



**General Faculty Meeting**

**Wednesday, Nov. 18, 2009**

**Location: Curry Auditorium, Rm 225, Curry Bldg**

**3:30 – 5:00 PM**

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<u>Target Time</u>	<u>Item</u>	<u>Action</u>	<u>Enclosure*</u>
3:30	Call to order and opening remarks <i>Chancellor Linda Brady</i>		
3:40	Business Session <ul style="list-style-type: none"><li>• Review of Agenda</li><li>• Approval of September 16, 2009 Minutes <i>Laurie Kennedy-Malone, Chair</i></li></ul>	No Yes	A
3:50	Senate Bylaws Committee <i>Ben Ramsey</i> <ul style="list-style-type: none"><li>• Resolution to Enhance the Procedure for Filling Vacancies on Appointed Boards and Committees</li></ul>	Yes	B
4:00	Faculty Promotion and Tenure Guidelines Committee <i>Colleen Fairbanks, Chair</i> <ul style="list-style-type: none"><li>• Resolution to Revise Promotion and Tenure Guidelines Documents in Response to UNC Tomorrow<ol style="list-style-type: none"><li>1. University Promotions and Tenure Guidelines</li><li>2. University-Wide Evaluation Guidelines for Promotions and Tenure</li></ol></li></ul>	Yes	C
4:50	Remarks <i>Laurie Kennedy-Malone, Chair</i>		
5:00	Adjournment <i>Laurie Kennedy-Malone, Chair</i>	Yes	

\*View enclosures under the "Agenda" link for the General Faculty on the Faculty Senate webpage:  
<http://facsen.uncg.edu/Content/GenFacAgenda.pdf>

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***NEXT MEETING:***

***GENERAL FACULTY MEETING***

***Wednesday, April 28, 2010***

***3:00 p.m., Virginia Dare Room of the Alumni House***

**DRAFT: Minutes of the General Faculty Meeting and Faculty Convocation**  
*September 16, 2009*  
**3:30-5:00 pm, Virginia Dare Room, Alumni House**  
**Laurie Kennedy-Malone, Chair**  
*Pending Approval at the November 18, 2009 Meeting*

Agenda Item & Presenter	Discussion/Motion	Outcome
Welcome and Opening Remarks: <i>Chancellor Linda P. Brady</i>	<p>Chancellor Brady called the meeting to order at 3:45 pm and welcomed everyone to the Fall Semester Faculty Convocation and General Faculty meeting. She noted the new format for holding the Convocation in conjunction with the General Faculty meeting. She then thanked all who attended services for Chancellor Sullivan.</p> <p>Chancellor Brady then spoke to the following issues:</p> <ul style="list-style-type: none"> <li>• A New Strategic Housing Plan was approved by the Board of Trustees in August. The goal of the plan is to restore UNCG's residential character as well as to double the residence capacity by 2020 and reinvigorate the learning communities. Anticipated results are improved retention and graduation rates and a positive effect on the intellectual climate on campus.</li> <li>• There have been reports in the news media alleging "administrative bloat" or "overload" on UNC system campuses. Some of these reports have suggested that UNCG had more senior administrators than comparable campuses. The Chancellor clarified that most of the apparent growth in administrators at UNCG from 2005 to 2008 was actually due to title changes rather than hiring of additional personnel. However, UNCG has submitted a final plan for a budget cut to General Administration that involves elimination of 65 administrative positions. UNCG is also reviewing the Bane and Company report done for UNC-CH to identify options to increase efficiency that might be relevant for UNCG. Enrollment growth has placed a burden on all of us, and the Chancellor acknowledged that our faculty and staff are working very hard.</li> </ul>	
General Faculty Meeting Call to Order and Approval of Minutes: <i>Laurie Kennedy-Malone, Chair</i>	<p>Chair Kennedy-Malone called the General Faculty meeting to order and called for a review of the agenda. She asked if there were any additions to the agenda. Hearing none, the agenda stood as presented. She then called for a review of the minutes from the April 29, 2009 General Faculty meeting, which had been distributed in the Agenda packet, and asked if there were any changes. Hearing none, she called for a motion to accept the minutes:</p> <p>C.P. Gause moved to accept the minutes; Beth Barba provided the second to the motion. The chair called for a vote to accept the minutes.</p> <p>The minutes were unanimously approved as written. (<i>Access Sept 16, 2009 General Faculty Minutes c/o: <a href="http://facsen.uncg.edu/Content/GenFacMinutes.pdf">http://facsen.uncg.edu/Content/GenFacMinutes.pdf</a></i>)</p>	<b>Minutes Unanimously Approved</b>
Convocation Address to the Faculty: <i>Provost David Perrin</i>	<p>Laurie Kennedy-Malone, introduced Provost Perrin to conduct the Faculty Convocation portion of the meeting. He began by stating that the new format of the Faculty Convocation, i.e., combined with the General Faculty meeting, would allow more interaction with faculty. He encouraged faculty to ask questions during the course of his presentation.</p> <p>Provost Perrin presented a slide show that covered the following points; he responded to questions as they arose: (<i>The slide show can be accessed on the Provost's website at <a href="http://provost.uncg.edu/Message.asp">http://provost.uncg.edu/Message.asp</a>. Click on <a href="#">Faculty Convocation and General Faculty Meeting Remarks 2009</a> (PDF).</i>)</p> <ul style="list-style-type: none"> <li>• <b>Enrollment Growth:</b> We had an overall growth in enrollment from last year by 5.9%</li> </ul>	

	<p>for regular undergrad and graduate students, although enrollment in master's programs has remained largely flat over the past several years and we may need to consider curtailment or elimination of some programs. Total Distance Learning was up by 10.1%. Total enrollment is 18,427, not including <i>ischool</i>. Enrollment growth is critical to bringing new resources to the University.</p> <ul style="list-style-type: none"> <li>• <b><u>Student/Faculty Demographics.</u></b> Among students, average SAT scores have decreased slightly – in line with the national trend; average high school GPA's have remained about the same; and the Predictive GPA's have fallen slightly. By gender, 69% of our students are female; 31% are male. Our out-of-state population has dropped about 1.5% to 7.2% with coming largely from VA, NJ, MD, NY, and OH. A third of our new students are minorities, with the percentages varying among African-American, Hispanic/Latino, Asian, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and multiple racial identities. In terms of faculty, the number of new full-time faculty is down from previous years mostly due to hiring freezes and budget decisions made last spring. Despite decreases in overall numbers of faculty, we have had growth in the number of tenured and tenure-track minority faculty over the past 10 years, with significant growth happening over the past 5 years.</li> <li>• <b><u>Inclusive Community Initiative.</u></b> This was a successful initiative undertaken last year that, through a campus climate assessment and a well-formulated plan, made sound recommendations for future actions so that UNCG can become more inclusive. Out of this initiative, the Office of Equity and Inclusion was created as well as an on-going Advisory Committee to the Chancellor for Equity, Diversity, and Inclusion. The Provost congratulated the work of co-chairs Susan Dennison and CP Gause.</li> <li>• <b><u>Academic Program Planning.</u></b> There are several requests to plan or establish new programs, including doctoral programs that have gotten stalled in the process of review by General Administration. A restart to the review process has been agreed upon and will be the topic of discussion at the next Chief Academic Officers meeting. A list of priorities for doctoral programs has been identified; it is expected that each campus that has programs under review will be asked to pick their top two or three to be moved on. <ul style="list-style-type: none"> <li>○ Question: What is being done about getting more faculty for community colleges as it relates to the doctoral programs that are needed?</li> <li>○ Answer: There is a real need; steps are being taken in the School of Education to enhance a program that prepares administrators for community colleges.</li> </ul> </li> <li>• <b><u>Research Update.</u></b> Transition has been made from the Office of Research and Public/Private Sector Partnerships to the Office of Research and Economic Development. Terri Shelton is serving as interim Vice Chancellor while the search is underway for a permanent Vice Chancellor. In response to the concern that UNCG did not have the presence it needed to have in Washington DC, a search was conducted leading to the hire of Mike Tarrant as Special Assistant for Federal Relations. He will be meeting with the academic units in order to be prepared to convey our priorities at the federal level. Finally, the Provost also noted that our facilities and administrative (F&amp;A) funding is stable, allowing for continued support for research and creative activity. Of particular note, the Provost announced that nominations will be accepted for the Research Excellence Awards. Faculty responded strongly to the American Recovery and Reinvestment Act – a very competitive process -- by submitting 58 proposals. Four awards have been received to date and three are pending for a total of \$1.5M. Two proposals currently under review that have potential for significant impact across campus were singled out for recognition:</li> </ul>	
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	<p>(1) Renovation of the Mehl Building on North Campus -- \$7.2M; (2) Renovation and Improvement of the Molecular Life Sciences Core Laboratory -- \$1.5M. Decisions are expected early next year.</p> <ul style="list-style-type: none"> <li>• <b><u>Strategic Planning Process for 2009-2010.</u></b> This summer the goals to be moved on first were selected. We will be moving forward with 12 of the 29 goals this academic year. Implementation teams are being formed for each of the 12 goals. Deans and units are also developing unit plans to advance the 12 goals in addition to adding priorities for the individual units. The initial goals have been pulled from each of the five strategic planning areas, with Access to Education and Student Success being the largest priority. The Provost spoke specifically of programs/steps to be implemented to address the goals under Student Access and Success as well as goals under Health and Wellness.</li> <li>• <b><u>Planning and Assessment Update</u></b> We have reorganized the offices of Undergraduate Studies and Planning and Assessment: Steve Roberson has been named Dean of Undergraduate Studies; Rebecca Adams has been named Associate Provost for Planning and Assessment. There is an urgent need for us to move on establishing a process for ensuring Institutional Effectiveness, i.e., goals with measurable outcomes, measure progress toward goals, review findings, develop an action plan for improvement, implement the action plan and document everything that we do. This is critical as we face our next SACS Review. We have taken an aggressive approach in focusing on two types of assessments: administrative assessment and student learning assessment.</li> <li>• <b><u>Integrated Marketing and Strategic Communications Plan.</u></b> The Chancellor has appointed an Integrated Marketing and Strategic Communications Planning Committee with broad representation across faculty, staff, students, alumni, etc. It is important for us to tell our story, to get the word out and to do so from the vantage point of collective planning rather than central control; to establish UNCG uniquely within the UNC system.</li> </ul>	
<p>Remarks: <i>Laurie Kennedy-Malone, Chair</i></p>	<p>Chair Kennedy-Malone announced that, since time would not allow her to fully address her planned remarks, she would post a PowerPoint presentation outlining her remarks and the agenda for the coming academic year on the Faculty Senate Website. The link to that PowerPoint is as follows: <a href="http://facsen.uncg.edu/AgendaItems.asp">http://facsen.uncg.edu/AgendaItems.asp</a>. Click on <a href="#">Presentation by Laurie Kennedy-Malone, September 16, 2009</a></p>	
<p>Adjournment: <i>Laurie Kennedy-Malone, Chair</i></p>	<p>The Chair called for a motion to adjourn the meeting at 4:55 p.m. C.P Gause so moved and Sue Dennison provided the second. The Chair called for a vote. The motion to adjourn carried unanimously.</p>	<p><b>Motion to adjourn carried unanimously</b></p>

*Respectfully submitted,*

*Anita Tesh  
Secretary to the General Faculty  
2009-2010*

**University of North Carolina at Greensboro  
Office of the Faculty Senate**

Resolution #GF111809-\_\_\_\_  
(Approved as Resolution #FS100709-1 at the October 7, 2009 Faculty Senate Meeting)

**To Enhance the Procedure for Filling Vacancies on Appointed Boards and Committees**

*Presented by the Senate Bylaws Committee*

**WHEREAS**, the Committee on Committees is to recommend replacement members to fill vacancies on appointed boards and committees, and

**WHEREAS**, recommendations to fill vacancies on appointed boards and committees come from the Deans to the Committee on Committees, and

**WHEREAS**, vacancies on appointed boards and committees should be filled in a way that satisfies the needs of the committees where the vacancies exist, and

**WHEREAS**, the Faculty Senate gave its approval on October 7, 2009, therefore

**BE IT RESOLVED**, That Bylaw #12 referencing Article IV, Section 2 (9) of the *Constitution of the Faculty* be changed in the following manner (additional text is in bold):

Bylaw 12: Article IV, Section 2 (9)

The Committee on Committees shall, **in consultation with the board and committee chairs**, recommend replacement members to fill vacancies on **their respective** appointed boards and committees.

Faculty Senate Action and Date: Approved, Oct 7, 2009	General Faculty Action and Date: To be presented on November 18, 2009
Chancellor Action and Date: 1 <sup>st</sup> Approval – 10/21/09 2 <sup>nd</sup> Approval -- Pending	Board of Trustees Action and Date: N/A
Other Approvals: N/A	Effective Date and Implementation of Resolution <sup>1</sup>

<sup>1</sup> **Effective Date** – This policy/procedure shall go into effect following the Chancellor’s 2<sup>nd</sup> approval. **Implementation** – The Faculty Senate Office, in collaboration with the Office of the Provost, shall be responsible for updating the published Bylaws.

**University of North Carolina at Greensboro  
Office of the Faculty Senate**

Resolution #GF111809-\_\_\_\_  
(Approved as Resolution FS110409-1 at the November 4, 2009 Faculty Senate Meeting)

**To Revise Promotion and Tenure Guidelines Documents  
in Response to UNC Tomorrow**

*Presented by the Promotion and Tenure Guidelines Committee  
Colleen Fairbanks, Chair*

**WHEREAS** the UNC Tomorrow Initiative requires that UNCG align its promotion and tenure policy documents with the tenets of community-engaged scholarship, and

**WHEREAS** many UNCG faculty identify themselves as community-engaged scholars, and

**WHEREAS** the “University Promotions and Tenure Guidelines” and the “University-wide Evaluation Guidelines for Promotions and Tenure” do not currently reflect activities that characterize community-engaged scholarship, and

**WHEREAS**, the Faculty Senate gave its approval on November 4, 2009, therefore

**BE IT RESOLVED**, That the revisions to the *University Promotions and Tenure Guidelines* and the *University-wide Evaluation Guidelines for Promotions and Tenure* offered in the attached documents be adopted immediately following required approvals.

Faculty Senate Action and Date: Approved, Nov 4, 2009	General Faculty Action and Date: To be presented at the November 18, 2009 Meeting
Chancellor Action and Date: 1 <sup>st</sup> Approval following Faculty Senate Meeting: Nov 5, 2009 2 <sup>nd</sup> Approval following General Faculty Meeting	Board of Trustees Action and Date: N/A
Other Approvals: N/A	Effective Date and Implementation of Resolution <sup>1</sup>

<sup>1</sup> **Effective Date** – Effective with Chancellor’s 2<sup>nd</sup> Approval following approval by the General Faculty at its November 18, 2009 meeting.  
**Implementation** – The Faculty Senate Office, in collaboration with the Provost’s Office, is responsible for providing notification to the Deans and updating online publications.

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UNIVERSITY PROMOTIONS AND TENURE GUIDELINES  
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

(Approved by the General Faculty, April 23, 1997)  
(Amended by the General Faculty, March 8, 2000)  
**(Upon approval)<sup>1</sup>**

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## I. Preamble

The University of North Carolina at Greensboro recognizes and appreciates the diversity of faculty roles and responsibilities within the University. This pluralism adds to the richness of being a major university. Indeed, our richness can be defined in part by the many kinds of activities faculty members engage in across the University. The University must be responsive to the variety of these contributions in the evaluation of faculty for promotions and tenure. It therefore endorses diversity in the evaluation models by which faculty are assessed rather than compelling a diverse faculty to conform to a single performance model.

It is reasonable and appropriate for individual faculty to be evaluated by those most familiar with their performance and according to the criteria that are most relevant to their discipline. It is within the department<sup>2</sup> that the criteria for assessing faculty performance are best understood. Therefore, the primary responsibility and authority for making promotion and tenure decisions will reside at the department level. Because, however, the mission of the department cannot be understood apart from the mission of the unit (college, schools, and **University LibraryLibraries**), a thorough and definitive assessment also should be conducted within the unit.

## II. Structure, Process, and Criteria for Promotions and Tenure

### A. Structure

1. Each unit will have a standing committee on promotions and tenure, which will serve to evaluate individual candidates.
2. Each unit will ensure at least two levels of faculty review with one being the unit's Committee on Promotions and Tenure.<sup>3</sup>
3. The University Committee on Promotions and Tenure will provide counsel to the Chancellor in accordance with "The Constitution of the Faculty" (Article III, Section 12).
4. The chairpersons of the eight unit Committees on Promotions and Tenure will constitute a Faculty Senate committee whose charge is to review the units' documents and to exchange

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<sup>1</sup> **Approved by the Faculty Senate its November 4, 2009 meeting.**

<sup>2</sup> With regard to promotions and tenure, ~~the School of Music and Jackson Library~~ **the University Libraries** functions as a departments, and ~~the Deans of Music and the Director/Dean of Jackson Library~~ **the University Libraries** functions as a department heads.

<sup>3</sup> Except as specified in II.B.3.a.

information about the general guidelines and expectations, which the units have developed for the evaluation of teaching, research and creative activity, service, and directed professional activity for promotions and tenure.

## B. Process

1. The review procedures to be followed by each unit will conform to *The Code of The University of North Carolina* and to the following documents in the *Handbook for Faculty*: “The Promotions and Tenure Guidelines” and the “~~Regulations on Promotion, Tenure, Academic Freedom, Tenure and Due Process~~ **Regulations.**”
2. Deans ~~or Directors~~ will forward recommendations regarding candidates to the Provost according to existing procedures [Section III.H. (4) of the “~~Regulations on Academic Freedom~~ **Promotion, Tenure, Academic Freedom, and Due Process Regulations**”].
3. Except as noted below (II.B.3.a, b), nominations for promotions and/or tenure will be reviewed in the following order: department (department faculty<sup>4</sup>, department head), unit (unit Committee on Promotions and Tenure, dean), University (University Committee on Promotions and Tenure, Provost, Chancellor). The number of faculty votes for and against a nomination will be recorded and forwarded with the recommendation of the administrator to the next level of review.

### Exceptions:

- a. The nomination of a candidate receiving a majority of negative votes of the department faculty<sup>5</sup> and a negative recommendation from the department head will not be reviewed further.
  - b. A nomination receiving positive recommendations at each level (e.g., a majority of positive votes or a tied vote) by the department faculty<sup>6</sup> and the unit’s Committee on Promotions and Tenure and positive recommendations from the department head and dean will not normally be reviewed by the University Committee on Promotions and Tenure. However, the Chancellor may request a formal review by the University Committee on Promotions and Tenure of any particular case.
4. The Deans ~~of the College, Schools, and University Libraries~~ ~~of the College, the Dean of each of the schools, and the Director of the Library~~ shall make the text of his or her recommendations to the Provost on the candidates for promotions and/or tenure available in a secure location for the perusal of the members of the committee on promotions and tenure of the unit in question. The dean ~~or director~~ shall inform the members of the committee on promotions and tenure of his or her unit that the text of these recommendations, including the supporting reasons, is available for them to peruse at the designated secure location.
  5. The Provost will submit his or her recommendations to the Chancellor.

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<sup>4</sup> Department faculty as indicated in Section 3.G. (1)(b) of the “~~Regulations on Academic Freedom, Tenure, and Due Process~~ **Promotion, Tenure, Academic Freedom, and Due Process Regulations.**”

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

### C. Criteria

1. The unit criteria will be composed of three common categories of faculty contributions: teaching, research and creative activity, and service. A unit may also use a fourth category of evaluation, directed professional activity, as specified in Section II.C.3.d. This fourth category would apply to individual faculty members and would be based on mutual agreement and understanding of the expectations and responsibilities among the individual faculty member, the department head, and dean.
2. The promotions and tenure criteria of each unit will assert the primary importance of teaching and learning in accordance with "The Mission of The University of North Carolina at Greensboro" **and as required in the UNC System Code, 400.3.1.1[A]**.
3. The promotions and tenure criteria of each unit will specify the various kinds of activities appropriate to the unit's mission.

a. ~~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. The concept of teaching should encompass both traditional classroom instruction and more diverse methods and settings. Activities may include, but are not limited to, the development of pedagogical materials, instructional materials, and instructional technology; supervision of practica and internships; advising; directing student research; curriculum design; participation in workshops related to teaching; interdisciplinary teaching; team teaching; mentoring; and dissertation/thesis supervision.~~

a. 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.

b. Research and creative activities include all forms of discovery and integration of knowledge; the solution of practical problems; critical analysis; the organization, creation, analysis and dissemination of knowledge resources; ~~management of knowledge resources~~; the creation and performance or exhibition of works of art; and their public dissemination.

c. 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 the arts community, where academic knowledge intersects with practical affairs and problem solving.

a. ~~Research and creative activities include all forms of discovery and integration of knowledge, the solution of practical problems, critical analysis, the management of knowledge resources, the creation and performance or exhibition of works of art, and their public dissemination. Research and Creative Activity should acknowledge the various forms of scholarship appropriate to the mission of the unit. These activities may include, but are not limited to, basic and applied research, instructional development, and creative productions. With respect to Jackson Library, the management of knowledge resources should be recognized. Service activities should include various levels, beginning with those within the University and extending to external communities. Evaluation of service should~~

~~include citizenship with the University, professional service, and leadership. Various kinds of acknowledged activities in this category may include, but are not limited to, clinical work, student development, community education, consulting, editorial work, committee involvement, conference organization, curatorial activities, peer reviewing, and participation in academic conferences and professional organizations.~~

~~e.d. **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. Directed Professional Activity, if used by the unit, should include activities sufficiently distinctive that their significance is diminished if embedded within the traditional three-category model of faculty performance. Examples may include, but are not limited to, involvement in special programs, centers, institutes, interdisciplinary programs, recruitment and retention activities, extramural funding, and development and maintenance of programs.**~~

Faculty members being evaluated in the Directed Professional Activity category would be expected to meet appropriate levels of performance in teaching, research and creative activity, and service for consideration for promotions and tenure. In no case would individual faculty members be considered for promotion and tenure solely on the basis of performance in directed professional activity. These faculty members will be expected to perform in teaching, research and creative activity, and service commensurate with their assigned responsibilities in these areas.

**4. The University recognizes that 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.**

4.5. The promotions and tenure criteria of each unit will comprehensively address the levels of achievement desired for promotion and tenure to each rank (tenure only in the case of ~~Jackson Library~~ **the University Libraries**). The promotion and tenure of each faculty member will be viewed in the context of continuous growth and productivity.

5.6. The units (~~C~~college, ~~S~~schools and ~~Library~~**University Libraries**) will develop clear expectations regarding criteria for promotion and/or tenure and provide periodic feedback to the faculty member regarding progress toward promotion and/or tenure.

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**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)  
**(Pending approval)<sup>1</sup>**

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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. **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.**

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<sup>1</sup> Approved by the Faculty Senate at its November 4, 2009 meeting.

## 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 Promotion, Tenure~~, Academic Freedom, ~~Tenure~~, 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/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 **teaching** 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 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 is broadly defined as activities related to instruction and learning that occur both inside and outside the classroom. 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 computer-assisted instruction~~
- Developing off-campus teaching activities such as ~~correspondence courses,~~ study-abroad courses, and distance education courses
- Developing ~~computerweb-~~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 Developing Teachers and Teaching Effectiveness~~**

- ~~Evaluating the teaching of colleagues~~
- Conducting ~~instructional and classroom research~~ **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
- ~~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 **external standardized tests**, 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~~ **Nominations by students 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
- **Journals and logs**
- Self-appraisals of one's ~~career~~ **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
- **Deny-Recommend against** promotions **and-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, **conceive innovation, apply entrepreneurship,** and promote the application of knowledge for the benefit of society. All faculty members are expected to engage in significant research or creative scholarly activities as appropriate to their fields or disciplines, their continuing professional growth, and the mission of the University.

The evaluation of research and creative activities shall consider contributions to the field or discipline, including interdisciplinary, multidisciplinary, and collaborative work, the quality of the work, and its significance or impact. The evaluation also should include the continuity, range, focus, and aggregation of productive work as appropriate to the field or discipline, with particular emphasis on accomplishments since the last appointment or promotion. Documentation of the significance 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; ~~the solution of practical problems;~~ innovations that address social, economic, or environmental challenges; critical analyses; the organization, creation, analysis and dissemination of knowledge resources; ~~the management 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 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 Research and Its ~~Writing and Presentation~~ Disseminations**

- 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, and 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-Based Research and Creative Activities**

- **Writing papers for refereed journals and conference proceedings**
- **Creating exhibits in educational and cultural institutions**
- **Disseminating to facilitating community-based 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**

~~Conducting public policy analyses for local, state, national, and international, governmental or nongovernmental, agencies~~

~~Conducting program, policy, and personnel evaluation research for other institutions and agencies~~

~~Providing scholarly assistance and consultation to public and private entities; Consulting professional assistance to public and private organizations~~

- **Developing scholarly innovative solutions to social or community issues that address social, economic, or environmental challenges (e.g., inventions, patents, products, services, technology transfers, clinical procedures and practices)**

**(de) Editing**

- Editing books

- Editing journals or other learned publications

**(ed) Grants, ~~and~~ Contracts, and Related Activities**

- Developing and submitting **research** grant proposals (e. g. **individual, interdisciplinary, or community**)
- **Obtaining funding and managing grants**
- ~~and Managing grants~~
- ~~Selecting and supervising staff~~
- Directing research teams
- **Engaging in entrepreneurship and related activities**

**2.(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**

(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, **experts from the community partners,** and **other independent experts 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, ~~of replication, or continuation of published~~ **scholarly and creative work**
- **Published translations of works into other languages**
- **Published or broadcast Citations, interviews by the media, or public testimonials**
- **Media exposure of research and creative activity**
- **Receipt of major 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**

- **Journals and logs**
- Self-appraisal of one's **career-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, and community leadership and service, and community-engaged outreach**. Professional, **interdisciplinary**, and community-related 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 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) ~~Service to the Institutional Service~~

- 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-or~~ staff
- Representing the University for its advancement
- Recruiting students
- Assisting in the development of international programs and exchanges

- ~~Mentoring-Advising~~ student groups

(b) ~~Service to the Discipline~~ **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
- ~~Jurying for granting agencies~~ **Reviewing grant applications**
- Serving **as editor or** on ~~an~~ **the** editorial board of a professional journal
- Reviewing articles, ~~and~~ **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) ~~Service to External Communities~~ **Community Service**

- ~~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
- ~~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
- **Assisting organizations in being more creative and innovative through entrepreneurship**
- ~~Organizing and managing conferences~~
- ~~Supervising staff~~

**(d) Community Engagement**

- **Consulting and providing technical assistance and/or ~~contracted~~ 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**
- ~~Published articles, technical reports, or monographs~~
- 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 ~~from receivers of~~**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**

- ~~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
- **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/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, 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