expected of candidates for reappointment and for tenure and/or promotion as Associate Professor or Professor. Examples of the scope of institutional service are outlined in *UNCG Guidelines*, Section II.C.1 (a)

b) Service to the scholarly profession: Faculty engage in professional service through a host of disciplinary and interdisciplinary activities, including various forms of peer reviewing, participation in academic conferences, service to and leadership in academic organizations, and scholarly editorial work. The College endorses 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 for the University. Examples of the scope of service to the profession are outlined in *UNCG Guidelines*, Section II.C.1 (b)

c) Service to the community and community engagement: Faculty serve the community in a variety of ways, including consulting to organizations, businesses, and public agencies; developing and participating in outreach programs that apply and disseminate knowledge and creative work beyond the confines of the University; and developing and participating in partnerships (such as internship programs) between academic programs and external agencies. The College endorses and encourages such activities, because they are essential to the service mission of the University; because they are 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 service and leadership. Examples of the scope of service to the community and community engagement are outlined in *UNCG Guidelines*, Section II.C.1 (c and d). Documentation of service activity effectiveness is outlined in *UNCG Guidelines*, Section II.C.2

Directed Professional Activity

As provided in the *UNCG Guidelines* the College recognizes directed professional activity as a possible additional category in which a candidate may be evaluated for promotion and tenure. Directed professional activity is broadly defined as “university activities whose contribution is sufficiently distinctive that their significance is diminished when embedded in” the three expected areas of achievement and evaluation above (*UNCG Guidelines*, Section II.D.).

The College expects that such contributions will be substantial, explicitly differentiated from contributions in the three expected categories, and identified at the point of hire or, where the contribution begins later in a candidate's career, at the point of transition when the directed professional activity begins to become a distinct category of effort and achievement. For a tenure candidate inclusion of this category of work must be documented no later than the candidate's reappointment review; for a candidate for promotion to Professor, the inclusion must be documented as early as possible before the candidate is considered for promotion.

For tenure and promotion to Associate Professor, directed professional activity is normally a supportive or additive category of evaluation, with teaching, scholarship and service remaining the primary basis for evaluation. For promotion to Professor, directed professional activity

normally plays the same additive or supportive role; in this case, however, the agreement may allow for heavier weighting of this category in relation to the other three, although it may in no case completely supplant or replace any of these three.

If a department chooses to permit directed professional activities as contributing to a faculty member's record toward promotion and tenure, then its promotion and tenure guidelines must include:

- 1) a clear statement that achievements in this category supplement but do not replace the expected achievements in teaching, scholarship, and service;
- 2) an exemplary listing of directed professional activities drawn from, but not restricted to, the exemplary listing in *UNCG Guidelines*, Section II.D.1, and specifically appropriate to the department; and
- 3) a requirement that the decision to include directed professional activity in the candidate's record be made within the time limitations described above and documented by a Memorandum of Agreement signed by the candidate and the department head and endorsed by a majority of the tenured faculty senior in rank to the candidate.

PART II. College Criteria for Promotion to Specific Ranks and Conferral of Permanent Tenure

Each department's Promotion and Tenure Guidelines document must go beyond the general criteria below to provide a clear and specific description of the department's expectations in relation to its disciplines/fields of study, including the types and kinds evidence that may be offered in the portfolio/dossier as demonstration that these criteria have been met. See *College of Arts & Sciences Regulations for Reappointment, Promotion and Tenure*, Section II, for details.

1. Criteria for Reappointment as Assistant Professor

a. Teaching

The candidate's record demonstrates teaching competence and a commitment to teaching. The candidate shows promise of making significant contributions to teaching as defined in Part I of this document.

b. Research

The candidate's record shows evidence of success at research as defined in Part I of this document, as well as promise of continuing development.

c. Service

The candidate's record shows evidence of satisfactory service contributions.

d. Directed Professional Activity

Where applicable, the candidate's record shows evidence of additional contributions in directed professional activities, as described in the Memorandum of Agreement.

e. Promise

The candidate's record shows promise of satisfying the criteria for promotion to Associate Professor and conferral of permanent tenure.

2. Criteria for Promotion of an Assistant Professor to Associate Professor with Permanent Tenure, or Tenure for an Associate Professor or Professor Hired at that Rank without Tenure.

a. Teaching

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

b. Research

The candidate's record shows evidence of research accomplishments as defined in Part I of this document, in accordance with the standards and expectations of a particular scholarly or creative field.

c. Service

The candidate's record demonstrates a commitment to institutional and professional citizenship and provides evidence of satisfactory service contributions as defined in Part I of this document.

d. Directed Professional Activity

Where applicable, the candidate's record shows evidence of substantial additional contributions in directed professional activities, as described in the Memorandum of Agreement.

e. Promise

The candidate's record shows promise of achieving a level of distinction that will eventually lead to promotion to the rank of Professor.

3. Criteria for Promotion of an Associate Professor to the Rank of Professor

Promotion to the rank of Professor is based upon achievement, distinction, and the impact of one's contributions, not duration of employment. However, time in rank may be a salient consideration to the extent that the impact of certain contributions accumulates and gathers force over time. An individual's aggregate contributions over a period of time may yield a level of achievement or recognition that might not be accorded to any individual contribution.

Balance of Teaching, Research, and Service

An individual's record represents a unique balance and combination of teaching, scholarship/creative activity, and service. Where applicable, an individual's achievements in Directed Professional Activity may contribute to the record as defined by the individual's Memorandum of Agreement.

The individual is expected to have an overall record of outstanding professional achievement. This record may be accomplished by exceptional contributions primarily in a single area, supported by substantial contributions in other areas, or by an aggregate of contributions across areas.

In its *Department Promotion and Tenure Guidelines* each department must define what constitutes the achievements that would lead to an overall record worthy of promotion.

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