

School of Health and Human Sciences Promotion, Tenure and Reappointment

Evaluation Policies, Guidelines, and Procedures

April, 2012

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Part 1, Section III. A.1. Application and Time in Rank

Part 2, Section III. D. Preparation of Materials to Support the Promotion and/or Tenure Review

Part 2, Section IV. C. Departmental Review

Part 3, Section III. B and C. Departmental Review for Reappointments

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PART 1: FACULTY PROMOTION AND TENURE EVALUATION POLICIES AND GUIDELINES

Individuals appointed to the faculty of the School of Health and Human Sciences are expected to possess intellectual and professional integrity, the ability to cooperate effectively with others, and a willingness to consider the welfare of their department, the school and the university. Central to their roles as faculty are their contributions, locally, nationally and internationally, to scholarship, teaching, directed professional activity, and service in their respective academic disciplines and departments. These contributions of faculty are evaluated annually by Department Chairs¹, and more extensively in reviews by promotion and tenure committees at appropriate career junctures (e.g., re-appointment, promotion, tenure, and post-tenure review).

The School of Health and Human Sciences values the diversity of faculty strengths and interests within the school, and recognizes that individual and collective faculty performance is enhanced when assigned responsibilities align with these diverse strengths and interests. Therefore, the Dean and Department Chairs with the participation of faculty should delineate individual faculty roles that are responsive to this diversity, and reach agreement on performance criteria that are consistent with each faculty member's unique mix of activities and responsibilities.

The HHS Evaluation Guidelines are in accordance with and subordinate to the following University documents:

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

(<http://www.northcarolina.edu/policy/index.php?tag=Chapter+VII>),

-Regulations on Academic Freedom, Tenure, and Due Process--The University of North Carolina at Greensboro, -The University Promotions and Tenure Guidelines, and University-wide Evaluation Guidelines for Promotions and Tenure.

<http://provost.uncg.edu/documents/personnel/tenure.pdf>

The School review adheres to the School of Health and Human Sciences Promotion and Tenure Policies, Guidelines and Procedures (<http://www.uncg.edu/hhs/>).

¹ D.ii. All tenure-track and tenured faculty members below the rank of Professor, shall receive written, clear and considered annual feedback from their Department Chair on their progress toward promotion and/or tenure. This feedback must be informed by input from departmental faculty members senior to the person being reviewed, and must be consistent with the policies set down here (section 2 of the Regulations), the evaluation criteria in the University Wide Evaluation Guidelines for Promotions and Tenure, and the clear and specific criteria specified in unit and departmental promotion and tenure documents. See PROMOTION, TENURE, ACADEMIC FREEDOM, AND DUE PROCESS REGULATIONS THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, P.3-4

I. General Criteria for Promotion and Tenure Review

It is reasonable and appropriate that individual faculty members be evaluated by those most familiar with their performance, and according to the criteria that are most relevant to their discipline and faculty role. Therefore, the primary responsibility and authority for making promotion and tenure decisions will reside at the department level. However, since the mission of the department cannot be understood apart from that of the school, a thorough evaluation will also be conducted at the school level.

The evaluation of faculty members for promotions and tenure should occur in the context of expectations with regard to scholarship, teaching and service clearly communicated to the candidate by the Department Chair and the Dean. Faculty members are expected to provide evidence of significant contributions in all three of these areas, according to the extended definitions of them presented below in paragraphs A and B of this section. Performance of teaching and service assignments, alone, is insufficient for promotions and tenure.

An additional category, Directed Professional Activity, may also be used where appropriate as a category of evaluation. This category would apply only to selected faculty members who engage in professional activities that are not fully captured in the given definitions of scholarship, teaching and service. Use of this category would be based on mutual agreement and understanding of the expectations and responsibilities among the individual faculty member, the Department Chair, and Dean.

Recommendations for promotion and tenure from Department Chairs are reviewed by the school's Promotion and Tenure Committee and the Dean in accordance with program/departmental, school, and university policies and guidelines. The application of these standards to individual cases requires an understanding of the prevailing expectations, standards of achievement, and practices in the candidate's academic or creative discipline. Therefore, it is important for the Department Chair to provide a description and explanation of such matters as part of any recommendation for promotion or reappointment.

Faculty members whose appointments include administrative responsibilities should have demonstrated administrative competence within the context of those responsibilities. However, administrative responsibilities and performance are not solely considered in promotions and tenure decisions.

A. Centrality of Scholarship in Faculty Roles and Responsibilities

Scholarship is characterized by original intellectual work that results in the creation, synthesis, dissemination and/or application of knowledge. It is based on a high level of professional expertise, and its significance can be validated by peers. Avenues of scholarship include research, creative works and community engagement.

Within each of these avenues, scholarship can be achieved by a variety of methods, in a variety of contexts, and in pursuit of a variety of purposes; it can enhance or revise disciplinary knowledge, have an impact on various populations or organizations, or offer new theoretical insights. Because of the breadth of scholarly activity and its conduct, the path of any scholarly agenda will vary according to the nature of its questions and the means of their pursuit.

Accordingly, a diversity of evaluation models by which faculty are assessed is endorsed. For each faculty member, the specific areas of focus and their weightings may differ according to individual, disciplinary and programmatic circumstances reflected in individually assigned work plans. To facilitate the communication of expectations, and to provide for fair and equitable evaluation of faculty performance, the assignments and expectations of faculty will be embodied in an Academic Profile, that specifies teaching and service loads, avenue(s) of scholarship, and benchmarks that will be used to determine progress toward goals in each of these activities. Candidates in HHS will normally submit their Academic Profile to their Department Chair by the end of their first year in the tenure-track.

An Academic Profile may be modified at the request of the faculty member or the Department Chair based on performance reviews and changing priorities of the department/division, the school, and the university. If a faculty member and Department Chair cannot agree on a profile, or changes to an existing profile, the faculty member may appeal to the Dean.

A current Academic Profile is to be included in a candidate's applications for promotions and tenure.

B. Sample Academic Profiles

The three academic profiles described in this section, Profile I: "The Scholarship of Discovery," Profile II: "The Scholarship of Application," and Profile III: "The Scholarship of Teaching," are in keeping with the scholar-teacher-participant model of faculty responsibility and are intended to serve as general models. A candidate's specific profile may vary from those described, and the final decision on a candidate's academic profile, and the timing for identification based on that profile, rests with the candidate and Department Chair, in consultation with the tenured faculty in the department (a consultative process).

Profile I: "The Scholarship of Discovery"

In the more traditional profile for promotion and tenure decisions in HHS, the candidate will present a record of outstanding achievement as demonstrated by providing evidence of having achieved a national/international reputation in a scholarly or creative field. The candidate will have produced significant works of scholarship or creative activity in the form of scholarly books, refereed articles, juried exhibitions, and design commissions. The positive reception and impact of

these works will be confirmed by peer reviews, awards, records of citation, exhibitions, and other forms of scholarly or creative recognition. The candidate will be judged to have made a significant impact upon a scholarly or creative field, and this judgment will be confirmed by the testimony of qualified impartial reviewers. In keeping with the multi-component model of scholarship followed in HHS, the candidate being evaluated on the basis of this profile will also be expected to show evidence of teaching effectiveness and making appropriate contributions in the area of service. At the level of full professor, the candidate will be expected to have achieved national and/or international recognition of his or her scholarly activities, and to have obtained financial support sufficient to sustain research/creative activity as appropriate, based on departmental goals and university strategic goals

Profile II: “The Scholarship of Application”

The candidate under this profile will be considered by the academic and professional communities as a theorist of application, as well as a broker for implementing change through scholarship. A record of outstanding achievement for those following this profile is likely to include articulations of the "scholarship of application" in a variety of settings; the refining, adapting or development of new instruments for assessment and impact evaluation; and the conduct of research and evaluation of novel application methods. As part of the peer review process, the candidate will be judged by impartial scholars and recognized professionals to have made a substantial and strong cumulative impact upon practice or policy in his or her selected area of scholarly endeavor.

Besides the more traditional forms of scholarly dissemination, such as books and peer reviewed journals, the tangible scholarly products of “the Scholarship of Application” may take such forms as technical reports or monographs; art and design commissions, including social media products; authoring publications for and with practitioners; authoring reports for new program development; authoring articles in the appropriate popular or regional press and professional online publications; producing evaluative, curatorial, or community education projects.

The result for the individual candidate should be a reputation that is community, state and regional in scope with the potential for national and or international recognition. In keeping with the multi-component model of scholarship followed in HHS, the candidate being evaluated on the basis of this profile will also be expected to show evidence of teaching effectiveness and making appropriate contributions in the area of service. At the level of full professor, the candidate will be expected to have achieved national and/or international recognition of his or her scholarly activities, and to have obtained financial support sufficient to sustain research/creative activity as appropriate, based on departmental goals and university strategic goals.

Profile III: “The Scholarship of Teaching”

The candidate under this profile will make substantial contributions to pedagogy beyond instruction in assigned courses. One recognized in this profile may have implemented new advising and supervising strategies, or directed pedagogical research or evaluation projects in ways recognized by other scholars as innovative and creative. Leadership in the development of workshops and

institutes to instruct others, as well as leadership in interdisciplinary and international programs, would be the expectation. The quality and impact of such efforts, as well as the quality and impact of the candidate's teaching performance, will be well documented, with the highest ratings being the expectation on all measures of performance. These ratings must be confirmed by the reviews of appropriate individuals in the discipline, and/or recognized national leaders in the scholarship of teaching. The candidate's record of exemplary achievement will demonstrate that teaching informs scholarship and scholarship informs teaching.

The distinguished teacher will have led the department and school in contributions to curriculum design, new instructional development and/or evaluation.

The tangible scholarly products of such efforts will often take the form of textbooks, manuals, software, web-based instruction, and other course materials, peer-reviewed articles on pedagogy or curriculum design, and reports based on program grants and contracts devoted to developing and disseminating innovative materials about teaching. The successful 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. For promotion to the rank of full Professor, it is expected that the candidate will have made contributions to teaching as pedagogy at the national and/or international level. The candidate being evaluated on the basis of this profile will also be expected to show evidence of teaching effectiveness and making appropriate contributions in the area of service.

II. Evaluation Categories

Evaluation for promotions and tenure is based upon three traditional categories of faculty contributions: teaching, research and creative activity, and service as defined herein. An additional category, directed professional activity, may also be included by a department as a category of evaluation.

The emphasis given to a specific category can vary among faculty members. Each activity must manifest the basic features of scholarly and professional work. The work should demonstrate a high level of discipline-related proficiency, be creative or original, be amenable to documentation, be peer reviewed, and have a significant impact on their profession.

A. Teaching

A primary function of the school is teaching. Therefore, it is essential that excellence in teaching be encouraged and rewarded. Scholarship is central to the broad pedagogical mission of a department and the school. The acquisition of knowledge, existing, current and newly revealed by research and creative scholarship is essential to effective teaching. Faculty members eligible for promotion and tenure should demonstrate their accomplishment as teachers and their continual efforts to improve their teaching. Promotion and tenure will be denied on the basis of unacceptable teaching as defined in the school.

1. Scope of Teaching

At any level of review, a candidate's portfolio should provide evidence of commitment to and effectiveness in teaching. This commitment should extend beyond classroom performance in individual courses and, considering its essential connection to scholarship, involve other contributions to the broad pedagogical mission of a department and the school.

Teaching is broadly defined as activities related to instruction and learning that occur both inside and outside of the classroom, including community engaged teaching and international experiences. Teaching activities may include, but are not limited to, the following:

a. Instruction

- Instructing students in courses, laboratories, clinics, study-abroad programs, and by way of distance education including using “Blackboard” or other course management software.
- Instructing participants in workshops, retreats, and seminars
- Facilitating faculty, student, and/or staff learning

b. Advising, Supervising, Guiding, and Mentoring

- Advising students in laboratories and fieldwork; research and creative projects; theses; and dissertations
- Supervising teaching assistants
- Supervising students enrolled in internships and clinical experiences
- Directing collaborative research with students
- Directing students in creative presentations
- Overseeing student-directed creative presentations
- Supervising students in independent study
- Mentoring students and colleagues, including graduate teaching assistants and other faculty
- Providing program/career advising

c. Developing Learning Activities

- Developing, reviewing, and redesigning courses, including interdisciplinary and interdepartmental offerings
- Developing and revising curricula
- Developing teaching materials, manuals, and software
- Developing web-based or computer-enabled courses or programs
- Developing off-campus teaching activities such as study-abroad courses, and distance education courses
- Developing computer-based courses or programs
- Designing and implementing new processes or procedures that enhance the use of scholarly materials

- Enhancing the organization of material so it can be more easily accessed and understood
- Developing and using bibliographic and information systems to facilitate access to scholarly materials

d. Sustaining Teaching Effectiveness

- Conducting assessments to evaluate teaching and learning
- Participating in professional development activities
- Maintaining state or national certification or licensure

e. Community Engaged Teaching

- Developing and delivering community-based instruction, such as service-learning experiences, on-site courses, clinical experiences, professional internships, and collaborative programs
- Developing and delivering off-campus teaching activities such as study-abroad courses and experiences, international instruction, and distance education courses
- Developing and delivering instruction to communities and other constituencies

2. Definitions of Teaching Performance

The successful candidate will demonstrate effectiveness and a record of contributions and achievements in some combination of these areas, consistent with departmentally defined criteria. One's scholarship will inform teaching. An outstanding record of teaching will reveal a strong connection between these teaching activities and the candidate's scholarship.

a. Satisfactory Teaching

The following criteria relate to satisfactory teaching performance:

- The capacity and demonstrated ability to adequately communicate with students; as measured by student evaluations and peer review
- Establishment of regular and consistent student requirements related to the teaching/learning process and put forth clearly in course materials
- Appropriate use of multimedia at level for course
- Appropriate emphasis on subject matter, as judged by reviewers to be up to date, factually correct, and relevant
- Establishment and maintenance of adequate academic standards and expectations
- Full and timely evaluation of students' work
- Meeting classes regularly and on time
- Appropriate willingness to meet with students outside of class hours
- Presence of well-defined instructional purposes in courses

b. Unsatisfactory Teaching

Unacceptable teaching occurs in those circumstances in which the instructor regularly falls below minimum acceptable standards of teaching performance. An unacceptable teacher is one who displays characteristics such as the following:

- Incapacity or inability to adequately communicate with students
- Victimization of students through capricious evaluations
- Demands on students unrelated to the teaching/learning process
- Emphasis on subject matter that is judged by learned peers to be trivial, outdated or factually incorrect
- Failure to establish and maintain rigorous academic standards
- Failure to fully and promptly evaluate students' work
- Failure to meet classes regularly (including failure to meet classes for the full class time)
- Consistent unwillingness to meet with students outside of class hours
- Absence of defined instructional purposes in courses
- Failure to maintain confidentiality in all student matters
- Failure to administer students' course evaluations as directed

The School embraces all strategies that enhance student learning, particularly critical thinking, higher-order reasoning, creative expression, and problem-solving skills. Undergraduate education should emphasize the traditional features of a liberal education, combine the strategies of instructional and learning models, and provide expertise in a major field of study. Graduate education should ensure student proficiency in the scholarly demands of advanced study in a discipline or profession and provide preparation and training for professional expertise in the respective area of employment. The principal objectives of the evaluation of teaching are to assess the nature and quality of teaching and to encourage high quality teaching through rewards.

3. Documentation of Teaching Effectiveness

A teaching portfolio, prepared by the candidate and updated from year to year, is the best way to document teaching accomplishments in the descriptive part of this section. (The candidate should consult the website for UNCG's Teaching and Learning Center for assistance in developing a teaching portfolio. www.uncg.edu/tlc/. Another excellent reference is *The Teaching Portfolio* by Peter Seldin, 2nd ed. Boston: Anker Publications, 1997.)

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

a. Descriptions of Teaching Activities

- Summary of assigned responsibilities and activities
- Portfolio containing such materials as course syllabi, assignments, examinations, and handouts (other materials that are "department specific")

- Analyses of student learning and problems addressed
- Samples of electronic media such as audio, video, and Internet resources
- Photographs, slides, or digital images of student work

b. Documented Outcomes

- Evidence of student learning and achievement through external standardized tests, student awards, competitions, and scholarships
- Student logs, creative works, and project or field work reports
- Student publications based on course-related work
- Student development as evidenced by participation in professional societies, exhibits, and presentations in art and design
- Placement of graduate students in prestigious positions
- Supervision of honors or master's theses and Ph.D. dissertations
- Establishment or management of a successful clinical or internship program
- Student and peer nominations for teaching excellence
- Descriptions and examples of instructional innovations
- Textbooks and other educational materials
- Grant and contract proposals developed and submitted to funding agencies for instructional/curriculum development or assessment of the effectiveness of teaching strategies
- Evidence of enhanced access to materials and resources
- Evidence of enhanced organization of materials
- Evidence of effective facilitation of learning

c. Judgments about Teaching

- Statements from students such as information from exit interviews, written comments on examinations, teacher evaluations, and unsolicited letters from students and alumni
- Statements from colleagues on observations of teaching effectiveness and contributions to course development and improvement as noted in faculty peer reviews
- Feedback on the preparedness of former students for graduate study and/or employment

d. Eminence Measures

- Honors or recognition for meritorious teaching from campus and professional associations
- Invitations to teach at other institutions or other outside agencies
- Accomplishments of former students (e.g. professional placements, post-doctoral fellowships, dissertation and research awards)
- Receipt of grants, contracts, or external funding related to teaching

B. Research and Creative Activity

As part of its mission, The University of North Carolina at Greensboro rewards research and creative activities that advance knowledge, support classroom teaching, conceive innovation, apply

entrepreneurship, and promote the application of knowledge for the benefit of society. All faculty members are expected to engage in significant research or creative scholarly activities as appropriate to their fields or disciplines, their continuing professional growth, and the mission of the University.

The evaluation of research and creative activities shall consider contributions to the field or discipline, including interdisciplinary, multidisciplinary and collaborative work, the quality of the work, and its significance or impact. The evaluation also should include the continuity, range, focus, and aggregation of productive work as appropriate to the field or discipline with particular emphasis on accomplishments since the last appointment or promotion. Documentation of the significance, quantity, and quality of research and creative expression must include formal external peer review.

A candidate's research or creative work should be demonstrably original, independent of one's major professor beyond the doctoral research, focused, significant to the discipline, peer reviewed, publicly disseminated (typically through publication, presentation, or public exhibition), recognized, and sustained. High quality, originality, and significance of contribution are more important than either volume or the particular type of scholarship represented. An outstanding record of integrative, applied, or pedagogical scholarship will be clearly based in and informed by the candidate's original research and creative work. The successful candidate will demonstrate scholarly or creative contributions in a combination of the following areas, consistent with departmentally defined criteria.

1. Scope of Research and Creative Activity

The principle objectives of research and creative activities are discovery and integration of knowledge, critical analyses, and the creation, presentation, or exhibition of works of art and design, and their public dissemination. They may include innovations which address social, economic, or environmental challenges, the development of innovative processes or technologies, the application of entrepreneurship, and their public dissemination.

Research and creative activities may include the following:

a. Scholarly Research and Its Dissemination (Peer Reviewed)

- Writing books, monographs and book chapters
- Writing papers for refereed journals and conference proceedings
- Presenting peer-reviewed papers at professional meetings
- Writing technical reports
- Writing other papers and reports (e.g. exhibition catalogues, trade or in-house publications, encyclopedias)

b. Scholarly and Creative Activities

- Presenting juried papers, or invited papers and exhibitions of graphic and/or visual art
- Writing or producing radio or television productions, films, and videos

- Developing significant, peer-reviewed principles/theories emanating from design practice
- Writing regular news columns or features in practice periodicals to inform the public about a certain expertise of faculty

c. Community Engaged Research and Creative Activities

- Writing papers for refereed journals and conference proceedings
- Creating exhibits in educational and cultural institutions
- Disseminating community engaged research through public programs and events
- Conducting and disseminating directed or contracted research
- Conducting and reporting program evaluation research or public policy analyses for other institutions and agencies
- Developing innovative solutions that address social, economic, or environmental challenges (e.g. inventions, patents, products, services, clinical procedures, and practices)

d. Editing/Curating

- Editing books
- Editing journals, monographs or other academic publications
- Curating exhibitions
- Helping with community educational material, e.g. translating research findings into common language accessible for public consumption

e. Submitting and Managing Grants and Contracts

- Developing and submitting grant proposals
- Obtaining external funding
- Managing budgets and personnel
- Selecting and supervising staff
- Directing research teams
- Preparing reports
- Engaging in entrepreneurship and related activities

2. Documentation and Evaluation of Research and Creative Activity

Research and Creative Activities must be described and supported by evaluation standards from a particular field, such as the rankings of journals, citations in abstracts and citation references, quality of juried projects, prestige of consultations. A combination of quantity and quality assessments of the scholarly work must be provided. The *sine qua none* for evaluation of research and creative activity is peer review by identified experts in the candidate's field of expertise. One way to demonstrate success in this category is to have a record of external funding to support the faculty member's area of scholarship. It is expected that externally funded research will result in scholarly publications.

a. Documented Outcomes

- Peer-reviewed journal articles, books, book chapters, edited books, monographs, translations, abstracts, and reviews. (The rankings of journals, citation abstracts and citation summaries shall be considered in the evaluation of such publications.)
- Grant proposals submitted and external funding received that support the candidate's area of scholarship
- Refereed or invited papers presented at professional meetings
- Original works of art or design
- Public presentations, exhibitions, and design commissions
- Electronic publishing (peer-reviewed)
- Entrepreneurship and related activities
- Disclosures of innovation
- Granted patents
- Document social changes (e.g. policies, programs, and procedures)
- Development of bills or laws based on evidence/research

b. Judgments about Research and Creative Activities

NOTE: The KEY evaluation criteria are peer reviews.

- External evaluations from noted "experts" in the field, such as academic reviewers, editors of leading journals, curators, critics, and other independent experts
- Evaluations from peer faculty colleagues
- Evaluations from Department Chairs, Deans, and other appropriate administrators

c. Eminence Measures

- Position as editor of journal or member of editorial board
- Invited chapters in prestigious publications (provide documentation)
- Invited papers, guest lectures, and critiques
- Invited exhibitions, presentations, and design commissions
- Recognition in artistic or design competitions
- Honors and awards from profession
- Citations of published work
- Citations and interviews by the media
- Patents or copyrights applied for or held, accompanied by peer assessment of the work.
- Expanded context of work (i.e. national and international recognition)
- Honors and awards from professional or community entities
- Media exposure of research and creative activity
- Receipt of research grants or contracts
- Recognition externally of impact on public policy and solution of social problems
- Published translations or works into other languages

C. Service

Service is a subset of university citizenship. UNCG's university community and the departments in HHS give one the privilege to pursue and express ideas in ways not allowed anywhere else in society. To fully enjoy the privileges of citizenship in this important setting, one has the duty to help maintain the unique culture. This means one is expected to participate in the university's broader intellectual life by serving on committees, attending university functions, assisting colleagues, mentoring faculty, and helping the broader community and profession when a certain expertise is called for.

Academic and professional service is essential to creating an environment that supports scholarly excellence, meets the internal operational needs of the University, and enhances the University's relationships to the UNC system, the local community, region, state, and world. All faculty members are expected to engage in University service, with increasing involvement at School and University levels at higher ranks.

In addition to service on campus, faculty members often contribute to their professions and disciplines through professional and community leadership and service in professional organizations, interdisciplinary activities, and community service. Professional, interdisciplinary, and community leadership and service will be given consideration as part of promotion and tenure review based on their importance to the discipline or profession and the mission of the University.

The School endorses and encourages service activities because they 1) are essential to the service mission of the University, 2) are legitimate extensions of scholarship and teaching, 3) help to support and enrich academic programs, and 4) help to prepare students for lives of service and leadership.

Service to the faculty member's department, school, and to the institution is expected; performance in major administrative or leadership roles such as program direction is encouraged and regarded as one way to demonstrate application and extension of scholarship. Service to the profession is encouraged and regarded as a sign of scholarly accomplishment, maturity and recognition. Service to the community is encouraged, particularly where it involves a substantial extension or application of a faculty member's scholarship. An outstanding record of service will involve:

- Substantial achievements in more than one of these categories
- Activities that are demonstrable extensions or applications of scholarship
- Activities that can be assessed in quality and impact
- Service activities that are peer reviewed

The principal objectives in the evaluation of service are 1) to assess the quality, nature, and extent of internal citizenship and scholarly outreach and their significance, and 2) to encourage high quality service through rewards.

1. Scope of Service

Service is of three types: (a) service to the institution (embraces activities which sustain the University and enable it to carry out its academic goals); (b) service to the discipline (contributes to the function and effectiveness of the faculty member's profession and discipline); (c) service to external community (reach out to constituencies such as government agencies, nonprofit organizations, industry, and the arts, where academic knowledge intersects with practical affairs and problem solving).

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

a. Service to the Institution

- Providing leadership in or making significant contributions to department, school, or university committees or other appointed or elected groups
- Serving as Director of Graduate or Undergraduate Studies
- Serving as Director of an Overseas Studies program
- Developing and revising major policies
- Participating in campus governance
- Mentoring other faculty and staff
- Representing the University for its advancement
- Recruiting and Retaining students by advising, mentoring
- Assisting in the development of international programs and exchanges
- Mentoring and advising student groups and organizations
- Evaluating the teaching of colleagues, including graduate teaching assistants

b. Service to the Discipline

- Appointment or election as officer in professional organization, board, or committee
- Serving on accreditation bodies
- Jurying for granting agencies
- Serving on an editorial board of a professional journal
- Reviewing manuscripts, books, and other creative works for journals and presses
- Writing external reviews of the work of colleagues for promotions and tenure or other
- Professional awards and acknowledgments
- Adjudicating for competition in the arts, sciences, and humanities
- Organizing and managing conferences

c. Service to External Communities Through Community Engagement

- Conducting directed or contracted research
- Conducting program, policy, and personnel evaluation research for other institutions and agencies
- Consulting and providing technical assistance to public and private organizations

- Conducting public policy analyses for local, national, and international, governmental or nongovernmental, agencies
- Informing general audiences through seminars, conferences, and lectures
- Interpreting technical information for a variety of audiences
- Writing summaries of research, policy analyses, and position papers for the general public and targeted audiences
- Serving as an expert witness
- Testifying before the Legislature and Congressional committees (state, national)
- Editing newsletters in one's field or discipline
- Serving as an expert for the press and other media
- Developing solutions to problems and inventions
- Developing clinical procedures and practices
- Collaborating with schools, industry, and civic agencies to develop policies
- Developing and managing exhibits in other educational and cultural institutions
- Developing and managing festivals and summer programs in the arts
- Providing leadership in or making significant contributions to economic and community development activities
- Organizing and managing conferences

2. Documentation of Service Activity

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

a. Descriptions of Service Activities

- Summary of responsibilities and activities
- Analyses of work accomplished

b. Documented Outcomes

- Number of people, served and benefited
- Official documents and reports resulting from an activity
- Illustrations of ways in which the activity enhanced the University, profession or community
- Published articles, technical reports, or monographs
- Grant proposals
- Log of activities (recruiting, programs presented, etc.)
- Visibility/significance of the activity

c. Judgments about Service

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

- Evaluations from Department Chairs, Deans, and other appropriate administrators (as 2b, pg. 12)

d. Eminence Measures

- Honors or awards recognizing service
- Election or appointment as officer in professional organization

D. Directed Professional Activity

While all faculty members are expected to perform in the categories of teaching, research and creative activity, and service, their responsibilities also may include professional activities that merit separate classification and delineation. In some cases, these activities may be a significant part of the faculty member's contributions to the University and other communities. Since not all departments will include this category for promotions and tenure, directed professional activity must be well defined and its purpose and significance clearly stated in the documents of the departments that choose to include the category. The faculty member, Department Chair, and Dean must discuss and agree upon the faculty member's involvement in directed professional activity. Furthermore, there must be agreement on the weight of this activity as it pertains to a faculty member's promotion and or tenure.

The category of "directed professional activity" is defined in the University Promotions and Tenure Guidelines as "activities whose contribution is sufficiently distinctive that their significance is diminished if embedded within the traditional three-category model of faculty performance." This category may be used in the evaluation of a candidate for promotion and tenure if the activity has been approved by the Department Chair for this purpose, in consultation with the Dean. As such, it is part of the faculty member's official file. Such an activity, while normally fitting under the teaching, research or service category, goes beyond a normal expectation of time and resources. This Directed Professional Activity designation will ensure that a faculty member is recognized for citizenship that exceeds normal expectations.

The principal objective in the evaluation of directed professional activity is to assess the nature and quality of the contribution and its significance to, or impact on, the department, the School, or the University. Directed professional activity may include, but is not limited to, the following:

- Preparation of significant university documents and resources
- Development and/or direction of special programs
- Direction or conduction of activities that enhance the University's effectiveness
- Academic administration leadership

Examples of appropriate directed professional activity may include chairing a department, developing, funding and or managing a Center, chairing the Faculty Senate, developing Joint

University projects, chairing an accreditation self-study process for the department, and developing new programs.

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

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

1. Application and Time in Rank

Under usual circumstances, the candidate would be reviewed in their sixth year of appointment. Early reviews for the granting of permanent tenure with promotion to Associate Professor are granted only in exceptional circumstances and must be approved by the Department Chair and Dean. In the event that the candidate has worked additional years outside of his/her probationary period at UNCG (e.g, as a post-doc, in a tenure-track position at another institution, in a non-tenure track academic position), the inclusion of the productivity from those positions relative to promotion and tenure should be discussed, decided upon, and recorded by the Department Head/Chair in consultation with the tenured faculty preferably at the time of appointment in a tenure-track position at UNCG. In the event an extension of the probationary term was granted, based on personal exigency or an approved leave of absence, the totality of the candidate's productivity since the time of appointment in a tenure-track position at UNCG will be considered in judging merit for promotion and tenure. When an extension of the probationary term has been granted, the faculty member's next mandatory review date is extended by one year.

At least twelve months before an Assistant Professor has completed seven years of full-time service at that rank in this institution, the candidate's Department Chair, after consultation with tenured faculty in the candidate's department and following the relevant procedures described in Part 2, shall notify the candidate of the department's decision (1) not to reappoint at the expiration of the candidate's current term; or (2) to recommend to the Chancellor that the candidate be reappointed with permanent tenure at the rank of Associate Professor upon the approval of the appropriate governing board.

If an untenured Assistant Professor declines the review for promotion and tenure, the candidate should write to the Department Chair in advance of the review period indicating that he or she will not prepare any materials for review and that he or she understands that employment will end at the conclusion of the current term appointment. This notification should take place at the end of the academic year before the year the candidate was scheduled for review. Failure to participate in the review as specified above will be deemed to constitute resignation and withdrawal of any request for reappointment at the end of the current probationary contract. The Department Chair shall acknowledge this in writing, with a copy to the Dean and Provost.

In cases where the Dean believes there are so few tenured faculty in the candidate's department that an adequate department review cannot be conducted and/or where the Department Chair is undergoing review for promotion to Professor, the Dean and the Provost shall confer with the Department Chair and tenured faculty in the department and determine the composition of the review committee. In such cases, the review committee must be composed of at least three (3) tenured faculty members at the same or higher rank to which the candidate aspires. A memorandum of agreement between the candidate, the Department Chair, the Dean, and the Provost will specify the composition of the review committee.

2. Expectations

- a. The candidate's record demonstrates commitment to and effectiveness in teaching, as defined in IIA. of this document. Demonstration of teaching effectiveness includes peer review and student evaluations as well as other measures. Teaching performance equivalent to "satisfactory teaching" is the minimum expectation.
- b. The candidate's record shows evidence of scholarly or creative accomplishments in accordance with the norms and expectations of the particular scholarly or creative field. High quality, originality, and significance of contribution are the key indicators of scholarship, as judged by peer evaluators. Evidence of an independent, focused, sustained scholarly program making a significant contribution to the specific discipline of the faculty member is necessary. Obtaining financial support that helps to sustain the candidate's research or creative endeavor is valued.
- c. The candidate demonstrates a commitment to institutional and professional citizenship and has made satisfactory service contributions as defined in Section II C. of this document.
- d. The candidate demonstrates tangible potential for continued contributions to the quality development of the program. The candidate's potential contributions must be consistent with the mission and goals of the department and school and further program development.

B. Granting of Permanent Tenure within Rank

1. Associate Professor

An Associate Professor promoted to that rank within this institution shall be granted permanent tenure. An Associate Professor appointed to that rank from outside the institution usually shall be appointed to a term of five years. Before the end of the fourth year of that term, the candidate's Department Chair, after assembling and consulting with the tenured associate and full professors of the department faculty and following the relevant procedures described in Part 2, shall notify the candidate of the department's decision (1) not to reappoint at the expiration of the candidate's current term; or (2) to recommend to the Chancellor that the candidate be reappointed with

permanent tenure at the rank of Associate Professor upon the approval of the appropriate governing board. With justification (only with prior approval of Provost), the initial appointment at the rank of Associate Professor may be with permanent tenure.

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

1. Application and Time in Rank

Associate Professors are considered to have the potential for promotion to Professor, yet not all may achieve this higher rank. The rank of Associate Professor with permanent tenure remains a valued senior status in the School; these individuals make critically important contributions to achieving program goals. The expectation for those promoted to Professor is continued growth beyond the Associate Professor level that contributes to School and institutional goals and which achieves distinction at the national and/or international level.

Promotion to the rank of Professor is based on achievement, distinction, and the impact of one's contributions, not duration of employment. An Associate Professor may be recommended for promotion at any time as long as the impact of the individual's aggregated contributions over a period of time yield the level of achievement, recognition, and distinction expected of the full professor.

2. Expectations

- a. The candidate's record demonstrates continuous commitment to and effectiveness in teaching, as defined in section II.A. of this document.
- b. The candidate's record shows clear and continuous evidence of scholarly or creative accomplishments as defined in section II.B. of this document. Obtaining external financial support to sustain scholarly, creative or other accomplishments will be valued within the context of departmental goals.
- c. The candidate has made important service contributions to the department, School, University, community, or profession, and has generally performed in a role of leadership.
- d. In concert with the Academic Profile agreed upon for the candidate, he/she will have achieved distinction and recognition at the national and/or international level for outstanding performance and achievement. While the particular configuration of any individual's contributions will always be unique and can “cut across” several profiles, examples of profiles of outstanding achievement worthy of consideration for promotion to the rank of professor are described under the section on “Academic Profiles,” (I.B.).

IV. Reappointment as Assistant Professor

A. Application and Time in Rank

In all cases an Assistant Professor shall be appointed to an initial term of four years. The reappointment process shall be initiated in the candidate's third year of the initial appointment period, and the recommendation shall apply only to a candidate's second three-year probationary term. (The decision to promote an Assistant Professor to the rank of Associate Professor with permanent tenure usually occurs in the sixth year of appointment, i.e. in the third year of the second probationary appointment.)

At least twelve months before the initial term of appointment as Assistant Professor expires, the Department Chair, after reviewing the case and consulting with the tenured members of the department faculty senior to the Assistant Professor in rank, shall notify the candidate of the department's decision (1) not to reappoint at the expiration of the candidate's current term; or (2) to recommend to the Chancellor that the candidate be reappointed to a second probationary term of three years (if not prohibited by Section VII).

B. Expectations

1. The candidate demonstrates teaching competence and a commitment to teaching. Teaching competence is considered to be a characterization of "satisfactory teaching" as defined in this document. The candidate shows promise of making significant contributions to teaching as broadly defined in section III. A. of this document.

2. The candidate shows evidence of progress in establishing an, original, focused program of scholarship (research or creative activity) and promise of continuing development. It is expected that by this time in a candidate's career, s/he will show independence in their research/ creative activity portfolio, building on what was done with one's dissertation, but beginning to show autonomy of effort and departing from publishing with one's major professor from graduate school.

3. The candidate has made satisfactory service contributions.

Overall, the candidate must demonstrate promise of satisfying all criteria for promotion to Associate Professor and conferral of permanent tenure.

PART 2: FACULTY PROMOTION AND TENURE PROCEDURES

The promotions and tenure review is composed of three parts: a) the documentation provided by the candidate; b) the materials collected by the department; and c) the review of these materials at various levels by promotion and tenure committees and administrators.

I. General Criteria for Promotion and Tenure Review

HHS criteria for promotion and tenure are composed of three common categories of faculty contributions: teaching, research and creative activity, and service in the extended definitions of these terms. A department may also use a fourth category of evaluation, directed professional activity. (Refer to Part I, pages 5-14 for descriptions of these categories.)

Evaluation of any faculty work should stress two components: (1) the quality of the work and (2) the significance or impact of the work. The portfolio of evidence for promotion and/or tenure should be manageable, focused, and reasonable in size.

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

- University Promotions and Tenure Guidelines (<http://provost.uncg.edu/publications/personnel/pt.asp>)
- “Regulations on Academic Freedom, Tenure, and Due Process” (Section 4)
- School of Health and Human Sciences Faculty Promotion and Tenure Policies and Procedures (<http://www.uncg.edu/hhs/>)
- Promotion and Tenure Form from the Office of the Provost (<http://provost.uncg.edu/publications/personnel/pt.asp>)

A. Committee Structure

1. The School of HHS will have a standing committee on Promotions and Tenure which will serve to evaluate individual candidates after review at the departmental level.
2. The School will ensure at least two levels of faculty review. The Department Promotions and Tenure Committee will serve as the first level of faculty review, followed by the HHS Committee on Promotions and Tenure.
3. The University Committee on Promotions and Tenure will provide counsel to the Chancellor in accordance with "The Constitution of the Faculty" (Article III, Section 12).
4. The Chairs of the Promotion and Tenure Committees of the five professional Schools and one College will constitute a Faculty Senate Promotions and Tenure Guidelines Committee whose charge is to review the Schools' documents and to exchange information about the general guidelines and expectations which the Schools have regarding activity, service, and

directed professional activity for promotions and tenure. Thus, the Chair of the HHS Promotion and Tenure Committee will have an additional charge to serve as a member of this committee.

B. Process

1. The review procedures to be followed by each unit will conform to *The Code of The University of North Carolina* and to the following documents in the *Handbook for Faculty*: “The Promotions and Tenure Guidelines” and the “Promotion, Tenure, Academic Freedom, Tenure and Due Process Regulations.”
2. The Dean will forward recommendations regarding candidates to the Provost according to existing procedures (Handbook for Faculty, Section IV. B.3. of the "Regulations on Academic Freedom, Tenure, and Due Process").
3. Except as noted below, nominations for promotions and/or tenure will be reviewed in the following order: Department (Department Faculty, Department Chair), School (HHS Committee on Promotions and Tenure, Dean), University (University Committee on Promotions and Tenure, Provost, Chancellor). The number of faculty votes for and against the nomination will be recorded and forwarded with the recommendation of the administrator to the next level of review.

Exceptions:

- a. The nomination of a candidate receiving a majority of negative votes of the department faculty and a negative recommendation from the Department Chair will be reviewed further unless the candidate chooses not to move his or her dossier forward.
- b. A nomination receiving positive recommendations at each level (e.g., a majority of positive votes or a tied vote) by the department faculty and a positive recommendations from the Department Chair, and the School's Committee on Promotions and Tenure and Dean, will not normally be reviewed by the University Committee on Promotions and Tenure. However, the Provost or Chancellor may request a formal review by the University Committee on Promotions and Tenure of any particular case.

II. Initiation of Faculty Promotion and Tenure Evaluation Processes

- A. In accordance with the Regulations on Academic Freedom, Tenure and Due Process, Sections 3 and 4 (approved by the Board of Trustees and the Board of Governors; February 9, 1996 and appearing in the Handbook for Faculty), the Department Chair shall determine the eligibility of each faculty member in the department for the mandatory promotion and/or

tenure decision. Computer printouts from the Office of the Provost listing faculty scheduled for promotion and/or tenure decisions shall be used to assist in making this determination.

- B.* Any faculty member wishing to be reviewed at the department level for promotion to full professor is responsible for initiating a request for review (see Regulations, Section 3.K.).

III. Preparation of Materials to Support the Promotion and/or Tenure Review

- A.* Candidates seeking promotion will be provided with a Blackboard organization site. Candidate dossiers and any supporting letters or other materials will be deposited to the organization for committee access.
- B.* The candidate for promotion and/or tenure shall assume responsibility for preparing and assembling appropriate support materials for the review file. A candidate seeking promotion from Assistant to Associate Professor, and a candidate seeking promotion from Associate professor without permanent tenure to Associate Professor with permanent tenure shall be assigned a mentor senior in rank at the beginning of his or her initial appointment. One responsibility of the senior mentor will be to assist the candidate in developing a dossier and constructing it in keeping with University and School norms of excellence. University-wide guidelines specify that candidates should submit only those materials that, in their opinion, are the most representative of their work and most significant, not the entire body of their work.
- C.* A faculty mentor selected by the Departmental Chair (or the Department Chair if a tenured faculty member cannot serve due to small number of tenured faculty in the department) shall work with the candidate in preparing and assembling the materials for review. The HHS Policy on Mentoring is included as an Appendix to this document.
- D.* The Department Chair shall solicit external letters of evaluation of the candidate's research/creative work and professional service. Names of persons familiar with the work in the candidate's area of specialization may be provided by both the candidate and senior members of the departmental faculty. The number of external letters to be solicited from the candidate's list and from the senior faculty members' list will be determined within each department, but will contain at least one name submitted by the candidate. The usual expectation is to obtain a minimum of 3 external letters within the time constraints of the review process.
- E.* If departments have unique criteria and standards for evaluating scholarly or creative activity and teaching, the department should submit those with the candidate's file to assist external reviewers in their assessment of the candidate's accomplishments and potential. (These criteria will also be made available to the candidate prior to the assembling of materials for review.)

- F.* A Table of Contents should be prepared for the materials presented for review, and all materials should be identified accordingly. Each faculty file will present documents in the following order: Recommendations for Promotion and Tenure Form, Departmental Summary, Department Chair's Summary, School Promotion and Tenure Committee summary, and School Dean's Summary.
- G.* The type of profile by which the candidate for promotion and/or tenure is being evaluated should be stated early in the assemblage of materials (preferably immediately after the P&T Recommendation Form) so that readers understand the nature of the profile as they begin the review of the dossier. The candidate should provide a brief summary of the kind of work that will be described in more detail in the body of the dossier, rather than simply stating, for example, that the documents pertain to a "Scholarship of Application" profile.
- H.* The Department Chair shall prepare an expository summation of significance of each candidate's teaching, scholarship and service, keeping in mind that membership of the School and University Promotion and Tenure Committee will be diversified, insofar as their familiarity with content and methodology of the candidate's discipline.
- I.* The significance and/or merit of the candidate's teaching and scholarship/creative work should be clarified by the Department Chair or Chair's designee. The quality of the research/creative work as it relates to the area of specialization, the reputation/ quality of the publications in which it is reported, and the current practice regarding multiple authorship of publications in the candidate's field should be explained.
- J.* Once material is placed in the review file, it remains there throughout the review process. On occasion, the candidate may request that additional information, such as recently accepted publications, be added to the file during the sequence of review stages prior to the Chancellor's review. Such requests require the approval of the Department Chair and Dean.

IV. Departmental Review

- A.* Materials assembled by the candidate should be carefully reviewed by the tenured senior (associate professors and professors) faculty members in the candidate's department, and a vote taken regarding the recommendation for promotion and/or tenure. Tenured Assistant Professors may not participate in the deliberation or vote in cases of promotion and or tenure for candidates at any rank. When a department has fewer than three tenured faculty senior in rank to the candidate, excluding the Department Chair, the Dean of the School of Health and Human Sciences in consultation with the Department Chair and the faculty member shall select from a related area or discipline one or more senior faculty to constitute a Departmental Review Committee of at least three members.

When the candidate is a tenured associate professor under consideration for promotion to full professor, the Department Chair may assemble only the tenured full professors, if there

are at least three in the department, or may select full professors from outside the department, in consultation with the candidate and the Dean, as long as the review committee chair is from within the department whenever possible.

Written approval from the applicant is necessary when the departmental committee includes a member(s) from outside the department. The Chair of the Review Committee shall be from the department of the candidate and shall be appointed by the Department Chair.

When the Department Chair is the candidate under review, the Dean of the School of Health and Human Sciences shall designate a Chair of the Departmental Review Committee.

After the committee has met and discussed the materials submitted, the committee Chair shall notify the Department Chair and the candidate if a discrepancy, omission, or need for clarification is noted in the materials submitted.

- B.** The Department Chair will not be present during the deliberations or votes of the Departmental Review Committee. The Departmental Review Committee will report the results of their review of the candidate's application to the Department Chair. The report will include the committee's recommendations regarding promotion and/or tenure, a summary statement incorporating the views of senior faculty on the candidate's accomplishments and contributions, and optional dissenting opinions written and signed by voting members of the department faculty. All statements of dissenting opinions must be included in the file as part of Section IV.
- C.** The Department Chair will receive the file and recommendations from the Departmental Review Committee and will prepare a separate assessment of the candidate's application, including an independent recommendation, to be included in the candidate's file that is submitted to the Dean.
- D.** The Department Chair shall indicate on the appropriate page of the Promotion and Tenure Form the faculty committee's recommendation and his/her recommendation regarding the candidate's case for promotion and/or tenure.
- E.** The nomination of a candidate receiving a majority of negative votes of the department faculty and a negative recommendation of the Department Chair will be reviewed further unless the candidate chooses not to proceed.
- F.** After the department review, the entire file (Sections I through VI) must be made available to the candidate for review, including evaluation letters from external reviewers, the summary statement, and statements of dissenting opinions. The candidate must be informed of his or her right to provide written comments regarding any aspect of the file.

- G.* Typically, the candidate elects to also review their file after Sections I through VI of the P&T form are completed in the School, in keeping with the instructions in Section V and the Signature Sheet of the P&T form.
- H.* The candidate's written statements, if any, must be included in the file as part of Section V before the file is forwarded to the Provost.
- I.* In the event of a negative decision made by the chancellor, candidates may request to review their entire file in the Provost's office.

V. Review by the School Promotion and Tenure Committee

- A.* The HHS Promotion and Tenure Committee shall be composed of one senior tenured faculty member at the Full Professor Rank from each department. In cases where there are no Full Professors in a department or program able to serve, Associate Professors with full tenure may substitute for a Full Professor, except as noted in section G. below. The chair is to be an elected position in the school.
- B.* The Chair of the Promotion and Tenure Committee shall assemble the committee members to establish a time schedule for the review process in accordance with the "Regulations for Academic Freedom, Tenure and Due Process" set forth in the Handbook for Faculty, The University of North Carolina Greensboro.
- C.* After the committee has met and discussed the materials submitted, the committee Chair shall notify the Department Chair and the candidate if a discrepancy, omission, or need for clarification is noted in the materials submitted.
- D.* The Department Chair shall respond to the committee with the appropriate materials or response to suggestions by the date established by the committee.
- E.* After due deliberation, the committee shall vote regarding the recommendation for promotion and/or tenure. The committee shall offer a summary statement of strengths and weaknesses to justify the decision. The vote shall be recorded in the designated space on the Recommendation for Promotion The vote for and against shall be recorded.
- F.* At the School review level, dissenting opinions expressed verbally or in writing by members of the unit review committee must be summarized in writing by the Dean and included in the evaluative materials forwarded to the Provost. Signed, written statements by committee members will be included in the file of materials forwarded to the Provost.
- G.* On decisions involving promotions to the rank of Professor, only members of the school committee who are full Professors are eligible to review the case and vote. If a department

representative is not at that rank, a substitute can be assigned for that case or if there are 3 or more committee members the department can send a non-voting Associate Professor for interpretive purposes if it is the case where an Associate Professor from that department or program is up for review.

- H.* In some instances where the number of senior faculty in a department is limited, a faculty member may need to serve on both the departmental and school promotion and tenure committees. However, the faculty member may vote only once at the departmental level for a candidate's promotion and/or tenure and will excuse himself/ herself from the vote at higher structural or committee levels. At the School level, the departmental representative may be present to answer questions about the discipline or case, but should not participate in the deliberations about the candidate or vote at that level. A letter is included when the recommendation is forwarded so that other reviewers will understand the abstention in voting.
- I.* The committee Chair shall forward the candidate's file, including the statement of strengths and weaknesses and record of committee's vote, to the Dean of the School of Health and Human Sciences.

VI. Review by the Dean of the School of Health and Human Sciences

- A.* The Dean of the School of Health and Human Sciences shall review the candidate's file after being forwarded by the HHS Promotion and Tenure Committee. The Dean will not be present for the committee's discussion or deliberations on any candidate for promotion and/or tenure.
- B.* The Dean shall consult with the HHS Faculty Promotion and Tenure Committee regarding the committee's deliberations and rationale for its recommendation.
- C.* The Dean shall make the text of his or her recommendations to the Provost on the HHS candidates for promotions and/or tenure available in a secure location for the perusal of the members of the HHS Committee on Promotions and Tenure.
- D.* The Dean shall forward the candidate's materials to the Provost along with the UNCG Promotion and Tenure Form and a letter of endorsement or non-endorsement of the promotion and/or tenure recommendation.

VII. Materials Related to the Promotion and/or Tenure Decision

A. Procedures Following a Positive Decision

All materials in the promotion and tenure portfolio (including letters from external reviewers) are returned to the School by the Provost's office when a positive decision is made. The School, in turn, will return the materials to the department. It is expected that the originals will be given to the candidate and a copy will be kept in the department-based personnel file.

B. Procedures Following a Negative Decision

Following a negative decision, materials are retained in the Provost's office. The candidate may receive the materials upon request, but an official copy would be retained in the Provost's office.

VIII. Relationship of School Documents to University-wide Guidelines

A. Responsibility for Promotion and Tenure Decisions

The primary responsibility for decisions concerning the promotion and/or tenure of faculty members rests with the department within the School of Health and Human Sciences. Therefore, the department and the school have:

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

B. Relationship of Departmental Documents to School Document

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

PART 3: FACULTY REAPPOINTMENT PROCEDURES

I. Initiation of Faculty Reappointment Process

- A.* In accordance with the provisions of the policies in the “Regulations on Academic Freedom, Tenure, and Due Process” (see specifically sections 3 and 4) appearing in the Handbook for faculty, the Department Chair shall determine the eligibility of each faculty member in the department for reappointment to a second probationary term. The assistance of the Provost’s listing of faculty scheduled for reappointment decisions shall be used to assist in making this determination. Usually this review will occur in the third year of the candidate’s initial four-year appointment.
- B.* The identification of potential candidates for reappointment shall be made by the Department Chair in consultation with the tenured/senior faculty members in the department.

II. Preparation of Materials to Support the Reappointment Review

- A.* The candidate for reappointment shall assume responsibility for preparing and assembling appropriate support materials for the review file.
- B.* A faculty mentor (tenured faculty member) selected by the Department Chair shall work with the candidate in preparing and assembling the materials for review. A faculty mentor must be assigned to each faculty member at the beginning of the first year of his or her initial four-year appointment. (The HHS policy on Mentoring is in the Appendix to this document.)
- C.* Materials assembled should follow the format used for promotion and tenure, but should not include letters from external peers. Teaching evaluations (student and peer-reviews) are to be included. A synopsis of accomplishments in research, teaching and service should be included along with goals for the next three years in each category.

III. Departmental Review for Reappointments

- A.* The assembled materials are carefully reviewed by a Departmental Review Committee, usually consisting of the tenured associate and full professors in the candidate's department. This group prepares an evaluative statement that includes the following:
 - Strengths

- Areas in need of improvement
- Assessment as to: progression toward development of an original, independent focused research
- Program making a significant contribution to the field
- Teaching performance
- Balance between research, teaching, and service accomplishments
- Suggestions for directions, emphasis and other recommendations that are perceived to be beneficial in the quest for success in the P&T review process

B. The Departmental Review Committee is responsible for making a recommendation to the Chair regarding reappointment (or non-reappointment) for a second probationary term. This recommendation should be accompanied by the results of the vote and a written summary of the majority and dissenting opinions.

C. The Department Chair receives the review committee's recommendation and requests clarification, if necessary.

D. The Department Chair will prepare an independent review of the candidate's case for reappointment and will, after consulting with departmental faculty and reviewing the review committee's report, recommend either re-appointment for a second probationary term or non-reappointment. This recommendation will be communicated to the candidate in writing and will include the areas of strength and weakness; an assessment as to progress in research, teaching, and service; and, recommendations for improvement (where warranted).

E. The Department Chair communicates the recommendation of the review committee, as well as his/her recommendation, to the Dean in writing and includes justification for the recommendation.

F. A copy of the candidate's materials and all communications from the review committee and Chair is kept on file in the departmental office. All original materials are returned to the candidate.

IV. Review of the Reappointment Decision by the Dean of the School of Health and Human Sciences

A. The Dean receives the written recommendation of the Chair on each faculty member eligible for reappointment to a second probationary term.

B. The Dean shall consult with the Department Chair regarding his/her recommendation and the review committee's recommendation.

APPENDICES

APPENDIX I. Guidelines on Mentoring Faculty

Upon initial appointment as an Assistant Professor or untenured Associate Professor in the School of Health and Human Sciences, a new faculty member, in consultation with the Department Chair, will determine his/her roles and responsibilities within the department, school, university, profession, and community. These roles and responsibilities will be specific as they relate to teaching, research/creative activity, and service. At this time, the Department Chair determines and confirms the new faculty member's teaching expertise, and area of research/creative scholarship.

Following this initial meeting, the Department Chair will appoint and charge a senior faculty member in the department with mentoring the newly appointed untenured faculty member. The Department Chair will meet and talk with both to assure a good fit.

If a tenured faculty member cannot serve as a mentor due to a small number of tenured faculty in the department, the Department Chair in consultation with the Dean will determine the mentoring relationship. The faculty member can request a change in mentors and do so by informing the chair in writing and outlining the reasons for the change.

Faculty mentor's roles and responsibilities may include:

- To take the initiative in meeting with and be available to serve as a sounding board and respond to questions relative to department, school and university policies and practices
- To engage in scholarly dialogue relative to pedagogy and scholarship
- To provide guidance and make recommendations relative to teaching, research, and service, and if appropriate, to collaborate on projects of mutual interest
- To take the initiative to serve as a reader/reviewer of research proposals, manuscripts, abstracts, syllabi, etc.
- To critique creative work
- To recommend and advise relative to appropriate publishing venues, funding opportunities and agencies, competitions and exhibition venues
- To guide and/or direct, in concert with the Department Chair, Assistant Professors in their first probationary period in the preparation/assembly of materials for the third-year review for reappointment
- To guide and/or direct, in concert with the Department Chair, the junior faculty in the preparation/assembly of materials for promotion and tenure review at the end of the fifth year
- To serve as confidant and advocate about issues the untenured faculty member may not feel comfortable discussing with the administration (Department Chair)

At least once each semester and presumably more often earlier in the candidate's term of appointment, the mentor will discuss the progress toward reappointment or promotion and tenure of the junior faculty member, and may put these recommendations in writing. The formal, written

APPENDIX II. Bibliography of Policies, Regulations, Guidelines and Websites

The following Bibliography of policies, guidelines and websites may guide the mentors and junior faculty through the process toward promotion and tenure.

Promotion and Tenure Policies and Guidelines of each department and program in the School of Health and Human Sciences:

Department of Communication Sciences and Disorders
Department of Human Development & Family Studies
Department of Kinesiology
Department of Nutrition
Department of Public Health Education
Department of Community and Therapeutic Recreation
Department of Social Work
Genetic Counseling Program
Gerontology Program

School of Health and Human Sciences Faculty Reappointment to a Second Probationary Term Policies and Procedures

School of Health and Human Sciences Faculty Promotion and Tenure Policies and Procedures

School of Health and Human Sciences Evaluation Guidelines on Promotion and Tenure

University Promotions and Tenure Guidelines, The University of North Carolina at Greensboro
<http://provost.uncg.edu/publications/policyindex.asp>

Regulations on Academic Freedom, Tenure and Due Process, the University of North Carolina at Greensboro
<http://provost.uncg.edu/publications/policyindex.asp>

Links to many other university policies, procedures, guidelines, and regulations relative to university structures, teaching, and research are located on the following UNCG website:

The University of North Carolina at Greensboro Policies and Publications
<http://provost.uncg.edu/publications>

APPENDIX III. Suggested Readings

Benjamin, L. (Ed.) (1997). *Black Women in the Academy: Promises and Perils*.

Boice, R. (1991). Quick Starters: New Faculty Who Succeed. In M. Theall & J. Franklin (Eds.), *Effective Practices for Improving Teaching*. New Directions for Teaching and Learning, 48, 111-121. San Francisco: Jossey-Bass.

Bronstein, P. (2001). Older Women in Academia: Contemporary History and Issues. *Journal of Women's History*, 12(4), 184-201.

Bronstein, P. & Ramaley, J. (2002). Making the Persuasive Tenure Case: Pitfalls and Possibilities. In D. Stevens & J. Cooper (Eds.), *Tenure in the Sacred Grove: Issues and Strategies for Women and Minority Faculty*, 31-51. NY: SUNY Press.

Collins, L., Chrysler, J., & Quina, K. (Eds.) (1998). *Career Strategies for Women in Academe: Arming Athena*.

Enerson, D. M. & Plank, K. M. (1996). *The Penn State Teacher: A Collection of Readings and Practical Advice for Beginning Teachers*. University Park, PA: The Pennsylvania State University.

Frost, P. J. & Taylor, M. S. (1996). *Rhythms of Academic Life: Personal Accounts of Careers in Academia*. Thousand Oaks, CA: Sage Publications.

Gainen, J. & Boice, R. (Eds.) (1993). *Building a Diverse Faculty*. New Directions for Teaching and Learning, No. 53. San Francisco: Jossey-Bass.

Goodman, B. (Feb. 22, 1993). Networking at Meetings is Vital for Career Advancement. *The Scientist*.

Hall, R. & Sandler, B. R. (1983). *Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead*. Project on the Status and Education of Women. Washington, D. C.: Association of American Colleges.

James, J. & Farmer, R. (Ed.) (1993). *Spirit, Space, & Survival: African American Women in (White) Academe*. New York: Routledge.

Menges, R. J. et al (1999). *Faculty in New Jobs: A Guide to Settling In, Becoming Established, and Building Institutional Support*. San Francisco: Jossey-Bass.

Moses, Y. T. (1989). *Black Women in Academe: Issues and Strategies*. Project on the Status and Education of Women. Washington, D. C.: Association of American Colleges. - 25 - 10/25/2004.

