

---

---

**UNIVERSITY-WIDE EVALUATION GUIDELINES FOR PROMOTIONS AND TENURE  
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

**(Approved by the General Faculty, January 21, 1998)  
(Amended by the General Faculty, April 5, 2006)**

---

---

The University Promotions and Tenure Guidelines (approved by the General Faculty on April 23, 1997) set forth the general framework for faculty promotions and tenure at The University of North Carolina at Greensboro. The University-wide Evaluation Guidelines for Promotions and Tenure provide a context in which each unit can develop specific evaluation plans appropriate to its mission.

**I. Introduction**

The University of North Carolina at Greensboro strives to excel in the selection and development of faculty members. One aspect of faculty development is the evaluation of faculty members for promotions and tenure. This evaluation process should address both individual and institutional goals, reflect the complexity of faculty work, recognize faculty members' uniqueness, foster their career development, and take place in a spirit of collegiality.

The evaluation of faculty members for promotions and tenure should occur in the context of expectations clearly communicated to the candidate by the department or division head and the dean at the time of appointment and any modifications of these expectations resulting from subsequent reviews; the results of the periodic reviews; existing policies regarding promotions and tenure; and the priorities of the department/division, the unit, and the University.

Each individual appointed to the faculty is expected to possess intellectual and professional integrity, the ability to cooperate effectively with others, and a willingness to consider the welfare of the total institution. In addition, those faculty members whose appointments are to include administrative responsibilities should have demonstrated or should show potential for administrative competence. Beyond these minimum personal attributes, there are academic and professional criteria for promotions and tenure, described in Section II below.

**A. Centrality of Scholarship in Faculty Roles and Responsibilities**

The promotions and tenure guidelines of the University rest on a definition of scholarship that can be applied to all aspects of University work:

Scholarship is characterized by creative intellectual work based on a high level of professional expertise, the significance of which can be validated by peers and which enhances the fulfillment of the mission of the University.

Scholarship is not considered to be synonymous with research, but encompasses activities in teaching, research and creative activity, service, and directed professional activity.

**B. Relationship of the Evaluation Guidelines to University Documents**

"University-wide Evaluation Guidelines for Promotions and Tenure" are in accordance with and subordinate to *The Code of the University of North Carolina* and the "Regulations on Academic Freedom, Tenure, and Due Process" of The University of North Carolina at Greensboro.

### **C. Relationship of Unit Documents to University-wide Guidelines**

The primary responsibility for decisions concerning the promotions and tenure of faculty members rests with the units. Therefore, each unit is expected to:

- Establish comprehensive unit-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, if the unit incorporates this category into its criteria.
- Ensure 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 (I. A.), the personal attributes of faculty (I., par. 3), the features of scholarly work (II., par. 2), and the standard procedures for evaluation (I., par. 2).
- Develop profiles establishing unit 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 profiles.
- Use 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 each unit.
- Provide membership on the Faculty Promotions and Tenure Guidelines Committee to ensure that University-wide standards of excellence are used in all units.

### **D. Relationship of Department/Division Documents to Unit Documents**

Department/Division guidelines for promotions and tenure are in accordance with and subordinate to unit documents. Each department/division is expected to establish comprehensive department/division-specific evaluation guidelines for each of the three common categories and for the fourth, directed professional activity, if the unit incorporates the fourth category into its criteria.

## **II. Four Evaluation Categories**

Evaluation for promotions and tenure is based upon three traditional categories of faculty contributions: teaching, research and creative activity, and service. An additional category, directed professional activity, may also be used by the unit 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 show a high level of discipline-related proficiency, be creative or original, be amenable to documentation, be peer or constituent-reviewed, and have a significant impact.

### **A. Teaching**

The primary function of the University is teaching. Research and creative activity, service, and directed professional activity, while important to the life of the University, do not have the central importance of teaching. Therefore, it is essential that excellence in teaching be encouraged and rewarded. Faculty members eligible for promotions and tenure should

demonstrate their accomplishments as teachers and their continual efforts to improve their teaching.

The University embraces all strategies that enhance student learning, particularly critical thinking, higher-order reasoning, 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 establish the nature and quality of teaching and to encourage high quality teaching through rewards.

## **1. Scope of Teaching**

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

### **(a) Instructing**

- Instructing students in courses, laboratories, clinics, studio classes, libraries, study-abroad programs, and distance education
- Instructing participants in workshops, retreats, and seminars
- Facilitating faculty, student, and/or staff learning

### **(b) Advising, Supervising, Guiding, and Mentoring Students**

- Advising students in laboratories and fieldwork, research projects, theses, and dissertations
- Supervising teaching assistants and 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
- 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 computer-assisted instruction
- Developing off-campus teaching activities such as correspondence courses, 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 that it can be more easily accessed and understood
- Developing and using bibliographic and information systems to facilitate access to scholarly materials

**(d) Developing Teachers and Teaching**

- Evaluating the teaching of colleagues
- Conducting instructional and classroom research
- Participating in professional development activities

**2. Documentation of Teaching Effectiveness**

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

**(a) Descriptions of Teaching Activities**

- Summary of responsibilities and activities
- Portfolio containing such materials as course syllabi, assignments, examinations, and handouts
- Analyses of student learning and problems addressed
- Samples of electronic media such as audio, video, and Internet resources

**(b) Documented Outcomes**

- Students' scores on standardized or teacher-developed tests
- Evidence of student learning and achievement through awards 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 and performances in the fine arts
- Placement of graduates
- 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 letters from students
- Statements from colleagues on observations of teaching effectiveness and contributions to course development and improvement
- Statements from administrators
- Feedback on the preparedness of former students for graduate study and/or employment
- Comments on teaching effectiveness from parents of students, alumni, and employers of students

**(d) Eminence Measures**

- Honors or recognition for meritorious teaching from campus and professional associations
- Invitations to teach at other institutions or other outside agencies

**(e) Self-reflection and Appraisal**

- Evidence of steps taken to evaluate and improve one's teaching
- Journals and logs
- Self-appraisals of one's career goals, development, and achievements in teaching

### **3. Unit-Specific Criteria of Teaching Effectiveness**

As specified above under Section 1. C., "Relationship to Unit Documents," each unit shall "utilize the University-wide activities and documentation itemized under the common categories as examples within a range of possibilities to be adapted to the unique mission of each unit." The unit documents for the evaluation of teaching must meet the following University-wide standards:

- Assert the primacy of teaching as specified in II. A. of the "University-wide Evaluation Guidelines for Promotions and Tenure"
- Establish evaluation procedures which guarantee the assessment of teaching activities, outcomes, and measures of success
- Reward meritorious teaching as defined by the unit
- Deny promotions and tenure on the basis of unacceptable teaching as defined by the unit

## **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, 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 and quality of research and creative expression must include formal external peer review.

### **1. Scope of Research and Creative Activity**

Research and creative activities include all forms of discovery and integration of knowledge, critical analyses, and the creation and performance or exhibition of works of art, and their public dissemination. Research and creative activities may include, but are not limited to, the following:

#### **(a) Scholarly Writing and Presentations**

- Writing books, monographs, textbooks, and book chapters

- Writing papers for refereed journals and conference proceedings
- Presenting papers at professional meetings
- Writing other papers and reports (trade, in-house publications, and encyclopedias)
- Writing translations, abstracts, and reviews

**(b) Creative Activities**

- Writing poems, fictional works, plays, essays, and musical scores
- Presenting exhibitions of graphic and/or visual art
- Choreographing dance productions
- Writing or producing radio or television productions, films, and videos
- Performing as actor, dancer, or musician
- Producing or directing theatrical works
- Conducting musical performances

**(c) Editing**

- Editing books
- Editing journals or other learned publications

**(d) Grants and Contracts**

- Developing and submitting grant proposals and obtaining funding
- Managing grants
- Selecting and supervising staff
- Directing research teams
- Preparing reports

**(2) Documentation of Research and Creative Activity**

Documentation of the effectiveness of research and creative activities may include, but is not limited to, the following:

**(a) Descriptions of Research and Creative Activities**

- Summary of responsibilities and activities

- Analyses of research and creative problems addressed

**(b) Documented Outcomes**

- Journal articles, books, book chapters, edited books, monographs, translations, abstracts, and reviews
- Grant proposals and external funding
- Unpublished papers and reports
- Papers presented at professional meetings
- Works of art
- Public performances and exhibitions
- Electronic publishing

**(c) Judgments about Research and Creative Activities**

- Evaluations from faculty colleagues at UNCG and other institutions
- Evaluations from department/division chairs, deans, and other appropriate administrators
- Evaluations from curators, critics, reviewers, and other independent experts

**(d) Eminence Measures**

- Position as editor of journal or member of editorial board
- Invited chapters in prestigious publications
- Invited papers and guest lectures
- Invited exhibitions and performances
- Recognition in artistic competitions
- Honors and awards from profession
- Appointment or election as officer in professional organization
- Citations of published work
- Citations, interviews by the media

**(e) Self-Reflection and Appraisal**

- Journals and logs

- Self-appraisal of one's career goals, development, and achievements in research and creative activity

## **C. Service**

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 region, state, and world. All faculty members are expected to engage in University service, with increasing involvement at unit 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. Professional and community leadership and service will be given consideration as part of promotions and tenure review based on their importance to the discipline or profession and the mission of the University.

The principal objectives in the evaluation of service are to assess the quality, nature, and extent of internal citizenship and scholarly outreach and their significance and 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 communities reaches out to constituencies such as government agencies, 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/division, unit, or University committees or other appointed or elected groups
- Developing and revising major policies
- Participating in campus governance
- Mentoring other faculty and staff
- Representing the University for its advancement
- Recruiting students
- Assisting in the development of international programs and exchanges
- Mentoring student groups

**(b) Service to the Discipline**

- Holding a leadership position in organizations
- Serving on accreditation bodies
- Jurying for granting agencies
- Serving on an editorial board of a professional journal
- Reviewing articles and books for journals and presses
- Writing external reviews of the work of colleagues for promotions and tenure or other professional awards and acknowledgments
- Adjudicating for competitions in the arts, sciences, and humanities

**(c) Service to External Communities**

- 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, state, 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
- 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
- Diagnosing and treating clients and patients
- Organizing and managing conferences
- Supervising staff

## **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 benefitted
- Official documents and reports resulting from an activity
- Illustrations of ways in which the activity enhanced the University
- Published articles, technical reports, or monographs
- Grant proposals
- Log of activities (recruiting, programs presented, etc.)
- Visibility 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

### **(d) Eminence Measures**

- Honors or awards recognizing service

- Election or appointment as officer in professional organization

**(e) Self-Reflection and Appraisals**

- Journals and logs
- Self-appraisal of one's career goals, development, and achievements in service

**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 units 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 units which choose to include the category. The faculty member, department/division chair, and dean must discuss and agree upon the faculty member's involvement in directed professional activity.

**1. Scope of Directed Professional Activity**

Directed professional activity is defined as a University activity whose contribution is sufficiently distinctive that its significance is diminished when embedded in either of the three categories of teaching, research and creative activity, and service. 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 University. Directed professional activity may include, but is not limited to, the following:

**(a) Preparation of Significant University Documents/Resources**

- Developing grant proposals and obtaining extramural funding
- Writing technical manuals or training manuals
- Developing library and other learning resources

**(b) Development and/or Direction of Special Programs**

- Developing international affiliations
- Developing special programs for students such as honors and residential college and other interdisciplinary programs
- Developing and/or directing formal community outreach or extension activities that promote continuous learning in the University or external communities
- Directing or providing other significant leadership in research centers or institutes on campus
- Directing clinics affiliated with academic programs
- Administering activities or assignments that enhance the visibility of the University

- Planning and administering specialized summer programs, including youth programs and programs for faculty

**(c) Direction or Conduction of Activities that Enhance the University's Effectiveness**

- Designing and directing faculty development activities
- Providing statistical or methodological assistance to colleagues conducting research
- Participating in recruitment and retention activities

**(d) Academic Administrative Leadership**

- Chairing a department or division within a unit
- Directing clinics affiliated with academic programs
- Directing special programs
- Heading or participating in special task forces, commissions, and self-studies

**2. Documentation of Directed Professional Activity**

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

**(a) Descriptions of Directed Professional Activity**

- Written description of the scope of the project and participation
- Analyses of the work accomplished

**(b) Documented Outcomes**

- Number of people served and/or number who benefitted
- Official documents and reports resulting from the activity
- Illustrations of ways in which the activity enhanced the University
- Published articles, technical reports, or monographs
- Grants applied for and/or obtained
- Log of activities (recruiting, programs presented, etc.)
- Visibility of the activity

**(c) Judgements of Directed Professional Activity**

- Evaluations by peers, participants, administrators, and other constituents
- New programs and initiatives resulting from the activity

**(d) Eminence Measures**

- Honors and awards
- Accreditation
- Grants received and contracts negotiated
- Degree to which the activity brings positive visibility to the University

**(e) Self-Reflection and Appraisal**

- Journals and logs
- Self-appraisal of one's career goals, development, and achievements in directed professional activity

**III. Procedure for the Documentation and Review of Faculty Work**

The promotions and tenure review has basically three parts: the documentation provided by the candidate, the materials collected by the department/division, and the review of these materials at various levels by promotions and tenure committees and administrators. Documentation of any faculty work should stress two component: (1) the quality of the work and (2) the significance of the work. The portfolio of evidence should be manageable, focused, and reasonable in size. Candidates should submit only those materials that, in their opinion, are most representative of their work and most significant.

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

- A. University Promotion and Tenure Guidelines (II. B. 3. A, be)
- B. "Regulations on Academic Freedom, Tenure, and Due Process" (Section 3)
- C. Unit Promotions and Tenure Document (To be developed by each unit)
- D. Promotion and Tenure Form from the Office of the Provost