
**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)
(Amended by the General Faculty, November 18, 2009)**

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 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, 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 can be demonstrated by activities in teaching, research and creative activity, service, and directed professional activity. Scholarship may be conducted by a variety of methods, across a variety of contexts, and in pursuit of a variety of purposes. Such scholarship 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.

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 "Promotion, Tenure, Academic Freedom, and Due Process Regulations" 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 Documents to Unit Documents

Department guidelines for promotions and tenure are in accordance with and subordinate to unit 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 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 teaching strategies that enhance student learning, particularly critical thinking, higher-order reasoning, and problem-solving skills and encourages a wide array of student learning opportunities. Faculty members eligible for promotion and tenure should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching (UNC System Code, 400.3.1.1[A]).

1. Scope of Teaching

Teaching embraces activities related to instruction and learning that occur both inside and outside the classroom, including community-engaged teaching, international experiences, and other diverse modalities and settings. 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
- Mentoring other faculty
- 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 off-campus teaching activities such as study-abroad courses and distance education courses
- Developing web-based or computer-enabled 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) 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. 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

- Samples of electronic media such as audio, video, and Internet resources

(b) Documented Outcomes

- Evidence of student learning and achievement through external standardized tests, awards, and scholarships
- Student 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
- Supervision of honors or master's theses and doctoral dissertations
- Establishment or management of a successful clinical or internship program
- Nominations by students, alumni, or peers 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 and alumni
- 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
- Accomplishments of former students (e. g., placement of students, post-doctoral fellowships, dissertation awards)
- Receipt of grants, contracts, or external funding related to teaching

(e) Self-reflection and Appraisal

- Evidence of steps taken to evaluate and improve one's teaching
- Self-appraisals of one's professional 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" and as required in the UNC System Code, 400.3.1.1[A].
- Establish evaluation procedures which guarantee the assessment of teaching activities, outcomes, and measures of success
- Reward meritorious teaching as defined by the unit
- Recommend against promotion or 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, apply innovation and 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 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 such as innovations that address social, economic, or environmental challenges; critical analyses; the organization, creation, analysis and dissemination of knowledge resources; the creation and performance or exhibition of works of art; the development of innovative processes or technologies; the application of entrepreneurship, and their public dissemination.

Research and creative activities may include, but are not limited to, the following:

(a) Scholarly Research and Its Dissemination

- 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 (e.g., exhibition catalogues, trade or in-house publications, encyclopedias)
- Writing translations, abstracts, and reviews
- Preparing patent applications

(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) 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

- Editing books
- Editing journals or other learned publications

(e) Grants, Contracts, and Related Activities

- Developing and submitting research grant proposals (e. g. individual, interdisciplinary, community)
- Obtaining funding and managing grants
- Directing research teams
- Engaging in entrepreneurship and related activities

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 submitted and external funding received
- Unpublished papers and reports
- Papers presented at professional meetings

- Works of art
- Public performances and exhibitions
- Electronic publishing
- Granted patents
- Patent applications
- Disclosures of innovation
- Entrepreneurship and related activities
- Document social changes (e.g., policies, programs, and procedures)
- Adoption of scholarly products
- Development of bills or laws based on evidence/research

(c) Judgments about Research and Creative Activities

- Evaluations from faculty colleagues at UNCG and other institutions
- Evaluations from department chairs, deans, and other appropriate administrators
- Evaluations from curators, critics, reviewers, experts from the community and elsewhere

(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 professional or community entities
- Appointment or election as officer in professional organizations
- Citation, replication, or continuation of scholarly and creative work
- Published translations of works into other languages
- Published or broadcast interviews or public testimonials

- Media exposure of research and creative activity
- Receipt of research grants, contracts, or external funding
- Recognition of impact on public policy and the solution of social problems
- Receipt of investment funding related to innovations
- Starting and growing a business or organization or assisting in making an existing business or organization more creative and innovative

(e) Self-Reflection and Appraisal

- Self-appraisal of one's professional 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 local community, 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 involvement and leadership in professional organizations, interdisciplinary activities, community service, and community-engaged outreach. Professional, interdisciplinary, and community-related 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.

1. Scope of Service

Service embraces activities that enable the University to carry out its mission, contribute to the function and effectiveness of the faculty member's profession and discipline, and reach out to external communities and constituencies, such as government agencies, business, 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) Institutional Service

- Providing leadership in or making significant contributions to department, unit, or University committees or other appointed or elected groups
- Developing and revising major policies
- Participating in campus governance

- Mentoring other faculty or staff
- Representing the University for its advancement
- Recruiting students
- Assisting in the development of international programs and exchanges
- Advising student groups

(b) Disciplinary and Interdisciplinary Service

- Holding a leadership position in organizations
- Election or appointment to a professional board, task force, or committee
- Organizing and managing conferences
- Serving on accreditation bodies
- Reviewing grant applications
- Serving as editor or on the editorial board of a professional journal
- Reviewing articles, 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 competitions in the arts, sciences, and humanities
- Reviewing and testing discipline-specific software and other electronic applications

(c) Community Service

- Informing general audiences through seminars, conferences, and lectures
- Interpreting technical information for a variety of 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
- Diagnosing and treating clients and patients
- Assisting organizations in being more creative and innovative through entrepreneurship

(d) Community Engagement

- Consulting and providing technical assistance and/or services to public and private organizations
- Writing position papers for the general public
- Collaborating with schools, businesses, advocacy groups, community groups, and civic agencies to develop policies
- Providing leadership in or making significant contributions to economic and community development activities

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 or the community
- Changes in professional practice, institutional processes, or public policy
- Grant proposals, contracts, and awards
- License and technical assistance agreements
- Business creation, growth, or assistance activities
- Recognition of the activity
- Acknowledgement from audience or client

(c) Judgments about Service

- Evaluations and letters recognizing 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
- Replication of activity or outcomes in other settings
- Documentation of changes in practice
- Receipt of grants, contracts, or external funding related to service

(e) Self-Reflection and Appraisals

- 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 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 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
- License and technical assistance agreements finalized
- Documented business assistance or licenses
- Log of activities (recruiting, programs presented, etc.)
- Visibility of the activity

(c) Judgments 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 of economic impact to the community
- Degree to which the activity brings positive visibility to the University

(e) Self-Reflection and Appraisal

- 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, 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, b)
- 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