

Department of Technology Promotion and Tenure Criteria

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. Additionally, candidates for promotion and tenure must have established a willingness to promote a collegial atmosphere within the Department and University.

Collegiality is defined as participating effectively in the shared governance of the Department through engaging in constructive and meaningful debate and discussion, demonstrating mutual respect for colleagues, being involved in departmental activities that benefit the overall unit, and making positive contributions to the welfare of the Department. Collegiality should not be interpreted as congeniality; the term as used here applies to professional relationships in professional settings.

The promotion and tenure materials presented in each category will vary from one individual to the next, but should include a narrative statement that summarizes major contributions and that describes the significance of the work in each category. Wherever possible, actual work should be submitted or, if that is not possible, a method of accessing the work should be described. 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.

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 each of the 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, 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 **continuing effectiveness** in each of the three dimensions of performance. **Excellence in teaching is a requirement in addition to evidence of excellence in one** of the categories of performance.

Post-tenure Review

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

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 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. All members of the faculty will be expected to produce an equivalent level of additional work for each successive application for promotion.

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 effective teaching using instruments and procedures adopted by the department (i.e., student evaluations from three of the previous five years) and other supportive materials (e.g., letters from students, external reviews).**
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, 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 WebCT or other computer-enhanced 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. Evidence of organizing and maintaining effective laboratory or studio facilities necessary to support the curriculum and student learning activities.
7. Procurement of external funding to improve instructional delivery or enhance the quality of student learning.
8. 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.
9. Development of instructional materials, including textbooks, DVDs, online materials, and articles about innovative instructional practices.
10. 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.
11. Professional certification or licensure that contributes or is relevant to the instructional content of courses offered in the curriculum.
12. Teaching awards or other recognition of teaching by College, University, or UNC System committees, professional organizations, or outside reviewers that recognize effective teaching practices.

SCHOLARLY/CREATIVE ENDEAVORS

The Scholarly/Creative Endeavors category reflects activities that involve contributions to the body of knowledge, whether through publication of scholarship, exhibition of creative work, or other products of research. 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 one or more of the indicators shown in bold type.** Products of exceptional quality (e.g., a publication in one of the top journals in the candidate's field or a large, successfully funded grant proposal) *may* count as more than one product from the appropriate category. 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 that has scholarly significance in books, chapters, technical reports, or articles in both refereed and non-refereed academic or related journals.**

2. **External funding for research and development projects.**
3. **Exhibit of creative work, with juried review, including invited exhibits, shows, and retrospectives.**
4. **Patent for a product which shows potential for production and distribution.**
5. **Publication of a textbook which shows input from external reviewers and editors.**
6. **Delivery of a peer-reviewed *paper* or presentation of a juried *visually presented* creative project at a national or international conference.**
7. **Editing a refereed academic journal, yearbook, monograph, or other significant publication within the field of specialization.**
8. 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.
9. 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.
10. Development of proposals for external funding for research and development projects that do not receive funding.
11. Exhibit of creative work, without juried review, including invited exhibits, shows, and retrospectives.
12. Presentation (without paper), with refereed review or as invited speaker, at state, regional, national, or international meetings of related disciplines and organizations.
13. 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 for creative work, or external reviewer for promotion and tenure decisions at other institutions.
14. Recognition from peers in the field of specialization (e.g., recipient of publication awards, awards for research or creative work, or invitations to serve as a keynote speaker).

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 Expertise 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 department decision making and shared governance, and assisting with department-wide recruitment and publicity efforts.**
2. **Service on at least one College or University-wide committees for each promotion in rank, with evidence of substantial individual contributions to the committees.**
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. Other areas or indications of governance-related service functions include editing a newsletter; serving as a webmaster for a Web site; and serving on a planning committee for a regional, national, or international conference.**
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. 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).
6. Outreach activities that link the faculty member's scholarship, field of expertise, or teaching activities with the larger community, such as providing workshops, serving on regional committees, or engaging in public policy development work.
7. Enhancement of the department's reputation by actively serving in, or for, organizations that help the larger community (e.g., service learning programs).
8. 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).
9. Service on graduate committees or significant involvement as a mentor to graduate education.
10. Active role as a consultant or member of an accrediting team involving the application of discipline-related expertise (e.g., authoring reports or presentations).
11. 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.