Relationship of the Evaluation Guidelines to University and Unit Documents

The Department of Music Performance Evaluation Guidelines for Promotions and Tenure are in accordance with and subordinate to all System and University documents located at: http://provost.uncg.edu/publications/personnel/pt.asp and the School of Music, Theatre and Dance Evaluation Guidelines for Promotions and Tenure located at: http://performingarts.uncg.edu/sites/default/files/smtd_reappointment_promotion_and_tenure_guidelines.pdf. The Department of Music Performance Evaluation Guidelines for Promotions and Tenure provide specific evaluation plans appropriate to its mission.

Part I

Introduction

Because the primary responsibility for recommendations concerning the promotions and tenure of faculty members rests with the Departments, the Department of Music Performance has established comprehensive department-specific evaluation guidelines for each of the three common categories of teaching, research and creative activity, and service, and for a fourth category, directed professional activity.

Recommendations for promotion and/or tenure are based on demonstrated evidence that the nominee has the credentials that qualify him or her for promotion to the next rank. Candidates are also considered in terms of the goals and needs of the Department, the School and the University.

The effective recruitment and retention of students are viewed as important components and essential concerns for all members of the Department. All faculty should utilize every opportunity to ensure the recruitment and retention of as strong a student body as possible. While methods, procedures, and circumstances may vary with the area of specialization, activities that are in the broadest sense considered recruitment should be visible.

A more inclusive listing of examples of the scope of Recruitment can be found in Appendix I.

Procedures for Promotions and Tenure

The Department of Music Performance follows the procedures as detailed in the faculty Information Manual for the School of Music, Theatre and Dance.

Evaluation Categories

Evaluation for promotions and tenure in Music Performance is based on the three traditional categories of faculty contributions: Teaching, Creative and Scholarly Activity, and Service. The Department also recognizes Directed Professional Activity on a case-by-case basis.

All faculty are required to contribute in each of the traditional three categories, but the emphasis given to a specific category can vary among faculty members. The composite of one's work must show a high level of discipline-related proficiency, be original, be amenable to documentation, be peer- or constituent-reviewed, and have a significant positive impact. Regardless of differences in emphasis among faculty members, each applicant for promotion and/or tenure must fulfill the criteria expected for that particular rank as stated in Part II of this document. In addition to the more traditional formats, applicants may also be evaluated on the use of digital formats where appropriate. As with all formats, the applicant must provide narrative describing the level of importance or eminence of the materials provided with supporting evidence of that eminence.
Teaching
The most fundamental function of the University is teaching. The Department of Music Performance asserts the primary importance of teaching and learning as required in The Code of the University of North Carolina, Section 400.3.1.1[A]. At all levels of review, a faculty member’s teaching record should reflect a commitment to and effectiveness in teaching.

If a candidate is not judged to be an effective teacher, the department will not support the promotion and/or tenure of that candidate.

Scope of 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. Teaching activities may include, but are not limited to, the following: instructing; advising, supervising, guiding, and mentoring students; developing learning activities; developing teaching skills; sustaining teaching effectiveness; and, community engaged teaching.

A more inclusive listing of examples of the scope of Teaching and documentation of Teaching effectiveness can be found in Appendix II.

Creative and Scholarly Activity
The Department requires clear and significant evidence of continuing and successful creative activity for reappointment and promotion to any rank and/or tenure. This category embraces all forms of creativity and scholarship appropriate to the mission of the Department of Music Performance. Faculty members in this Department are expected to produce examples of creative scholarship that reflect the activities of an Artist/Teacher of Performance Studies. These should include activities that advance knowledge, support teaching, apply innovation and entrepreneurship, or promote the application of artistry and scholarship.

A faculty member’s creative or scholarly work should be demonstrably original, significant, peer- or constituent-reviewed, publicly disseminated (normally through public performance or publication, which can include both “hard copy” and electronic versions), recognized, and sustained. Faculty members are evaluated, according to their assignments, in both quantity of work and quality of the publication/ performance/ presentation venue. Sphere of influence (location, nature of audience) and critical reviews will be recognized. In all cases, it shall be up to the candidate to provide appropriate materials and explanation justifying that it is of that sphere of influence.

Activities for which the faculty member receives compensation will be recognized provided that when possible he or she is identified as a member of the faculty of The University of North Carolina at Greensboro and provided that the activity serves to enhance the prestige of the School of Music, Theatre and Dance or that the activity is likely to attract talented students to the School. See also related policies concerning outside employment, including the Provost’s Regulations on External Professional Activities for Pay by Faculty and EPA Non-faculty Employees.

Scope of Creative and Scholarly Activity
Performance faculty’s primary efforts should be directed toward those activities expected in the area of their assignment. Although a candidate’s creative activity and scholarship will often be conducted within a single discipline, a multidisciplinary or interdisciplinary approach is increasingly used in many fields of inquiry and may be integral to some. The Department of Music Performance recognizes the appropriateness and importance of such approaches and will give full consideration to multidisciplinary and interdisciplinary work.
Creative or scholarly activity for the performance faculty may take many forms according to the assignment of the faculty member. In no order of importance, these can include: performances, professional presentations, commissions, publications, and community engaged creative and scholarly activities.

A more inclusive listing of examples of the scope of Creative and Scholarly Activity and documentation of Creative and Scholarly Activity can be found in Appendix III.

**Service**
Service embraces activities that sustain the University and enable it to carry out its mission, contributes to the function and effectiveness of the faculty member’s profession and discipline, and reaches out to external communities and constituencies, such as government agencies, business, private for-profit and not-for-profit organizations, and arts communities, where academic knowledge intersects with practical affairs and problem solving. Academic and professional service is essential to creating an environment that supports creative scholarly excellence, meets the internal operational needs of the University, and enhances the University’s relationships to the UNC system, the local community, the region, state, and world.

All faculty members are expected to engage in University service, with increasing involvement at unit and University levels at higher ranks. Untenured faculty will not be expected to coordinate programs inside the Department or undertake major service obligations outside the Department. All members of the Department of Music Performance are expected to participate at regularly scheduled audition days and otherwise actively recruit talented prospective students. Faculty members in the Department of Music Performance are required to be members of an appropriate professional organization. Many faculty members are also called upon to provide expertise as adjudicators or provide involvement or leadership based on expertise in the profession. In keeping with the Mission Statement of the University and by the outreach implied in our profession, consideration will be given to all members of the Department of Music Performance for creative activities in the community and community-engaged service.

**Scope of Service**
Service activities may include, but are not limited to, the following: institutional service, disciplinary and interdisciplinary service, community service, community outreach, and community engaged service.

A more inclusive listing of examples of the scope of Service and documentation of Service effectiveness can be found in Appendix IV.

**Directed Professional Activity**
Directed professional activity embraces university activities whose contribution is sufficiently distinctive that their significance is diminished when embedded in any of the three categories of teaching, research and creative activity, and service. For some Associate Professors, these activities may be a significant part of the faculty member’s contributions to the University and other communities. The Department of Music Performance recognizes the important role Directed Professional Activity plays in the smooth operation of the Department. These assignments are clearly articulated on the annual workload.

**Scope of Directed Professional Activity**
Directed professional activity may include, but is not limited to, the following: preparation of significant university documents/resources; development and/or direction of special programs; direction or conduction of activities that enhance the university’s effectiveness; and, academic administrative leadership.
A more inclusive listing of examples of the scope of Directed Professional Activity and documentation of Directed Professional Activity can be found in Appendix V.
Part II
Department of Music Performance Criteria for Promotion to Specific Ranks and Conferral of Permanent Tenure

Reappointment as Assistant Professor
Reappointment to a second probationary term at the rank of Assistant Professor is based upon achievement, distinction, the impact of the candidate’s contributions, and the attainment of a positive local reputation with the promise of attainment of a positive regional-to-growing national reputation.

Application and Time in Rank
Assistant Professors are normally appointed to a probationary term of four years and reviewed in the third year for reappointment to a second probationary term of three years. In each term, the fourth year of the contract is the terminal year, and is implemented only if the associated promotion (reappointment or tenure) is not granted.

Criteria for Reappointment:
The candidate’s record demonstrates achievement of a local-to-growing regional reputation through:

Teaching: The candidate’s record demonstrates teaching competence and a commitment to teaching as well as promise of making significant contributions to teaching as defined in Part I of this document.

Creative and Scholarly Achievement: The candidate shows evidence of success in creative activity or scholarship and promise of continuing development as defined by the Statement of Creative and Scholarly Activity developed by the department and further defined in Part I of this document.

Service: The candidate has made satisfactory service contributions.

Promise: The candidate’s record shows promise of satisfying the criteria for promotion to Associate Professor and conferral of permanent tenure (evidence of a regional to growing national reputation).

Promotion to Associate Professor with Permanent Tenure
Promotion to the rank of Associate Professor is based upon achievement, distinction, the impact of one’s contributions, and the attainment of a regional-to-national reputation.

Application and Time in Rank
Assistant Professors are normally reviewed for promotion to Associate Professor with permanent tenure in their sixth year of employment (the second year of their second term of employment as Assistant Professor).

Criteria for Promotion to Associate Professor with Permanent Tenure
The candidate’s record documents a growing national reputation through:

Teaching: The candidate’s record demonstrates substantial commitment to and effectiveness in teaching, as defined in Part I of this document.

Creative and Scholarly Achievement: The candidate shows evidence of success in creative activity or scholarship and promise of continuing development as defined by the Statement of Creative and Scholarly Activity developed by the Department and further defined in Part I of this document.

Service: The candidate demonstrates a commitment to university and professional citizenship and has made satisfactory service contributions, as defined in Part I of this document.

Promise: The extended commitment implied by the granting of tenure requires not only a firm record of past achievement but also the potential for future achievement. It is expected that each person awarded tenure will be the most highly qualified person available for the position in terms of teaching ability, professional activity or research, professional stature, and service. It is further expected that each person will show clear evidence of the ability to achieve the rank of professor.
Conferral of Permanent Tenure for an Associate Professor
Conferral of Permanent Tenure for an Associate Professor is based upon achievement, distinction, the impact of one’s contributions, and the attainment of a regional to national reputation. It is further expected that each such person will show clear evidence of the ability to achieve the rank of professor.

Application and Time in Rank:
An individual who is appointed as Associate Professor without permanent tenure is appointed for an initial term of five years and reviewed for conferral of permanent tenure during the fourth year of appointment. However, this review may occur before the fourth year if it is deemed appropriate by the candidate’s Department Chair in consultation with the Dean of the School.

Criteria for Conferral of Permanent Tenure for an Associate Professor:
The candidate’s record documents achievement of a growing national reputation through:

- **Teaching:** The candidate’s record demonstrates substantial commitment to and effectiveness in teaching as defined in Part I of this document.
- **Creative and Scholarly Achievement:** The candidate shows evidence of success in creative activity or scholarship and promise of continuing development as defined by the Statement of Creative and Scholarly Activity developed by the department and further defined in Part I of this document.
- **Service:** The candidate demonstrates a commitment to service to the School, University, profession, and/or community.
- **Directed Professional Activity**
  Where applicable, the candidate’s record shows evidence of additional contributions in directed professional activities as defined in Part I of this document.
- **Promise**
  The candidate’s record shows promise of achieving a level of distinction and national to growing-international reputation that will eventually lead to promotion to the rank of Professor.

Promotion to the Rank of Professor

**Professional Attainment:** Promotion to the rank of Professor is based upon achievement, distinction, the impact of one’s contributions, and the attainment of a national-to-growing international reputation. 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 documented by the individual’s Annual Workload Assignments. There must be an overall outstanding record of achievement. Although it is expected that a member is to have sustained achievement in each area, it is not expected that a faculty member will be equally active in each of the three (or four) categories. Each individual case will be considered on its own merits.

Application and Time in Rank:
The Department Head and/or a majority of the department’s full Professors may initiate the formal review of an Associate Professor for promotion to full Professor at any time after the first promotion when the candidate’s further creative and scholarly accomplishments will support their application. (University Regulations section 3.E.iii.a)

University Regulations section 3.E.iii.b notes, an Associate Professor also has the right to a formal review no later than the beginning of the seventh year at rank: "A candidate who has not been formally reviewed for promotion to Professor has the right to a formal review after his or her 6th year in rank as a tenured Associate Professor at UNCG, if requested.” To exercise this right, the candidate shall write to the Department Head by February 1st of that year requesting review. The formal review must begin by the following April per School of Music, Theatre and Dance procedures.
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.

**Criteria for Promotion to the rank of Professor:**
The candidate’s record demonstrates achievement of a national to growing-international reputation through:

- **Teaching:** The candidate’s record demonstrates continuous commitment to and effectiveness in teaching, as defined in Part I of this document.
- **Creative and Scholarly Achievement:** The candidate shows evidence of success in creative activity or scholarship and promise of continuing development as defined by the Statement of Creative and Scholarly Activity developed by the department and further defined in Part I of this document.
- **Service:** The candidate has made important service contributions to the School, University, profession, and/or community, and has generally performed successfully in a role of leadership.

**Directed Professional Activity**
Where applicable, the candidate’s record shows evidence of additional contributions in directed professional activities as defined in Part I of this document.
Appendix I
Recruitment
These activities may include but are not limited to the following:
- Public performances on and off campus, clinics, on and off campus, private teaching
  and/or sample lessons with prospective students, affiliation with professional
  organizations (local, state and national/international), public lectures, presentation of
  papers, etc., and participation on all regularly scheduled Audition Days.

Appendix II
Teaching
Scope of Teaching
Teaching is broadly defined as activities related to instruction and learning that occur both
inside and outside of a classroom. Teaching activities may include, but are not limited to,
the following:
Instructing
- Instructing students in courses, laboratories, clinics, studio classes, libraries, study-
  abroad programs, and distance education
- Instructing participants in workshops, retreats, and seminars
- Facilitating faculty, student, and/or staff learning
Advising, Supervising, Guiding, and Mentoring Students
- Advising and mentoring students in laboratories and fieldwork, creative work, research
  projects, independent studies, theses, and dissertations.
- Supervising assistantships, internships, student teaching, and clinical experiences.
- Directing collaborative research and creative projects with students
- Providing program/career advising
- Overseeing student-directed creative presentations
- Supervising students in independent study
- Providing program/career advising
Developing Learning Activities
- Developing, reviewing, and redesigning courses, including interdisciplinary and
  interdepartmental offerings
- Developing and revising curricula
- Developing teaching materials, manuals, and software
- Developing off-campus teaching activities such as study-abroad courses and distance
  education courses
- Developing web-based or computer-enabled courses or programs
- Designing and implementing new processes or procedures that enhance the use of
  scholarly materials
- Enhancing the organization of material so that it can be more easily accessed and understood
Developing and using bibliographic and information systems to facilitate access to
- scholarly materials
Developing Teachers and Teaching
- Conducting instructional and classroom research
- Participating in professional development activities
- Mentoring colleagues and/or teaching assistants
Sustaining Teaching Effectiveness
- Conducting assessments to evaluate teaching and learning
- Participating in professional development activities
- Maintaining state or national certification or licensure
Community Engaged Teaching
- Developing and delivering community-based instruction, such as service-learning
  experiences, on-site courses, clinical experiences, professional internships, and
  collaborative programs
- Developing and delivering off-campus teaching activities such as study-abroad courses
  and experiences, international instruction, and distance education courses
- Developing and delivering instruction to communities and other constituencies
**Documentation of Teaching Effectiveness**

Internal peer review of teaching effectiveness is required for all candidates for promotions and/or tenure.

Documentation of teaching effectiveness may also include, but is not limited to, the following:

**Descriptions of Teaching Activities**

- Summary of responsibilities and activities
- Portfolio containing such materials as course syllabi, assignments, examinations, and handouts with an explanation of why they are included
- Analyses of student learning and problems addressed
- Samples of electronic media such as audio, video, and internet resources

**Documented Outcomes**

- Evidence of student learning and achievement through awards and scholarship
- Student logs, creative works, and project or fieldwork reports
- Student publications based on course-related work
- Professional Student Portfolios
- Student development as evidenced by participation in professional societies and performance
- Placement of graduates and successes of former students
- Supervision of honors or master's theses and doctoral dissertations
- Establishment or management of a successful clinical or internship program
- Student and peer nominations for teaching excellence
- Descriptions and examples of instructional innovations
- Publication of authored textbooks and other educational materials
- Grant and contract proposals developed and submitted to funding agencies for instructional/curriculum development or assessment of the effectiveness of a teaching strategy
- Evidence of enhanced access to materials and resources
- Evidence of organization of materials
- Evidence of effective facilitation of learning

**Judgments about Teaching**

- Statements and/or evaluations (quantitative or qualitative) from students, colleagues, or administrators
- Peer reviews by colleagues or administrators
- Evidence regarding the preparation of former students for graduate study and/or employment
- Comments on teaching effectiveness from parents of students, alumni, or employers of students

**Eminence Measures**

- Honors or recognition for meritorious teaching from campus and professional associations
- Invitations to teach at other prestigious institutions or outside agencies
- Receipt of grants, contracts, or external funding related to teaching
Appendix III
Scope of Creative and Scholarly Activity:
Creative or scholarly activity for the performance faculty may take many forms according to the assignment of the faculty member. Although all non-refereed and internal activity is credited in the annual workload and considered in promotions and tenure decisions, these are less effective than refereed and external activity in acquiring the regional to national reputations required by a particular rank.

The Department of Music Performance recognizes the ever-shifting landscape of creative and scholarly activity. Full recognition in evaluating tenure and promotion cases will be given to a broad range of entrepreneurial, outreach, and creative activities that may not be accounted for below. These activities may enhance any of the criteria on which faculty are measured - teaching, research and service. They may include involvement with other sectors not traditionally considered in faculty evaluations, or they may include creative activity that does not take the form of traditional scholarship.

In no order of importance, creative and scholarly activities can include:

**Performances:** Invited performances, master classes, lectures, presentations, conducting/directing, and pedagogical presentations at major venues, festivals, universities, conservatories; performance of compositions or arrangements by external group or entity, and recorded or printed publication of composition or arrangement; titled positions in professional ensembles; and the music director/conductor/coach of non-university ensembles.

**Professional Presentations:** Invited performances at professional conferences with UNCG students/ensembles, invited performer at conventions, workshops, and meetings; invited master classes at conventions, workshops, and meetings; invited lecturer or presenter at conventions, workshops, or association meetings, invited guest conducting/directing appearances at conventions, workshops, or association meetings, invited pedagogical presentations at conventions, workshops, or association meetings.

**Publication:** Recordings with significant distribution network relative to genre (either with a label or commercial distribution system); book; article in a refereed professional journal; chapter in a book; original composition; edition of a musical score; editing books, chapters, or articles; review of book or music; or development of computer software.

**Community Engaged Creative and Scholarly Activities.** Community engaged creative and scholarly activity is distinct from service in several ways. Unlike service, community engaged scholarship produces products such as performances or publications, which is undertaken in collaboration with community partners. The community partners help set questions, determine methodology, join in creating the projects, and/or engage in other activities that bridge the researcher’s academic context and the community context of the partner(s).

**Documentation of Creative and Scholarly Activity**
Documentation of the effectiveness of creative and scholarly activities may include, but is not limited to, the following:

- **Descriptions of Creative and Scholarly Activity**
  - Statement of creative and scholarly focus
  - Summary of creative and scholarly activity and key achievements

- **Documented Outcomes**
  - Public dissemination of all aforementioned creative and scholarly activities

- **Judgments about Research and Creative Activities**
  - Evaluations from faculty colleagues at UNCG and other institutions
  - Evaluations from department heads, deans, and other appropriate administrators
  - Evaluations from curators, critics, reviewers, experts from the community and elsewhere

  All promotion and tenure applications (but not reappointment) require formal external peer review.

- **Eminence Measures**
Invited performances at Delaware peers or higher ranked institutions
Recognition in artistic competitions
Invited master classes at prestigious institutions
Honors and awards from professional or community entities
Invited chapters in prestigious publications
Commissions of either new works or new arrangements/settings of works
Citation, replication, or continuation of scholarly and creative work
Media exposure of research and creative activity
Receipt of research grants, contracts, or external funding
Editor of Journal

**Self-Reflection and Appraisal**
Self-appraisal of one’s professional goals, development, and achievements in research and creative activity
Appendix IV
Scope of Service

Institutional Service
Providing leadership in or making significant contributions to Department, Unit, or University committees or other appointed or elected groups
Developing and revising major policies
Participating in campus governance
Mentoring other faculty or staff
Recruiting students
Assisting in the development of international programs and exchanges
Advising student groups

Disciplinary and Interdisciplinary Service
Holding a leadership position in organizations
Election or appointment to a professional board, task force, or committee organizing and managing conferences
Serving on accreditation bodies
Reviewing grant applications
Serving as editor or on the editorial board of a professional journal
Reviewing articles, books, and other creative works for journals and presses
Writing external reviews of the work of colleagues for promotions and tenure or other professional awards and acknowledgments
Adjudicating for competitions in the arts, sciences, and humanities
Reviewing and testing discipline-specific software and other electronic applications

Community Service
Informing general audiences through seminars, conferences, and lectures
Interpreting technical information for a variety of audiences
Serving as an expert witness
Testifying before the legislature and Congressional committees
Editing newsletters in one's field or discipline
Serving as an expert for the press and other media

Community Engaged Service
Consulting and providing technical assistance and/or services to public and private organizations
Collaborating with schools, businesses, advocacy groups, community groups, and civic agencies
Providing leadership in or making significant contributions to community development activities

Documentation of Service Activity
Documentation of service activity effectiveness may include, but is not limited to, the following:

Descriptions of Service Activities
Summary of responsibilities and activities
Analyses of work accomplished

Documented Outcomes
Number of people served and benefited
Official documents and reports resulting from an activity
Illustrations of ways in which the activity enhanced the University or the community
Changes in professional practice, institutional processes, or public policy
Grant proposals, contracts, and awards
License and technical assistance agreements
Business creation or assistance activities
Recognition of the activity
Acknowledgement from audience or client
Judgments about Service
- Evaluations and letters recognizing service
- Evaluations from sponsoring organizations
- Evaluations from faculty colleagues and other peers

Eminence Measures
- Honors or awards recognizing service
- Election or appointment as officer in professional organizations
- Receipt of grants, contracts, or external funding related to service
- Invitations to serve as external evaluators for promotion and tenure candidates at other colleges and universities

Self-Reflection and Appraisals
- Self-appraisal of one’s career goals, development, and achievements in service
Appendix V
Scope of Directed Professional Activity
Directed professional activity may include, but is not limited to, the following:

**Preparation of Significant University Documents/Resources**
- Developing grant proposals and obtaining extramural funding (but to be separate from creative/scholarly funding)
- Writing technical manuals or training manuals
- Developing library and other learning resources

**Development and/or Direction of Special Programs**
- Developing international affiliations
- Developing special programs for students such as honors and residential college and other interdisciplinary programs
- Developing and/or directing formal community outreach or extension activities that promote continuous learning in the University or external communities
- Directing or providing other significant leadership in research centers or institutes on campus
- Directing clinics affiliated with academic programs
- Administering activities or assignments that enhance the visibility of the University
- Planning and administering specialized summer programs, including youth programs and programs for faculty

**Direction of Activities that Enhance the University’s Effectiveness**
- Designing and directing faculty development activities
- Providing statistical or methodological assistance to colleagues conducting research
- Participating in recruitment and retention activities beyond those for our Department/School

**Academic Administrative Leadership**
- Chairing a department within a unit
- Directing clinics affiliated with academic programs
- Directing special programs
- Heading or participating in special task forces, commissions, and self-studies

Documentation of Directed Professional Activity
Documentation for directed professional activity effectiveness may include, but is not limited to, the following:

**Descriptions of Directed Professional Activity**
- Written description of the scope of the project and participation
- Analyses of the work accomplished

**Documented Outcomes**
- Number of people served and/or number who benefited
- Official documents and reports resulting from the activity
- Illustrations of ways in which the activity enhanced the University
- Published articles, technical reports, or monographs
- Grants applied for and/or obtained
- License and technical assistance agreements finalized
- Documented business assistance or licenses
- Log of activities (recruiting, programs presented, etc.)
- Visibility of the activity

**Judgments of Directed Professional Activity**
- Evaluations by peers, participants, administrators, and other constituents
- New programs and initiatives resulting from the activity

**Eminence Measures**
- Honors and awards
- Accreditation
- Grants received and contracts negotiated
- High degree of economic impact to the community
- High degree to which the activity brings positive visibility to the University
Self-Reflection and Appraisal
Self-appraisal of one’s career goals, development, and achievements in directed professional activity