

TENURE TRACK FACULTY POLICIES AND PROCEDURES

Search Process

Definition of the Position

When a new position becomes available or a vacancy occurs, the dean proposes a job description after identifying faculty needs and consulting with faculty members. The job description is circulated among the full-time faculty in advance of a faculty meeting called to discuss the search process. The job description is approved by a faculty vote. On occasion, a proposed job description is circulated with a request for comments after the full faculty has voted on the general nature of the position.

Search Committee

The search committee for each position is appointed by the dean, who consults about committee membership with the committee chair and other appropriate faculty members. The chair is usually a senior professor in the specialization in which the hire is being made.

Members of search committees include full professors and usually an associate professor and an assistant professor. Most are from the specialization for which the search is being conducted. Each committee includes at least one graduate student. There is no set number of committee members, but the minimum is usually five. The committee should have an odd number of members to avoid a tie vote. Each committee is constructed with attention to diversity.

After the committee is formed, the Recruitment Requisition form is filed and must be approved. Formal consideration of applicants may not begin until 45 days after the position is approved.

Publicizing the Position

The search committee chair works with the dean's administrative assistant to publicize the position. Applications are reviewed online by members of the search committee.

Announcements and advertisements specify responsibilities (teaching area, research, public service and advising), desired qualifications, rank sought and materials needed for the application (curriculum vitae and the names of at least three references). The announcement also includes the date when applications will begin to be reviewed.

An announcement of the position is e-mailed to all accredited schools and departments of Media and Journalism listed in the annual Media and Journalism Directory, a publication of the Association for Education in Media and Journalism (AEJMC).

If the timing is appropriate, faculty members publicize the position at the annual AEJMC convention and interview possible applicants there.

Advertisements are placed in *The Chronicle of Higher Education* and other appropriate publications and on- and off-campus. The position is also posted on the School's website and online sites of professional organizations in the particular specialization. Special efforts are made to attract diverse candidates.

Receiving Applications

Applications and letters of recommendation are acknowledged as they are received. Applications are available for review by members of the search committee. If the committee receives nominations of people considered appropriate for the vacancy, the chair will write to those people to ask for applications.

Reviewing Applications

Shortly after the date established to begin the review of applications, the search committee meets to review the applications. At the beginning of the first meeting, the dean discusses details of the position and desired qualifications and answers questions from committee members. The committee carefully and deliberately discusses each applicant and narrows the applicants to a shorter list of finalists (usually three or four but possibly more). All committee members, including students, have an equal vote.

The committee chair meets with the dean to discuss the committee's recommendations as to which applicants should be interviewed.

The committee chair presents the recommendations at a faculty meeting—scheduled as soon as possible—where open and frank discussions are held about candidates, including some applicants who may not have been recommended for the short list. The committee chair distributes written summaries of the backgrounds of the applicants proposed for interviews. The faculty approves (or changes) the committee's recommendation. The faculty's action then goes to the dean.

The Interim Selection Document form is submitted and must be approved before candidates can be invited to campus for interviews.

The committee chair or dean calls candidates on the short list to invite them to campus for interviews. After the remaining pool of candidates has been narrowed, letters are sent to those not kept in the pool to tell them that the field has been narrowed and that they are no longer in consideration.

Interviews

Before candidates are interviewed, each candidate is asked by the chair of the committee or by the dean about whether they are comfortable with checking references provided by the candidates and other individuals who might have knowledge about the candidates. These reference checks should be made either by the committee chair or by the dean. In some instances, the chair and/or dean may approve reference checks to be made by other faculty. Reference checks should focus on factual knowledge, not on whether someone “likes” or “dislikes” a candidate. Faculty should not randomly call individuals to see how they feel about a particular candidate.

Finalists make a research or professional presentation to indicate the nature of their research or creative work. The finalists also demonstrate their teaching potential by teaching a class in their specialization. This is arranged in advance between the finalist and the professor who teaches the class to ensure that the content is appropriate to that course at that time. Other faculty members may attend these lectures.

Each finalist is taken to dinner by faculty members and meets with at least one student-only group. Each finalist meets with groups of faculty members, and each finalist has an opening and a closing interview with the dean and a meeting with the search committee.

During the interview period, faculty, students and staff are provided with a formal response mechanism, such as a paper form or online survey, so they can assess each candidate.

Final Review

Shortly after the last interview is completed, the search committee meets for a full and frank discussion of the finalists who were interviewed. The committee reviews feedback and pays particular attention to a candidate’s teaching performance and research/creative activity credentials. The committee provides the dean a written list of the strengths and weaknesses of all the interviewed candidates. The committee may make a recommendation that the job should be offered to a specific person. In some cases, the committee might decide that no candidate is qualified for the job and might recommend that additional candidates be invited to the campus or—if there is sufficient reason—that the search be closed and reopened later.

The committee's recommendation is presented to the full faculty, where it is discussed thoroughly. The faculty votes on the recommendation.

The vote is a recommendation to the dean, who takes action as he or she sees fit. The Final Selection Document form is filed and approved. The dean negotiates with the selected applicant on matters of rank, salary, teaching responsibilities or other considerations.

Once the person accepts the position, all appropriate personnel papers must be filed, and the hiring must be approved by appropriate University committees and boards. All appointments are conditional on those approvals. These procedures are detailed in relevant UNC-Chapel Hill documents.

Appointment, Reappointment, Promotion and Tenure

The *Trustee Policies Governing Academic Tenure in the University of North Carolina at Chapel Hill* define academic tenure as “the protection of a faculty member against involuntary suspension or discharge from, or termination of, the faculty member’s employment by the University except upon specified grounds and in accordance with specified procedures.” The tenure system is based on the understanding that tenure is a privilege bestowed by the University in keeping with its needs for outstanding achievement. A tenure decision represents an institutional judgment of an individual’s actual and potential contributions to the professional life of teaching, scholarship and service. Thus, not everyone will obtain tenure, and no set of detailed criteria can exist, the mere fulfillment of which will ensure tenure.

Also relevant in tenure decisions are institutional interests that extend beyond the domain of any individual department or school. To ensure that its intellectual quality is maintained and enhanced, the University insists on a standard of overall excellence. As a reflection of the relevance of institutional interests, candidates for reappointment and tenure are evaluated independently according to established criteria at several levels of University administration, including the level of the dean, executive vice chancellor and provost, chancellor, Board of Trustees and Board of Governors. Each level of administration may apply different or even higher standards of excellence from those applied at previous levels of review, consistent with School, division and University-wide interests that are represented by these different levels.

The *Trustee Policies* state that tenure is held with reference to the institution and with reference to institution-wide standards. Section 2.a. provides: “While academic tenure may be withheld on any grounds other than those specifically stated to be impermissible under Section 4 hereof, its conferral requires an assessment of institutional needs and resources and evidence of service to the academic community, potential for future contribution, commitment to the welfare of the University, and demonstrated professional competence, including consideration of commitment to effective teaching, research, or public service.” All procedures and policies relating to tenure, promotion and reappointment of faculty members in the Hussman School of Journalism and Media conform to the statements set forth in the following University publications:

[*The UNC Policy Manual: Chapter VI — Academic Freedom and Tenure*](#)

[*Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*](#)

Other policies, procedures and information referred to here can be found on the website of the Office of the Executive Vice Chancellor & Provost under [Academic Personnel/Faculty Policies, Procedures & Guidelines](#)

The following criteria and guidelines do not repeat all the policies and procedures in the University documents; they are intended to conform to them. Each faculty member has a responsibility to become familiar with the foundational principles contained in the documents.

Faculty Overview

The Hussman School of Journalism and Media, as a professional school of the University of North Carolina at Chapel Hill, strives to excel in all three of its missions: teaching, research/professional work and service. All faculty members in the School are expected to have a deep commitment to media and journalism and to education.

Initial rank for tenure-track faculty members can be instructor, assistant professor, associate professor or professor, depending on qualifications. The performance record of a person recommended for reappointment, promotion or tenure must be thoroughly documented, and the record is scrutinized. Because the School combines professional education of undergraduate and graduate students with a strong tradition of research and scholarship, the School has a dual-track system for classifying faculty members: the professional tenure track and the research tenure track. The dual-track system acknowledges that there are different expectations for the two groups of faculty members, both of which are vital to the School's mission of excellence in teaching, research/professional work and service as well as public engagement in all three areas.

A faculty member might well be strong in both tracks, but for purposes of classification and expectations for appointment, reappointment, promotion and tenure, each faculty member is in only one track. That decision is made at the initial appointment, and the faculty member must remain in that track. (A faculty member can, under some circumstances, move off the tenure track altogether and into a fixed-term position. See the policy on fixed-term faculty for details on that process.) During the search for a new faculty member — in the job description that is circulated nationally, all advertisements and all other communications about the position — the expectations for the faculty member, including the tenure track, must be stated clearly. The terms for appointment and for possible promotion and tenure must be included in correspondence from the dean to the faculty member.

The School also hires teaching assistant professors, teaching associate professors, teaching professors and professors of the practice on fixed-term contracts, usually full time (1 FTE). Adjunct instructors are hired on a per-course basis. Fixed-term faculty are evaluated through the School's review process described in the section on fixed-term faculty prior to being hired, reappointed or promoted.

Decisions on appointment, reappointment, promotion and tenure are made without regard to race, color, religion, sex, sexual orientation, national origin, age or veteran status. The School follows the Equal Employment Opportunity Plan, and the School's Equal Employment Opportunity Officer is active in all areas called for in the plan.

Basic Considerations for All Tenure-Track Faculty Members

In the spring, the dean and the chair of the School's Committee on Appointments, Promotion and Tenure meet as a group with non-tenured faculty members who will have a third-year review or go up for promotion and/or tenure the following academic year. They review the materials needed for the specific review and answer questions.

During each academic year, the dean meets individually with non-tenured faculty members and their mentors to review progress and expectations for the coming year. Both the dean and the chair of the APT Committee meet with individual faculty who have had any academic review, such as third-year or post-tenure review, or who have been promoted to discuss the reports. The dean also schedules meetings as needed with fixed-term faculty to discuss plans and progress.

Basic expectations for every faculty member include outstanding scholarship or professional work, excellent teaching and excellent service to the School, University and to the discipline. To be reappointed or promoted, each faculty member must continue to contribute in the School and to the discipline in significant and appropriate ways.

Teaching. The School prides itself on excellent teaching. Faculty members are expected to be exceptional teachers and include innovation where appropriate and whenever possible. Typically, in the research tenure track, a faculty member teaches four classes each academic year. Each faculty member in the professional track usually teaches five classes in an academic year, and this heavier teaching load should be recognized by the school's promotion and tenure committee when it makes decisions about promotion and tenure. Full-time fixed-term faculty members teach six courses a year, unless other assignments are made by the dean.

The basic documentation of teaching quality is the School's required course evaluation by students each semester. The results of the evaluation are quantifiable and are reported to the dean. Also, the teaching statement, written by the faculty member under review, provides an explanation of the person's teaching performance, evidence of improvement over time, stability or decline. Teaching observations are also a part of the process of evaluating teaching and helping instructors improve their teaching skills. A written report of that observation is given to the academic dean and placed in the teacher's file. These reports are reviewed as part of the multi-faceted evaluation process for reappointment, tenure and/or promotion, and post tenure review. Although the following reflects the schedule and minimum number of peer observations that will be done for Hussman School instructors, there may be occasions when a peer observation of teaching is requested by senior leadership to be done sooner than the next review.

- Non-tenured tenure-track faculty members are observed initially during their first year of employment, a second time before their third-year review, and a third time before the evaluation of their record for tenure and promotion.
- Fixed-term faculty members are observed initially during their first year of employment and thereafter in the year before their contract end date.
- Graduate students are observed during their first time teaching a course as the instructor of record and thereafter in consultation with the senior associate deans. Graduate students may request a peer observation to provide material for their teaching portfolios.
- Adjuncts are observed initially during the first class they teach and thereafter (at a minimum) every other year that they teach.
- Finally, tenured faculty will be observed during the year that they submit materials for post-tenure review.
- Faculty members may also request a peer observation of their teaching outside of the schedule detailed above.

All faculty are eligible and asked to do teaching observations. The School typically asks a professor of an equal or higher rank or position to observe other faculty members. Therefore, full professors may be asked to observe all faculty (tenure track and fixed term), adjuncts or graduate students; associate professors may be asked to observe assistant and associate professors, fixed-term faculty, adjuncts, or graduate students; assistant professors may be asked to observe assistant professors, fixed-term faculty, adjuncts, or graduate students; fixed-term faculty may be asked to observe other fixed-term faculty, adjuncts and in some cases, graduate students teaching in classes taught by those fixed-term faculty (skills classes, for example).

Service. Service is highly valued and part of the School's core mission. The expectation for tenure-track junior faculty is service within the School and an emerging service record within appropriate statewide and national organizations prior to promotion and tenure. Prior to promotion to full professor, the individual must show robust and continuing contributions in service at the University, state, national and/or international levels. Service includes performance in areas such as international and national offices and work in appropriate scholarly, professional and academic organizations; University and School positions and committee work; workshops, speeches, etc.

Time in rank. It is customary for assistant professors to be in rank for six years before promotion and tenure. A review usually is conducted during the faculty member's sixth year. An earlier review is possible in exceptional cases.

There is no fixed length of time an associate professor must be in rank before he or she can be considered for promotion to full professor. However, most do not go before the first post-tenure review after promotion and tenure as an associate professor. Tenured associate professors are expected to continue to make significant contributions to their fields, to

maintain an excellent teaching record and to grow their service activities in anticipation of being promoted to full professor. A faculty member's entire academic, scholarly or professional career is considered, with more emphasis being given to accomplishments since promotion to associate professor. Promotion to full professor is not guaranteed, and some associate professors may remain in that rank until retirement. An associate professor should be reviewed every five years to determine readiness for promotion.

If a faculty member held a tenure-track appointment at another institution of similar quality before joining the UNC-CH Hussman School of Journalism and Media, some or all of the time spent in rank at the other school(s) may be counted as time in rank in the School. See material under **Initial appointment as associate professor** on page 14 for additional information for conferral of tenure at UNC if a faculty member has had an appointment at another university.

Public engagement. The School has a long history of engagement with media professions and other external communities. Public engagement refers to scholarly, professional, pedagogical or service activities for the public good, directed toward persons and groups outside the University of North Carolina at Chapel Hill. The University has declared its commitment to encouraging, recognizing and rewarding engaged scholarship, professional work, teaching and service. Engaged scholarship refers to “scholarly efforts to expand multifaceted intellectual endeavor with a commitment to public practices and public consequences,” and engaged activities are defined by the University as “artistic, critical, scientific and humanistic work that influences, enriches and improves the lives of people in the community.” Faculty engagement (in the form of research/professional work, teaching and/or service) may develop as collaborative interactions that respond to short and long-term professional or societal needs and should be reciprocal and inclusive of communities involved. Engagement can serve the media professions, as well as people in our state, nation or the world through a continuum of academically informed activities.

The University is clear that engaged work is not a prerequisite for promotion and tenure, but the [report](#) from the Task Force on Future Promotion and Tenure Policies and Procedures notes that faculty engagement with the public and engaged scholarship should be valued and evaluated. Products of such activities should have a high-quality, high-value impact in the community—be it industry, profession, government or other venue—not only in the academy. In the School, engaged scholarship and activities will be recognized for tenure and promotion. Faculty who want recognition for engaged scholarship and/or activities should describe in their statements how the work meets the definition of engagement. Faculty who present engaged scholarship and/or activities as part of their record must also suggest metrics by which the work can be evaluated for significance and impact.

Help is found in the report discussed above as to what qualifies as engaged scholarship. To satisfy the criterion for scholarly research, “engaged scholarship” must meet a rigorous standard such as external funding, peer-reviewed publications and evaluations. Beyond that the

University looks to individual units to decide what kinds of scholarship are excellent engaged scholarship.

For promotion and tenure packages, supplemental letters from nonacademic sources attesting to the significance and implemented outcomes of the faculty member's engaged work may be solicited by the faculty member under review. These letters would not replace the traditional letters from academic reviewers.

New forms of scholarship and professional work. Faculty may have new forms of scholarship and professional work. That work can come in a variety of forms that do not resemble traditional journal articles or monographs. The School recognizes that digitally published work is not always peer-reviewed prior to publication. Also, faculty often must devote considerable amounts of time to mastering new technologies and methods. Such issues should be explained in the materials submitted by the faculty member under review.

Interdisciplinary work. The field of media and journalism has a long tradition of encouraging and valuing interdisciplinary scholarship, professional work, teaching and service. The University has declared that nurturing and rewarding interdisciplinarity is one of its key priorities. Interdisciplinary work allows both faculty and students to cross traditional departmental boundaries to bring together multiple perspectives and a variety of expertise to address issues and solve problems, often leading to cutting-edge scholarship and teaching.

While participating in interdisciplinary collaborations is not a requirement for promotion and tenure, such activity will be recognized in the School's promotion, tenure and post-tenure review processes. Questions often arise, however, about how to evaluate interdisciplinary work and the contributions of individual participants. It is the responsibility of the faculty member to identify interdisciplinary activities listed on his or her CV; to discuss such activities in the research or creative activity, teaching and/or service statements; and to provide sufficient information and explanation to enable both internal and external reviewers to evaluate the faculty member's contribution to the interdisciplinary activities and the products that may result.

Overview of the Two Tenure Tracks

Research Tenure Track. This is the traditional academic track. Faculty members with a Ph.D. are in this track by definition unless they have been hired specifically to be in the professional track.

For promotion and tenure, research-tenure-track faculty members are expected to have begun to establish a national, and in some cases international, reputation as scholars; to be outstanding teachers; to have begun establishing a significant service record; and to have begun serving regularly as members, and possibly chairs, of master's and doctoral committees.

Professional Tenure Track. Faculty members in this track must have significant professional experience and significant teaching experience or the promise of excellence in teaching when appointed. Occasionally a faculty member holding a Ph.D. may have had primarily a professional, rather than an academic, career and may be hired into the professional track.

For promotion and tenure, professional-tenure-track faculty members are expected to have begun to establish a national, and in some cases international, reputation in their field of professional work; to be outstanding teachers; to have a significant service record; and to have begun serving regularly as members, and possibly chairs, of undergraduate honors and master's committees.

An individual may not move from one track to the other after the initial appointment.

Scholarship within the Research Tenure Track

In reappointment, promotion and tenure decisions, the following criteria regarding research and publication are applied:

- Faculty members in this track are expected to be productive scholars. Promotion to associate professor with tenure requires evidence that the individual has begun to build a nationwide reputation as a scholar in his or her field. Promotion to full professor requires evidence that the individual has established a major research, scholarship or creative record and demonstrated impact in his or her area of expertise at the national or even international level.
- Both quality and quantity of publications will be considered in tenure and promotion decisions. No specific number of publications is required.
- The reputation, quality and relevance of the journals in which refereed articles are published are considered, as are the reputation and quality of book publishers. For journals with an established reputation, faculty members can report impact factors and other measures of the journal's reputation. If the journal is more recent or a more niche publication or if the journal is not included in traditional ranking systems, such as Open Access journals, then faculty members are encouraged to present information about the reputation of the journal, including but not limited to the types of scholars who publish in the journal, the audience likely to read the journal as well as other factors that help faculty members demonstrate the quality of the journal and the value of having their work published in the journal.
- Publications in law reviews are considered to be the equivalent of publications in peer-reviewed journals.
- Published research is more important than papers presented at scholarly meetings. While conference presentations are valuable and serve to enhance a faculty member's

national and international visibility, all faculty members should plan to convert their conference papers into publications as soon as possible after presentation.

- Collaborative and interdisciplinary work are valued. However, in the case of co-authored work, evaluators often have trouble sorting out the extent of the individual's contribution. For co-authored works, the faculty member must explain the roles of the authors and indicate the significance of author order.
- Faculty members who supervise or coordinate student research, whether part of course requirements or a special project, must clearly explain their role in the final product if they want to list this work as the faculty member's research. If the work is created solely as part of a class project or paper and was done by students for course credit, then the work should not be listed under the faculty member's research. Rather, this work would be listed under teaching or service. If there is additional work done by the faculty member following the course with students, then the work could be listed under research, but the faculty member should clarify the additional role he or she played in the creation of the new project. It's important for the faculty member to discuss the context in which the work was done and to explain and define clearly the various roles that he or she played in producing any collaborative research involving groups of students or other faculty members.
- Engaged scholarship: Please refer to page 16 of this document under the section Public Engagement for more details on how the University defines engaged research.
- Faculty are encouraged to seek external funding for their research. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.
- Reappointment, promotion and tenure require evidence of continuous scholarly productivity. Thus, a gap on a CV — a year or more during which little or no work is published or presented at academic conferences — requires explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility). Any such explanation or justification should appear in the faculty member's research statement.

The committee, tenured full and associate professors, and external reviewers will consider the candidate's total scholarly record with these questions as guidelines:

- Has the scholarly work been regular, continuous and focused, or sporadic and diffused?
- Has the work been perceived as significant in the field? Is there evidence that the work is having/will have an impact or influence in the field? (Evidence of significance might consist of, among other things, publication in top journals; citation by others; awards;

invitations to publish in anthologies, collections and/or books; use by others in classes; appointment of the author to editorial boards and editor positions.)

- Is the work, as a whole, theoretically based and appropriately grounded in existing literature? Is the methodology consistently sound? Are studies well executed? Are conclusions appropriate? Is the writing appropriate for the intended audience?
- Is the work innovative? Does it have the potential to significantly move the field in new directions? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary?

Professional Work within the Professional Tenure Track

In reappointment, promotion and tenure decisions, the following criteria regarding professional work are applied:

- Faculty members in this track are expected to regularly engage in professional work appropriate to their areas of professional expertise and interests. This work may include applied research or media products including but not limited to white papers, research and campaign reports, documentary films, books, websites, graphics, video, or photographs. Traditional scholarly research related to the individual's expertise and interests is appropriate. The nature of such work will vary widely depending on the faculty member's field of practice. For example, professional faculty members might publish their work in publications aimed at educators, trade publications, general circulation publications, and/or traditional scholarly journals. They might write textbooks or books targeting particular professional audiences or the general public. They might conduct research that is presented to industry groups. They might write government or corporate policy documents. Or they might create projects or products with media organizations that help to advance the industry/academic dialogue. Likewise, audio, visual and multimedia works might be publicly presented and disseminated in whatever manner and to whatever audience is most appropriate for the work. If the work is proprietary and cannot be reviewed, then it cannot be evaluated and listed as professional work. It could still be considered a service activity. Consulting work must result in a product – a website, video or print publication, for example –to be considered professional work; otherwise it is considered a service activity.
- Faculty members in this track should clearly explain in their CVs the impact of their professional work as it applies to specific issues or problems, such as those within the media or communications industry. Such impact could be quantified, such as numbers of people affected or policies implemented and resulting effects.
- Promotion to associate professor with tenure requires evidence that the individual has begun to build a national reputation in his or her field. Promotion to full professor requires evidence that the individual has established a major creative,

research or scholarship record and demonstrated impact in his or her area of expertise at the national or even international level.

- Both quality and quantity of the professional work will be considered in tenure and promotion decisions. No specific number of professional projects is required.
- Collaborative and interdisciplinary work is valued. However, in the case of co-authored works or group projects, evaluators often have trouble sorting out the nature and extent of the individual's contribution. For co-authored works and group projects, the faculty member must clarify his or her contribution.
- Faculty members who supervise or coordinate student projects, whether part of course requirements, student group advising or a special program, must clearly explain their role in the final product if they want to list this work under professional work. If the work is created solely as part of a class project or paper and was done by students for course credit, then the work should not be listed under as the faculty member's professional work. Rather, this work would be listed under teaching or service. If there is additional work done by the faculty member, including pre and/or post production work necessary for the successful creation, publication and/or public launch of the project, then the work could be listed under professional work, and the faculty member should clarify the additional role(s) played in the creation of the new project. It's important for the faculty member to discuss the context in which the work was done. Faculty members should clearly explain and define the various roles that they played in producing any collaborative professional work involving groups of students or other faculty members
- The reputation and quality of the venues in which the faculty member's work appears are considered. Quality of published materials may also be evaluated by their ability to win national awards or be accepted by juries for major exhibits. In the case of new or emerging forms of publication or presentation, faculty should provide the metrics by which the work can be evaluated.
- Published works are more important than oral presentations at scholarly, professional or educational meetings and workshops. Works reaching a national or international audience carry more weight than those for regional, state or local audiences. Local or regional material may, however, be upgraded to national stature by the winning of national awards or recognition.
- Engaged professional work: Please refer to page 16 of this document under the section Public Engagement to get more details on how the University defines engaged activities.

- Faculty are encouraged to seek external funding for their professional work. Such efforts should be noted on their CV and will be evaluated in promotion and re-appointment decisions.
- Reappointment, promotion and tenure require evidence of continuous professional work. Thus, gaps on a CV — a year or more during which little or no work is published or presented — require explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility.)

The School's Committee on Appointments, Promotion and Tenure, the tenured full professors and associate professors, and external reviewers will consider the candidate's total professional work record with these questions as guidelines:

- Has the work been regular, continuous and focused, or sporadic and diffused?
- Has the work been perceived as significant in the field? (Evidence of significance might consist of, among other things, publication in prestigious venues; awards; citation by others; altmetrics; invitations to participate in professional panels or programs and/or to publish in anthologies, collections and/or books; number of libraries that own books published and DVDs/other products created; use by others in classes; appointment to editorial boards and editor positions.)
- Does the work, as a whole, demonstrate high standards, innovative approaches, professional excellence and/or creativity? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary? Is the writing or other mode of expression appropriate for the intended audience?

General Procedures for Promotion and Tenure

Each year, the School's human resources officer informs the APT Committee which faculty members must be reviewed that year in accordance with the rules described below. Assistant professors must be reviewed in their third year of their initial four-year contract to be reappointed. If they are re-appointed, they must be reviewed in their sixth year for tenure unless they have received an extension of their probationary appointments as provided in the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*. Tenured faculty are reviewed every five years. Procedures for reviews are outlined below.

Faculty members who wish to be reviewed earlier than their mandatory date must convey that request to the committee's chair along with a current C.V. The committee then decides if it wants to review the faculty member's entire tenure/promotion package in consultation with the dean. Faculty in the tenure track can request to have the tenure process lengthened in cases such as parental or maternity leave or for other reasons that fall within the

University's policies for extending the period of probationary appointment (see Section 2.c.6.iii in *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*).

Five full professors and four associate professors, appointed by the dean and representing both tenure tracks, serve as the School's Committee on Appointments, Promotion and Tenure (hereafter referred to as "the committee"). They serve three-year staggered terms. The dean names one of the full professors to chair the committee. The committee examines the records of faculty members being considered for reappointment, promotion and tenure and makes recommendations for the appropriate action to the tenured associate professors and/or professors in the School. Only the full professor members of the committee participate in the evaluation of individuals being considered for initial appointment as full professors, associate professors being considered for promotion to full, or full professors undergoing post-tenure review.

Six members of the committee constitute a quorum, and actions are by secret ballot vote of those present and voting. The recommendation of the committee goes to the faculty for consideration and vote. Tenured associate and full professors can vote on appointment or promotion of a candidate to the rank of associate professor with tenure, but only full professors can vote on decisions about full professors. Votes are to be counted by rank, and any no votes or abstentions must include a justification for that vote to assist the dean in documenting the vote to the provost and the University's APT Committee. Assistant professors vote only on initial appointments.

In accordance with University policy, faculty members who are in phased retirement retain their professorial rank and may continue to vote on tenure and promotion decisions accordingly.

Aggregate vote tallies of the committee and the tenured associate professors and/or professors become part of the record and recommendation. Actions by the faculty are advisory to the dean. The dean makes the final decision.

The committee's review process. Faculty members under review must give the committee a current CV and other materials listed in the section below entitled "How to Prepare Dossiers for Promotion and Tenure Decisions." The chair of the committee will contact faculty members to be reviewed and provide dates that materials must be submitted. The calendar for the committee's review process will also be coordinated with the School's dean and the School's head of human resources.

The committee chair appoints committee members to conduct thorough reviews of the CVs, publications, other relevant materials and reflective/explanatory statements. In their statements, faculty members under review should be sure to include their self-assessment and critical evaluation of their work, along with quantification or verification of the impact of their teaching, research/professional work or service.

The dean arranges to have external reviewers read the materials in the tenure or promotion package and write letters of evaluation. The committee does not take any action until it has received external letters and the reports of its members. The committee then forwards its recommendation and vote to the tenured associate professors and/or professors for their recommendation.

When a faculty member requests early consideration and the dean concurs, the committee examines the CV and votes on whether that record warrants further review. If the committee decides a full review is warranted, the chair will ask the faculty member for reflective/explanatory statements and copies of publications and ask the dean to seek external letters of evaluation. This action does not signify that the committee has decided to recommend the faculty member for promotion or tenure. The committee then proceeds as described above.

External letters of evaluation. Letters of evaluation from evaluators outside the University are an important part of the review process and are required for all promotion and tenure decisions. The purpose of these letters is to provide an independent and unbiased assessment of the individual's work. No recommendations will be made until after the external review letters have been received and considered by the committee.

A minimum of four letters is required, and all must be from outside UNC-Chapel Hill and from individuals independent of the candidate. They must not be from individuals who have been directly involved with the candidate, including, but not limited to, collaborator or co-author, mentor, previous co-worker or dissertation chair. Letters may be from individuals who know the candidate through coincidental national interactions. Two must come from a list of names provided by the candidate and two from individuals selected by the dean. Ideally, all of the letters should come from UNC-Chapel Hill peer institutions. There are several lists of UNC peer institutions, and they are located [here](#). In addition, the University recognizes that a specific school or program might have peer schools or programs that are not on any of the University lists. If an external reviewer is selected from such an institution, the dean's letter to the University must explain why the reviewer's school or program is a UNC-Chapel Hill peer school or program.

In addition to the minimum of four, any number of additional letters from any source may be submitted. These may be from individuals within UNC-CH or from former colleagues, collaborators or mentors, both inside and outside of the academy.

All letters that are received—not a subset—must be made part of any appointment, promotion or tenure package and must be part of the evaluation process. External evaluation letters should be identified in the upper right hand corner as to their source (selected by dean or from the list provided by the candidate).

The section below on “Procedures Regarding Dossiers for Promotion and Tenure Decisions” explains the requirements and procedures regarding materials that candidates must submit for review by the external reviewers.

Assistant professor — appointment and reappointment

Initial appointment to the rank of assistant professor is for a probationary period of four years. No less than 12 months before the end of that term — during the assistant professor’s third year of service — the School must decide and communicate in writing to the assistant professor whether he or she will be reappointed upon expiration of the current term.

The committee chair will appoint committee members to conduct thorough reviews of the faculty member’s research/professional work, teaching and service. Those committee members will write a brief report on the faculty member’s performance in all three areas of endeavor (research or professional work, teaching and service). The full committee will review and approve the report, which will then be forwarded to the dean and the assistant professor being reviewed.

The committee makes a recommendation to the tenured faculty, whose vote is a recommendation to the dean.

The dean, who makes the decision about reappointment, and the chair of the committee will then meet with the assistant professor to discuss the report. The review should serve as a guide to the nontenured faculty member as to his or her strengths and weaknesses, but a positive report is not to be construed as an indication that tenure eventually will be granted.

The reappointment is at the rank of assistant professor (without tenure) for a second probationary period of three years—commencing at the end of the initial, four-year term. In the event that the third-year review is negative and the dean decides not to reappoint the faculty member, the faculty member’s employment with the University terminates at the end of the initial four-year appointment. The faculty member has recourse to question the nonreappointment according to Section 4 of the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*.

Promotion to associate professor

No less than 12 months before the end of the second probationary term—during the faculty member’s sixth year of service—the School must decide and communicate in writing to the assistant professor whether he or she will be promoted to associate professor upon expiration of that term. The committee will conduct a thorough review of the assistant professor in the manner described above. If the faculty member is not promoted, his or her employment with the University ends at the end of the second probationary term. When a faculty member is promoted to the rank of associate professor, he or she is granted permanent tenure from the effective date of the promotion. The faculty member has recourse to question

the nonreappointment according to Section 4 of the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*.

Promotion to full professor

Tenured associate professors are expected to continue to make significant contributions to their fields in anticipation of being promoted to full professor. Occasionally a distinguished professional career may justify initial appointment as a full professor with tenure.

Promotion to full professor requires evidence that the individual has established a major research, scholarship or creative record in his or her area of expertise at the national or even international level; has demonstrated a record of high-quality teaching supported by valid metrics or indicators; and has embodied unwavering commitment to service as documented by activities within the School, University, and/or appropriate academic or professional organizations. While quality is more important than quantity, quantity should show sufficient and continuous productivity and impact in each of these areas. The dossier of a candidate could show similar research/scholarly/creative streams or focus as at tenure; additional service, administrative, and teaching-related responsibilities should be assumed post-tenure.

Certain marks of readiness must be reached to guide the individual's request for promotion. There must be strong evidence that the individual has achieved and sustained excellence in research, scholarship and/or creative work and that the work can be evaluated in measurable ways appropriate to the discipline. For example, the individual could provide evidence that the body of work has attracted the attention or stimulated the work of other scholars or practitioners; has been reviewed or has received awards; shows audience or public influence, reaction or adoption; or has generated grant support. Some forms of activity might not be peer-reviewed, and as the media landscape changes, faculty might be engaged in new forms of scholarly work and creative activity. If that work is included, individuals must explain the significance of the work and corresponding effort and how that work impacts audiences.

The candidate must demonstrate sustained, high quality teaching as indicated in evaluations, observations, teaching statements, awards or other relevant criteria. The candidate should show ability to mentor and advise students, particularly graduate students. Teaching load should be recognized, particularly in the dean's letter to outside reviewers, in that professional tenure track faculty teach five courses in an academic year compared to the four-course load for those faculty in the research track. In some instances, a faculty member might take on a course overload in times of high course demand.

The candidate must also have a record of impactful and continuing contributions in professional service and engaged activities within the School, University and/or academic and professional organizations. In addition, those requesting promotion to full professor must provide evidence of service and/or leadership roles that have or do contribute to the life of the School. Examples could be mentoring junior faculty members, chairing search committees, or managing specific programs. An exceptional administrative role or leadership position can compensate for a more limited scholarly or creative record during the review period, but cannot substitute for an unacceptable scholarly or creative record.

To be reviewed for promotion to full professor, the faculty member must submit his or her current CV to the promotion and tenure committee along with a written self-evaluation establishing readiness to be promoted. The full professors on the committee as a subcommittee will review the CV and the statement to determine whether the faculty member is ready to be reviewed for promotion. If the subcommittee in consultation with the dean decides that the faculty member's record merits consideration for promotion to full professor, that decision does not signify that the subcommittee has decided to recommend the faculty member for promotion but simply that a full review is warranted. The chair of the committee will give the candidate a deadline to produce a full package for review and conduct a full review in the manner described in the section on the review process.

If, as a result of the full review, the committee of full professors does not recommend the faculty member move forward toward promotion to full professor, they will review the record again later at the request of the faculty member. It is expected that a subsequent request would occur when the faculty member's record merits reconsideration.

If, as a result of the full review, the committee of full professors does recommend the faculty member move forward, the recommendation will go to a vote of all full professors in the School.

Initial appointment as full professor

On rare occasions, usually in the case of persons hired and appointed to chaired professorships, the initial appointment is to the rank of professor, which confers permanent tenure from the effective date of the appointment. That decision will be on the basis of a thorough review conducted in the manner described above, including external letters of evaluation and a vote by the full professors.

Initial appointment as associate professor

It is possible — although unusual — for a new faculty member to be given an initial, five-year appointment as associate professor. An initial appointment as associate professor rarely confers tenure at the time of appointment, but the dean — after consultation with the tenured full and associate professors — may petition the executive vice chancellor or provost for permission to grant tenure with the initial appointment. That decision will be on the basis of a thorough review conducted in the manner described above, including external letters of evaluation and a vote by the tenured associate and full professors.

In most cases, an initial appointment as associate professor is without tenure and for a probationary five-year term. Anytime between 18 months after the initial appointment and before the end of five years, the School must decide and communicate in writing to the associate professor whether he or she will be reappointed. That decision will be on the basis of a thorough review conducted in the manner described above, including external letters of evaluation. A decision to reappoint at the rank of associate professor confers tenure.

The time period to be reviewed

In all cases, the internal and external reviews of a faculty member's work should focus primarily on work done at UNC since the initial hire or since the previous review. However, the faculty member's entire record, including work done at other institutions, should be considered.

Post-tenure review

Every five years after being awarded tenure, each faculty member must undergo post-tenure review to examine all aspects of a faculty member's academic performance. The goal of the review is to promote faculty development, ensure faculty productivity and provide accountability, as indicated in the UNC-Chapel Hill policies on academic personnel. If the faculty member is being considered for promotion to the next rank in the same year of his or her mandated post-tenure review, then the review for promotion constitutes the post-tenure review. Individuals may ask to be considered for promotion rather than complete the post-tenure review and should make the request at the beginning of the academic year.

A one-year delay of the post-tenure review is allowed at the faculty member's request and with permission of the dean and approval from the Executive Associate Provost. All requests must be in writing and specify the compelling reason for the delay.

For post-tenure review, faculty members must submit an updated CV and other materials listed in the section below entitled "How to Prepare Dossiers for Promotion and Tenure Decisions." The statements should include plans for future work.

Evaluation of an associate professor's or full professor's dossier for post-tenure review should take into consideration the work that the faculty member has done in significant administrative roles for the School. This is in line with the provost's [document](#) on post-tenure review which states on page 3: "The post-tenure review process should be flexible enough to acknowledge different expectations in different disciplines and changing expectations at different stages of faculty careers. . . . If a faculty member's responsibilities do not include teaching, research and public service, but instead focus primarily on one or two of these areas, the review shall take this allocation of responsibilities into account."

The School's Committee on Appointments, Promotion and Tenure will constitute the post-tenure review committee, and all members will complete web-based training on how to conduct post-tenure reviews. The training is available from the Provost's office via an email reminder to units.

The committee members will review the post-tenure materials and produce a written report to the dean on the faculty member's accomplishments and plans. The dean and the committee chair review the report with the faculty member and make the report part of the permanent employee record. The faculty member is given the opportunity to provide a written response, if so desired, and that response becomes part of the employee record.

The post-tenure review process should identify and recognize outstanding performance. If the committee and dean find that the faculty member's progress is not adequate, however, the dean should propose a development plan for improvement. A development plan should be created jointly by the faculty member being reviewed and the dean on the basis of the committee's evaluation and recommendations. Specific actions and timeline should be included. More information on producing and monitoring such plans can be found in the provost's [document](#) on post-tenure review. Failure to complete a plan of action successfully and continued deficiencies could result in disciplinary action or dismissal per University policy.

Appointment as instructor in the research or professional tenure track

While this designation is usually applied to someone hired to teach one course, this rank is also appropriate for someone appointed to the faculty with the expectation that he or she will progress to the rank of assistant professor. That is the case with a person appointed to the research tenure track (described earlier in this document) before completing the Ph.D. or to the professional track before completing a master's degree. The initial appointment is for a probationary one-year term, and the dean may reappoint the faculty member for three additional successive one-year terms. The dean may deny reappointment to an instructor who does not meet the deadline for completion of the master's degree or Ph.D.

Review beyond the School

The dean's recommendation to promote to a higher rank or grant tenure to a faculty member is made to the University's elected faculty Committee on Appointments, Promotions and Tenure, which advises the executive vice chancellor and provost on the recommendation. Affirmative decisions by the provost are forwarded to the UNC-Chapel Hill's Board of Trustees for approval. The UNC System's Board of Governors and president must also approve decisions conferring permanent tenure.

From beginning to end, the process of review and decision can take from several months to a year. The dean keeps the candidate apprised of decisions at the various levels as he or she learns of them.