

Department of Library and Information Studies
Guidelines for Promotion and Tenure
Revised: May 23, 2018

In accordance with all applicable University and School of Education policies and guideline, especially the University of North Carolina at Greensboro's Promotion and Tenure Policies (<https://provost.uncg.edu/policies-procedures-forms/promotion-tenure-policies/>) the Department of Library and Information Studies (DLIS) faculty adopt the following contextual statements that will be used to promote and tenure (if applicable) faculty at all levels. Context will apply to all faculty activities including teaching, research, service, directed activity, and community engagement.

Department-level review is the first step in the Promotion and Tenure or Reappointment process in the School of Education. The following statements are meant to assist the Chair of DLIS in providing a written context for the discipline and its methodologies. It will aid in establishing the significance of the candidate's work and sets the stage for the Candidate's profile as it illustrates the expectations of the discipline in which they work. Candidates organize documentation that will feature their contributions in the relevant categories for evaluation. Together, Departments and Candidates create and provide the documentation required for the School-level review.

Teaching

Teaching is construed broadly and embraces all classroom instruction and other diverse methods and settings, including community-engaged teaching. The DLIS faculty teaches primarily through online synchronous webinars and uses the university provided learning management system as a basis for instruction in all modes including face-to-face, blended, and online. DLIS faculty are expected to continuously improve in online teaching methodologies and peer review evaluation of online classes is the norm. The university guidelines pertaining to online pedagogy are especially pertinent in DLIS. Although workload is negotiated by the Chair, the standard is 3 courses in one semester and 2 in the other with a maximum class size of 25. Summer teaching is optional and done for add-pay.

Community Engaged Teaching is recognized by the Department as a lens through which teaching can be evaluated. Consult the [University guidelines](#) page 4 for specific examples.

Research and Creative Activity

This category embraces all forms of scholarship appropriate to the Library and Information Studies field. On average, the publication of two peer-reviewed scholarly products per year will be expected. Scholarly products may include:

- Published conference proceedings
- Journal articles
- Books or book chapters
- Grants or funding
- Creative endeavors such as films that describe research.

The audience for the publication may be either practitioners or the research discipline. Multimedia publications are becoming more common in the LIS field and will be valued if peer reviewed. Single-authored works are encouraged but collaborative efforts are common in the LIS field and are valued by the LIS Department.

DLIS encourages faculty to deposit works in the university repository, NCDocks, prior to or post publication, as appropriate. In addition, it is expected that faculty will have a GoogleScholar or other online profile that will facilitate open access to DLIS scholarship.

For community engaged research and creative activities criteria consult the [University guidelines](#) p. 8.

Service

The category of service embraces services and leadership activities that may operate on many levels from within the School or University to the broadest possible external arenas, including community-engaged service as defined by the [University Guidelines](#), p. 12. A candidate should show contributions of leadership and service, based on his/her expertise as a faculty member that may be at any level within the University (program, department, school, university), the profession, or any other communities external to the University and the profession, as well as provide evidence of likelihood of continued contributions.

Directed Professional Activity

Directed professional activity is defined as a University activity that makes a contribution so sufficiently distinctive that its significance in overall faculty effort is diminished when embedded in any of the three other categories of teaching, research and creative activities, and service. The principal objective in the evaluation of directed professional activity is to assess the nature and quality of this contribution and its significance to, or impact on, the University. At this stage, candidates should establish in writing the nature and scope of the directed activity. Consult University guidelines, (pp. 13-15), https://drive.google.com/a/uncg.edu/file/d/0B3_J3Uix1B4UZGhreWVPcFI2NWM/view

Reappointment, Tenure, and Promotion

Reappointment for Tenure-Track Assistant Professor

Successful candidates are competent teachers who show a beginning mastery of content and pedagogy appropriate to library and information education and demonstrate a commitment to all aspects of the teaching and learning process. Scholarly efforts, including publications in reputable refereed journals, conference proceedings and presentations, and other creative endeavors are characterized by a theme(s). Service activities are primarily at the Department and School level, with some participation in professional organizations at the state, regional, and/or national levels. The candidate shows promise of satisfying criteria for promotion to Associate Professor with tenure.

Promotion to Associate Professor with Tenure

Successful candidates are strong and committed teachers who integrate theory, research, and practice into the classroom and other teaching-learning processes (e.g., supervision). They demonstrate progress in a well-articulated research agenda/program characterized by an average of at least two scholarly products per year. These products should show a sustained contribution to the field/profession, with specific areas/questions for further work/development, and may have potential for external funding (as appropriate to the research area). There is active participation in professional service organizations at the state, regional, and national levels, as well as important contributions to the University, School, and Department. The faculty member demonstrates a commitment to program responsibilities and the development of students. There is evidence that productivity and professional development will continue beyond the point of promotion and tenure, and will progress toward promotion to full professor.

Promotion to Full Professor

Successful candidates at this level are accomplished teachers and mature scholars. They are established in their area(s) of expertise and hold strong national reputations as intellectual leaders in their area of research. There is evidence that the candidate's scholarly work has had a significant national impact on the field/profession. External funding (as appropriate to the research area) may provide support for scholarship. A particularly defining characteristic of the candidate's work is the integration of research/scholarship into teaching, service, and leadership. Professional service contributions involve leadership roles, mentoring of students and junior faculty, and other efforts meant to enhance the profession, the University, the School, and the Department as well as the individual career. There is evidence that productivity and professional development will continue beyond the point of promotion to full professor.