



Guidelines for Promotion and Tenure

**Revised
November, 2025**

Table of Contents

Overview	3
Directed Professional Activity.....	4
Community-Engaged Teaching, Research, and Service.....	4
Equity, Diversity and Inclusion.....	4
Department-Level Review	4
School-Wide Review and Criteria.....	5
Reappointment at Rank of Assistant Professor	5
Teaching	5
Research and Creative Activity.....	6
Service	6
Directed Professional Activity.....	6
Promotion to the Rank of Associate Professor with Tenure.....	6
Teaching	6
Research and Creative Activity.....	7
Service	7
Directed Professional Activity.....	7
Promotion to the Rank of Professor	7
Teaching	8
Research and Creative Activity.....	8
Service	8
Directed Professional Activity.....	8
Promotion for Clinical Professor	9
Promotion for Lecturers.....	13
Policy Appendices.....	16
A. SOE P&T Committee Membership and Structure	12
B. SOE P&T Procedures for Tenure-track Candidates for Reappointment	13
C. SOE P&T Procedures for Candidates for Promotion to Associate Professor with Tenure and Candidates for Promotion to Full Professor	17
D. External Reviewers for Promotion and Tenure/ Promotion	15
E. External Reviewers for Clinical Faculty Seeking Promotion.....	17
F. Model Letter for External Reviewers (Boyette)	19
G. Reminders, Requests, and Helpful Hints.....	23
H. Tasks and Timeline: Reappointment, Promotion and Tenure Tenure-track, Promotion Tenured and Clinical and Faculty	27

I. COVID Impact Statement Guidelines.....	32
---	----

Overview

In the School of Education, candidates' credentials are reviewed by the faculty at two levels and by the Dean. First-level review occurs in the department; Department-level consideration of candidates involves department tenure and promotion committees and department chairs. Second-level consideration is a responsibility of the School of Education Promotion and Tenure Committee. The Dean reviews credentials, the recommendations of the department, and the reviews conducted by the SOE P&T Committee. According to the University-wide guidelines, the primary responsibility for recommendations concerning the promotions and tenure of faculty members rests with the units.

- [Departmental Guidelines for Promotion and Tenure](#)

Procedures are consistent with departmental, School, University, and System procedures, standards, and regulations. Among University-documents that are particularly relevant to these processes are:

- [Chapter VI, Section 600 of the UNC Code -- Freedom and Responsibility in the University Community](#)
- [Chapter VI, Section 602 of the UNC Code – Academic Tenure](#)
- [UNCG's University-Wide Evaluation Guidelines for Promotion and Tenure](#)

In accordance with these guidelines, the School of Education recognizes the educative framework in which its faculty succeeds in teaching, research and creative activity, and service, and Directed Professional Activity when applicable, and thus considers candidates holistically for tenure and promotion. Procedures followed at both the department level and the School level require assessment of candidates' performance in the areas of (1) teaching, (2) research and creative activity, and (3) service (UNCG P&T Guidelines, p. 2). UNCG is designated as a Community-Engaged Institution and as such fully supports community-engaged teaching, research, and service therefore, if involved, a candidate should include his/her/their contributions in the appropriate section. UNCG prioritizes Equal Opportunity, Access, Diversity, and Inclusion in its strategic vision, and candidates whose work exemplifies these ideals should include in their dossier contributions in teaching, research, and service. Candidates are asked to develop representative profiles of their work in accordance with department and unit expectations. Any candidate along with their department has the option of including a fourth additional category, directed professional activity, the terms of which must be delineated in writing between the department chair and candidate. Following University guidelines, it is

understood, “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.” (UNCG P&T Guidelines, p. 2-3). Below are further details on Directed Professional Activity; Community-Engaged Teaching, Research and Service; and Equal Opportunity, Access, Equity, Diversity, and Inclusion.

Directed Professional Activity:

Although all faculty members are expected to perform in the categories of teaching, research and creative activity, and service, the assigned responsibilities may also include professional activities that merit separate classification and delineation. In such cases these activities are a significant part of the faculty member's contributions to the University and other communities. For those faculty members desiring to use this category, each activity must be carefully defined, with the purpose and significance of the directed professional activity clearly delineated in a written agreement between the faculty member and their supervisor before or after reappointment and well in advance of submitting materials for promotion and tenure. Effort assigned to directed professional activities may vary but must be approved by the department chair and dean (UNCG P&T Guidelines, p.13).

Community-Engaged Teaching, Research, and Service:

Community-Engaged work is recognized by the University as a lens through which teaching, research/creative activities, and service can coalesce “to realize [the university's] full potential as an inclusive, collaborative, and responsive public research university making a difference in the lives of the individuals and communities it serves” (<https://communityengagement.uncg.edu/>). “[C]ommunity engagement refers to research/creative activities, teaching, and service activities that are collaboratively undertaken by faculty members with community partners, staff, and/or students through processes that exemplify reciprocal partnerships and public purposes (<https://communityengagement.uncg.edu/scholarly-resources/engaged-scholarship-definitions/>). As such, the University has developed specific examples for each evaluation category within the University's Promotion and Tenure Guidelines (see UNCG P&T Guidelines, pp. 4, 8, and 12).

Equal Opportunity, Equity, Access, Diversity, and Inclusion (EEDI and Access):

EEDI is central to the University's mission. As such each unit is expected to develop its own guidelines for recognizing this work in a faculty's profile for teaching, research, service and/or directed professional activity.

For the School of Education, EEDI and Access contributions to teaching can be demonstrated as, but not limited to, developing related course material, documenting a record of success in mentoring/advising students from underrepresented groups, implementing programs/curricula/pedagogical strategies aimed at addressing the needs of students from underrepresented groups, providing professional development through workshops/training in EEDI and Access and subsequent impact/implementation, or receiving funding for development of access, equal opportunity and/or EEDI-centered curricula/educational programing.

EEDI and Access contributions to research can be demonstrated as, but not limited to, scholarly productivity in texts, articles, manuscripts, data sets, methodological practices, theories or creative discourses/practices, funding for research or creative activity directly focusing on issues related to EEDI and Access.

For service, EEDI and Access contributions can be demonstrated as, but not limited to, leadership in professional organizations related to student success, equal opportunity, access, equity, diversity, and inclusion; membership in departmental or university committees related to EEDI; participation in efforts to increase diverse student representation in undergraduate and graduate programs; mentoring or advising students, faculty, and/or staff from underrepresented groups (distinct from that included in teaching); service to EEDI committees at local, statewide, regional, national, and/or international levels. Faculty members should consult with their chairs to determine the best placement for advising/mentoring.

For Directed Professional Activity, EEDI and Access contributions can be demonstrated as, but not limited to, writing technical or training manuals, developing learning resources, developing special programs, directing or providing leadership in centers or institutes focusing on EEDI. Accomplishments in EEDI should be reflected in annual evaluations, P&T, promotion, and post-tenure reviews for full-time faculty (.75 FTE or greater).

Department-Level Review

Overview

Departmental-level review is the first level of review in the Promotion and Tenure or Reappointment process in the School of Education. Department Chairs must provide a written context situating the discipline and its various methodologies. This context statement establishes 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, department, unit, and University. 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. As a result of unforeseen events (e.g., the COVID Pandemic, freezing of federally funded grants), candidates may include an Impact Statement. Department chairs, department committees, and unit committees must also account for the contents of the statement in their documentation. Please see Appendix I for details.

School-Wide Review and Criteria

Reappointment at Rank of Assistant Professor

Assistant Professors normally receive an initial appointment of four years. They are reviewed in their third year for reappointment to a second term of three years

Teaching:

The concept of "teaching" as understood for the purpose of assessing a candidate's performance is construed broadly and embraces both traditional classroom instruction and more diverse methods and settings, including community-engaged teaching as defined by the UNCG P&T Guidelines. At this stage, a candidate should demonstrate satisfactory teaching effectiveness and a commitment to improve teaching and student learning, as well as show promise of making continuing contributions to teaching and student learning. Per the UNCG Teaching Effectiveness Policy, candidates going up for reappointment need to have at least one peer review. Review the Policy for specific requirements related to rank.

Criteria:

[Consult University guidelines, \(pp. 3-6\)](#)

Research and Creative Activity:

This category embraces all forms of scholarship appropriate to the multiple missions of the individual departments in the School of Education, including community-engaged research and creative activity as defined by the UNCG P&T Guidelines. At this stage, a candidate should show evidence of success in their efforts to make contributions to the knowledge base in their field, as well as provide evidence of continued progress of research or scholarly contributions to their field.

Criteria:

[Consult University guidelines, \(pp.7-10\)](#)

Service:

The category of service embraces service and leadership activities that may operate on many levels from within the University to the broadest possible external arenas, including community-engaged service as defined by the UNCG P&T Guidelines. At this stage, a candidate should show contributions of leadership and service, based on their 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.

Criteria:

[Consult university guidelines, \(pp.11-13\)](#)

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.

Criteria:

[Consult University guidelines, \(pp. 14-16\)](#)

Promotion to the Rank of Associate Professor with Tenure

Assistant Professors are normally reviewed for promotion to Associate Professor with tenure in their sixth year of employment (the second year of their second term of employment as Assistant Professor). The review for promotion and conferral of permanent tenure may occur before that time, however, if it is deemed appropriate by the candidate's department chair in consultation with the department's tenured faculty and the Dean.

Teaching:

The concept of "teaching" as understood for the purpose of assessing a candidate's performance is construed broadly and embraces both traditional classroom instruction and more diverse methods and settings, including community-engaged teaching as defined by the UNCG P&T Guidelines. At this stage, a candidate should have sustained a record of "good" to "excellent" evaluations in the area of teaching as documented by evidence that may include (but not necessarily be limited to) reviews and student course evaluations based on all courses taught. Per the UNCG Teaching Effectiveness Policy, candidates seeking promotion to Associate Professor are required to have at least three peer reviews before applying for promotion and tenure, with at least one of those peer reviews occurring before reappointment. Review the Policy for specific requirements related to rank and materials.

Criteria:

[Consult University guidelines, \(pp. 3-6\)](#)

Research and Creative Activity:

This category embraces all forms of scholarship appropriate to the multiple missions of the individual departments in the School of Education, including community-engaged research and creative activity as defined by the UNCG P&T Guidelines. At this stage a candidate's record should show evidence of scholarly productivity in accordance with the norms and expectations of their specialized area of expertise, including a pattern of regularly contributing to peer-reviewed outlets where high quality and impact is prized more than volume.

Criteria:

[Consult University guidelines, \(pp. 7-10\)](#)

Service:

The category of service embraces service and leadership activities that may operate on many levels from within the University to the broadest possible external arenas, including community-engaged service as defined by the UNCG P&T Guidelines. At this stage, a candidate should present a record of success and commitment to contributions of leadership and service that must include service to the Department, School, University, and the profession, and may include service contributions to communities beyond the University. At this level, the candidate's overall record of service to their unit has been reflected by overall ratings of "good" to "excellent" on performance reviews conducted by their department head.

Criteria:

[Consult University guidelines, \(pp. 11-13\)](#)

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, this category should encompass previously agreed upon leadership responsibilities provided to the unit, program, or community. The candidate should present a record of success and commitment to the aforementioned and documented responsibilities designated under Directed Professional Activity.

Criteria:

[Consult University guidelines, \(pp. 14-16\)](#)

Promotion to the Rank of Professor

Promotion to the rank of Professor is based on achievement, distinction, and impact of contributions, not on duration of employment. An Associate Professor may be recommended for promotion at any time. It is expected that candidates who are approved for the rank of Professor will have achieved distinction, as viewed by peers, in terms of reputation in at least one of these areas: teaching; research or creative activity; and directed professional activity or service. Candidates must consistently meet expectations in the other areas.

Teaching:

The concept of "teaching" as understood for the purpose of assessing a candidate's performance is construed broadly and embraces both traditional classroom instruction and more diverse methods and settings, including community-engaged teaching as defined by the UNCG P&T Guidelines. At this stage, a candidate's record should reflect a continued pattern of commitment to effective teaching and student learning that may have been recognized in a variety of ways, including, but not limited to, student testimonials and peer reviews, grants and contracts to share instructional expertise in other settings, and invitations to share special instructional expertise at meetings of professional groups. The candidate has sustained a record of "good" or "excellent" teaching evaluations as documented across all

courses and peer reviews. In alignment with the UNCG Teaching Effectiveness Policy, candidates seeking promotion to Full Professor are required to have at least one peer review prior to seeking promotion (beyond that which was included in their dossier for promotion to Associate Professor). See the Policy for details related to rank and procedures.

Criteria:

[Consult University guidelines, \(pp.3-6\)](#)

Research and Creative Activity:

This category embraces all forms of scholarship appropriate to the multiple missions of the individual departments in the School of Education, including community-engaged research and creative activity as defined by the UNCG P&T Guidelines. A candidate should show evidence of continuous productivity in a defined area of scholarship relevant to their specialization. The candidate's contributions to the knowledge base of their area of specialization are acknowledged to be of high quality and impact and are weighed more heavily than quantity.

Criteria:

[Consult University guidelines, \(pp. 7-10\)](#)

Service:

The category of service embraces services and leadership activities that may operate on many levels from within the University to the broadest possible external arenas, including community-engaged service as defined by the UNCG P&T Guidelines. A candidate should show contributions of service that may likely include leadership roles in activities that range across the School, University, profession, and external communities.

Criteria:

[Consult University guidelines, \(pp. 11-13\)](#)

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, this category encompasses previously agreed upon leadership responsibilities provided to the unit, program, or community. A candidate should present a record of success and commitment to the aforementioned and documented responsibilities designated under Directed Professional Activity.

Criteria:

[Consult University guidelines, \(pp. 14-16\)](#)

Professional Track Faculty Guidelines

Promotion to Associate or Full Clinical Professor

Promotion of clinical faculty is handled in the same fashion as promotion of tenure track

faculty (i.e., dossier reviews by the department Promotion and Tenure Committee, external peer reviewers, department chair, School of Education Promotion and Tenure Committee, and dean), except that there is no review required by UNCG administration. Candidates should consult the School of Education Guidelines for procedures and timeline. Promotion requires that individuals meet the general criteria of the rank for which they are being considered. Thus, an individual appointed as a clinical assistant professor would have to meet the criteria for clinical associate professor to be eligible for promotion to that rank. In alignment with the UNCG Teaching Effectiveness Policy, A minimum of two peer reviews of teaching are required for consideration for promotion to any subsequent rank. When possible, each of the reviews must be conducted in separate academic years.

Criteria for promotion include evidence for competence in the areas of the candidate's assignment, including teaching, supervision, service, and/or other relevant activities, consistent with appointment documents. Clinical faculty members may engage in research and creative activities, and they may include such evidence in their dossiers, but these activities are not required unless specifically articulated in their appointment documents. Make sure to review the University Criteria for Faculty Ranks for Professional Track Faculty.[_](#)

1. For Promotion to Clinical Associate Professor:

- After a minimum of five years following initial appointment at PTF Assistant-level rank (e.g., Clinical Assistant Professor, Academic Professional Assistant Professor, etc.), PTF members may, but are not required to, request to be considered for promotion to a PTF Associate level rank (e.g., Clinical Associate Professor, Academic Professional Associate Professor, etc.).
- Evidence of the following: (a) professional growth in teaching or clinical practice; (b) contributions to program development (e.g., curriculum, instruction, recruitment, assessment); (c) participation in relevant professional organizations, including presenting and/or leadership; and (d) service beyond the Departmental and School levels.

2. For Promotion to Clinical Professor:

- Five years after initial appointment or promotion to the PTF Associate-level rank, PTF faculty may, but are not required to, request to be considered for promotion to the rank of PTF Full Professor (e.g., Clinical Professor, Academic Professional Professor, etc.).
- Evidence of the following: (a) professional growth in teaching or clinical practice; (b) leadership in program development (e.g., curriculum, instruction, recruitment, assessment); (c) leadership in professional organizations at the regional, state, or national levels; and (d) service at all levels of the University and within the community.

Evidence for Promotion

1. Teaching

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. (University-wide Guidelines for Promotions and Tenure, p. 3). Per the University Teaching Effectiveness Policy, Professional Track Faculty who are on multi-year contracts should be peer reviewed at least every other year, and, thus, the number of peer reviews included in their dossiers for promotion will correspond with that policy.

- a. Documentation of teaching or supervision effectiveness may include, but is not limited to, the following:
 - Course load, number of credits, number and level of students.
 - Student academic advising
 - Student evaluations of teaching
 - Peer evaluations of teaching and/or clinical practice
 - Development and dissemination of new or improved teaching methods or clinical practices
 - Program and/or course development or revision
 - Awards for teaching excellence
 - Membership on doctoral dissertation committees
 - Community-based instruction, such as service-learning experiences, on-site courses, or collaborative programs
 - Professional development activities (e. g., workshops, non-credit courses)
 - Local, regional, state, or national recognition of professional practices or contributions to the field
 - Other teaching activities

2. Service

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. (University-wide Guidelines for Promotions and Tenure, p. 10).

- a. Documentation of service may include, but is not limited to, the following:
 - Participation in department, School of Education, and UNCG committees
 - Leadership in department, School of Education, and UNCG committees
 - Participation in professional activities and organizations at local, state, regional, and national levels (e. g., conference proposal reviews, manuscript review)
 - Leadership in professional activities and organizations at local, state, regional, and national levels (e. g., election to office, editor, committee chair)
 - Invited presentations or keynote addresses
 - Participation and leadership in community activities
 - Service-related awards

- Advising student organizations

3. Research and Creative Activity

As noted earlier, research and creative activity are not required of clinical faculty members unless expressly identified in their appointment. However, if they do engage in research or creative activity, the following definitions for research and creative activity will apply.

Research and creative activities include all forms of discovery and integration of knowledge such as the solution of practical problems; critical analyses; the organization, creation, analysis and dissemination of knowledge resources; the creation and performance or exhibition of works of art; and their public dissemination. Clinical faculty members may engage in significant research or creative activities as appropriate to their fields or disciplines, the appointment description as determined within their department, their continuing professional growth, and the mission of the University. (University-wide Guidelines for Promotions and Tenure, p. 7).

a. Documentation of research and creative activities may include, but is not limited to, the following:

- Presentations at professional meetings
- Writing or serving on grants or contracts as related to position
- Publication of professional handbooks, curriculum guides, policy briefs, or other community-related products
- Publication of book reviews
- Publication of books or chapters
- Publication of articles published in peer-reviewed professional journals
- Publication of articles in peer-reviewed conference proceedings
- Publication of non-refereed articles published in professional journals
- Articles in press
- Grants or funding received from internal and external sources.
- Creative activities (e. g., creative performances, public performances of scholarship, game design, or directorial activities)

Promotion to Senior Lecturer or Principal Lecturer

Promotion of Senior or Principal Lecturer is handled in the same fashion as promotion of tenure track and clinical faculty (i.e., dossier reviews by the department Promotion and Tenure Committee, external peer reviewers, department chair, School of Education Promotion and Tenure Committee, and dean), except that there is no review required by UNCG administration. Candidates should consult the School of Education Guidelines for procedures and timeline. Promotion requires that individuals meet the general criteria of the rank for which they are being considered. Thus, an individual appointed as Lecturer would have to meet the criteria for promotion to Senior Lecturer, and an individual appointed to Senior Lecturer would have to meet the criteria for Principal Lecturer for promotion to that rank.

Criteria for promotion include evidence for competence in the areas of the candidate's assignment. For Lecturers the primary assignment is teaching. A candidate may also include other relevant activities, consistent with appointment documents. Faculty who are appointed as Lecturers may engage in research and creative activities, and if they are, they may include such evidence in their dossiers, but these activities are not required unless specifically articulated in their appointment or workload documents.

3. For Promotion to Senior Lecturer:

- After a minimum of five years following initial appointment at the rank of Lecturer, faculty may, but are not required to, request to be considered for promotion to the rank of Senior Lecturer.
- Evidence of the following: (a) professional growth in teaching; (b) contributions to course or program development (e. g., curriculum, instruction, recruitment, assessment); (c) participation in relevant instructional activities or initiatives within the Department or School levels.

4. For Promotion to Principal Lecturer:

- Five years after initial appointment or promotion to the rank of Senior Lecturer, faculty may, but are not required to, request to be considered for promotion to the rank of Principal Lecturer.
- Evidence of the following: (a) professional growth in teaching; (b) leadership in course or program development (e. g., curriculum, instruction, recruitment, assessment); (c) instructional leadership in relevant activities or initiatives at the School, University or community levels.

Evidence for Promotion

Teaching

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. (University-wide Guidelines for Promotions and Tenure, p. 3).

- b. Documentation of teaching or supervision effectiveness may include, but is not limited to, the following:
 - Course load, number of credits, number and level of students.
 - Student professional mentoring
 - Student evaluations of teaching
 - Peer evaluations of teaching and/or clinical practice
 - Development and dissemination of new or improved teaching methods or clinical practices
 - Program and/or course development or revision
 - Awards for teaching excellence
 - Membership on doctoral dissertation committees
 - Community-based instruction, such as service learning, experiences, on-site courses, or collaborative programs
 - Professional development activities (e. g., workshops, non-credit courses)
 - Local, regional, state, or national recognition of professional practices or contributions to the field
 - Other teaching activities

The main responsibility of a Lecturer's position is teaching, yet should the candidate include any related work in service or research, below are potential areas for documentation in either.

Service

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. (University-wide Guidelines for Promotions and Tenure, p. 10).

Documentation of service may include, but is not limited to, the following:

- Participation in department, School of Education, and UNCG committees
- Leadership in department, School of Education, and UNCG committees
- Participation in professional activities and organizations at local, state, regional, and national levels (e. g., conference proposal reviews, manuscript review)
- Leadership in professional activities and organizations at local, state, regional, and national levels (e. g., election to office, editor, committee chair)
- Invited presentations or keynote addresses
- Participation and leadership in community activities
- Service-related awards
- Advising student organizations

Research and Creative Activity

As noted earlier, research and creative activity are not required of Lecturers unless expressly identified in their appointment. However, if they do engage in research or creative activity, the following definitions for research and creative activity apply.

Research and creative activities include all forms of discovery and integration of knowledge such as the solution of practical problems; critical analyses; the organization, creation, analysis and dissemination of knowledge resources; the creation and performance or exhibition of works of art; and their public dissemination. Lecturers may engage in significant research or creative activities as appropriate to their fields or disciplines, if the appointment description is as determined within their department, their continuing professional growth, and the mission of the University. (University-wide Guidelines for Promotions and Tenure, p. 7).

Documentation of research and creative activities may include, but is not limited to, the following:

- Presentations at professional meetings
- Writing or serving on grants or contracts as related to position
- Publication of professional handbooks, curriculum guides, policy briefs, or other community-related products
- Publication of book reviews
- Publication of books or chapters
- Publication of articles published in peer-reviewed professional journals
- Publication of articles in peer-reviewed conference proceedings
- Publication of non-refereed articles published in professional journals
- Articles in press
- Grants or funding received from internal and external sources
- Creative activities (e. g., creative performances, public performances of scholarship, game design, or directorial activities)

School of Education Promotion and Tenure Appendices

A. SOE P&T Committee Membership and Structure

The School of Education Tenure and Promotion Committee conducts the School-wide review. The Committee is comprised of two representatives elected by each department; both must be tenured and at least one must be a full professor, when possible.

Members serve for a three-year term; terms within the department are staggered and non-consecutive, when possible. Department Chairs may not serve on the Committee.

Associate Chairs may serve on the committee. A tenured member of the School of Education Faculty Access and Equity Committee, selected by that committee, serves as an ex-officio, non-voting member of the Promotion and Tenure Committee. In addition, when Professional Track faculty members are to be reviewed by the Committee for promotion, The Promotion and Tenure Committee Chair shall appoint an at-large Professional Track faculty member as a voting member of the Committee; the at-large Professional Track faculty member will not be a member of a Professional Track faculty member's department and will hold a rank above that of any Faculty Track faculty candidate for promotion. If a P&T SOE Committee Member is going up for promotion and tenure during one year of their term, they should recuse themselves for that year if they can find a replacement. If not, they must recuse themselves from the committee vote relating to the rank they are going up for.

Each year, the Promotion and Tenure Committee shall elect one member to serve as Chair-Elect for a term of one year to be followed immediately by the assumption of the office of Chair. The Chair-Elect will assist the Chair in all duties and, when required, stand in for the Chair as needed. The one-year term as Chair shall be followed immediately by the assumption of the office of Past-Chair. The Past-Chair will actively orient and mentor the Chair, providing support, guidance, and assistance as requested by the Chair. The Past-Chair should take an advisory role when the membership term has been extended beyond three years. Alternatively, the term of the Past Chair can be extended an additional year or two (e.g., if the Chair Elect has already served on the P&T committee for one or two years when elected) with the permission of the Dean and the consent of the Chair Elect. (See Appendix B and C for additional information regarding procedures followed by the P&T Committee during its meetings)

In its deliberations, the SOE P&T Committee considers school-wide criteria as described in the subsection that follows.

These conditions apply to the candidate materials presented to the Promotion and Tenure Committee for consideration:

- The preparation of materials for consideration for promotion and/or tenure is the responsibility of the candidate.
- The presentation of materials should follow the organization outlined in the online Promotion and Tenure Review process in the content management system.
- The candidate's narrative statement is a maximum total (across all sections) of 15 pages, double-spaced, excluding the required documentation. The committee will only read up to 15 pages of text. The course evaluations chart, advising chart, list of publications and service activities should only be included at the end

of the statement. These charts and lists are not a part of the 15-page text limit but should be referenced in the narrative.

- For tenure-track candidates seeking promotion to associate professor with tenure or promotion to full professor, and for PT faculty members seeking promotion to associate or full PT professor, up to 4 letters of external review should be requested, at least 3 should be included in the candidate's materials, and all external letters received should be included. (See Appendix D and E for guidelines for selecting external reviewers and materials sent to them.)

B. SOE P&T Procedures for Tenure-track Candidates for Reappointment

Note: Candidates must follow the outline (e.g., order of presentation of documents) as specified in the online content management system, as further clarified by SOE guidelines and timeline. The completed document should include all candidate and departmental materials, as specified in the UNCG P&T format, excluding the reappointment memo and external reviews.

SOE P&T meetings

- A. Decision-making meeting
 1. Evidence-gathering phase (includes faculty members from department of candidate, FAEC representative; per UNCG guidelines, the Dean may be present). Discussion based on documents in content management system.
 2. Deliberative phase (includes faculty members from department of candidate, AEC representative; per UNCG guidelines, the Dean may not be present) During deliberative phase, committee can choose to go back to evidence-gathering phase as needed.

One committee member assigned to each candidate to take notes, write draft letter (summary and recommendations) following template (see below for template for the content and outline of the letter). Letter shared with other committee members for review and revision before submitting to Dean and Department Chair.

3. Vote. Only faculty senior in rank to the candidate under review may vote for promotion (to exclude faculty members of department of candidate as, per UNCG guidelines, they are not eligible to vote but must have voted at the departmental level; and FAEC member). Votes will be conducted as a secret ballot.

Note: Content of SOE P&T meetings is confidential. The evaluation letter is the only way P&T deliberations and voting outcomes should be communicated. The letter is uploaded to the content management system.

Template for Evaluation of Candidate for Reappointment

- Comments on strengths and/or areas of concern under categories of Teaching, Research and Creative Activity, and Service; Directed Professional Activity (as appropriate)
- Recommendations to the candidate
- Recommendations to the department
- Overall strengths/areas of concern, including summary of both majority and dissenting opinions
- Committee recommendation (vote)

C. SOE P&T Procedures for Candidates for Promotion to Associate Professor with Tenure and Candidates for Promotion to Full Professor

Note: Candidates must follow the outline (e.g., order of presentation of documents) as specified in the online content management system and other guidelines and procedures specified by the UNCG Promotion and Tenure Committee (P&T) and as further clarified by the School of Education promotion and tenure guidelines, including criteria and process for identifying external reviewers and timeline for steps in the process.

SOE P&T meetings

A. Decision-making meeting/s

1. Evidence-gathering phase (includes faculty members from departments of candidates, FAEC representative; per UNCG guidelines, the Dean may be present).
Discussion based on notes, in response to questions based on review at initial meeting
2. Deliberative phase (includes faculty members from department of candidate, AEC representative; per UNCG guidelines, the Dean may not be present)
During deliberative phase, committee can choose to go back to evidence-gathering phase as needed. One committee member assigned to each candidate to take notes, write draft report (summary and recommendations) following template (see below). Report shared with other committee members for review and revision before submitting to Dean and Department Chair.
3. Vote. Only faculty senior in rank to the candidate under review may vote for promotion (to exclude faculty members of department of candidate as, per UNCG guidelines, they are not eligible to vote but must have voted at the departmental level; and FAEC member). The vote will be conducted as a secret ballot.

Note: Content of SOE P&T meetings is confidential. The evaluation letter is the only way P&T deliberations and voting outcomes should be communicated. The letter is uploaded to the content management system.

Template for Promotion to Associate with Tenure/Promotion to Full Professor

- Comments to include references to reappointment memo from P&T committee
- Comments on strengths and/or areas of concern under categories of Teaching; Research and Creative Activity, and Service; Directed Professional Activity (as appropriate)
- Overall strengths/areas of concern, including summary of both majority and dissenting opinions
- Committee recommendation (vote)

D. External Reviewers for Promotion and Tenure/Promotion

Criteria for Selecting External Reviewers and Explanations Provided in the Dossier

(See also Appendix F. Form letter to external reviewers provided by Alan Boyette)

(See also Appendix H. Tasks and Suggested Timeline for Promotion and Tenure)

- External reviewers must hold rank at or above the rank for which the candidate is being considered for promotion.
- Up to 4 letters of external review should be requested, at least 3 should be included in the candidate's materials, and all external letters received should be included in the candidate's dossier. Per UNCG guidelines: The candidate submits the names of up to four potential reviewers to the department chair; the department chair consults with the faculty senior to the candidate in rank to create a list of no fewer than four additional potential reviewers; the department chair selects no fewer than four reviewers from the combined list; the list of selected reviewers contains no less than one name submitted by the candidate.
- External reviewers should be chosen on the basis of their perceived capacities to evaluate a candidate's record of research and creative activity in a balanced, thoughtful, and careful manner.
- External reviewers should be "arm's length" reviewers. External reviewers should not have conflicts of interest relevant to their being able to provide an objective evaluation (e.g., be a co-author, collaborator, doctoral/dissertation committee chair or committee member, post-doc supervisor, or have had extended personal contacts with the candidate).
- External reviewers should be chosen so that, together, they can provide a comprehensive review of the candidate's body of work in research and creative activity (e.g., address each strand of the candidate's research, methodology(ies), contribution to the field, significance of the research focus, etc.).
- External reviewers are selected to review the candidate's research and creative activity and, potentially, professional service, but are not asked to comment on the candidate's teaching record.

- External reviewers should be asked to include a copy of their current curriculum vita along with their evaluation letter.
- External reviewers also should include in their evaluation letters a statement regarding the extent of any professional and/or personal relationship with the candidate.
- The dossier should include a brief statement (written by the department chair, department faculty member, etc., but NOT by the candidate) explaining why this person was selected as an external reviewer for the candidate. The list of external reviewers and explanations should be placed at the front of the section that includes the external reviewers' letters.

Note: Candidates should NOT contact individuals about their willingness or availability to serve as an external reviewer. The department chair makes the initial contact with potential external reviewers and determines their availability. The SOE Dean sends the follow-up letter securing their agreement.

Materials to be sent to External Reviewers

The following materials, and only these materials, should be sent to each External Reviewer, and should be packaged in the order as listed below:

1. Letter from Dean (see model letter from Alan Boyette)
2. Copy of SOE and UNCG guidelines for promotion and tenure
3. Candidate's curriculum vita
4. Candidate's statement regarding research (prepared for the dossier)
5. Three to four selected scholarly works, chosen in consultation with the Department Chair

E. External Reviewers for Professional Track Faculty Seeking Promotion
Criteria for Selecting External Reviewers and Explanations Provided in the Dossier

- External reviewers should have an understanding of/familiarity with the role of clinical faculty.
- External reviewers in academic settings may include tenure-track and non-tenure track (clinical) faculty members.
- External reviewers in academic settings must hold rank at or above the rank for which the candidate is being considered for promotion.
- External reviewers also may include persons in non-academic positions who have knowledge/experience/expertise to evaluate the clinical faculty member's work, contributions, and accomplishments. Examples include personnel in leadership positions in school systems or the Department of Public Instruction, leaders of relevant professional organizations, etc.
- Up to 4 letters of external review should be requested, at least 3 should be included in the candidate's materials, and all external letters received should be included in the candidate's dossier. Per UNCG guidelines: The candidate submits the names of up to four potential reviewers to the department chair; the department chair consults with the faculty senior to the candidate in rank to create a list of no fewer than four additional potential reviewers; the department chair selects no fewer than three reviewers from the combined list; the list of selected reviewers contains no less than one name submitted by the candidate.
- External reviewers should be chosen based on their perceived capacities to evaluate a candidate's record in a balanced, thoughtful, and careful manner.
- External reviewers should be "arm's length" reviewers. External reviewers should not have conflicts of interest relevant to their being able to provide an objective evaluation (e.g., be a co-author, collaborator, doctoral/dissertation committee chair or committee member, post-doc supervisor, co-chair of a task force, or have had extended personal contacts with the candidate).
- External reviewers should be chosen so that, together, they can provide a comprehensive review of the candidate's work based upon the criteria established for promotion and responsibilities outlined in the clinical faculty member's contract.
- External reviewers should be asked to include a copy of their current curriculum vita along with their evaluation letter.
- External reviewers also should include in their evaluation letters a statement regarding the extent of any professional and/or personal relationship with the candidate.
- The dossier should include a brief statement (written by the department chair, department faculty member, etc., but NOT by the candidate) explaining why this person was selected as an external reviewer for the candidate. The list of external reviewers and explanations should be placed at the front of the section that includes the external reviewers' letters.

Note: Candidates should NOT contact individuals about their willingness or availability to serve as an external reviewer. The department chair makes the initial contact with potential external reviewers and determines their availability. The SOE Dean sends the follow-up letter securing their agreement.

Materials to be sent to External Reviewers

The following materials, and only these materials, should be sent to each External Reviewer, and should be packaged in the order as listed below:

1. Letter from Dean (see model letter from Alan Boyette, revised to reflect the conceptual differences between clinical faculty and tenure-track faculty, and that the process ends with a decision by the Dean)
2. Copy of SOE guidelines for promotion of clinical faculty
3. Statement summarizing the responsibilities, role, and expectations of the professional track faculty member (e.g., % teaching, % service, % administrative, etc.), as specified in the professional track faculty member's contract
4. Candidate's curriculum vita
5. Candidate's statement regarding their work, contributions, and accomplishments within the categories specified in their contract (e.g., teaching, service, administrative assignments) (prepared for the dossier)
6. As appropriate/relevant, three – four selected examples/illustrations/products representing the clinical faculty member's work, chosen in consultation with the Department Chair.

F. Model Letters for Potential External Reviewers

P&T and Promotion (tenure stream)

Dear (Potential External Reviewer):

We are writing to thank you for agreeing to serve as an external reviewer of (Candidate), (Rank) in the (Department / Unit) at The University of North Carolina at Greensboro, who is a candidate for tenure and promotion to the rank of (Rank). Essentially, you are being asked to provide us with your candid evaluation of the candidate's research and scholarly contributions. Enclosed please find a copy of (Candidate's) curriculum vita, research statement, and several research/scholarly publications that are representative of (his/her) work as well as the SOE guidelines for promotion to (Rank) and departmental guidelines.

Please provide your candid evaluation of the candidate's research/scholarly contributions including your assessment of the enclosed publications and any other research activities of which you are aware. When preparing your letter of evaluation, we ask that you address the following issues.

1. Association with the Candidate

How long have you known the candidate and in what capacity?

2. Quality of the Work

What is the quality of the candidate's research and scholarly work? Is there evidence of achievement in research and scholarship that has earned the candidate recognition not only from their peers on campus, but at least from those at the state and regional level? Is the quality of the research and scholarship unambiguous and unequivocal? Is the research/scholarship published in the best journals in the discipline?

3. Significance of the Work

What is the significance or impact of the candidate's research or scholarly work?

4. Candidate's Productivity

How does this candidate's productivity over the past (Number) years compare with other faculty members seeking this rank?

5. Candidate's Potential

What is the candidate's potential for future growth as a scholar/researcher and for continued contributions to the discipline? Is there evidence and strong reason to believe that the candidate has the potential as a researcher and scholar to meet the requirements for promotion to the rank applied for?

6. Candidate's Standing

How would you compare the candidate's research/scholarly work and professional reputation with others in the same discipline who are at the same stage in their careers?

7. Additional Aspects

What other aspects of the candidate's research and scholarly work should be addressed?

Although it would not be expected that external reviewers would be in a position to evaluate the candidate's achievement in the other areas of faculty activity (i.e. teaching and service), please feel free to comment on these areas if you have insight or knowledge that might help the committees involved in this process reach a decision. Because of differences in institutional needs and missions, please do not state whether (Candidate) would be (promoted and/or tenured) at your institution. This decision needs to be made by the promotions and tenure committees and administrators at the unit and University levels.

As a matter of UNCG policy, we cannot ensure the confidentiality of any documents that you provide. Letters from external reviewers become part of the candidate's promotion and tenure folder, which is available to all involved parties within UNCG, including the candidate.

We would very much appreciate your response on or before (Date), as we are under a formal itinerary that involves multiple levels of sequential review. We would request that your evaluation take the form of a letter addressed to me and that you include a current copy of your curriculum vita. If for any reason you cannot provide your review by that date, or if you decline to provide a review of this candidate, please let us know as soon as possible.

We realize that preparing your letter of evaluation will be time consuming. However, as you are aware, academic programs are built on the quality of faculty, and external evaluations from recognized scholars such as yourself are essential in helping us make decisions that will enhance that quality.

If we can provide you with any additional information, please do not hesitate to contact us. We thank you in advance for your assistance with this very important process.

Sincerely,

Enclosures:

1. Curriculum Vita
2. Copies of research/scholarly publications
3. Candidate's statement of research activities
4. SOE P&T Guidelines

Clinical Faculty, Promotion

Dear (Potential External Reviewer):

We are writing to thank you for agreeing to serve as an external reviewer of (Candidate), (Rank) in the (Department / Unit) at The University of North Carolina at Greensboro, who is a candidate for promotion to the rank of (Rank). Essentially, you are being asked to provide us with your candid evaluation of the candidate's professional contributions.

Enclosed please find a copy of (Candidate's) curriculum vita, promotion statement, and several representative samples of their work.

Also enclosed is a copy of the SOE guidelines for promotion to (Rank). Please provide your candid evaluation, in relation to the expectations of these guidelines, of the candidate's teaching/service contributions including your assessment of the enclosed work. When preparing your letter of evaluation, we ask that you address the following issues.

1. Association with the Candidate

How long have you known the candidate and in what capacity?

2. Quality of the Work

What is the quality of the candidate's work? Is there evidence of achievement in teaching and service that has earned the candidate recognition not only from their peers on campus, but at least from those at the state and regional level? Is the quality of the work unambiguous and unequivocal?

3. Significance of the Work

What is the significance or impact of the candidate's work?

4. Candidate's Productivity

How does this candidate's productivity over the past (Number) years compare with other faculty members seeking this rank?

5. Candidate's Potential

What is the candidate's potential for future growth and for continued contributions to the discipline? Is there evidence and strong reason to believe that the candidate has the potential to meet the requirements for promotion to the rank applied for?

6. Candidate's Standing

How would you compare the candidate's teaching/service work and professional reputation with others in the same discipline who are at the same stage in their careers?

7. Additional Aspects

What other aspects of the candidate's work should be addressed?

Although it would not be expected that reviewers would be in a position to evaluate the candidate's achievement in the other areas of faculty activity (i.e. research), please feel free to comment on these areas if you have insight or knowledge that might help the committees involved in this process reach a decision. Because of differences in institutional needs and missions, please do not state whether (Candidate) would be (promoted) at your institution. This decision needs to be made by the promotions and tenure committees and administrators at the unit and University levels.

As a matter of UNCG policy, we cannot ensure the confidentiality of any documents that you provide. Letters from external reviewers become part of the candidate's promotion folder, which is available to all involved parties within UNCG, including the candidate.

We would very much appreciate your response on or before (Date), as we are under a formal itinerary that involves multiple levels of sequential review. We would request that your evaluation take the form of a letter addressed to me and that you include a current copy of your curriculum vita. If for any reason you cannot provide your review by that date, or if you decline to provide a review of this candidate, please let us know as soon as possible.

We realize that preparing your letter of evaluation will be time consuming. However, as you are aware, academic programs are built on the quality of faculty, and external evaluations from recognized scholars such as yourself are essential in helping us make decisions that will enhance that quality.

If we can provide you with any additional information, please do not hesitate to contact us. We thank you in advance for your assistance with this very important process.

Sincerely,

Enclosures:

1. Curriculum Vita
2. Several representative samples of (his/her) work
3. Candidate's promotion statement
4. SOE Guidelines for Promotion

G. SOE P&T Reappointment and Promotion Documents Reminders, Requests, and Helpful Hints

For Candidates, Chairs and Mentors:

The following “reminders and requests” are items that have been confusing and/or forgotten in some reviews. Attending to these items will avoid the SOE P&T Committee having to request them with a short turn-around time.

- Please make clear which publications are peer reviewed. (Do this in the document as well as on the curriculum vita).
- Please separate out internal and external grant proposals/funding. (Do this in the document as well as on the curriculum vita).
- Be sure to include the annual reviews from the department chair.
- The content management system will prompt candidate to acknowledge review at each level and to provide a response if necessary; attend to each prompt in a timely manner.
- Be explicit as to the nature of the work and what portions are either pedagogical, research, or service in cases where there is confusion regarding the category for work or a product (i.e., teaching, research, and service). Think about both intent and outcome in making these distinctions.
- Please follow the conflict of interest and conflict of commitment guidelines for any service that also generates income. Additionally, any engagement not related to your responsibilities as an employee of the university should be clearly indicated in your CV.

Helpful Hints for Preparing Reappointment, P&T, and Promotion Documents

The following “helpful hints” are based in the School of Education Promotion and Tenure Committee’s experience with the review of candidates for the last few years. The intent is to provide some suggestions for helping the candidate situate his/her work and educate the audience who reads the documents so that readers understand what the candidate’s work has involved. These helpful hints are not prescriptive but examples; a candidate should include those that best fit their own profile, adapt the suggestions as appropriate to their profile, and/or include other information not listed here that helps provide the context for the candidate’s documents.

Teaching

The following should be included in Part B.I.a. in content management system:

- Include data from the course evaluations (means, SDs preferred) for each course. The evaluation form should be in Part B.I.b.
- Include a summary chart of the course evaluations at the end of Part A narrative.
- Include the n (number of students) who provided the evaluations for each course.
- Include a representative sampling of student comments to open-ended questions in Part B.I.b.
- For doctoral committees the candidate is co-chairing, name the co-chair and briefly describe the role of the candidate.
- A description of the candidate’s advising responsibilities as they pertain to doctoral, master’s, and undergraduate students

Research/Scholarship

- For each journal where the candidate's work has been published, include context for the publication outlets (e.g., acceptance rates, citations, or estimates of circulation). When possible/appropriate, include similar information for other publication outlets.
- Briefly describe the candidate's contribution as a co-author of publications.
- Required publication lists should be in 10 pt font and single spaced.

Service

- Provide explanation in the narrative about the impact of service activity and its relevance to the candidate's position at the university.
- Make clear any necessary distinctions between consulting work and local/national/international work.
- For journal review work, indicate whether the candidate is an ad hoc reviewer or has been appointed to the editorial board (for what term). Include the number of manuscripts reviewed and scope of the work (e.g., evaluative review only, serving as a mentor to help the author move the piece toward publication)
- Required service activity lists should be in 10 pt font and single spaced.

❖ Organization of Dossier on Content Management System and Responsibilities (For Candidates and Department Chairs)

□ Part A: Candidate

*Candidate CV, Part A-Summary of Work Form, 3-4 sample publications (if going up for P&T and Promotion) and an Impact Statement, where applicable: (actual form is on Provost website, candidate completes and uploads all of these)

*The candidate's narrative statement is a maximum of 15 pages (across teaching, research and service), double-spaced, excluding the required documentation. The committee will read up to 15 pages of text. At the end of the statement include course evaluations chart, advising chart, list of publications and service activities. These lists should be referenced in the narrative, but only included at the end.

□ Part B: Department

*1. Statement of Context: (Department Chair writes and consults Impact Statement)

*2. Early Review Agreements: (any previously agreed upon documentation of shorter P&T review)

*3. P&T Guidelines document: (SOE and departmental guidelines)

*4. Workload Policy document

*B.I.a. Student Evaluations of Teaching: (summary chart of course evaluations and raw data)

*B.I.b. Departmental Student Teaching Evaluation Instrument

*B.I.c. Peer Reviews of Teaching: (Per the UNCG Teaching Effectiveness Policy, candidates seeking promotion to Associate Professor are required to have at least three peer reviews before applying for promotion and tenure, with at least one of those peer reviews occurring before reappointment. Candidates seeking promotion to Full Professor are required to have at least one peer review prior to seeking

promotion (beyond that which was included in their dossier for promotion to Associate Professor). Professional Track Faculty who are on multi-year contracts should be peer reviewed at least every other year, and, thus, the number of peer reviews included in their dossiers for promotion will correspond with that policy.

*B.I.d. Additional Evidence of Teaching Impact including related Community Engagement

*B.II.a. External Letters for Research/Creativity Activity including related Community Engagement: (Dean's Executive Assistant uploads)

*B.II.a.i. Copies of Reviewers' CVs: (Dean's Executive Assistant uploads)

*B.II.b. Additional Evidence of Research Impact

*B.III.a. Letters of Commendation for Service including related Community Engagement

*B.IV.a. External Letters for Directed Professional Activity

*B.IV.a.i. Reviewers' Biographical Sketches or CVs for Directed Professional activity: (Dean's Executive Assistant uploads)

*B.IV.b. Other Reviews of Directed Professional Activity

*B.V.a. Annual Reviews

*B.V.b. Reappointment Letter: (required for candidates for P&T only)

*B.V.c. Workload Agreements

Part C: Departmental Vote and Evaluation

*C.I.a. Faculty's Written Evaluation: (required, one concise letter speaking to teaching, research and service)

*C.I.b. Summary of Faculty Deliberation and Vote

*C.I.c. Signatures of Faculty Present for the Vote

*C.II.a. Dissenting Opinion

*C.III.a. Head's Recommendation and Written Evaluation

Part D: Candidate Responses & Updates

*D.I. Updates to the Dossier

*D.II. Response from the Candidate to the Departmental Review

*D.III. Response from the Candidate to the Unit Review

Part E: Unit Vote and Evaluation

*E.I.a. and E.I.b. Unit P&T Committee Vote and Written Evaluation (one concise letter, chair of unit P&T uploads)

*E.II.a. and E.II.b. Summary evaluation by the Dean and Written Evaluation (Dean uploads)

Part F: University P&T Committee

Part G: Appendix

Department Chairs

Context Statement Suggestions

Provide a description of the candidate's primary responsibilities since achieving his or her current rank, in terms of Teaching, Research and Creative Activity, and Service, as well as any contributions to Directed Professional Activity (if the candidate's evaluation is to

include this category of work). Candidates may be reviewed for promotion and/or tenure with any mix of Teaching, Research and Creative Activity, Service, and Directed Professional Activity. The statement should be factual and descriptive, not evaluative, and should present the candidate's work within the context of the department, indicating norms or specificities within that department, especially those that may differ from other departments. If the candidate has received special support from the institution such as start-up funds, TA/RA support beyond that normally granted to a faculty member in his or her department, or a reduced teaching load, this should also be noted. Instances of collaborative research and collaborative teaching should be explained so that reviewers fully understand the distinct contributions of the candidate. This is also the place for the department chair to provide any context necessary for reviewers to understand the annual reviews

included as part of the dossier. Make sure to consult information in the Impact Statement if it is included in candidate's dossier. Please note that this context statement is not meant to be evaluative, and it should not overlap with the Chair's evaluation letter.

If work produced prior to employment at UNCG will be counted, a separate statement should be uploaded in Part B. 2. and specify what work will be included in the evaluation. This separate statement should be 1-2 pages.

These sections might be helpful in constructing the statement:

- Professional responsibilities: (this is not about the specific scholarly work, courses or committees the candidate has engaged in, but rather what portion of their responsibilities is allotted to each, how has their work been distributed across these areas, etc.)
- Context of scholarship in the field: (what are the parameters of the field and expectations, describe the typical conditions within the field that help to understand the work, etc...)
- Criteria or expectations for evaluating quality in relationship to candidate's work

Candidate's Part A Statement Suggestions

Please make sure candidate's narrative is no longer than 15 pages. The committee will not read beyond that. Advising chart, course evaluation chart, list of publications and service activities must be included at the end of the narrative statement and should be referenced in the body, but not included.

Appendix H: UNCG School of Education TASKS AND SUGGESTED TIMELINE Promotion and Tenure / Promotion Tenure-Track and Clinical Faculty 2025-2026 • •	START DATE	END DATE	PERSON RESPONSIBLE
Early February- Department chairs provide written notification to the Dean's office and current chair of the P & T Committee regarding faculty members who will be going up for promotion.	2/5/25	2/17/25	Department Chair
March - Candidates meet with department chairs to generate a list of names, addresses, telephone numbers, and e-mail addresses of potential external reviewers. Per UNCG guidelines, the candidate submits the names of up to four potential reviewers. The candidate provides a brief rationale for why each person was placed on the list and a description of any relationship between the candidate and each potential reviewer.	3/3/2025	3/31/2025	Candidate / Department Chair
April - The department chair consults with departmental faculty members at or above the rank for which the candidate is being considered to create a list of no fewer than 4 additional potential reviewers. The department chair selects no fewer than 3 reviewers from the combined list; the list of selected reviewers contains no less than one name submitted by the candidate	4/1/2025	4/21/2025	Department chair
May - Department chair contacts potential external reviewers and determines their availability. SOE Dean sends follow-up letter securing their agreement.	5/1/2025	5/27/2025	Department chair and SOE Dean

May - Candidate prepares packet of materials to be submitted to external reviewers. (See SOE External Reviewers document)	5/1/2025	5/30/2025	Candidate and Department chair and/or Mentor
Mid-June - Dean's office staff sends candidate's materials to external reviewers.		6/16/2025	SOE Dean
Early September - External reviewers' letters due to the Dean's office.		8/27/2025	External Reviewers
Early September - Candidate uploads part A to content management system. Department uploads part B to content management system. FIRM DUE DATE		9/2/2025 9/8/2025	Candidate Department
September - Departmental P&T committee members complete review of candidate's materials (including departmental evaluations of teaching, research/scholarship, and service; directed professional activity as appropriate), write letter of evaluation with recommendation (vote) to department chair. Part C.I & C.II	9/5/2025	9/19/2025	Department P&T committee
September- Early October - Department chair completes review of candidate's materials and writes independent letter of evaluation to Dean. Department chair submits chair letter and departmental P&T committee letter to Dean's office. Part C.III	9/16/2024	9/29/2024	Department Chair

October - Candidate responds to departmental review Part D.I	10/2/2025	10/6/2025	Candidate
October – Candidates makes updates to dossier, Part D.II	10/6/2025	10/8/2025	Candidate
October - SOE P&T committee members review candidate's materials and departmental letters of evaluation, deliberate following established procedures, vote, and write letter of evaluation with recommendation (vote) to Dean. Evaluation sent to Dean and Department Chair. Dean and Department Chair meet with candidate to review recommendation. *Note. If materials are modified or new materials are added to the content management system in response to the SOE P&T Committee's requests for clarification, the candidate should sign a statement indicating he/she is aware of the changes; the signed forms should be scanned and uploaded to the content management system. Part E.I	10/10/2025	10/27/2025	SOE P&T Committee
November - SOE Dean reviews candidate's materials, P&T letter and departmental letters and writes letter of evaluation/recommendation to Provost. Part E.II	10/29/2025	11/07/2025	SOE Dean
November – Candidate responds to Dean's review, Part F		11/10/2025	Candidate

November - All P&T recommendations and materials due to the Office of the Provost/Executive Vice Chancellor. FIRM DUE DATE		11/12/2025	Dean's Office
Appendix H: UNCG School of Education TASKS AND SUGGESTED TIMELINE Reappointment 2025-2026 Tenure-track	END DATE	PERSON RESPONSIBLE	
October – Candidate submits Part A and Department submits Part B to the content management system. FIRM DUE DATE	9/29/2025 10/1/2025	Candidate and Department	
October - Departmental P&T committee members complete review of candidate's materials (including departmental evaluations of teaching, research/scholarship, and service; directed professional activity as appropriate), write letter of evaluation with recommendation (vote). Part C.I & C.II FIRM DUE DATE	10/24/2025	Department P&T committee	
October-November - Department chair completes review of candidate's materials and writes independent letter of evaluation with recommendation. Part C.III FIRM DUE DATE	11/4/2025	Department Chair	

November- Candidate responds to departmental review Part D.I	11/5/2025	Candidate
November- Updates to Dossier Part D.II Unit Decision-Send to SOE P&T Committee	11/6/2025 11/10/2025	Dept Admin Dept Admin
Late November - December - SOE P&T committee members review candidate's materials and departmental letters of evaluation, deliberate following established procedures, vote, and write letter of evaluation with recommendation (vote) to Dean. Evaluation sent to Dean and Department Chair. Dean and Department Chair meet with candidate to review recommendation. Part E.I. FIRM DUE DATE	11/14/25 -12/04/2025	SOE P&T Committee
January - SOE Dean reviews candidate's materials, P&T letter and departmental letters, and writes letter of evaluation/recommendation to Provost. Part E.II FIRM DUE DATE	1/20/2026	SOE Dean

January- Candidate responds to unit review, Part F	1/27/2026	Candidate
--	-----------	-----------

Appendix I: Impact Statement Guidelines (if applicable)

The Impact Statement is an opportunity for faculty to describe both positive and detrimental effects of unforeseen events (e.g., the COVID Pandemic, freezing of federally funded grants) on the mix or balance of their work activities and the types of work outcomes that they were able to achieve. Evaluators are asked to consider these impacts as they apply departmental and unit standards in faculty evaluation processes. Evaluators are also asked to recognize the individualized impacts of these events and avoid taking a “universal” approach; for example, the same factor that presented an opportunity for one candidate may have presented a hardship for another. Please note that the inclusion of an impact statement is an option available to faculty members undergoing annual or post-tenure review, but it is not required.

An impact statement must be no more than three pages and should include items that have affected teaching, research/scholarship/creative activities, and service. Below are some ways that unforeseen events may have impacted the work of faculty members that might be addressed in an impact statement:

- Provided opportunities to demonstrate innovation and creativity;
- Required modifications or increases to workload, activities or approaches;
- Canceled or delayed events, activities or work products;
- Reduced access to facilities, libraries, archives, performance venues, galleries or other locations, as well as reduction in personnel, access to human subjects, or access to community or other partners;
- Changes in the availability of external funds to support research or teaching, or changes in the timing of access to those funds; required off-contract work in the summer to redesign courses or provide service work to the unit, school, college or university;
- Provided opportunities to address emergent issues related to the unforeseen circumstance.
- Required additional service to sustain departmental or other operations or to support students that felt “invisible”; and/or
- Caused personal challenges that affected overall productivity (i.e., increased caregiving demands)

Such Impacts should be discussed explicitly in the faculty member’s statement as well as in the departmental, department head, college and/or dean’s assessments (extracted from Provost Communication December 2020).