

## Tenure, Promotion, and Annual Review Guidelines

### *Women's and Gender Studies*

### **TENURE, PROMOTION AND ANNUAL REVIEW GUIDELINES**

*Revised and Approved March 28, 2018*

## **WOMEN'S AND GENDER STUDIES PROGRAM GUIDELINES FOR REAPPOINTMENT, PROMOTION, TENURE, AND ANNUAL REVIEW**

### **Introduction:**

As part of the College of Arts and Sciences, the Women's and Gender Studies Program (WGS) subscribes to the scholar-teacher-participant model of faculty responsibility described in the College of Arts and Sciences Guidelines on Promotion and Tenure, and adheres to all policies and practices specified in the Code of the University of North Carolina and all University of North Carolina at Greensboro (UNCG) University Guidelines for Promotion and Tenure. The Program expects faculty to demonstrate achievement in three areas: teaching, scholarly or creative work, and service. Community-engaged scholarship may be considered for all candidates. For those being promoted to Professor, directed professional activity may also be considered.

WGS is an interdisciplinary program. It is important that faculty through their teaching, research, and service demonstrate that they further the mission of the program.

### **Program History and Focus:**

The history of the WGS program provides the context in which its mission has developed. UNCG, as the State Normal and Industrial School for Women, was founded as the first public institution for the higher education of women in North Carolina, and the institution remained a college for women until 1963. Since its founding in 1972 as Women's Studies (one of the first in the nation) and expansion in 2005 as the Women's and Gender Studies Program, faculty have been dedicated to continuing UNCG's historical concern with the lives of women and with the roles they play in society.

The central focus of the of the Women's and Gender Studies Program is to explain how gender is produced within social institutions and how these institutions affect individual lives and to analyze the mutual constitution of gender, race, ethnicity, class, sexuality, nationality, and religion. The Program addresses issues of neglect, omission, and bias in curricula while honing critical thinking skills vital to a liberal education. Faculty in WGS are expected to further this vision through their teaching, research, and service.

As they work toward reappointment, and then tenure and promotion to Associate Professor and promotion to Professor, all faculty should be strategic about framing their work across the categories of research, teaching, and service (for those seeking promotion to Professor this balance may also include directed professional activity).

In the case of promotion to Professor, promotion is based upon achievement, distinction, and the impact of one's contributions across teaching, research, and service, 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. 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.

The guidelines below provide clear and specific criteria in each major area for reappointment, promotion to Associate Professor with tenure, and for promotion to Professor.

### **Teaching:**

The Program expects good teaching from all faculty. While recognizing that good teaching may be accomplished and measured in various ways, we agree that it may include: knowledge of subject matter; organization of course material in an understandable fashion; respect for students and accessibility inside and outside the classroom; contribution to curriculum design and development; advising; and membership in and/or direction of thesis committees, as appropriate to rank. The program's peer evaluations, the teaching portfolio, and student evaluations are tools for measuring the quality of faculty teaching for reappointment, promotion, tenure, and post-tenure review. Given the research on student evaluations, we expect them to be used with caution and balanced with the use of other evaluative data.

For reappointment at the rank of Assistant Professor, candidates will show a commitment to teaching, demonstrate teaching competence, and show promise of making a significant contribution to teaching.

For promotion to the rank of Associate Professor and tenure, candidates will be expected to demonstrate good teaching through the means described above.

For promotion to the rank of Professor, candidates will be expected to demonstrate good teaching through the means described above. In addition, it is anticipated that for promotion to Professor, faculty will undertake a greater role, as is appropriate to their rank, in supervising graduate students' work and that their work in teaching may extend beyond the university.

### **Research and Creative Activity:**

Candidates for promotion and tenure must provide evidence of scholarly or creative work, which is sustained, ongoing, and subject to peer review. The nature of a significant program of continuing research and creative activity may vary with the nature of a candidate's specialization, as the field of women's and gender studies encompasses scholarly and creative work employing a variety of media and methodologies. A faculty member's ongoing, sustained scholarly or creative activity may include scholarly monographs, edited volumes and books, publications in conference proceedings, textbooks, book chapters, review essays, electronic publication, reports based on original research that have state or national impact, or creative scholarship (among the possibilities, playwriting, fiction, digital media, visual art, or performance). Sustained scholarly or creative activity means that a faculty member will produce a significant group of peer-reviewed materials that indicate an ongoing program of research or creative activity in the candidate's field of specialization.

WGS takes as foundational the premise that collaborative, multidisciplinary/interdisciplinary work is important, and WGS will give it full consideration. In discussing research and creative

activity, the faculty member should make clear their role in the production of collaborative work. The Director should solicit a letter in the dossier from at least one collaborator discussing the process of composition and the faculty member's role in it.

The Program values community-engaged scholarship, which is one form of collaborative research. Community-engaged scholarship is distinct in several ways. Community-engaged scholarship produces research products such as publications or exhibitions. Community-engaged scholarship is undertaken in collaboration with community partners who help set research questions, determine methodology, join in creating research projects, and/or engage in other activities that bridge the researcher's academic context and the community context of the partner(s). The community partners in such research function as peer reviewers, providing critical assessment and feedback. The faculty member should describe that process of peer review when discussing their community-engaged scholarship.

Internal and external grant activity as appropriate to the field of scholarship, although not required, shall be considered a part of scholarly/creative activity.

For reappointment to Assistant Professor, the Program requires that the faculty member be able to articulate plans for and exhibit evidence of progress towards a program of research and creative activity that is sustained, ongoing, and subject to peer review.

For promotion to the rank of Associate Professor with tenure, the Program requires significant evidence of continuing research or creative activity. While a candidate's scholarly or creative activity may take a number of forms, a standard model is the following: on average a peer reviewed article per year or the equivalent; or publishing a significant monograph by the end of the fifth probationary year (or equivalent if the candidate is given credit for previous years of academic teaching, research, and service). To count for the dossier, articles and chapters need to be already published or in their accepted form (all revisions prior to copyediting, as required by editors or reviewers, have been made and that the final manuscript has been submitted to the appropriate editor.) If the faculty member has written a monograph, "published" is defined to mean that a completed manuscript, requiring no further revisions, has been accepted for publication and that a contract/ author's agreement has been signed and is included in the dossier. By "no further revisions" it is meant that all revisions prior to copyediting, as required by editors or reviewers, have been made and that the final manuscript has been submitted to the appropriate editor at the journal or press. The final manuscript and editor's letter acknowledging its receipt must be included in the dossier. The candidate's record should show promise of achieving a level of distinction that will eventually lead to promotion to the rank of Professor.

For promotion to Professor, the criteria are analogous to those described above and may be met through demonstrated achievement in the mediums outlined above and according to the provisos as specified above. In the case of promotion to Professor, "sustained scholarly or creative activity" means that a faculty member will produce a further group of related peer-reviewed materials that indicate an ongoing program of research or creative activity in the candidate's field of specialization beyond what was presented for tenure and promotion to Associate Professor. Such sustained activity might include a second monograph, a coherent grouping of several peer-reviewed articles and/or book chapters, a substantial and important edited project, innovative pedagogical works (such as textbooks) that have a demonstrable influence on the field, creative scholarship (among the possibilities, playwriting, fiction, digital media, visual art, or performance), or significant and substantial directed professional activity. At the level of

Professor it is important that a candidate's work shows a clear intellectual/creative trajectory, one that augurs for further sustained peer-reviewed work in the ensuing years. The research profile must accrue a national or international reputation for the candidate. National or international reputation may be demonstrated in ways that include the following: through a position as editor of a journal or member of an editorial board; invited chapters in high-impact publications; 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; participation on committees for scholarly associations; leadership roles in scholarly associations; papers presented at professional conferences; participation in scholarly symposia; invited scholarly lectures, exhibitions or performances; reviews, citation, replication, or continuation of scholarly and creative work; media exposure of research and creative activity; or recognition of impact on the solution of social problems.

### **Service:**

While the Program recognizes the primary importance of teaching and scholarly or creative achievement in the excellence of undergraduate and graduate degree programs, we expect all faculty to perform regular service to the Program, the institution, and the profession. Faculty should consult with the WGS Program Director (and with other directors/heads in the case of joint appointment) to plan workloads carefully.

Untenured faculty--those moving towards reappointment and towards promotion and tenure--are expected to serve on the Program's committees and to contribute to WGS as an interdisciplinary program by supporting WGS events through their attendance and/or as presenters. In the case of joint appointment, untenured faculty must contribute to both programs/departments. Untenured faculty will not ordinarily be appointed to major administrative positions. The WGS Program Director (or directors/department heads in the case of joint appointments) will as part of the annual review process consult with the untenured faculty member to assist in avoiding undue burdens of service. If, because of contingencies, an untenured faculty member has been called on to provide exceptional levels of service, the significance of that service will be considered in evaluations for reappointment, tenure, and promotion.

Tenured faculty, especially those moving towards Professor, are expected to accept additional service assignments at the program, College, and university levels, preferably serving in an administrative role either within the program or elsewhere in the university. For promotion to Professor, significant service to the profession also is expected, which may include 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, participation on committees for scholarly associations, and leadership roles in scholarly associations.

While WGS recognizes the centrality of teaching and research or creative achievements in the excellence of undergraduate and graduate degree programs and to the careers of faculty members, a number of contingencies make service responsibilities especially likely and important in WGS. These include the small number of faculty whose tenure home is in Women's and Gender Studies, the importance of instructional leadership to reflect rapidly changing theoretical and practical knowledges in the field, and the program's traditional emphasis on co-curricular programming and on university and community outreach.

### **Directed Professional Activity:**

In addition to their work in teaching, research and creative activity, and service, tenured WGS faculty members may wish to pursue professional activities that merit separate classification and delineation. Such activities might include, but are not limited to, development of WGS Learning Communities, work in creating cooperative arrangements with community colleges, work with the Lloyd International Honors College or other units supporting interdisciplinary scholarship, and work with community agencies or populations in which research and other activity that supports women and other historically marginalized groups occurs. The faculty member, Program Director, and Dean must discuss and agree upon the faculty member's involvement in directed professional activity.

The principal objective in the evaluation of directed professional activity is to assess the nature and quality of the contribution and its significance to, or impact on, the WGS Program and the University.

Achievements in directed professional activity supplement, but do not replace, the expected achievements in the areas of teaching, scholarship or creative activity, and service.

The decision to include directed professional activity in the faculty member's record of achievements must be made either at the point of hire or at the point of transition when the directed professional activity begins to become a distinct category of effort and achievement. This decision must be documented in a Memorandum of Agreement signed by the faculty member and the program director, and endorsed by a majority of the program faculty senior in rank to the faculty member.

---

## **WOMEN'S AND GENDER STUDIES PROGRAM PROCEDURES FOR REAPPOINTMENT, PROMOTION AND TENURE, AND POST-TENURE REVIEW**

The first section below describes the current WGS committees which engage in personnel matters. The second section describes annual review procedures. The third section describes procedures for reappointment, tenure and promotion to Associate Professor, and promotion to Professor. The fourth section discusses procedures for post-tenure review.

### **I. Current WGS committees on personnel matters**

#### **STANDING PERSONNEL COMMITTEE**

The Standing Personnel Committee, which includes one chairperson and at least three faculty members, is appointed by the WGS Program Director. The chair of this committee must be a tenured Professor and its members tenured Associate Professors and Professors. This committee is charged with conducting a yearly review of faculty who have a tenure home in Women's and Gender Studies, and with producing a written evaluation to be sent to the Director of Women's and Gender Studies. The Standing Personnel Committee chair presides during third year review and promotion and tenure deliberations assisted by the Committee. The Standing Personnel Committee is charged with writing a summation of the opinions expressed during deliberations and conveying the vote and summation to the director. (Also see II and III of this document.) If any member of the Standing Personnel Committee cannot take part in a promotion review due to that person's rank (being an Associate Professor when considering someone for promotion to

Professor), the Personnel Committee will appoint a replacement committee member for the promotion process.

Along with the Director of Women's and Gender Studies, the Standing Personnel Committee monitors, evaluates, and updates procedures related to promotion and tenure within the guidelines provided by the College and University and in relationship to other WGS documents. This includes procedures related to joint appointments. For joint appointments, review of procedures is especially important and includes conferring with the WGS Director, and through her/him, the director/chair of the joint appointment program/department and the standing personnel committee of the joint program/ department. Assessments of procedures as new faculty are hired and in the third year review are especially important.

#### MENTORING COMMITTEE

No later than the end of the faculty member's first year in the program as an Assistant Professor, the WGS Program Director, after conferring with the tenured program faculty and the faculty member, will appoint the Mentoring Committee. For faculty in a joint appointment, the process of appointing the Mentoring Committee will occur in collaboration with the program director/department head from the joint appointment program/department. The Committee will consist of two to four faculty members of appropriate rank (tenured faculty at or above the rank the faculty member is moving toward). For joint appointments the committee will consist of one or two faculty members from each program/department. The primary objective in selecting committee members is ability to support and provide feedback on the faculty member's research, teaching, and service. Mentoring Committee membership should remain consistent throughout the reappointment and promotion and tenure processes. If a committee member is no longer able to serve, a member will be chosen using the process outlined above. Faculty members coming up for tenure should submit their narratives and related forms to the members of the Mentoring Committee (as well as the Director) for review and comment by the end of the spring semester prior to the academic year they will come up for review.

## **II. Procedures for annual review**

#### TENURE-STREAM FACULTY

At the beginning of each year the faculty member will develop a workplan for the year. This plan must be approved by signature by the WGS Director, and, for jointly appointed faculty, by the joint appointment program director/department head. For jointly appointed faculty, the workplan will reflect the proportional division of the workload across the joint programs/departments as defined in their appointment. While equity may not be possible on a yearly basis because of exceptional service or teaching loads in one of the joint programs/departments, a joint faculty member's work will be equitable across programs/departments over a period of 2-3 years.

The University's Annual Review Report Form will be used for all standing faculty members, and all Academic Professional (AP) track faculty.

The faculty member will be evaluated annually by the Standing Personnel Committee and by the WGS Program Director. The Standing Personnel Committee will produce a written evaluation for the WGS Director; the WGS Director will hold a conference with the faculty member and produce a final evaluation. For jointly appointed faculty the faculty member will have an annual evaluation and conference with each program director/department head. The purpose of the formal written review is to guide the faculty member toward promotion and/or tenure. This

evaluation will start with a review of the faculty member's workplan as developed at the beginning of each academic year. If the University and College require that annual evaluations be part of a candidate's promotion and tenure documents, WGS will comply.

A copy of the annual report form, the Director's evaluation, the Standing Personnel Committee's evaluation, and the comments of the faculty member (if any) must be provided to the faculty member and the original retained in department files.

#### NON-TENURE-STREAM FACULTY

Peer observations are required for full time lecturers and graduate student instructors. They are to occur at minimum once per academic year and should be organized and conducted by a member of the Undergraduate Studies Committee (WGS) or, in the event that no committee members are available to conduct evaluations, a member of WGS's program faculty. An additional evaluation can be requested by a lecturer whose load is significantly higher and more varied than an adjunct instructor; that evaluation will be done at the discretion of and in consultation with the program Director and the Director of Undergraduate Studies.

Peer observations must include a written report by the observer(s) to be provided to the program Director within a reasonable time after the visit (as determined by the Director), with a copy sent to the person being observed as well.

With respect to rehiring, student evaluations from the fall will be considered in conjunction with peer evaluations in making that determination. Even as lecturers might be engaged in research agendas, they will not be formally evaluated based on research activity or service.

### **III. Procedures for reappointment to Assistant Professor, promotion to Associate, and promotion to Professor**

#### THIRD YEAR REVIEW/REAPPOINTMENT

The third year review process will be in concert with the College and University guidelines and procedures. In the fall of an Assistant Professor's third year, the faculty member will submit to the WGS Program Director a portfolio of work that represents their activities in the areas of teaching, research/creative activity, and service. While only Program-based service is required, the faculty may submit evidence of College, community, and professional service as well.

Except where noted, the guidelines and procedures for third year review are the same as those for Tenure and Promotion to Associate Professor.

- **The faculty** will conduct a formal review of the faculty member's file with written assessment in the main categories of research and creative activity, teaching, and service. After careful consideration of the faculty member's file by each faculty member who is eligible to vote, the WGS Standing Personnel Committee will facilitate a meeting where the file is discussed or deliberated and a vote is taken. The Standing Personnel Committee will produce a written report of these deliberations and will forward it, and the results of the vote, to the WGS Program Director. For jointly appointed candidates, the written report and results of the vote will also be forwarded to the director/head of the joint program/department. Eligible faculty members from

both programs/departments will deliberate together. In the case of third year review, the vote will be reported as “the majority of faculty in Women’s and Gender Studies present for the vote voted (for or against)” and “the majority of the joint program or department present for the vote voted (for or against).” The number of faculty members absent from each program/department should also be noted. In tenure and promotion review, the online form will be followed for each program/ department. In addition to the disclosing of majority and dissenting opinions and other directives outlined below, the report should maintain any program/department-based distinctions in assessment of teaching, research or creative activity, and service.

The evaluation by the faculty must contain a written summary of both majority and dissenting opinions (the Regulations, Section 4.B.i.a.(2)). The evaluation should address the ways in which the candidate’s achievements compare with program/departmental guidelines for promotion and/or tenure in each of the areas of teaching, research and creative activity, and service. The evaluation should concisely summarize the primary strengths and weaknesses of the candidate’s dossier in each of these areas. Summarizing weaknesses is important even when the vote is unanimously supportive. When subsequent committees perceive weaknesses it is helpful to know that they were identified and addressed at the program/departmental level. If applicable, the role of collaborative research within the candidate’s discipline should be discussed. If the candidate’s work involves community engagement, these activities should be evaluated in all categories where they are relevant. The report must also include a list of the faculty members who worked on the evaluation (for WGS, this would be the WGS Standing Personnel Committee).

Dissenting opinions, if any, should be provided to the Director. The Regulations (Section 4.B.i.h) address the right of program/departmental faculty members to express dissenting opinions. The relevant text is reproduced here: “In cases where the recommended action of the department [program] is not supported by a unanimous vote of the faculty senior to the candidate the faculty member(s) who did not vote in accordance with the recommended action may, at their discretion, include a signed statement in the candidate’s portfolio explaining their vote and the reasons why they feel that the recommended action should not be upheld.”

- The **Director**’s (and in the case of joint appointment, each director’s or head’s) independent evaluation (the Regulations, Section 4.B.i.c) should address the ways in which the candidate’s achievements compare with departmental guidelines for promotion and/or tenure in each of the areas of teaching, research and creative activity, and service. The evaluation should concisely summarize the primary strengths and weaknesses of the candidate’s dossier in each of these areas. If applicable, the role of collaborative research within the candidate’s discipline should be discussed. If the candidate’s scholarship involves community engagement, those activities should be evaluated in all categories where they are relevant.
- In the case of a joint appointment, each faculty body and director/head should consider the candidate’s case: within the professional expectations of their areas of study (for example, their knowledge of appropriate research practices and publication venues); mindful of the interdisciplinary work that should result from a joint appointment and of the potential pressures of joint appointment; and with full access to and consideration of the promotion and tenure guidelines and procedures of the program/ department serving as tenure home.
- All documents will be forwarded to the Director of Women’s and Gender Studies for forwarding to the Dean or the College Promotion and Tenure Committee for review. It is



understood that the letters and votes of the two programs/departments and the two directors/heads will be considered equally as the candidate's case continues to be reviewed.

- Soon after the vote, the Standing Personnel Committee will meet to consider the success of processes and procedures.

## TENURE AND PROMOTION TO ASSOCIATE PROFESSOR AND PROMOTION TO PROFESSOR

The WGS Program follows the “Best Practices in Tenure and Promotion” provided by the College of Arts and Sciences.

A faculty member who becomes eligible for mandatory promotion and tenure review must submit documentation (the promotion and tenure dossier) to all tenured standing and cross-appointed WGS faculty. For jointly appointed faculty, the dossier is submitted separately to the corresponding body in the joint department or program. Assistant Professors ordinarily present their dossiers for consideration for tenure and promotion to Associate Professor in their sixth year of service. The preparation of the dossier and initial stages of review begin in the fifth year of service. Faculty members coming up for tenure should submit their narratives and related forms to the members of the Mentoring Committee as well as the Director for review and comment by the end of the spring semester prior to the academic year they will come up for review. While an Assistant Professor who has already established sufficient credentials may apply for tenure and promotion early, the candidate wishing to do so should consult with the WGS Program Director to determine whether an early application is viable.

The Program Director and/or a majority of the standing and cross-appointed Professors may initiate the formal review of an Associate Professor for promotion to Professor, in consultation with the faculty member, at any time after the first promotion when the candidate's further scholarly/creative accomplishments will support their application. As indicated in the College Guidelines, an Associate Professor also has the right to a formal review no later than the beginning of the seventh year at rank. There is, however, no requirement that an Associate Professor exercise this right, nor does a longer time at rank create a disadvantage for the candidate: recommendations about this promotion are based on the readiness of the candidate's record, not the length of time at rank. An Associate Professor who wishes to apply for promotion before the seventh year should consult with the Program Director before the anticipated application. The Director should advise the candidate about the viability of the scholarly/creative record in the promotion process. In the fall of the year before the promotion review would take place, the candidate will submit a complete, current CV to the Program Director. During that fall, the Director will circulate the CV and call a meeting of the standing and cross-appointed Professors to discuss the readiness of the candidate for promotion to Professor. The Program Director will convey the sense of the meeting to the faculty member, communicating any recommendations of the Professors with regard to the preparation of the dossier and/or the need for additional achievement before seeking promotion. If, with the consultation of the Professors, the Director does advise going forward with promotion, then the candidate should immediately begin preparing the dossier and should submit their narratives and related forms to the Director and members of the Personnel Committee by the end of the spring semester prior to the academic year they will come up for promotion. In cases where promotion to Professor is sought, the faculty member seeking promotion submits the portfolio to all tenured

standing and cross-appointed WGS Professors. For jointly appointed faculty, the portfolio is submitted separately to the corresponding body in the joint department or program.

The procedures for tenure and promotion to Associate Professor and promotion to Professor are the same as procedures for third year review outlined above with the following exception: When candidates come forward for promotion and tenure to Associate Professor or for promotion to Professor, the exact vote tally is recorded. If a candidate holds a joint appointment, the vote of faculty from each program/department shall remain distinct and be reported separately.

Candidates for Professor may include directed professional activity in their dossiers in addition to teaching, research or creative activity, and service.

#### **TIMELINES FOR REVIEW PROCESSES**

As required by the College Regulations, the description above includes general timelines for the reappointment, tenure and promotion reviews. In order to specify these timelines for each candidate, the Department will follow the process outlined in Section V of the College Regulations: “During the spring semester preceding the academic year in which a review for reappointment, tenure, or promotion is scheduled, the department head [program director] shall establish a timetable for the departmental review process which ensures that all phases will be completed prior to the date when all materials must be sent to the Dean. The department head [program director] will also provide the candidate, in writing, with this timetable along with a clear statement of what information the candidate must provide and the dates when each item is due.”

#### **IV. Procedures for Post-Tenure Review**

Each fall, the Dean’s Office will provide departments/programs with a list of tenured faculty who are scheduled for post-tenure review in the current year. A faculty member who provides written notice that they will retire from the university by the end of the academic year will not be reviewed.

Following promotion to Professor, a faculty member’s “Post-Tenure Review clock” is reset and the next five-year period begins with the year following the promotion decision. The faculty member will set goals for the next five years as specified below.

Faculty who are being reviewed for promotion to Professor in the year scheduled for Post-Tenure Review will not be required to undergo a separate post-tenure review, provided that their promotion is recommended at both the program and College levels. For purposes of this policy, promotion is deemed to be ‘recommended’ if (a) either the program director or a majority of the program faculty recommend promotion and (b) either the dean or a majority of the College Promotion and Tenure Committee do also. (An evenly divided vote at the program or College level will be treated as a majority recommendation.) If promotion is not recommended, then post-tenure review must be carried out before the end of the year. In either case, the faculty member will set goals for the next five years as specified below.

The Standing Personnel Committee will serve as the peer review committee for post-tenure review.

The College of Arts and Sciences’ Post-Tenure Review Report Form must be used.

If, on the basis of the previous annual reviews, the faculty member is deemed to have performed exceptionally well during the period under review, the Program Director may recommend to the Dean ways in which this performance be recognized and awarded.

As required by University Policy, the faculty member will set goals for the next five years in consultation with the Program Director. If the Director and the faculty member are unable to agree on the goals, a draft indicating points of contention must be sent to the Dean, who will resolve the disagreement.

The post-tenure review materials, including written evaluations by the Standing Personnel Committee and the Program Director, will be sent to the Dean's Office by a date that will be announced annually. The Dean will add his/her review and return the form to the program where it must be kept in the faculty member's personnel file.

In the case of an unsatisfactory post-tenure review, the procedure described in the UNCG Annual and Post-Tenure Review Policy for Faculty, Section IV, K, must be followed. Section V of that document describes the process for a faculty member to appeal an unsatisfactory review.