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 Faculty Senate, November 4, 2009)
(Approved by the General Faculty, November 18, 2009)
(Amended by the Faculty Senate, April 7, 2010; Approved by the General Faculty, April 28, 2010)[1]

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.

I.A. Role 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.

I.B. Relationship of the *Evaluation Guidelines* to University and Unit Documents

The *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. The *Evaluation Guidelines* provide a context in which each unit can develop specific evaluation plans appropriate to its mission. 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.

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

I.C.1. 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. This fourth category applies to individual faculty members and should be based on mutual agreement and understanding of the

---

[1]Non-substantive amendments made by the Provost, March 11, 2019.

expectations and responsibilities among the individual faculty member, his or her department head, and dean.

I.C.2.   Have a standing committee on promotions and tenure, which will serve to evaluate individual candidates and ensure at least two levels of faculty review with one being the unit's Committee on Promotions and Tenure.

I.C.3.   Ensure that its evaluation guidelines conform to the provisions of the *Promotion, Tenure, Academic Freedom, and Due Process Regulations* and the other documents listed in the Appendix to the *Promotion, Tenure, Academic Freedom, and Due Process Regulations*.

I.C.4.   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.

I.C.5.   Use the University-wide activities and documentations itemized under the common categories, below, as examples within a range of possibilities to be adapted to the unique mission of each unit.

I.C.6.   Provide membership on the Faculty Senate Promotions and Tenure Guidelines Committee by assigning the chair of the unit promotion and tenure committee to serve as a member of this committee.

I.C.7.   Develop promotions and tenure criteria of that will:

I.C.7.(a) assert the primary importance of teaching and learning as required in *The Code* of the University of North Carolina and the *UNC Policy Manual*, Section 400.3.1.1[G]

I.C.7.(b) comprehensively address the levels of achievement desired for promotion and/or tenure to each rank. The promotion and/or tenure of each faculty member should be viewed in the context of continuous growth and productivity.

I.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 clear and specific (see section 2.D.i. of the *Promotion, Tenure, Academic Freedom, and Due Process Regulations*) 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.

II.A.   **Teaching**

The most fundamental 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 both inside and outside the classroom, particularly critical thinking, higher-order reasoning, and problem-solving skills, and encourages a wide array of student learning opportunities including community engaged teaching, international experiences, and other diverse modalities and settings. Faculty members eligible for promotion and tenure should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching (*UNC Policy Manual*, 400.3.1.1[G]).

II.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:

II.A.1.(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

II.A.1.(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

II.A.1.(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

II.A.1.(d) **Sustaining Teaching Effectiveness**

- Conducting assessments to evaluate teaching and learning

- Participating in professional development activities

- Maintaining state or national certification or licensure

II.A.1.(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

II.A.2. **Documentation of Teaching Effectiveness**

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

II.A.2.(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

II.A.2.(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

II.A.2.(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

II.A.2.(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

II.A.2.(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

II.A.3. **Unit-Specific Criteria of Teaching Effectiveness**

As specified in section I.B. 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:

II.A.3.(a) Assert the primacy of teaching as required by the *UNC Policy Manual*, section 400.3.1.1[G].

II.A.3.(b) Establish evaluation procedures which guarantee the assessment of teaching activities, outcomes, and measures of success

II.A.3.(c) Reward meritorious teaching as defined by the unit

II.A.3.(d) Recommend against promotion or tenure on the basis of unacceptable teaching as defined by the unit

II.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 teaching, apply innovation and entrepreneurship, and promote the application of knowledge for the benefit of society. Research and creative activities include all forms of discovery and integration of knowledge such as the solution of practical problems; critical analyses; the organization, creation, analysis and dissemination of knowledge resources; the creation and performance or exhibition of works of art; and their public dissemination. 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.

Research and Creative Activities may be conducted by a variety of methods, across a variety of contexts, and in pursuit of a variety of purposes. Such activities can enhance or revise disciplinary knowledge; have an impact on various populations or organizations; or offer new theoretical insights. Because of the breadth of research and creative activities, candidate's paths will vary according to the candidate's line of inquiry. 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 appointment or the last promotion. Documentation of the significance and quality of research and creative expression must include formal external peer review.

II.B.1. **Scope of Research and Creative Activity**

Research and creative activities include all forms of discovery and integration of knowledge; 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:

II.B.1.(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

II.B.1.(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

II.B.1.(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)

II.B.1.(d)   **Editing**

- Editing books

- Editing journals or other learned publications

II.B.1.(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

II.B.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:

II.B.2.(a)   **Descriptions of Research and Creative Activity**

- Summary of responsibilities and activities

- Analyses of research and creative problems addressed

II.B.2.(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

II.B.2.(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

II.B.2.(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

II.B.2.(e) Self-Reflection and Appraisal

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

II.C. Service

Service embraces activities that sustain the University and enable it to carry out its mission, contributes to the function and effectiveness of the faculty member's profession and discipline, and reaches out to external communities and constituencies, such as government agencies, business, private for-profit and not-for-profit organizations, and arts communities, where academic knowledge intersects with practical affairs and problem solving. 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.

II.C.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:

II.C.1.(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

II.C.1.(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

II.C.1.(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

II.C.1.(d) **Community Engaged Service**

- 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

II.C.2. Documentation of Service Activity

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

II.C.2.(a) **Descriptions of Service Activities**

- Summary of responsibilities and activities

- Analyses of work accomplished

II.C.2.(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 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

II.C.2.(c) **Judgments about Service**

- Evaluations and letters recognizing service

- Evaluations from sponsoring organizations

- Evaluations from faculty colleagues and other peers

II.C.2.(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

II.C.2.(e) **Self-Reflection and Appraisals**

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

II.D. **Directed Professional Activity**

While all faculty members are expected to perform and be evaluated in the categories of teaching, research and creative activity, and service, their responsibilities also may include professional activities that merit separate classification as directed professional activity. Directed professional activity embraces university activities whose contribution is sufficiently distinctive that their significance is diminished when embedded in any of the three categories of teaching, research and creative activity, and service. 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.

II.D.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:

II.D.1.(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

II.D.1.(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

II.D.1.(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

II.D.1.(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

II.D.2. **Documentation of Directed Professional Activity**

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

II.D.2.(a) **Descriptions of Directed Professional Activity**

- Written description of the scope of the project and participation

- Analyses of the work accomplished

II.D.2.(b) **Documented Outcomes**

- Number of people served and/or number who benefited

- 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

II.D.2.(c) **Judgments of Directed Professional Activity**

- Evaluations by peers, participants, administrators, and other constituents

- New programs and initiatives resulting from the activity

II.D.2.(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

II.D.2.(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 and evaluation of these materials at various levels by promotions and tenure committees and administrators. Evaluation of faculty work should stress two components: (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. The Promotion and Tenure Form, maintained by the University Promotion and Tenure Committee, is used to prepare this documentation.