

Department of Technology Promotion and Tenure Criteria

INTRODUCTION

Promotion and tenure are among the most important decisions made by departmental personnel committees and administrators. The Department of Technology's guidelines for promotion and tenure are intended to encourage development of faculty as teachers; as professional contributors to their fields of study; and as providers of service to the department, the university, and beyond.

The Department of Technology's promotion and tenure guidelines reflect the fact that individuals have differing strengths. However, all faculty members are expected to contribute in each of the three major categories of performance: Teaching and Student Development, Scholarly and Creative Endeavors, and Professional Service. In addition, faculty members are expected to engage in shared governance via constructive and meaningful debate and discussion, demonstrate mutual respect for colleagues, be involved in departmental activities that benefit the overall unit, and make positive contributions to the welfare of the Department.

Promotion and Tenure Portfolio

The individual faculty member seeking promotion and/or tenure is responsible for presenting substantive documentation within each category to establish a clear pattern of effectiveness and/or excellence. The supporting artifacts presented for promotion and tenure will vary from one individual to the next, but should to the best extent possible illustrate the individual's performance in relation to the specific indicators listed. The promotion and tenure portfolio must include a summary of the faculty member's major accomplishments that describes the significance of the work submitted in each category. The following outline for the portfolio is suggested:

- ❖ Cover letter that highlights key accomplishments and a rationale for promotion and/or tenure
- ❖ Curriculum vita
- ❖ Summary of accomplishments in response to the Promotion and Tenure Criteria document (in the order of the P&T document guidelines)
- ❖ Reproductions, representations, or evidence of the work performed (clearly labeled) divided into the three performance categories, with reference to the specific Promotion and Tenure indicator.

Materials submitted for any promotion decision, regardless of rank, should (where applicable) only reflect work accumulated since the previous decision, not including reappointment decisions prior to achieving permanent tenure. Faculty seeking promotion and tenure are required to attend at least one departmental Promotion and Tenure Mentoring Workshop; these will be conducted annually.

For purposes of the Department of Technology's promotion and tenure criteria, *effectiveness* is defined as showing a clear and consistent pattern of satisfactory work. Effectiveness is considered the minimum standard of performance and must be demonstrated in all three categories. *Excellence* is defined as showing a level of performance that reflects sustained, significant activities within a performance category that go above the minimum standard.

Expectations for promotion in rank and for permanent tenure are as follows:

Assistant Professor

Promotion to, or appointment at, the rank of Assistant Professor requires evidence of potential to achieve **effectiveness** in each of the three categories of performance, and evidence that the candidate has potential to achieve the level of professional excellence required for promotion and permanent tenure.

Associate Professor and/or Permanent Tenure

Promotion to, or appointment at, the rank of Associate Professor, and/or the granting of Permanent Tenure, requires evidence of **continuing effectiveness** in each of the three dimensions of performance and evidence of **excellence in at least one** category of performance.

Professor

Promotion to, or appointment at, the rank of Professor requires evidence of continued **effectiveness** in the three categories of performance and demonstration of **excellence in at least two** of the categories.

Post-tenure Review

Positive consideration in the post-tenure review process requires evidence of **continuing effectiveness** in each of the three categories of performance and **excellence** at the level appropriate to the individual's academic rank. Consideration will also be given to evidence of assisting and mentoring junior faculty members.

Special Tenure-Track Appointments

Special appointments such as a Research Faculty designation will generally follow the same criteria established here for promotion in rank and tenure. However, the percentage of effort designated for each performance category might vary, with heavier emphasis placed on performance in a particular category. In such cases, expectations for performance will be discussed with the department chairperson and the departmental personnel committee prior to employment, and these expectations will be documented and become part of the faculty member's permanent file.

TEACHING AND STUDENT DEVELOPMENT

The Teaching and Student Development category reflects activities that involve instructional planning, professional development as it relates to teaching, program development, and, most importantly, direct and positive interaction with students both within and outside the classroom.

Performance indicators for the Teaching and Student Development category include, but are not limited to, the following. **Indicators set in bold type are required indicators**; in other words, documentation that demonstrates effectiveness or excellence in this category *must* be provided.

1. **Evidence of course preparation, including development of high quality course materials, use of innovative and effective delivery strategies, and use of a variety of tools for evaluating student progress.**
2. **Documentation of teaching effectiveness using instruments and procedures adopted by the department (i.e., student and peer evaluations from three of the previous five years) and other supportive materials (e.g., letters from students, external reviews, and externally judged quality of student work from the faculty member's classes).**
3. **A record of advising undergraduate and/or graduate students, including number of advisees and, where applicable, a record of graduate committees served on or chaired, supervision of internships or student teachers, mentoring honors projects or theses, individual and independent studies, and active involvement with student organizations.**
4. **Course improvement as evidenced by *evolving* syllabi, learning targets, activities, and assessment procedures; revision of courses to include emerging instructional technologies; and/or use of AsULearn or other computer-based instructional tools.**
5. **A record of active participation as a member of a program development team (e.g., contributing to the development and review of courses, participating in activities that benefit or promote the program, active involvement with a program advisory board, and conducting program evaluation activities).**
6. Engagement in multi-disciplinary courses, activities, or projects that link students and faculty collaboratively across programs (e.g., shared design fundamentals coursework, sustainable design competition, senior capstone projects, or special topics courses).
7. Evidence of organizing and maintaining effective laboratory or studio facilities necessary to support the curriculum and student learning activities.
8. Procurement of external funding to improve instructional delivery or enhance the quality of student learning.
9. Participation in professional development related to teaching, including campus-based workshops, professional workshops or conferences, and/or industry training externships for the purpose of enhancing instructional content.
10. Development of instructional materials, including textbooks, DVDs, online materials, and articles about innovative instructional practices.
11. Evidence of activity leading to program accreditation, including structuring the program to meet accreditation guidelines, assembling necessary documentation, and successfully achieving and maintaining program accreditation.
12. Successful qualification for professional certification or licensure that contributes or is relevant to the instructional content of courses offered in the curriculum, and/or continuance of professional certification or licensure that requires substantial Professional Development Hours.
13. Teaching awards or other recognition of teaching by College, University, or UNC System committees; by professional organizations; or by outside reviewers/organizations that recognize effective teaching practices.
14. Substantial mentorship to students who win grants, awards, or other recognition.

SCHOLARLY/CREATIVE ENDEAVORS

The Scholarly/Creative Endeavors category reflects contributions to the disciplinary body of knowledge, whether through publication of research, exhibition of creative work, or other products of scholarship. Greater weight is given to those endeavors that have received satisfactory external peer reviews.

Performance indicators for the Scholarly/Creative Endeavors category include, but are not limited to, the following. Although the *quality* of scholarly/creative work will be judged more critically than the *quantity*, all members of the faculty must seek to reach a minimum level of productive output in this category. As a guideline, prior to receiving a positive recommendation for permanent tenure, **all candidates are expected to have completed a minimum of nine activities from the indicators listed below, with no fewer than three of those activities from two or more of the indicators shown in bold type.** While repetition of the same work often occurs in practice, repetitive work cannot be used to meet the minimum activity requirement. For products with multiple contributors, the candidate must describe his or her specific contribution. All members of the faculty will be expected to produce an equivalent level of additional work for each successive application for promotion.

1. **Publication of work (including original creative work) that has scholarly significance in books, chapters, technical reports that are disseminated, or articles in both refereed and non-refereed academic or related journals.**
2. **External funding for research, development, or innovative creative projects whose scope or stature positively advances the field. The results or the work itself must be disseminated to an audience of peers.**
3. **Exhibit of creative work, with juried review, including invited exhibits, shows, and retrospectives.**
4. **Patent for, or creative rights to, a product that shows potential for production and distribution.**
5. **Publication of a textbook that shows input from external reviewers and editors.**
6. **Delivery of a peer-reviewed presentation or presentation of a juried creative project at a national or international conference based on a significant body of work that expands upon previous efforts or that represents a new direction of scholarly endeavor.**
7. **Editing a refereed academic journal, yearbook, monograph, or other national publication within a field of specialization related to the mission of the department.**
8. **Curating an exhibit of creative work whose scope includes items of national or international significance.**
9. Attendance at professional development workshops and training institutes relating to scholarly and creative work that leads to increased research, publishing, or creative activity germane to the field of specialization.

10. Publication of non-research-based work, or of work not related to the field of specialization, in books, chapters, technical reports, or articles in both refereed and non-refereed academic or related journals.
11. Evidence of continuing effort to secure external funding for research and development projects that may not yet have been successful in receiving funding.
12. Exhibit of creative work, without juried review, including invited exhibits, shows, and retrospectives.
13. Presentation at state, regional, national, or international meetings of related disciplines and organizations.
14. Activity as a reviewer for a refereed academic journal, grant-funding agency, or publisher of academic texts or reports; or as an external program reviewer, juror of creative work, or reviewer for promotion and tenure decisions at other institutions.
15. Recognition from peers in the field of specialization (e.g., recipient of publication awards, awards for research or creative work, invitations to serve as a keynote speaker at a national or international conference).
16. Funding and management of sponsored design studios.

PROFESSIONAL SERVICE

The Professional Service category reflects activities that provide for the functioning and governance of the department, college, and university. In addition, Professional Service includes contributions to the profession and the community, within the focus of the faculty member's professional expertise.

Performance indicators for the Professional Service category include, but are not limited to, the following. **Indicators set in bold type are *required* indicators**; in other words, documentation that demonstrates effectiveness or excellence in this category *must* be provided. All members of the faculty will be expected to produce an equivalent level of additional work for each successive application for promotion.

- 1. Continued departmental service, including a record of active involvement on a variety of committees, participating constructively in departmental decision making and shared governance, and assisting with department-wide development and publicity efforts.**
- 2. Service on at least one College or University-wide committee, with evidence of substantial individual contributions to the committee(s).**
- 3. Active participation in professional organizations, including election as an officer of a professional organization; taking a leadership role in accomplishing a strategic goal of the organization; or providing some other core service to the organization such as editing a newsletter, serving as a webmaster for a Web site, or participating on a committee.**

- 4. Demonstrated dependability in completion of administrative or other tasks associated with the work of the department, and a demonstrated willingness to participate in tasks that further departmental goals.**
5. Effective leadership as a program coordinator (where applicable), including development of program schedules, budgets, and curricula, and initiation and oversight of initiatives that advance the program area. Contributions made as a program coordinator, where applicable, represent a high-level indicator of service activity.
6. Assistance with University events or initiatives (e.g., the Freshman Summer Reading program, fund raising, ad hoc committee work, serving on search committees for positions external to the department).
7. Outreach activities that link the faculty member's scholarship, field of expertise, or teaching activities with the larger, outside community, such as providing workshops, serving on regional committees, or engaging in public policy development work.
8. Enhancement of the department's reputation by making contributions related to your field of expertise to organizations that help the larger, outside community (e.g., service learning programs).
9. Demonstrated willingness to mentor other faculty (e.g., serving as a designated mentor for new faculty; providing workshops to enhance the teaching or scholarly work of others, including those from other fields of specialization).
10. Service on graduate Program of Study and thesis committees, and other significant involvement as a mentor to graduate education.
11. Active engagement as a consultant or member of an accrediting team involving the application of discipline-related expertise (e.g., authoring reports or presentations).
12. Professional service awards or other recognition of service by College, University, or UNC System committees, professional organizations, or outside reviewers that recognize exemplary service activities.