

**Department of Educational Leadership and Cultural Foundations (ELC)  
Promotion and Tenure Guidelines**  
(revised May 2018)

This document serves as a departmental guide to Reappointment, Promotion and Tenure, and Post-Tenure Review that is in concert with the School of Education and University Guidelines. The respective dossiers should conform to the format and content established by the Provost, the School of Education P&T Guidelines and University P&T Guidelines. Below are links to all of these for your convenience.

All tenured members of the Department, with the exception of the Department Chair, serve as the Department's Reappointment, Promotion, and Tenure Committee (RPT), with the following exception: In cases of promotion to full professor and post-tenure review, only full professors in the Department serve on the committee; in cases of promotion to associate professor and post-tenure review, both associate professors and full professors in the Department serve on the committee. The RPT Committee reviews and considers each candidate's dossier, takes a vote, and makes a recommendation to the Department Chair. The Chair of the RPT Committee (appointed by the Department Chair) puts the committee's recommendation and vote into writing, including any agreed-upon clarifying information. The RPT Committee Chair submits the recommendation to all other RPT Committee members for editing and final approval. Subsequently, the approved recommendation is submitted to the Department Chair. The Department Chair uploads the letter to Canvas in C.I.a. The Department Chair reviews the candidate's file and the recommendation of the RPT Committee and submits a recommendation to the SOE P&T committee and/or Dean via Canvas.

**SOE Guidelines:**

<https://docs.google.com/a/uncg.edu/viewer?a=v&pid=sites&srcid=dW5jZy5lZHV8dW5jZy1zb2UtZmFjdWx0eS1hbmQtc3RhZmYtcmVzb3VyY2VzfGd4OjNmZjMwOTMxMmI0YTc1NmY>

**SOE Clinical Guidelines:**

<https://docs.google.com/a/uncg.edu/viewer?a=v&pid=sites&srcid=dW5jZy5lZHV8dW5jZy1zb2UtZmFjdWx0eS1hbmQtc3RhZmYtcmVzb3VyY2VzfGd4OjFkMTVINTc1ZThkMjEwOWY>

**SOE Post-Tenure Guidelines:**

<https://docs.google.com/a/uncg.edu/viewer?a=v&pid=sites&srcid=dW5jZy5lZHV8dW5jZy1zb2UtZmFjdWx0eS1hbmQtc3RhZmYtcmVzb3VyY2VzfGd4OjY0MjllYjNiMzA4ODA4ODY>

**UNCG Guidelines:** [https://drive.google.com/file/d/0B3\\_J3Uix1B4UZGhreWVPcFI2NWM/view](https://drive.google.com/file/d/0B3_J3Uix1B4UZGhreWVPcFI2NWM/view)

**UNCG Post-Tenure Review Guidelines:**

[https://drive.google.com/file/d/0B3\\_J3Uix1B4UNEhmMy1hTnJ5SjQ/view](https://drive.google.com/file/d/0B3_J3Uix1B4UNEhmMy1hTnJ5SjQ/view)

**Preamble**

The Department of Educational Leadership and Cultural Foundations (ELC) offers graduate programs: Master of School Administration, Specialist in Education in Educational Leadership, Doctor of Education in Educational Leadership, and Doctor of Philosophy in Curriculum and Teaching with a Concentration in Cultural Studies.

The ELC Department is concerned with issues of educational theory, cultural analysis, educational leadership and school organization, educational policy, and curriculum studies. The faculty members share a commitment to the development of a just, caring, and democratic society in which schools serve as centers of critical and creative inquiry and as forces for social transformation that foster social, economic, and educational equity by honoring differences in race, class, gender, ethnicity, and sexual orientation. The ELC faculty members seek to prepare thoughtful and effective leaders in education through programs of study that are interdisciplinary in focus and that emphasize questions of moral concern, the cultural context of education, and a reconstructive vision of equitable schooling. Our purpose is to create educational leaders who work with staff, students, families, and communities to develop a critical understanding of the assumptions and beliefs that shape the practices of schooling. Such leaders can identify and create practices that nurture and develop the knowledge, skills, and dispositions among students necessary to a democratic culture and a just society.

The scholarly work of ELC faculty is interdisciplinary in focus, and they have a strong interest in issues of educational change as related to matters of human and social vision. Writing and research in this Department revolve around fundamental issues of social justice as they pertain to educational theory and practice—its ideology, philosophical assumptions, moral claims, and social analysis. Practical and programmatic concerns are also addressed, as in the case of leadership preparation for future and practicing school administrators.

As it strives to meet its commitments to students, schools, and society, the ELC Department recognizes the responsibility to support its members as they work to enact these commitments. Meeting our responsibilities to one another requires a collaborative, collegial, democratic, and equitable culture and inclusive, communicative, and mutually sustaining support networks. To meet our commitments, the ELC Department is dedicated to a mentoring culture that nurtures the growth of tenure-earning faculty within the unit as well as graduate students within our programs. The statements that follow clarify our expectations and support efforts in the reappointment, promotion, and tenure process. They apply to tenured, tenure-track, and clinical faculty.

In the case that the Department Chair cannot assume her or his responsibilities, the Chair of the ELC Reappointment, Promotion, and Tenure Committee (or a faculty representative) will assume the responsibilities of the Department Chair in the tenure-and-promotion process.

### **Dossier Guidelines for Reappointment, Promotion, and Promotion and Tenure**

#### *Teaching*

Candidates should provide a statement that summarizes the direction, agenda, and conceptual framework that guides their teaching. The statement should indicate the relevance of their teaching to the overall goals and concerns of the department and its contribution to student learning. The statement should also identify the candidate's growth in teaching and future plans for the ongoing improvement of teaching. Teaching entails a candidate's course load and may also include, but not exclusive of independent studies, doctoral dissertation advising and supervisory roles. If the candidate's work is categorized as community engaged, the candidate should document that as appropriate to teaching. In addition, the candidate should, at a minimum, include the following in the appendices to the dossier, with references to critical points in the narrative:

\_\_\_A minimum of three peer review (teaching observations).

\_\_\_Summary tables of student teaching evaluations that cover the two standard items should be included per course each year. Refer to Appendix G in SOE P&T Guidelines.

### *Scholarship and Inquiry*

In addition to a vita listing their scholarly record and accomplishments, candidates should provide a statement that summarizes the direction, agenda, and conceptual framework that guides their scholarship and research. The statement should indicate the relevance of their work to the overall goals and concerns of the department and its contribution to the professional literature, practice, and/or the public discourse. The statement should also identify the candidate's future research agenda. If a candidate's research is categorized as community engaged, the dossier should document this work. Scholarship and Inquiry entails all work published and in progress representative of a candidate's research. Please refer to the SOE P&T Guidelines for specifics.

There are procedural considerations bound to timelines that are key to planning candidate's submission of dossiers detailed in the SOE guidelines, consult those for specifics. For example, during the spring semester prior to the promotion and/or promotion and tenure year the candidate submits the names of 4 potential external peer reviewers to the Department Chair. The candidate should not make any contact with the potential external peer reviewers at anytime during the review process with regards to the promotion-and-tenure review. The chair of the department's P&T committee will call a meeting to review candidate's cv and create an additional list of 4 external reviewers. At least 1 from the candidate's list must be on the final list. Candidate's research statement, cv and 3-4 representative scholarly samples are sent to external reviewers in early June and full dossier is submitted in September.

### *Service*

Candidates are expected to have assumed roles and responsibilities appropriate to their rank and experience at the UNCG. Their record should indicate contributions to the institution at the level of program, department, school, and university in consultation with department chair. Service may be demonstrated through the mentoring of other faculty; volunteering to participate in university activities; following through on assigned tasks; being willing to take on administrative responsibilities if needed; and sharing in the preparation for and participation in departmental events. If a candidate's service is categorized as community engaged, the dossier should reflect this. Candidates are required to provide a statement that documents this record.

Candidates are strongly encouraged to describe leadership roles in their narrative (e.g., chairing a committee). It is recognized that leadership can occur in multiple ways and formats and can be embodied differently.

The candidate should, at a minimum, provide documentation to support the following in their dossier:

\_\_\_University-wide service

\_\_\_School of Education service

\_\_\_Department service

Other forms of service may include:

\_\_\_ Service to schools

\_\_\_ Community service at the local, state, regional, national, international level(s)

\_\_\_ Service in professional organizations

\_\_\_ Leadership roles in any service work

#### *Directed Professional Activity*

A candidate may include the category of Directed Professional Activity as a fourth category for evaluation if they are engaged in “activities sufficiently distinctive that their significance is diminished if embedded within the traditional three-category model of faculty performance” (*UNCG Promotion and Tenure Guidelines*, p. 13; approved by the General Faculty 11/18/09; amended by the Faculty Senate 4/7/10, approved by the General Faculty 4/28/10, section II. D. 1. 2).

Assignments for Directed Professional Activity must be detailed in a written agreement between the Department Chair and the candidate no later than the end of the semester in which the Directed Professional Activity responsibilities commence. The Directed Professional Activity together with research and creative activities and service activities may take up to one half of a faculty member's full-time assignment each semester. In accordance with the *UNCG Promotion and Tenure Guidelines* (“While all faculty members are expected to perform and be evaluated in the categories of teaching, research and creative activity, and service, their responsibilities also may include professional activities that merit separate classification as directed professional activity. Directed professional activity embraces university activities whose contribution is sufficiently distinctive that their significance is diminished when embedded in any of the three categories of teaching, research and creative activity, and service. In some cases, these activities may be a significant part of the faculty member's contributions to the University and other communities.” (section II. D., p.13).

Evidence of Directed Professional Activity is presented through extensive documentation in the narrative and, where applicable, through supplementary material that includes:

\_\_\_ A copy of the written agreement between the candidate and the Department Chair

\_\_\_ Detailed description of the work completed in Directed Professional Activity assignment

\_\_\_ A description of the contributions the candidate has made to the Department, School, and University in her or his Directed Professional Activity assignment and the significance of these contributions

\_\_\_ Outcomes achieved as a result of the Directed Professional Activity

\_\_\_ Any available performance evaluations of one's Directed Professional Activity work, including unsolicited letters of commendation.

## **Guidelines by Rank**

### **Reappointment at Assistant Professor Rank**

Successful candidates are justice-minded scholars who show growing competency with content and pedagogy appropriate to educational leadership and/or cultural foundations and demonstrate a commitment to the primacy of teaching and learning. Teaching should be proficient and candidates should demonstrate ongoing critical reflection evidenced in annual evaluations. Scholarly efforts should reflect a successful record of publications (consult SOE and UNCG P&T Guidelines). Service activities are primarily at the Department and School level with some participation in professional organizations at the community, regional, and/or state level and national and/or international level. Doctoral advising and committee membership is expected and co-chairing if and when appropriate. Community engaged work and involvement is valued as either central or as an extension of the individual's commitment to particular social justice issues. If Directed Professional Activity assignments have been established these should evidence competence and continued growth. As candidates committed to the development of a just and caring democratic society, they are also expected to be contributors to positive and constructive efforts at community building within the department itself. The candidate shows promise of satisfying criteria for promotion to Associate Professor with tenure (SOE Guidelines). Reappointment also serves as important feedback towards successful promotion and tenure.

### **Promotion to Associate Professor with Tenure**

Successful candidates are committed teachers whose work demonstrates a sophisticated integration of theory, research, and pedagogic practice. Their classrooms are places that stimulate critical engagement with educational and social issues and that provide an environment that encourages mutual respect and openness. They demonstrate progress in a well articulated scholarly agenda/program that has made a notable contribution to the field/profession, with evidence of ongoing work in areas of interest. There is active participation in professional service organizations at the regional and/or state level and national and/or international level. Community engaged work and involvement is valued as either central or as an extension of the individual's commitment to particular social justice issues. Service activities are selective with important contributions at the Department and School level that may extend to the University level. Doctoral advising and committee membership is expected and chairing when and if applicable. If Directed Professional Activity assignments have been established these should evidence competence and continued growth. The faculty member demonstrates a commitment to program responsibilities, the social justice goals of the Department, and the development of students as critically reflective educational leaders and citizens. Evidence supports that productivity, commitment, and professional development will continue beyond the point of promotion and tenure, and will progress toward promotion to Full Professor.

#### *Teaching*

Evidence should be provided of dedication to the promotion of an atmosphere of critical learning among students, mentoring of student professionalism and scholarship, student supervision (if applicable), and thorough dissertation advising and direction. These are evidenced by proficient student evaluations and peer evaluations. Course and curriculum development should be noted if applicable.

#### *Research and Creative Activity*

Evidence should be made available of significant and steady research accomplishments with ongoing contribution to one's field of expertise. The candidate will have become a productive scholar evidenced by some combination of peer-reviewed publications, books, articles, chapters, policy briefs, grants, reviews, and other publishing opportunities. Memberships and/or participation on review boards of quality journals, program committees for conferences, and workshops organized around one's areas of specialization are also indicators of a candidate's visibility in the field. Collaborative and interdisciplinary research with colleagues and/or students is valued.

#### *Service*

Evidence should be provided that communicates one's social responsibility illustrated through membership roles. The candidate should have a continuous record of departmental and unit service. University service may be included if applicable, such as charring committees (e.g., program, division, college, and/or university) or making notable contributions to the administration of unit programs and divisions. Evidence of external activities are equally important such as professional community service and field work, and professional service local, regional or national organizations.

#### *Directed Professional Activity*

If such assignments have been established, evidence should be included of continued performance in the responsibilities of the Directed Professional Activity work assignment that indicates substantial, significant, and noteworthy development, accomplishment, and contribution to the department, school, university, as well as external constituencies.

### **Promotion to Full Professor**

We recognize that there may be more than one route to promotion to Full Professor. Outstanding scholarship coupled with good teaching and service is the most typical path to promotion to Full Professor, yet exceptional instructional practice, service, community engaged work or directed professional activity accomplishments, in combination with a continued record of scholarship, may also result in promotion. Each candidate may create a distinguished profile prioritizing one of the criteria (area of expertise) for promotion in concert with SOE and University guidelines. *Expected is a post-tenure record that indicates substantial, significant, and noteworthy development and accomplishment.* The goal should be to seek an accurate picture of the *excellence* of a candidate's endeavors in a range of activities and a commitment to enacting the Department's Statement of Commitments. In keeping with the School of Education's policy on Promotion to the Rank of Professor, Educational Leadership and Cultural Foundations adds the following criteria for promotion to each category.

#### *Teaching*

Evidence should be provided of dedication to the promotion of an atmosphere of critical learning among students, mentoring of student professionalism and scholarship, student supervision (if applicable), and thorough dissertation advising and direction. Course and curriculum development are expected.

#### *Research and Creative Activity*

Evidence should be made available of significant and steady post-tenure research accomplishments with ongoing contribution to one's field of expertise. The candidate will have become a productive scholar evidenced by some combination of peer-reviewed publications, books, articles, chapters, policy briefs, grants, reviews, and other publishing opportunities. Memberships and/or participation on editorial boards of quality journals, program committees for conferences, and workshops organized around one's areas of specialization are also indicators of a candidate's visibility in the field. Community engaged work, collaborative and interdisciplinary research with colleagues and/or students is valued.

#### *Service*

Evidence should be provided that communicates one's social responsibility illustrated through leadership roles. The candidate should have a continuous record of university service, such as chairing committees (e.g., program, division, college, and/or university) or making notable contributions to the administration of unit programs and divisions. Evidence of external activities are equally important such as professional community service and field work, and professional service such as editorial board work, appointment to journal editorship, and service to professional or community organizations.

#### *Directed Professional Activity*

Evidence should be included of continued performance in the responsibilities of the Directed Professional Activity work assignment that indicates substantial, significant, and noteworthy development, accomplishment, and contribution to the department, school, university, as well as external constituencies.

### **Promotion of Clinical Faculty**

Clinical faculty members are appointed to terms of up to five years with the option of contract renewal when the term expires. Clinical faculty will be considered for reappointment in the year prior to the end of their initial contract. Consistent with the School of Education policy for Clinical Professors ([link](#)), consideration for promotion to Associate Clinical Professor should occur during the renewal contracted year. Promotion to Full Clinical Professor should occur in a manner consistent with ELC and SOE policy for tenure-track faculty. Appointments to clinical ranks culminate in eligibility for promotion but not for tenure.

Successful clinical faculty are justice-minded scholar-practitioners who show growing competency with content and pedagogy appropriate to educational leadership and/or cultural foundations and who demonstrate a commitment to the primacy of teaching and learning. They make connections and establish short- and long-term partnerships between ELC and the practitioners, agencies, and communities served by the Department. Service activities occur primarily at the Department and School level and in work with schools. Participation in professional organizations at the community, regional, and/or state level and national and/or international level is highly recommended. As scholar-practitioners committed to the development of a just and caring democratic society, they are also expected to be contributors to positive and constructive efforts at cultural transformation within the Department itself. Although clinical faculty are expected to continue their growth as scholars, there is no expectation for clinical faculty to have a research agenda.

#### *Promotion to the Rank of Associate Clinical Professor*

Successful candidates are committed teachers whose work demonstrates a sophisticated integration of theory, research, and pedagogic practice. Their classrooms are places that stimulate critical and creative engagement with educational and social issues and that provide an environment that encourages mutual respect and openness. They demonstrate significant efforts to create connections and partnerships between ELC and the practitioners, agencies, and communities served by the Department. Active participation in professional service organizations at the regional, state, national and/or international level is encouraged. Evidence of community work and involvement are provided to indicate the individual's commitment to particular social justice issues. Service activities are selective with important contributions at the Department and School level. The faculty member demonstrates a commitment to program responsibilities, the social justice goals of the Department, respectful collaboration with colleagues, and the development of students as critically reflective educational leaders and citizens. Evidence supports that productivity, commitment, and professional development will continue beyond the point of promotion. Although clinical faculty are expected to continue their growth as scholars, there is no expectation for clinical faculty to have a research agenda.

*Promotion to the Rank of Full Clinical Professor*

Successful candidates are committed teachers whose work demonstrates a sophisticated integration of theory, research, and pedagogic practice. Their classrooms are places that stimulate critical and creative engagement with educational and social issues and that provide an environment that encourages mutual respect and openness. Their teaching record shows sustained excellence and ongoing growth and improvement. Evidence indicates that the candidate has been instrumental in creating significant connections and partnerships between ELC and the practitioners, agencies, and communities served by the Department. The candidate's dossier documents active participation in professional service organizations at the regional, state, national and/or international level as well as community work and involvement to indicate the individual's commitment to particular social justice issues. Service activities indicate focused and significant contributions at the Department and School level that extend to the University level. The faculty member demonstrates a commitment to program responsibilities, the social justice goals of the Department, and the development of students as critically reflective educational leaders and citizens. Evidence supports that productivity, commitment, and professional development will continue beyond the point of promotion. Although clinical faculty are expected to continue their growth as scholars, there is no expectation for clinical faculty to have a research agenda.

### **Annual Review**

1. Annual Goals and Review: Each year faculty members will complete an Annual Goals Statement and Annual Review that will be used for purposes such as data collection for university reports, tenure and promotion dossiers, and the Department Chair's annual review of faculty. Annual Goals and Review should reflect the philosophical and programmatic commitments of the Department and, where appropriate, the directions of the University.

- **Annual Goals statement:** By September 1st of each year, faculty members will submit their professional goals for the upcoming academic year (one typed page or less) to the Department Chair who will respond with feedback. Either the Chair or the faculty member can request a meeting to discuss the goals statement or modifications.
- **Annual Review Form:** Faculty members will complete an Annual Review Form and share with 2 other faculty in the department for peer review. Documentation supporting this



process should be submitted with a current cv to the Department Chair. The Annual Report should be submitted by May 19th.

Annual and post-tenure reviews shall evaluate all aspects of the professional performance of faculty, whose primary responsibilities are teaching, research, and service. If faculty responsibilities are primarily only in one or two of these areas, the annual and post-tenure review and resulting recommendations should take this allocation of responsibilities into account (UNC Policy Manual, Section 400.3.3.1[G], item 5 (for references to Post-Tenure Review)).

The Department Chair will assess the annual goals and annual reports using the following categories: “excellent” (exceeds expectations), “good” (meets expectations) and “unsatisfactory” (does not meet expectations). Faculty merit pay will be based upon these annual assessments.

### **Post-Tenure Review**

Post-Tenure Review: The ELC post-tenure review process follows the guidelines specified in the *UNCG Policy on Post-Tenure Review*. The ELC Post-Tenure Review Committee consists of the same membership as the Department’s RPT Committee. In cases where there are fewer than three departmental faculty members who are eligible for membership on the committee, the Department Chair should (1) identify a tenured faculty member from another School of Education department who meets the rank requirements for membership to serve on the ELC Post-Tenure Review Committee, and (2) request that the SOE Dean appoint that faculty member to serve on the ELC Post-Tenure Review Committee for that year.

A faculty member who is undergoing post-tenure review should submit the following:

- a) A vita covering the period of time since promotion, tenure, or the most recent post-tenure review (whichever is the briefest period of time);
- b) Annual Reports and/or the End-of-Year Reports for the time to be evaluated.
- c) Candidate may submit a summative statement of the work during this period under evaluation (optional).

Post-tenure review papers should be submitted by the faculty member to the Department Chair no later than April 15th of the year in which he or she is undergoing post-tenure review. The Department Chair will forward the materials to the chair of the ELC Post-Tenure Review Committee. The Post-Tenure Review Committee then follows the procedures stated in this guidelines document. The recommendation of the committee to the Department Chair “should include a summary evaluation of all aspects of the professional performance of a faculty member in the areas of teaching, research, service, and directed professional activity (when applicable). The cumulative review will categorize a faculty member’s overall professional performance as being either excellent, good or unsatisfactory.