

THE JOSEPH M. BRYAN SCHOOL OF BUSINESS AND ECONOMICS
PROMOTIONS AND TENURE GUIDELINES

(approved May 1, 1998)

As expressed in our Statement of Mission, Vision and Strategic Interests (Appendix A), the Bryan School is a professional school of business with a mission to “prepare students to perform successfully as business professionals in the global economy and to enhance the practice of managed organizations through high quality teaching, research, and professional service.” Business schools have the dual task of educating new professionals and of developing new knowledge for professionals. Our instructional, research, and service programs focus on the issues and problems facing managed organizations and business professionals and managers.

Departmental recommendations for promotion and tenure are reviewed by the Dean and the Bryan School Promotions and Tenure Committee in accordance with departmental, School, and University standards, guidelines, and regulations. Because informed judgment on individual cases requires an understanding of (1) the practices in the candidate's academic discipline, (2) internal and external standards of achievement, and, (3) the candidate's performance against those practices and standards, it is essential for the department to provide a description and explanation of such matters as part of any recommendation for promotion.

The School review process is supplementary to the following University documents:

1. The Code of The University of North Carolina
2. “The Promotions and Tenure Guidelines” from the Handbook for Faculty
3. “Regulations on Academic Freedom, Tenure, and Due Process” from the Handbook for Faculty
4. University Promotions and Tenure Guidelines (approved April 23, 1997)
5. University-Wide Evaluation Guidelines for Promotions and Tenure (approved January 21, 1998)

The general criteria for promotion and tenure are the faculty member's demonstrated professional competence, his (or her) potential for future contributions, and institutional needs and resources in the areas of teaching, research (intellectual contributions), and service all within the context of the School and University mission.

In support of this mission, it is expected that all tenure-track and tenured faculty will be engaged actively in teaching, research, and service activities as defined below.

Teaching

Teaching is broadly defined to include all activities that contribute to the broad pedagogical mission of our programs. Viewed in this institutional context, teaching includes not only classroom instruction but also such related contributions as curriculum design and program development, advising and supervising students, directing research projects, participating in workshops and institutes, participation in interdisciplinary programs, developing instructional technology and innovative pedagogies, and developing instructional materials.

Research (Intellectual Contributions)

Research (or intellectual contributions) is broadly defined to encompass a variety of types of scholarship. Basic scholarship, applied scholarship and instructional development contributions that are peer reviewed are valued. However, the three types of intellectual contributions may not be valued equally among all disciplines, ranks, or faculty roles.

Service

Faculty service activities may be categorized as internal university service or external professional service. The internal university service includes participation of faculty in departmental, school and university task forces, committees, governance, and administration. Good citizenship is assumed in this definition. External professional service includes service to the profession (academic or practitioner communities) or to the broader community that is based on the faculty member's professional expertise. Examples include: serving professional organizations; peer reviewing; editorial work; participating in academic conferences; consulting with organizations, businesses, and public agencies; developing and participating in outreach programs; and, developing and participating in partnerships (such as internships). Good citizenship beyond the University is not included in this definition.

Faculty Roles

For all tenured and tenure track faculty, there are baseline expectations for teaching, research, and service. They are: (1) to maintain high standards of effectiveness in teaching; (2) to produce high quality peer reviewed scholarship (intellectual contributions) which promotes the application of knowledge for the benefit of society; (3) to contribute to internal service and citizenship

responsibilities; and, (4) to contribute professional service which is consistent with both individual interests and capabilities, and with the mission of the university, school, and department.

However, it is understood that no faculty member is expected to contribute equally each year in every category of teaching, research, and service. Faculty have different capabilities and interests just as programs have different missions and needs. Over time, the systematic deployment of faculty recognizing their personal comparative advantages will produce the aggregate contributions of all of our faculty in each of these categories necessary to achieve our goals and objectives. As a result, institutional effectiveness can be enhanced by specifying and rewarding faculty for pursuing differentiated roles.

While teaching is our first priority and the importance of research and service are recognized for all our faculty, there are opportunities for differing roles for faculty. The roles may be differentiated based on the kinds of intellectual contributions (scholarship/research) or the relative emphasis given to the teaching, research, or service components of a faculty member's assignment. Subject to budget limitations, rank of the faculty member, and approval of the department head and dean, faculty may pursue nontraditional roles emphasizing teaching and/or service more than that associated with the traditional role of relatively balanced emphasis on teaching and research. The role pursued would form the basis for performance planning, review and evaluation, and rewards (including promotion and tenure) as described below.

Performance Planning, Review and Evaluation

As indicated in Appendix B, the Bryan School has well defined policies and procedures for performance planning, for review and evaluation. These include the following practices:

1. Clear and specific departmental written statements of criteria for evaluating faculty performance and for defining the scope of teaching, research and service performance expectations for faculty are to be discussed with all prospective faculty before their initial appointment and with all continuing faculty before the beginning of the academic year.
2. Annual performance reviews are conducted for all faculty. Each department has established formal methods for annual review that include self, peer, and Head's review of teaching, research, and service performance.
3. Faculty teaching, research, service, and overall performance are evaluated using the following categories; Outstanding, Very Good, Good, Marginally Satisfactory, or Unsatisfactory.

4. Annual performance evaluations form the basis for performance planning and faculty development for the next year.

As indicated in Appendix C, faculty teaching load and intellectual contributions (research) expectations have been established for all faculty. Each department has developed operational definitions of intellectual contributions (research) and expectations for various teaching loads for each of the four performance categories. For our mission, basic scholarship, applied scholarship and instructional development intellectual contributions by faculty are valued.

The criteria used for judging the performance and sustained professional development of a faculty member for purposes of merit, promotion, and tenure rewards differ not only across disciplines and ranks but also across the faculty roles pursued.

Statement of Qualifications
Guidelines for Reappointment and Promotion to Specific Ranks
and Conferral Of Permanent Tenure

Reappointment, promotion, and tenure decisions are always a matter of judgment. The following guidelines are offered to assist in rendering these decisions. They represent necessary but not sufficient conditions for framing the respective administrative decisions.

1. Reappointment as Assistant Professor

a. Application and Time in Rank:

Assistant Professors are normally appointed initially to a term of four years and reviewed in the third year for reappointment to a second term of three years as Assistant Professor.

b. Criteria:

- 1) The candidate demonstrates teaching competence and a commitment to teaching. The candidate shows promise of making significant contributions to teaching.
- 2) The candidate shows evidence of success in producing intellectual contributions and promise of continuing development.
- 3) The candidate has made satisfactory service and citizenship contributions.
- 4) The candidate shows promise of meeting the minimum standards for promotion to Associate Professor and conferral of permanent tenure.

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

a. Application and Time in Rank:

Assistant Professors are normally reviewed for promotion to Associate Professor with permanent tenure in their sixth year of employment as an Assistant Professor (the second year of their second term). However, the review for promotion and conferral of permanent tenure may occur before that time if it is deemed appropriate by the

candidate's department head in consultation with tenured departmental faculty and the Dean of the School.

b. Criteria:

- 1) The candidate's record demonstrates substantial commitment to and effectiveness in teaching. The candidate has a demonstrated record of "good" to "outstanding" teaching.
- 2) The candidate's record shows evidence of productivity in intellectual contributions in accordance with the departmentally established norms and expectations for the discipline at institutions with similar missions. The candidate has a demonstrated record of "good" to "outstanding" intellectual contributions. High quality, originality, and significance of contribution are more important than either volume or the particular type of scholarship represented.
- 3) The candidate demonstrates a commitment to university service and citizenship and has made satisfactory internal and external professional contributions.
- 4) The candidate's performance, if continued, would be expected to lead to the rank of Professor.

3. Conferring of Permanent Tenure to Associate Professor

a. Application and Time in Rank:

An individual whose initial appointment was as Associate Professor without permanent tenure is appointed for an initial term of five years and reviewed for conferral of permanent tenure during the fourth year of appointment. However, this review (for either conferral of permanent tenure alone or promotion with tenure) may occur before that time if it is deemed appropriate by the candidate's department head in consultation with tenured departmental faculty and with the Dean of the School.

b. Criteria:

- 1) The candidate's record demonstrates substantial commitment to and effectiveness in teaching. The candidate has a sustained record of "good" to "outstanding" teaching.
- 2) The candidate's record shows evidence of productivity in intellectual contributions in accordance with the departmentally

established norms and expectations for the discipline at institutions with similar missions. The candidate has a sustained record of “good” to “outstanding” intellectual contributions. High quality, originality, and significance of contributions are more important than either volume or the particular type of scholarship represented.

- 3) The candidate demonstrates a commitment to university service and citizenship and has made satisfactory internal and external professional service contributions.
- 4) The candidate's performance, if continued, would be expected to lead to the rank of Professor.

4. Promotion of Associate Professor to the Rank of Professor

a. Application and Time in Rank:

- 1) An individual whose initial appointment was as Associate Professor without permanent tenure is appointed for an initial term of five years and reviewed for conferral of permanent tenure and/or promotion to the rank of Professor before or during the fourth year of appointment. However, this review (for either conferral of permanent tenure alone or promotion with tenure) may occur before that time if it is deemed appropriate by the candidate's department head in consultation with departmental faculty who hold rank of Professor and with the Dean of the School.
- 2) Promotion to the rank of Professor is based upon achievement, distinction, and the impact of one's contributions, not duration of employment. An Associate Professor, whether initially appointed at that rank or promoted from the rank of Assistant Professor, may be recommended for promotion at any time. However, time in rank may be a salient consideration to the extent that the impact of certain contributions accumulates and gathers definition over time.

b. Criteria:

- 1) The candidate's record demonstrates continuous commitment to and effectiveness in teaching. The candidate has a sustained record of "good" to “outstanding” teaching.
- 2) The candidate's record shows clear and continuous evidence of intellectual contributions in accordance with departmentally established norms and expectations for the discipline at

institutions with similar missions. The candidate has a sustained record of "good" to "outstanding" intellectual contributions. High quality, originality, and significance of contribution are more important than either volume or the particular type of scholarship represented.

- 3) The candidate has made important internal and external professional service contributions and has generally performed in a role of leadership.
- 4) The candidate has achieved distinction and recognition for exemplary performance and achievement in teaching or research (intellectual contributions).

APPENDIX A

JOSEPH M. BRYAN SCHOOL OF BUSINESS AND ECONOMICS
STATEMENT OF MISSION, CORE VALUES, AND VISION
(approved February 27, 1998)

*The **mission** of the Bryan School is to prepare students to perform successfully as business professionals in the global economy and to enhance the practice of managed organizations through high quality teaching, research, and professional service.*

The Bryan School is the professional school of business at The University of North Carolina at Greensboro, a public, doctoral-granting university of The University of North Carolina system of higher education. As such, the Bryan School's fundamental purpose is to serve the people of North Carolina, particularly those in the Triad region, by providing high quality business education. Our primary responsibility in fulfilling this purpose is teaching.

We enhance the teaching/learning process through our mutually supportive undergraduate, graduate, and professional development programs and faculty involvement in research and professional service activities.

Through our complementary instructional, applied research, and professional service activities, we contribute to the economic and social well-being of the Triad region, state, nation, and beyond. We enhance the human resource capability, productivity, and competitiveness of the business community by educating its employees, conducting applied research, and providing professional service activities that advance the knowledge and practice of managed organizations.

APPENDIX B

BRYAN SCHOOL OF BUSINESS AND ECONOMICS FACULTY PERFORMANCE PLANNING, REVIEW AND EVALUATION POLICIES AND PROCEDURES (approved May 30, 1994)

Introduction

The policies and procedures set forth in this document are a compilation of existing University and School guidelines, policies and procedures related to faculty, performance planning, review and evaluation. These policies and procedures should serve as the basis for departmental policies and procedures. This document coupled with university, school and departmental documents also provides a unit plan for implementing the Board of Governors' recommendations in Administrative Memorandum 338.

Faculty Performance Planning Policies and Procedures

Department Heads will provide faculty clear and specific written statements of criteria for evaluating faculty performance at the departmental and school level. Overall faculty performance is defined by the following academic and professional criteria: teaching effectiveness; professional attainment in research and scholarly activities; and, leadership and service to the university, the community, and the professions. The departmental written statements will include a definition of the scope of teaching, research and service performance expectations for faculty. These statements are to be discussed with all prospective new faculty before their initial appointments and all persons holding teaching positions before the beginning of the academic year.

Faculty Performance Review Policies and Procedures

Department Heads have the primary responsibility for reviewing the teaching, research and service performance of all teaching faculty in their respective departments. This review will be conducted during the spring semester as part of the School annual review process.

Each department will establish formal methods of peer review for all teaching faculty in the respective departments. For new and non-tenured faculty and graduate teaching assistants, the peer review will include direct observation of the classroom teaching.

Review of teaching will include student evaluations administered fall and spring semesters and summer sessions for all courses taught except independent study

courses. Departmental, program and course student evaluations forms will include a common set of School wide scaled questions.

Annual performance evaluations serve two basic purposes: one, to encourage individual faculty development; and, two, to make personnel decisions related to salary increases, work load assignments, reappointment, promotion and tenure. Merit rewards and salary increases will be based on the overall performance evaluation over the most recent three year period.

Each faculty member's teaching, research and service performance will be evaluated annually at the departmental and school levels. The Department Head will meet with each faculty member to review and evaluate the faculty member's teaching, research and service performance. Department Heads will provide in writing the results of a faculty member's teaching, research and service and overall performance evaluations. These written results will be placed in the faculty member's departmental and school personnel files.

Teaching will be the first and most important consideration for evaluating faculty performance and, as a result, will be weighted more heavily than research or service. For tenured and tenure track faculty, teaching is not the sole consideration for evaluating faculty performance. Research and service are also important. Normally research will be weighted more than service. The specific weighting within these guidelines will be a function of the rank of the faculty member, their developmental interests, and the needs of the department, school and university.

APPENDIX C

BRYAN SCHOOL TEACHING LOAD GUIDELINES

(approved March 22, 1995)

1. The "normal" teaching load for tenured faculty will be a 3/3 or 18 contact hours. With this load, comes expectations for a continuous stream of intellectual contributions and service performance. For the "normal" teaching load, the intellectual contributions (research) productivity standard is an average of one "good" piece of scholarship per year.
2. The "normal" teaching load for untenured tenure track faculty will be a 3/2 or 15 contact hours for the first three years. This teaching load will also apply to ABD lecturers for the first year of appointment.
3. Tenured and tenure track faculty may have "reduced" teaching loads for research, service, or administrative assignments greater than that normally expected for "good" performance evaluations for those with "normal" teaching loads as follows:
 - a) A 2/2 or 12 contact hour load has a research productivity standard of an average of two high-quality pieces of scholarship per year.
 - b) Distinguished Professors' teaching loads will be 1/1 or six contact hours per year.
 - c) Normally, the teaching load may be "bought out" with grants and contracts down to a minimum teaching load of three hours per semester.
4. Tenured and tenure track faculty may have teaching loads higher than the "normal" load for research and service assignments different than that normally expected for "good" performance evaluations for those with "normal" teaching loads. However, all faculty are expected to produce appropriate evidence of intellectual development scholarship, and intellectual contributions.
5. Teaching loads for tenure track and tenured faculty may be increased or decreased based on a three-year planning and performance horizon. If the research productivity is less than expected, then the teaching load may be increased. Similarly, if the research productivity is greater than expected, then the teaching load may be reduced.
6. Teaching loads for nontenure track faculty will be 4/4 or 24 credit hours.
7. Adjustments may be made in "counting" credit hours toward the teaching load:

- a) Normally, 1.5 credit hour MBA courses will count as 2.0 credit hours.
- b) Normally, a 3.0 credit hour team taught course will count as 2.0 credit hours for the two faculty team members teaching the course. Counting credit hours for team teaching with more than two faculty members will be determined on a case-by-case basis.
- c) Other factors such as an unusually large number of preparations, unusually large class sizes, constantly changing course content, etc. when combined should be "counted" differently than the contact hours taught.