

Department of Languages, Literatures, and Cultures
Promotion & Tenure Guidelines and Procedures
Approved by vote of the faculty (4/10/2018)

I. GENERAL EXPECTATIONS

As part of the College of Arts and Sciences, the Department subscribes to the scholar-teacher model of faculty responsibility described in the College's *Guidelines on Promotion and Tenure*. In alignment with the College, the Department expects faculty to demonstrate achievement in three areas—teaching, scholarly or creative work, and service—and to attain the different degrees of achievement in these areas that are appropriate for each level of reappointment and promotion. These are the criteria by which decisions about reappointment, tenure, promotion, post-tenure review, and merit salary increases will be made.

The criteria and procedures described below conform to the current *College of Arts and Sciences Guidelines and Regulations on Reappointment, Tenure, and Promotion*, which in turn conforms to the University *Guidelines and Regulations* and other governing documents, as indicated in the College documents (available on the College website). In the case of any unforeseen conflict between the “Guidelines” of the Department of Languages, Literatures, and Cultures and any of the governing documents of the College, University, or North Carolina, the provisions of those governing documents will supersede the Department "Guidelines."

II. CATEGORIES OF EVALUATION

II. A. Teaching

As an integral part of their responsibilities, all Department faculty are expected to be effective teachers. “Effective teaching” and successful transmission of knowledge in the classroom can be demonstrated in a variety of ways, including but not limited to the following: delivering course content in an understandable, comprehensive fashion that demonstrates thorough knowledge of the subject matter; designing course syllabi oriented to stimulate students’ intellectual curiosity; organizing class materials in ways that supports student learning, exercising sensitivity to students’ needs; providing instruction in a range of courses at a variety of levels (elementary, intermediate, and advanced), contributing to curriculum design and development; implementing innovative pedagogical strategies; integrating effective uses of instructional technology, participating in collaborative teaching, contributing to interdisciplinary teaching and community-engaged instruction. Contributions to effective teaching beyond the classroom setting may also include advising, mentoring, directing theses, supervising student’s projects, demonstrating leadership in curriculum development initiatives, leading teaching-related workshops and institutes (both internal and external), teaching interdisciplinary and/or multidisciplinary programs, and implementing instructional technologies and innovative pedagogies. Assessment of interdisciplinary, multi-disciplinary, and collaborative work in teaching will include evaluations from qualified UNCG faculty in relevant departments and programs as well from qualified external reviewers.

As outlined above, the Department expects its faculty to make effective teaching a priority and assesses performance in this area according to knowledge of subject matter, ability to convey disciplinary knowledge to students, efforts to contribute to curriculum development and innovation, consistent maintenance of high academic standards, and efforts to motivate students to be critical thinkers and active learners. Because student evaluations are not reliable enough to serve as the basis for the evaluation of effective teaching, teaching accomplishments are best documented by maintaining a Teaching Portfolio that reflects the quality and extent of a candidate's contribution in this area.

II. B. Research, Scholarship, and Creative Activity

The Department expects all faculty except those exempted by contractual agreement to be actively engaged in the world of scholarship and/or creative activity with results that are original, significant, recognized, and sustained. The Department believes that such professional pursuits, which may vary from field to field, should bring distinction to the faculty member as well as to the Department and the University. Consequently, it is important that faculty be engaged in a continuing program of research/creative activity leading to the public dissemination of their work. The Department recognizes that publication of significant books, articles, creative pieces and collaborative efforts can represent evidence of excellence in scholarship/creative activity. It further recognizes that journals and presses frequently build up a backlog, delaying publication of accepted submissions. A scholarly contribution does not need to appear in print to be considered as completed scholarship, but it does need to be formally accepted in final form.

In addition, scholarly activity may be undertaken through a variety of methods, which may be interdisciplinary, collaborative, or community-engaged. A candidate who plans to present Community-Engaged Research (CER) as a significant component of his/her dossier should consult with the Department Head about how it should be documented. Since CER and creative activity may take both traditional and public forms, it is the responsibility of the candidate initially to explain and document the quality and quantity of work and the contribution to the field. Although CER work creates a variety of products and may emerge from different processes, it does not differ in rigor. CER, like all good scholarship, is peer reviewed, but that review includes a broader and more diverse group of peers, many from outside traditional academic departments, working in museums, historic sites, or other sites of mediation between scholars and public. Furthermore, the impact on community audiences—for whom the work is primarily created—must be considered. For that reason, in addition to evaluation by independent external reviewers, a broader range of review documentation may be considered, including reflections by community partners, testimonials from general audiences, and articles in popular media.

With regard to collaborative research, as there are no widely-accepted disciplinary norms allowing one to gauge at a glance the relative roles played by each member of a co-authored piece of scholarship, candidates should clearly indicate the percentage of effort in the C.V. and specify their precise role in such work in the scholarship section of the promotion dossier, including supporting documentation from co-author(s).

Regarding external funding, the Department expects tenure-track faculty at all levels to apply for external grants, but it acknowledges the scarcity of funding in the humanities, especially in the fields of languages and literatures and therefore does not require successful funding for tenure and promotion.

In general, high quality, originality, and significance of the published research are considered more important than either quantity or type of scholarship. The validity, merit, and sufficiency of scholarship/research for promotion and tenure shall be evaluated by sanctioned external reviewers and the tenured Department faculty.

II. C. Service

The Department, in alignment with the University, recognizes the primary importance of teaching and scholarship/creative activity. Nonetheless, departmental faculty, as part of their professional responsibilities, are expected to perform regular service to the Department, the College of Arts and Sciences, the University at large, the profession, and the community, consistent with teaching duties and research programs.

II. D. Directed Professional Activity

In accordance with the University *Promotion and Tenure Guidelines*, the Department recognizes the value of directed professional activity (DPA). The Department will, where appropriate, recognize and support the following contributions in the evaluation of faculty for merit, tenure, and promotion: service as Department Head or associate Department Head, leadership and significant involvement in interdisciplinary programs/ventures, the coordination of language programs/sequences, the training/mentoring of teaching assistants and part-time faculty, editorial supervision of a respected peer-reviewed journal or book series, the development and maintenance of Department programs including LLC Study Abroad offerings, leadership in professional organizations, and other achievements as outlined below. The extent and importance of performance in this category should be appropriately factored into the assessment of the faculty member's overall achievements in teaching, scholarship and service.

In evaluating the role of DPA, the department adheres to the guidelines established by the College:

Directed Professional Activity is broadly defined as “university activities whose contribution is sufficiently distinctive that their significance is diminished when embedded in” the three expected areas of achievement and evaluation above (UNCG Guidelines, Section II.D.).

The College expects that such contributions will be substantial, explicitly differentiated from contributions in the three expected categories, and identified at the point of hire or, where the contribution begins later in a candidate’s career, at the point of transition when the directed professional activity begins to become a distinct category of effort and achievement. (CAS 4)

III. CONFIDENTIALITY IN PERSONNEL PROCESSES

All personnel discussions, regardless of the form they take, should be treated with the utmost respect for the confidentiality at all stages of the process. The only official record of discussion in the decision-making meetings will be the summary of deliberations crafted by the faculty member charged with summarizing the discussion. Comments will be reported without attribution. Should individual faculty members wish to take notes for personal use, the same expectations adhere and the strictest standards of confidentiality apply.

IV. REAPPOINTMENT

Assistant Professors are initially hired for a four-year appointment; they present their dossiers for consideration for reappointment to a three-year term during their third year of service. During the spring semester of a tenure-track faculty member's second year, the Department Head will discuss the upcoming reappointment review with the faculty member and will go over the Department's and the College's Reappointment Review Guidelines with the faculty member.

IV. A. Criteria for Reappointment

1. Teaching: Candidates should demonstrate that they are effective teachers. Such demonstration may come from a combination of factors, including but not limited to, student evaluations, self-assessments, peer evaluations, participation in teaching workshops, and course syllabi and assignments.
2. Research/creative activity: Candidates should demonstrate that they have an active agenda of research or creative activity and that they are making the kind of progress with their program of research/creative activity that will allow them to satisfy the Department's requirements in this area for promotion to associate professor and tenure. Evidence of such progress may include a combination of participation in and presentation of research at meetings of professional organizations; scholarly publications; receipt of internal or external research grants or fellowships; and drafts of work in progress.
3. Candidates must have participated in departmental service and have demonstrated a willingness to participate in some service for the Department and, when possible, the College, the University, the community and/or the profession.

IV. B. Process for Reappointment

- 1) In the Spring semester prior to year of the reappointment review, the Department Head, in consultation with the candidate and senior faculty, will appoint a three-person committee solely for the purpose of the reappointment review. The Chair of the

Reappointment Review committee will be appointed by the Department Head in consultation with the committee members. Where appropriate, the candidate may request that a faculty member from outside the department serve on the committee. Any such appointment must be approved by the Department Head and the Dean. The candidate's departmental Reappointment Review committee works closely with the candidate to prepare the dossier. By November of the candidate's third year, the candidate submits the dossier, prepared in accordance with the guidelines for tenure dossiers, to the tenured faculty.

2) The Reappointment Review Committee will draft an evaluative summary of the candidate's record in the three or four areas of review. In preparing his/her summary, the member of the Committee responsible for teaching evaluation will have had access to all documents germane to the candidates' teaching performance, to include peer and student evaluations. In its report, after careful analysis of the candidate's contributions, the Committee shall provide an evaluative summary statement in each area (research, teaching, service, and directed professional activity, if applicable) indicating that the Committee finds that the candidate has exceeded/met/not met departmental expectations for reappointment in that area. Committee members vote on the overall merits of the case in all areas when the vote is taken by all eligible tenured faculty of the department. The Committee will make a draft of its report available to all tenured faculty at least two days in advance of the meeting to decide the case. Faculty will have the opportunity to review the document in the office of the staff member charged with personnel matters. The draft is to be treated as confidential as set forth in Section III; it may not be copied or distributed in any form in advance of the meeting to discuss the case. Hard copies of the draft report will be made available solely for use during the meeting. No discussions regarding the draft are to take place before the scheduled meeting.

3) The tenured faculty will meet to discuss the candidacy. The Department Head will initiate the discussion and will appoint a tenured faculty member to chair the faculty deliberations and take notes. The Reappointment Review Committee will briefly present their findings. The Department Head reports any other evidence from the personnel file germane to teaching, research/creative activity, service and directed and other professional activities that is relevant to an evaluation of the candidate's performance. The Head is then excused and the final deliberations on the candidate's record take place. At the end of their deliberations, the tenured faculty will vote, by secret ballot, to recommend or not recommend the candidate for reappointment. After the meeting has adjourned, the faculty member selected to chair the meeting and take notes will prepare a brief written report of the discussion. The report will include a summary of the deliberations and a list of substantive recommendations for the candidate. Before the chair submits the report, faculty who participated in the meeting will have the opportunity to review a draft and offer commentary. The chair then finalizes the report and submits it to the Head. The Head will meet with the chair to discuss the summary.

4) The Department Head will inform the candidate in writing of the decision about recommendation for reappointment, including the faculty vote, as soon as possible after those decisions are taken. (The Head may give the candidate more immediate verbal

notification of the results, but this notification must be followed by the formal written notice.)

5) If the candidate has been recommended for reappointment, the Department Head will meet with the candidate to discuss the tenured faculty's recommendations about the candidate's progress toward tenure and to address any questions or concerns the candidate may have. At this meeting, the Head will provide the candidate with the results of the vote, and a copy of the chair's report of the deliberation meeting, including the tenured faculty's substantive recommendations about the progress toward tenure (for instance, if the candidate is advised to reduce service commitments, achieve certain publication goals, improve classroom teaching, etc.), and a copy of the Department Head's evaluation.

V. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

V. A. Criteria

1. Teaching:

A teaching portfolio in the **tenure and promotion to Associate Professor** dossier should provide evidence of a faculty member's instructional accomplishments in a way that clearly demonstrates teaching effectiveness as outlined in Section II. The teaching portfolio should consist of materials such as a statement of teaching philosophy; course syllabi, assignments and sample rubrics; peer and self-evaluations. Teaching awards given to faculty either within the University or from professional organizations provide further validation of overall instructional effectiveness.

Teaching performance at all levels will be measured by 1) regular annual peer review; 2) periodic classroom observation; 3) written student evaluations; 4) solicited and unsolicited letters of review and recommendation by students and colleagues; 4) a documented record of significant course development, innovation, and curriculum design.

2. Research, Scholarship, and Creative Activity:

Candidates for promotion and tenure must provide evidence of scholarly work that is sustained, ongoing, and significant. In this context, "significant" means that a candidate's research/scholarship is demonstrably high in quality, original, peer reviewed, and publicly disseminated. Significance in these ways is more important than either volume or type of scholarship (see CAS Guidelines Part I "Research"). A primary criterion is scholarly achievement and the demonstration of (or the clear potential for) prominence and recognition in the field in which the candidate was hired. Scholarly achievement is demonstrated via a sustained pattern of research across the probationary period that suggests the potential for continued research accomplishment.

There are two paths to promotion and tenure via research, scholarship and creative activity depending on the norms of the candidate's field:

- a) a traditional single-authored monograph and a record of scholarly achievement (including items specified below);

or

- b) a series of significant articles and/or book chapters published in reputable, refereed venues that together are equivalent to a monograph in impact and quality and a record of scholarly achievement (including items specified below).

Path Selection: In their meeting to discuss their reappointment review with the Department Head during the spring semester of the second year, candidates should identify which path they plan to pursue and articulate how their choice fits with the disciplinary area for which they were hired. Although the need for changes may arise later, the timely decision offers the best opportunity for candidates to provide clear evidence of continuing significant scholarly achievement through an active research agenda.

Generally, the publication of a single-authored book by a reputable scholarly press* when accompanied by secondary scholarly activity and dissemination, shall satisfy the research expectations for tenure. In the case of monographs and book-length studies, if a volume is not in print by the time of the departmental review of the completed dossier in the Fall, the candidate must provide, no later than the meeting at which the tenured faculty formally vote on promotion and tenure, proof of final acceptance by a reputable press of the completed manuscript. Final acceptance means that the book is under contract with a press, that the final revised manuscript has been approved by the press, and that the final manuscript has been submitted for copy-editing. A contract based on an incomplete manuscript will not fulfill the requirement.

Other Forms of Scholarly Achievement

In conjunction with the two paths described above, scholarly achievements may include (but are not limited to) the following: edited anthologies or volumes, co-authored books, critical editions, scholarly translations, journal articles, book chapters, encyclopedia entries, and published refereed conference proceedings. The department also recognizes the authorship of textbooks, digital archives, and other types of electronic publications. Success in obtaining external grants and awards related to scholarly or creative activity is likewise applicable but not required.

*Candidates should work closely with their mentor and tenured colleagues in their field to identify the best presses for their books; candidates should also gather information that documents the standing of series/press—this is especially important in the case of international or lesser known presses.

Secondary, but not alternative, forms and venues for research may include book reviews, review essays, compilations, translations, bibliographies that represent contributions to the profession, and unpublished conference papers or presentations (particularly those presented at high-profile national or international meetings). Other valid scholarly activities may include: applying for grants or fellowships (both internal and external), editorial work for professional journals, refereeing journal submissions and grant applications, program development following from research/creative activity, leadership in professional organizations, and organizing/hosting/participating in conferences, workshops, symposia, lecture series, festivals, exhibitions, public readings or performances, and other professional events.

3. Service

For promotion to Associate Professor, the Department expects primary emphasis on contributions to departmental service and encourages contributions to College and University service that are consistent with teaching commitments and research programs. The Department also recognizes service to professional organizations and to the community, particularly when such service involves applications of the faculty member's professional expertise and contributes to University, community and professional missions. Although Assistant Professors will have fewer service duties compared to tenured faculty, the candidate's accomplishments in service must be sufficient to demonstrate both the willingness and the ability to contribute effectively to ongoing service at various levels.

4. Directed Professional Activity

In accordance with the College guidelines, DPA is "normally a supportive or additive category of evaluation, with teaching, scholarship and service remaining the primary basis for evaluation" (CAS 4). The College "expects that such contributions will be substantial, explicitly differentiated from contributions in the three expected categories." For a tenure candidate, inclusion of the category must be documented with a Memorandum of Agreement no later than the candidate's reappointment review.

V. B. Process for Promotion to Associate Professor with Tenure

The Department initiates procedures for promotion/tenure well in advance of the fall semester deadline to allow ample time for completion of this lengthy process.

1. During the candidate's first year, the Department Head in consultation with the candidate appoints a mentor for the faculty member. While all tenured faculty should participate in the active mentoring of junior faculty, the mentor will act as a resource for the new faculty member. If faculty members wish to change to a different mentor, they may make this request to the Department Head, explaining their reasons.

In the Fall semester of the year prior to the submission of the tenure dossier, the Department Head, in consultation with the candidate and senior faculty, will appoint a three-person evaluative promotion and tenure committee. The Chair of the committee will be appointed by the Department Head in consultation with the committee members. The candidate

may request that a faculty member from outside the department serve on the committee. Any such appointment must be approved by the Department Head and the Dean. The candidate's departmental promotion and tenure committee works closely with the candidate to prepare the tenure dossier. By April 1st of the Spring semester prior to finalizing the tenure dossier, the candidate will compile a C.V. and drafts of the candidate's narrative statements (research, teaching, and service statements are required for all candidates; directed professional activity is optional). All these materials will be shared with the tenured faculty who will meet to review their quality and accuracy. The candidate will make any needed revisions before their materials are sent to the external reviewers. (The statements may be further revised before submission of the dossier in the Fall.) Publications and manuscripts under review, together with the candidate's C.V. and narrative statements, are to be submitted to three or more outside referees, in accordance with the College of Arts and Sciences Guidelines Governing the Use of External Referees in P&T Review, during the spring semester preceding the formal review. The department will make every effort to identify the external reviewers, from a list compiled of suggestions from the candidate and the committee as allowed by the CAS guidelines, by the beginning of April at the latest.

In the Fall, the dossier containing all material relevant to teaching, scholarship and/or creative activity, service, and directed professional activity (where applicable) will be made available to the tenured faculty members at least ten working days before the vote on promotion/tenure is to be taken. It is incumbent upon the candidate to notify the Department Head of any updates to the dossier, especially those regarding the status of publications, in a timely manner.

2. The Departmental Committee will draft an evaluative summary of the candidate's record in the three or four areas of review. In preparing his/her summary, the member of the Committee responsible for teaching evaluation will have had access to all documents germane to the candidates' teaching performance, to include peer and student evaluations. The Committee will make a draft of its report available to all tenured faculty at least two days in advance of the meeting to decide the case. It is incumbent upon all voting faculty to carefully review the complete dossier. After completing their own individual assessments of the file, faculty will have the opportunity to review the draft of the Committee's report in the presence of the staff member charged with providing support for the P and T process. The draft is to be treated as confidential as set forth in Section III; it may not be copied or distributed in any form in advance of the meeting to discuss the case. Copies of the draft report will be made available solely for use during the meeting. No discussions regarding the draft are to take place before the scheduled meeting.

V. C. 3. Faculty Meeting

- 1) At the beginning of the fall semester, in advance of the meeting to discuss the candidate's dossier, the Chair of the candidate's Promotion and Tenure Committee will contact all the eligible voting faculty to elect a faculty member who did not serve on the Committee to lead the discussion.
- 2) At the meeting, the Committee will summarize highlights of its report; after the Committee concludes its presentation, the Department Head reports any other evidence from the personnel file germane to the evaluation of the candidate's

performance in teaching, scholarship and creative activity, service and directed professional activities and answers any questions that may have arisen. The Head is then excused and the final deliberations on the candidate's record take place.

- a) The duly elected faculty member will lead the discussion.
 - b) During the discussion, the Committee shall provide an evaluative summary statement in each area (research, teaching, service and directed professional activity, if applicable) indicating that the Committee finds that the candidate has exceeded/ met/not met departmental expectations in that area.
 - c) Deliberations are conducted by motions and open discussion; action is taken by secret ballot.
 - d) The elected leader of the discussion will draft a confidential summary, written in accordance with the guidelines established in Section III above, of the final deliberations with recommendations from the tenured faculty to the Department Head. The summary should reflect the discussion of all the faculty. Before the chair submits the report, faculty who participated in the meeting will have the opportunity to review a draft and offer commentary. The chair then finalizes the report and submits it to the Head.
- 3) In accordance with UNCG guidelines, any faculty member wishing to participate in the writing a dissenting opinion will contact the appropriate staff member who will facilitate a meeting of those who wish to record their dissent in a single document. This document must be added to the dossier at least two days before the Head's final evaluation is due.
 - 4) After the Head's final evaluation is added to the dossier, it will be shared with the candidate who will have the option to respond to its contents in writing before dossier leaves the department. The response, if any, will accompany the package throughout the higher levels of review.
 - 5) Regardless of the outcome of the department review, whether or not the recommendation for promotion is supported by the senior faculty or the Head, the case will proceed to the next level of review.

VI. PROMOTION TO PROFESSOR

As established in the CAS guidelines:

Promotion to the rank of Professor is based upon achievement, distinction, and the impact of one's contributions, not duration of employment. However, time in rank may be a salient consideration to the extent that the impact of certain contributions accumulates and gathers force over time. An individual's aggregate contributions over a period of time may yield a level of achievement or recognition that might not be accorded to any individual contribution.

Balance of Teaching, Research, and Service

An individual's record represents a unique balance and combination of teaching, scholarship/creative activity, and service. Where applicable, an individual's achievements in Directed Professional Activity may contribute to the record as defined by the individual's Memorandum of Agreement.

The individual is expected to have an overall record of outstanding professional achievement. This record may be accomplished by exceptional contributions primarily in a single area, supported by substantial contributions in other areas, or by an aggregate of contributions across areas. (CAS 5)

VI. A. Criteria

1. Teaching:

For **promotion to Professor**, faculty must demonstrate continued teaching effectiveness; it is also expected that senior faculty will contribute to the teaching mission of the department through curriculum development, active mentoring of students and other initiatives.

As noted above, Teaching performance at all levels will be measured by 1) regular annual peer review; 2) periodic classroom observation; 3) written student evaluations; 4) solicited and unsolicited letters of review and recommendation by students and colleagues; 4) a documented record of significant course development, innovation, and curriculum design.

2. Research, Scholarship, and Creative Activity:

The Department requires that candidates **for promotion to Professor** demonstrate scholarly achievement via a sustained pattern of significant scholarship and/or creative activity that has resulted in attaining both national and international distinction in their field. Candidates for Professor should present a substantial new body of research beyond that reviewed for tenure. By the beginning of the academic year in which they are reviewed, candidates should have published a monograph or a significant body of articles equivalent in impact to a monograph in their established field. Given that research trajectories evolve over time, however, the focus and nature of such scholarly work may deviate from the field for which the candidates were hired. In cases involving a substantive change in scholarly direction, that change must be formally acknowledged in a Memo of Agreement with the Department Head established at least one year prior to the application for promotion.

The significance of candidates' work can be established through documentation of evidence including **(but not limited to)** positive reviews, citations, and statements of impact of the candidates' work by qualified experts, invited chapters in high-impact publications, the

quality of publication venues, invitations to give keynote addresses or plenary lectures and readings at scholarly venues, papers presented at professional conferences, participation in scholarly symposia, delivery of invited scholarly lectures, exhibitions, or performances, the replication of scholarly and creative work, successful grant activity (internal and external), community-engaged research initiatives, collaborative research partnerships, interdisciplinary work, media exposure of research and creative activity, and professional recognitions and awards.

Professional reputation may be established through the documentation of evidence including **(but not limited to)**: holding a position as an editor or editorial board member of a journal, serving as a reviewer for journals and presses that publish scholarly work, serving as a reviewer on tenure and promotion cases for other colleges and universities, participating on committees for scholarly associations, contributing expertise to government agencies, and playing leadership roles in scholarly associations.

3. Service:

For promotion to Professor, candidates are expected to present a well-rounded record of meaningful contributions in the area of service beyond that reviewed for tenure. The Department expects tenured faculty to demonstrate leadership in the Department and to engage in service to the College of Arts and Sciences and/or the University at large that is consistent with teaching duties, research programs, and other professional commitments. The Department also recognizes service to the profession, nationally and internationally, and to the community at levels that are consistent with teaching commitments and research programs, particularly when such service involves applications of the faculty member's professional expertise.

4. Directed Professional Activity:

In making the case for promotion to Professor, DPA “normally plays the same additive or supportive role; in this case, however, the agreement may allow for heavier weighting of this category in relation to the other three, although it may in no case completely supplant or replace any of these three” (CAS 5).

For a candidate for promotion to Professor, the inclusion of DPA must be documented as early as possible before the candidate is considered for promotion by a Memorandum of Agreement signed by the candidate and the Department Head and endorsed by a majority of the tenured faculty senior in rank to the candidate.

VI. B. Process for Promotion to Professor

By March 1, Associate Professors who wish to be considered for promotion in accordance with UNCG Regulations must make their request in writing to the Head. The decision to begin the formal process for promotion may be initiated in three ways: 1) the candidate's written request as mentioned above; 2) a vote of the majority of the Professors at rank in the Department; or 3) by the Department Head. In all cases, the process cannot proceed without the consent of the candidate. The Department Head will meet with the faculty member to discuss the intended case for promotion, along with any perceived strengths and weaknesses, and any other circumstances that should be taken under consideration. If, after this discussion, the Associate Professor wishes to proceed with the promotional bid, the Head will call a meeting of the department members at the rank of Professor to discuss the matter and to appoint a three-person evaluative committee.

The procedure to be followed for the preparation of the dossier, the departmental meeting of faculty to vote on the promotion, and for the taking of the final vote will be analogous to the one outlined for the promotion and tenure of Assistant Professors. If there are not enough Professors at rank within the department to constitute a three-person evaluative committee, a Professor from a related field may be appointed to serve in consultation with the Department Head and the Dean.

Review of a candidate for promotion to Professor is not a mandatory review; the candidate can choose not to request a review and may decline the Head's or senior faculty's recommendation to seek a review. The candidate's decision not to request review does not preclude a candidate from choosing to be reviewed in any subsequent year.

Once a formal review has begun, the candidate may withdraw his or her portfolio at any time. If a review is unsuccessful or if the candidate withdraws his or her portfolio after a negative recommendation at the College or University levels, the candidate may next request a review during the third (or any subsequent) year of service following notice of the unsuccessful bid; the department can still initiate a review prior to that time.

VII. IMPLEMENTATION FOR NEW AND PROBATIONARY FACULTY

This document will be presented to and discussed with each new and probationary faculty member at the beginning of the first term of employment. The Head will review the criteria contained in this document with each faculty member at the beginning of the year in which evaluation for reappointment or tenure is scheduled. Written documentation of these discussions will be placed in the department member's personnel file and written confirmation that such discussions have taken place will be sent to the Dean.