SECTION 1: Tenure Track Faculty
Adopted August 2013

I. Introduction

The principal aims of the Department of Biology are to preserve, increase, and transmit knowledge and understanding of Biology. These aims are furthered by the scholarly activity of the faculty and by their teaching and training of undergraduate and graduate students. In hiring and promoting faculty, the department seeks to maintain and enhance its high standards of scholarship and teaching. It also encourages service to the department, the University, the professional community, the state, the nation and the world; as appropriate, it also encourages engagement with groups outside academia. The Department of Biology seeks to be objective, fair, and honest in matters of hiring and promotion. It reaffirms at this time its goal of quality combined with diversity. All hiring and promotion take place within the context of departmental, College and University needs and resources. The Department subscribes wholeheartedly to the guidelines of Affirmative Action and commits itself to make personnel decisions with all possible justice to both the University and the individuals concerned.

The Department’s policies are subject to those set forth in the following University publications. The most recent edition of each document takes precedence.

- The Code, Board of Governors, UNC
- Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill
- The Faculty Code of University Government, the University of North Carolina at Chapel Hill
- Affirmative Action Plan, University of North Carolina at Chapel Hill
- Personnel Policies for Academic Personnel, Office of the Executive Vice Chancellor & Provost
- College of Arts & Sciences Chair’s Manual
- Memorandum from the Dean on Peer Faculty Teaching Observations for Tenure, Promotion and Post-Tenure Review, August 21, 2012.

This departmental document is supplemental to, and subject to, the policies found in the above publications. Each faculty member has the responsibility to become familiar with their provisions.

II. Standards

The Department, College and University continually aspire to enhance their academic stature. Such stature is achieved primarily through the continual recruitment, development, and retention of outstanding faculty.

The standards that this Department applies to the evaluation of candidates are qualitative and cannot be expressed quantitatively. Therefore, they inescapably entail subjective judgment. As a result, it is not possible to reduce the evaluation of academic personnel to a purely objective enumeration of expected accomplishments within a specific period of time.

The Department may recommend a candidate for promotion and/or permanent tenure before the expiration of his or her probationary term if the quality of the candidate’s record meets the standards and makes a compelling case for an early recommendation. A candidate’s prior record in a tenure-track or
equivalent position at another institution of higher education may form part of a compelling case for an early recommendation.

Prerequisite to the appointment or reappointment of any candidate is the continuing need by the Department, College and University for the services that he or she, as a scholar-teacher in a particular field, is qualified to carry out. An appointment of an individual to a tenure-track position is based on the belief that the appointment meets a continuing need of the Department. However, where this need is found not to exist, or has disappeared or may disappear, or where program change or curtailment of funding obliges the University to discontinue support, appointment or reappointment is precluded.

Quality research, teaching excellence and a commitment to service are important areas of evaluation of faculty by the Department of Biology. In addition to long-standing criteria for such evaluation, innovative faculty work in these areas should also be considered when germane. Thus, tenure and promotion guidelines must balance the need for precedent and consistency with openness to new approaches and ideas for which establishing criteria for evaluation may be difficult, at least at first. Candidates for promotion and the Department share the responsibility for effectively evaluating innovative contributions. Candidates should help articulate the nature and value of their new work. The Department faculty members should continually educate themselves on the changing landscape of the profession, and they should consider when to seek evaluations of the candidate’s work by those who can help the faculty understand and explain particular innovations. Some of the prominent areas in which innovation occurs include engagement, digital technologies, and interdisciplinarity.

As a public university, we recognize the importance of faculty engagement. Engagement may be embedded in one or more aspects of a faculty member’s research, teaching, and service activities. Faculty engagement refers to scholarly, creative, pedagogical, and service activities directed toward persons and groups outside UNC Chapel Hill and outside the usual spheres of professional academic work. Such activities typically take the form of collaborative interactions, include partners outside the University, and seek to enhance the “public good” or “public life” of the state, nation, or wider world.

When present, engagement should be recognized as a significant component of a faculty member’s professional achievements. Engagement may play a more prominent role at different phases of a faculty member’s career, and it should be supported at any phase if it is consistent with our Department’s practices and priorities. However, faculty whose work does not include engaged activities should not be penalized or denied tenure or promotion on those grounds.

Digital technologies are reshaping every profession. Digital technologies shape not only how we communicate new knowledge, but also how we perceive and develop knowledge in the first place. Since digital technologies influence every aspect of professional life, including research, teaching, and service, the Department of Biology should, therefore, regularly evaluate this changing landscape. Candidates for promotion or tenure should help articulate the nature and reception of their digital work.

Interdisciplinary work provides opportunities for creating knowledge in new and unanticipated ways, often representing cutting-edge scholarship and teaching. Since many challenges and problems require skills and perspectives from multiple academic and professional disciplines, evidence of innovative inter- and cross-disciplinary research, teaching, and service should therefore be valued in a candidate’s promotion and tenure dossier.

A. **General Standards**

   The following standards will be employed in evaluations for reappointment, promotion, and tenure:
1. A demonstrated commitment to, and achievement of, research excellence is required for consideration for tenure and/or promotions in rank.

2. A demonstrated commitment to, and achievement of, teaching excellence is required for consideration of tenure decisions and/or promotions in rank, and while its presence without the other two general standards also being met will not bring tenure or promotion, its absence is sufficient to deny tenure or promotion.

3. Service to the Department, University, community, state, nation and world and to one's academic profession is a further, additional consideration in the overall assessment of a faculty colleague. Service is not a substitute for excellence in research and excellence in teaching.

B. Standards of Research

1. The Department of Biology expects its faculty to be actively involved throughout their careers in achieving scholarly research excellence. Scholarship is understood as the advancement of knowledge and understanding and consists primarily of original research. The central result of scholarship is publication. The Department of Biology requires such publication as an obvious way of extending knowledge and of sharing the fruits of scholarly thought and investigation with a wider audience that can be both critical and appreciative. The Department of Biology considers both quality and quantity of publications.

2. The Department of Biology routinely attempts to provide the essential core materials that are needed to get a research program underway following an initial appointment. Thereafter, financial support from the Department is minimal. It is expected that faculty members of the Department will make every effort to generate funds needed to support their research and graduate programs from external sources. The ability to succeed in obtaining external research support will be one important consideration in making judgments affecting advancement, although the Department recognizes that the level of success may vary with area and the general climate for external funding.

3. Engaged scholarship refers to research on projects that include collaborative interactions with partners outside the University and outside the usual spheres of professional academic work. In order to satisfy the criterion for engaged scholarship, the faculty member’s work must meet rigorous standards. In our Department, the criteria for evaluating the quality of engaged scholarship include external competitive funding, publication of findings in peer-reviewed journals or books, and evaluations by experts in the field.

4. The Department of Biology recognizes faculty who conduct or publish their research digitally for their innovation and for moving beyond traditional formats. The standard for excellence is the same for digital and non-digital work and may include influence on a scholarly field, rigorous peer reviews or other evaluation by experts in the area. The overall quality and contribution of the work must be measured against the University’s long-standing high standards, which should be independent of the mode or medium of publication.

5. The research of faculty engaged in innovative interdisciplinary research shall be given formal consideration and due credit, and the overall quality and contribution of the interdisciplinary work should be measured through appropriate means against the University’s well-established high standards. For faculty with interdisciplinary interests
hired within the Department of Biology, the main criteria for review and judgment lie within, rather than outside, our discipline broadly defined. In the case of joint appointments, reviews must include multi-departmental evaluations. For faculty hired as joint appointees, the main criteria for review and judgment of a faculty member’s scholarly work shall encompass work across the units of appointment and related interdisciplinary work, assessed by appropriate high standards.

C. Standards of Teaching

1. The Department of Biology expects and encourages teaching of the highest quality. Although it is not possible to enumerate here all criteria of highly effective teaching, such teachers prepare their courses with discrimination and skill. They responsibly formulate the objectives of the courses and use imaginative pedagogical methods to achieve their goals. Effective teachers engage their students, stimulate their interests, broaden their perspectives and improve their thinking. To the extent that it is possible, they also make their students active rather than passive participants in the learning process. Excellent teachers demand substantial accomplishment and high standards of work, grade all work fairly, and base what they teach on evidence and sound method. They are articulate, resourceful, and reflective. In addition, where appropriate, such teachers conscientiously provide advice and guidance to both graduate and undergraduate students on an individual basis, direct theses and dissertations, and serve on committees that critically examine and evaluate such research projects. In short, the Department expects colleagues to be generously involved in teaching and training.

2. Engaged teaching refers to pedagogical practices that typically take students outside the traditional classroom. Such teaching may include courses that help students engage with non-academic communities, participate in service learning programs, or interact with public schools and government policymakers. To satisfy the criterion for “engaged teaching” and for engaged teaching to be considered in evaluations for reappointment, promotion and tenure, the faculty member’s courses should include analytical and reflective components and carry academic credit. Such teaching should be evaluated by students, by academic peers, and also by individuals who participate in these courses from a position outside the University.

3. One of the most prominent areas of recent pedagogical innovation is the integration of digital technologies within the traditional classroom as well as online. When faculty members employ new technologies to enhance teaching and learning, evaluation of teaching excellence should include assessments of this use.

4. Evaluation of teaching excellence should also consider faculty contributions to different forms of interdisciplinary teaching. Such endeavors greatly enhance the intellectual life of the University and provide a sense of common purpose and community among students and faculty. All levels and forms of interdisciplinary teaching should therefore be considered, including: interdisciplinary teaching within one’s home unit; participation in team-taught, multidisciplinary courses that transcend the Department and unit boundaries; undergraduate, graduate and post-doctoral mentoring; and involvement in cross-disciplinary learning experiences outside the University. As with all forms of teaching, rigorous standards of evaluation should be applied.
D. Standards of Service

1. A service assignment should be pursued diligently, imaginatively, and responsibly, with concern for deadlines and appropriate results. Conscientious and efficient performance combined with collegiality, tact, and resourcefulness bring credit to the individual and the Department and will be recognized.

2. Assistant and associate professors without permanent tenure are expected to undertake those service functions the Department Chair may assign. Although they should focus primarily on teaching and research, untenured members of the Department will be called upon to perform a number of service activities such as work on departmental or appropriate University committees, and participation in professional association activities. Associate professors with tenure and professors may be expected to undertake a wider range of service functions.

3. Engaged service refers to activities that are informed by the faculty member’s scholarly expertise and include interactions with groups and projects outside the professional and scholarly organizations of academia. In the Department of Biology, we value engaged service related to the faculty member’s professional expertise.

4. The Department embraces the philosophy of the U.S. National Science Foundation that broader impacts of scholarly work are important and should be encouraged and will consider these broader impacts in evaluation of service activities. Such broader impacts may include broadening opportunities and enabling the participation of all citizens, women and men, underrepresented minorities, and persons with disabilities in the field of Biology; reaching out to non-scientists to increase their understanding of science as essential to the health and vitality of science; and developing and applying public policy and providing expert advice and testimony.

5. Groups and communities increasingly connect and identify themselves through online resources, electronic networks, virtual spaces and social media. Therefore, in the Department of Biology, faculty service involving digital technologies may be recognized as an important contribution to academic life and to communities outside the University. Candidates for promotion or tenure should help articulate the nature of their contribution in this area.

6. Faculty may be involved in interdisciplinary service in one, two or more units, depending on the nature of their appointment(s) or interdisciplinary approach. In cases of interdisciplinary service, the Department of Biology, the other units involved and the faculty member will establish standards and expectations clarifying the extent of service expected from the faculty member for the Department and the other unit(s). These standards and expectations shall be reviewed, evaluated and, if necessary, modified on a regular basis. The same general standards of evaluation shall be employed for interdisciplinary service as for service within a single unit.

III. Criteria for Specific Personnel Actions

The projected needs and resources of the Department, the College and the University shall be considered in recommending initial appointments, reappointments, promotions to associate professor with tenure, and promotion to full professor.

1. Instructor with special provision
The candidate approved by the Department to be recommended for an appointment as an assistant professor but who, when approved, is still completing a doctoral dissertation, will be recommended for an appointment as instructor for one year with the special provision that upon conferral of the doctorate he or she will be reappointed at the rank of assistant professor, and with the further provision that the effective date of his or her appointment at the rank of assistant professor will be retroactive to the effective date of his or her current appointment as instructor, or to the July 1 or January 1 immediately preceding the date of conferral. Such an appointment will carry the title "instructor with special provision."

2. **Assistant Professor**

The rank of assistant professor denotes a tenure-track position, with an initial appointment for four years, the possibility of reappointment for three additional years, and a review for the conferral of tenure and promotion to the rank of associate professor.

- **Standards for initial appointment**
  Clear promise of excellence in teaching and scholarship, and completion of all requirements for the doctorate or other terminal degree and the degree’s conferral are required.

- **Reappointment for a second probationary term**
  The initial review and recommendation for reappointment occur by the end of the third year of the initial probationary appointment. For an assistant professor already serving in the Department, reappointment is based on evidence of (a) a demonstrated commitment to, and promise of or achievement of, research excellence, (b) a demonstrated commitment to, and promise of or achievement of, teaching excellence, and (c) appropriate service to the Department.

3. **Associate Professor**

Initial appointment to a rank of associate professor may be with or without tenure. Promotion to associate professor always confers tenure. Except as otherwise provided under University policy, tenure is a permanent commitment by the Department, the College and the University. Recommendation for tenure requires a judgment not only about the past and present achievements of the candidate but also about his or her potential for future achievements. While emphasizing proven excellence in research and teaching, the Department remains very much concerned, in questions of tenure, that a person show promise of continuing achievement in all three areas: research, teaching, and service. A recommendation for promotion and/or tenure by the Department Chair requires a careful assessment informed by outside references about the qualifications of the candidate and the professional judgment of the assembled full professors; the professional judgment of the tenured associate professors is also considered.

In evaluating past performance, present achievements, and promise for the future, the following factors will be considered:

- The candidate must have demonstrated achievement of research excellence through the development of an ongoing research program and through scholarly contribution(s) of demonstrable value to the field of Biology. The candidate must also have demonstrated commitment to continued research excellence.
- The candidate must have demonstrated commitment to teaching excellence and must have achieved excellence in one or more types of teaching.
- The candidate’s service to the Department, University, community, state, nation and world,
and to his or her academic profession is a further, additional consideration in the overall assessment. The candidate must be recognized as a helpful and valued colleague. Service is not a substitute for excellence in research and excellence in teaching.

The Department will decide whether to recommend tenure following an initial appointment as an associate professor on the basis of the criteria outlined above for promotion to associate professor. With written advance approval of the Dean, an associate professor appointed from outside the Department may be recommended for an initial appointment with tenure if the quality of the candidate’s record meets the standards.

4. **Full Professor**

   Appointment to the rank of full professor confers tenure. A candidate for full professor should have made significant contributions in the field beyond those expected of an associate professor with tenure.

   Recommendation for promotion to the rank of full professor requires a judgment not only about the past and present achievements of the candidate but about his or her potential for future achievements. A recommendation for promotion to full professor by the Department Chair requires a careful assessment informed by outside references about the qualifications of the candidate and the professional judgment of the full professors.

   In evaluating past performance, present achievements, and promise for the future, the following factors will be considered:

   1. The candidate must have a record of sustained excellence in research and publication and have gained significant recognition in the field nationally and if appropriate internationally.
   2. The candidate must have demonstrated commitment to, and achievement of, teaching excellence.
   3. The candidate must have a record of service that demonstrates the capacity for constructive contributions to the Department and the University; a similar demonstration of capacity for such contributions to the community, state, nation and world is also valued. Service is not a substitute for excellence in research and excellence in teaching.

5. **Full Joint Tenure-Track and Tenured Appointments**

   In order to be recommended for a joint tenure-track or tenured appointment in the Department of Biology, a faculty member must meet the standards for the rank for which he or she is being considered and must simultaneously meet the standards for the same rank in another department, so that he or she may hold the same rank in both departments. A joint tenure-track or tenured appointment in the Department of Biology is an honor and not a right or extended as a courtesy.

   The projected needs and resources of the departments and the University shall be considered in initiating or approving joint tenure-track or tenured appointments. Policies pertaining to these appointments differ from those for appointments across departments or units in which the faculty member holds a tenure-track or tenured appointment in one of the departments or units and holds a fixed term (i.e., adjunct) appointment in another.

6. **General Recruiting Procedures**

   The Department of Biology follows University and College recruiting policies and procedures. For further details, see the Provost’s website and the College of Arts & Sciences Chair’s Manual.

**IV. The Role of Faculty in Graduate Research Training.**
In the Department of Biology all faculty at the level of assistant professor and higher are recruited with the goal of improving, in either depth or diversity, the areas of research and graduate training in the Department. Appointments at professorial levels are only made in the confident belief that the faculty member will be significantly involved in both original research and graduate training. No specific quota of graduate students in residence or with degrees completed is required for advancement to particular academic levels. However, active participation in recruitment and training of graduate students will be one important consideration in making judgments affecting advancement. The standards of scholarship including thoroughness, accuracy and general professionalism revealed in the theses and dissertations of a faculty member’s graduate students are held to be relevant factors in evaluating that faculty member’s effectiveness as graduate research director.

V. Summary of Procedural Steps in Appointments, Reappointments and Promotion (not applicable for fixed-term appointments)

Policies identified here are supplemental to, and subject to, the policies found in the most recent versions of the publications listed in the Introduction.

A. Letters of Recommendation

1. Outside letters of evaluation constitute an important part of the appointment, promotion and tenure packet. A minimum of four letters of evaluation is required.

2. For appointments of assistant professors and instructors with special provision, these letters should be preferably from outside the institution, and also preferably from research universities with very high research activity (RU/VH institutions). They may include letters from mentors and other individuals more closely connected to the candidate.

3. In the case of promotion and tenure packets, it is required that all four of the outside letters of evaluation be from outside the institution, and that all be from individuals independent of the candidate. Two of the four letters must be from a list of names provided by the candidate and two of the four from individuals selected by the Department Chair. Ideally, all of the letters should come from individuals at research universities with very high research activity (RU/VH institutions). If, in the Chair’s view, the most appropriate reviewer is from a university or other institution that is not a research university with very high research activity (RU/VH institutions), the Chair’s letter should provide an explanation for the choice of reviewer. The goal is to obtain a letter from the person who will give the most discriminating review and unbiased assessment of the individual's national and international reputation. Therefore, the request from the Department Chair to prospective writers of outside letters of evaluation should be phrased neutrally and should not solicit an affirmative response or recommendation.

4. The letters may not be from individuals who have worked directly with the candidate (e.g., as a collaborator, mentor, previous coworker, or former dissertation chair), but may be from individuals who know the candidate through professional interactions (e.g., having reviewed the candidate’s publications or served on review committees together).

5. In addition to the minimum four required independent letters, any number of additional letters from any responsible source may also be submitted. These may be from individuals within the institution with whom the candidate has collaborated or from former colleagues, collaborators, mentors, or other individuals connected with the candidate.

6. All letters of evaluation that are received must be made an official part of any
appointment, promotion, and tenure package and must be part of the evaluation process of the candidate under consideration. In the appointment/promotion packet, each outside letter should have a designation in its upper right hand corner indicating whether the writer of the letter was suggested by the candidate or was chosen by the Department Chair.

B. The Dossier
The Department of Biology will employ the guide provided by the Appointments, Promotion and Tenure Committee of the University in completing the candidate’s dossier for review for faculty reappointments, promotions and tenure.

C. Notification
Untenured assistant and associate professors should be notified in writing at least three months prior to the start of the scheduled review. Tenured associate professors should be notified in writing at least six months prior to the start of the scheduled review because that scheduled review also constitutes the University’s post tenure review which requires six months’ notice. The notification should include the requirements for the dossier the faculty member must submit for evaluation.

D. Timing of review
No recommendation for a promotion or reappointment which under the provisions of the Tenure Regulations will confer permanent tenure may be initiated until the faculty member has been in the active employment of the University for at least 18 months. No such recommendation may be initiated which would have an effective date later than 18 months after its initiation.

E. Review and consultation
Proceedings for promotion to associate professor with tenure or to full professor are initiated by recommendation of the Department Chair “after consultation with the assembled full professors of that department” (Trustees’ Policies and Regulations Governing Academic Tenure, May, 2004, p. 5). Any department charged with evaluating a candidate and making a recommendation regarding reappointment of an assistant professor, conferral of tenure and promotion to associate professor or promotion to full professor may utilize an ad hoc or special committee to review the candidate and present a report to the assembled voting faculty. If this committee prepares a written evaluation of the candidate, that report must be included in the candidate’s dossier. The Department’s assembled voting faculty must include at least four full professors. If a department has fewer than four full professors, a standing advisory committee including additional full professors shall be named by the Dean of the College in consultation with the Chair to advise the Chair in personnel matters. The assembled voting faculty shall consult the Department Teaching Evaluation Committee prior to completing its review. The departmental vote must be recorded and reported by rank, and must list the number of votes in support and opposition, as well as any abstentions. No faculty member may vote on the question of reappointment, tenure and/or promotion for another faculty member of the same or higher rank. Tenured associate professors, therefore, may not vote for conferral of tenure or promotion for another associate professor.

Assistant Professor
Tenure Track Assistant Professors (Third-Year Reviews). Initial appointment to the rank of assistant professor is for a probationary term of four years. No less than 12 months before the end of this term, the
assistant professor must be notified in writing whether he or she will be recommended for a second
probationary term of three years or not reappointed.

The Department’s assembled voting faculty shall review the assistant professor’s scholarship teaching, and
service. Outside letters of evaluation are not required for reappointment. It is a University requirement
that the Chair consult the “assembled full professors” of the unit before acting upon a recommendation. In
the Department of Biology that discussion is followed by a vote of the assembled full professors and
tenured associate professors regarding the proposed reappointment. The faculty’s vote is advisory to the
Chair, who either recommends reappointment or decides against reappointment.

If the Chair decides against reappointment at the end of the initial probationary term, the assistant
professor shall be notified in writing of the Chair’s decision no less than 12 months before his or her
current term ends. A faculty member has the right to an administrative conference with the Chair and, if
necessary, with the Dean of the College, along with such other appeal rights as are afforded under the
“Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel
Hill.”

**Review for Promotion to Associate Professor with Tenure**

Assistant professors are reviewed during their sixth year for promotion to associate professor with tenure,
non-reappointment, or (under exceptional circumstances) reappointment at the rank of assistant professor
with permanent tenure.

If the assistant professor receives permanent tenure at that same rank, he or she must be reviewed every
five years to meet the post-tenure review requirement of the University, and is eligible to be reviewed for
promotion on the same schedule.

The Department’s assembled voting faculty shall review the assistant professor’s scholarship, teaching, and
service. Outside letters of evaluation are required for promotion to associate professor with tenure. It is a
University requirement that the “assembled full professors” of the unit meet to discuss and vote upon a
recommendation. In the Department of Biology, that discussion is followed by a vote of the assembled full
professors and tenured associate professors regarding the proposed promotion to associate professor with
tenure. The faculty’s vote is advisory to the Chair, who either recommends promotion to associate
professor with tenure or decides against reappointment.

If the Chair decides against reappointment at the end of the second probationary term, the assistant
professor shall be notified in writing of the Chair’s decision no less than 12 months before his or her
current term ends. A faculty member has the right to an administrative conference with the Chair and, if
necessary, with the Dean of the College, along with such other appeal rights as are afforded under the
“Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel
Hill.”

**Associate Professor, Full Professor, and Post-Tenure Review**

Untenured Associate Professor. Initial appointment to the rank of untenured associate professor is for the
probationary term of five years. An untenured associate professor is reviewed no later than the fourth year
of this probationary term since no less than 12 months before the end of this term, the associate professor
must be notified in writing whether he or she will be reappointed with tenure, promoted to professor, or
recommended for non-reappointment.
The Department’s assembled voting faculty shall review the untenured associate professor’s scholarship, teaching, and service. Outside letters of evaluation are required for appointment as an associate professor with tenure, or for an appointment as full professor, which confers tenure. It is a University requirement that the Chair consult with the “assembled full professors” of the unit before acting upon a recommendation. The faculty’s vote is advisory to the Chair, who either recommends tenure (and, if also being considered, promotion to full professor) or decides against tenure (and, if also being considered, promotion to full professor).

Full Professor. An associate professor who has completed five years and has been reappointed at the same rank with tenure must be reviewed every five years to meet the post-tenure review requirement of the University, and is eligible to be reviewed for possible promotion to full professor on the same schedule. Since the University’s Tenure Regulations were revised, effective July 1, 2004, it has been possible for reviews for promotion to full professor and post-tenure reviews for tenured associate professors to take place simultaneously.

Every five years, associate professors with tenure must have an internal review that constitutes their required post-tenure review. If the faculty member wishes to be considered for promotion to full professor at that time, then recommendation letters from outside the institution are solicited as part of that review. If the faculty member does not wish to be reviewed for possible promotion at that time, only the internal review is carried out.

The Department’s assembled voting faculty shall review the tenured associate professor’s scholarship, teaching, and service. Outside letters of evaluation are required for promotion to full professor. It is a University requirement that the Chair consult with the “assembled full professors” of the unit before acting upon a recommendation. The faculty’s vote is advisory to the Chair, who either recommends promotion to full professor or decides against promotion.

Out of cycle reviews. If a tenured associate professor, with the concurrence of the Department, wishes to be considered for review for early promotion before his/her scheduled five-year review, an out-of-cycle review may take place. If the faculty member requests a full out-of-cycle review and the full professors believe that not enough has been done to warrant consideration for promotion, the Chair has the right to recommend denying the request on the advice of the full professors. The Chair must give the reasons for recommending denial and communicate these reasons to the faculty member in writing.

Post-Tenure Review. Since 1997, post-tenure review has been mandated by UNC General Administration on orders from the Board of Governors in response to a directive of the NC General Assembly that a system of periodic review of the performance of tenured faculty be implemented. Our Department has a separate set of post-tenure review policies. Post-tenure review applies to all tenured faculty, except as otherwise specified by University or College policy with regard to its timing for faculty who are department chairs, senior associate deans, and deans.

**Untenured Faculty Annual Review**

For each untenured assistant or associate professor the Chair will, in consultation with that faculty member, appoint a mentoring committee that will advise the faculty member on professional career planning. Each mentoring committee shall meet at least once per year.

The Department Chair must perform evaluations of untenured assistant and associate professors every year. These evaluations are especially important for setting goals, clarifying expectations, and providing
mentoring. After meeting with the untenured faculty member, the Chair must write a report of the evaluation, provide a copy to the faculty member in question, and place one in his or her personnel file.

The evaluation should provide a clear assessment of the faculty member’s work that year in research, teaching and service. It should be clear about goals on which the untenured professor and the Chair agree. It should not explicitly comment on or venture a prediction regarding any later decision to grant tenure to the faculty member. On the contrary, the evaluation should include a disclaimer: “This evaluation is not an indication of the likelihood of positive or negative recommendation regarding tenure, but rather summarizes and assesses the activities in which you have been engaged for the past year.” The Dean’s office should be notified when these reviews are completed.
I. Introduction

The principal aims of the Department of Biology are to preserve, increase, and transmit knowledge and understanding of Biology. These aims are furthered by the scholarly activity of the faculty and by their teaching and training of undergraduate and graduate students. In hiring and promoting faculty, the department seeks to maintain and enhance its high standards of scholarship and teaching. It also encourages service to the department, the University, the professional community, the state, the nation and the world; as appropriate, it also encourages engagement with groups outside academia. The Department of Biology seeks to be objective, fair, and honest in matters of hiring and promotion. It reaffirms at this time its goal of quality combined with diversity. All hiring and promotion take place within the context of departmental, College and University needs and resources. The Department subscribes wholeheartedly to the guidelines of Equal Opportunity and Compliance commits itself to make personnel decisions with all possible justice to both the University and the individuals concerned. The Department's policies are subject to those set forth in the following University publications. The most recent edition of each document takes precedence.

- The Faculty Code of University Government, the University of North Carolina at Chapel Hill July 1, 2010 edition https://facultygov.unc.edu/
- Personnel Policies for Academic Personnel, Office of the Executive Vice Chancellor & Provost https://academicpersonnel.unc.edu/
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II. Standards

A. General Standards

The following standards will be employed in evaluations for reappointment and promotion:

1. A demonstrated commitment to, and achievement of, teaching excellence is required for consideration of promotions in rank, and while its presence without the other two general standards also being met will not guarantee promotion, its absence is enough to deny promotion.

2. Service to the Department, University, community, state, nation and world and to one’s academic profession is a further, additional consideration in the overall assessment of a faculty colleague. Service is not a substitute for excellence in teaching.

3. A demonstrated commitment to, and achievement of, research excellence is not required but may be used for consideration for promotions in rank. Research is not a substitute for teaching excellence.

B. Standards of Teaching

1. The Department of Biology expects and encourages teaching of the highest quality. Although it is not possible to enumerate here all criteria of highly effective teaching, the characteristics listed here are generally agreed upon in the education literature. Effective teachers plan their courses with goals and outcomes that give high priority to both content (e.g. evolution, gene expression) and skills (e.g. analyzing data, collaboration with peers, communication). In their planning, they determine the evidence needed to demonstrate if students reach these outcomes (exam questions, pre and post-test gains, final project assignment). Lastly in the planning, effective teachers design the daily assignments and activities that align with their stated goals. These activities include students as active participants who practice synthesizing ideas and reflect authentic tasks in the discipline. When working with students, effective teachers use daily low-stakes assessments (such as writing answers to short prompts, multiple choice homework assignments, polling technology, discussion questions, etc.) to provide students with feedback on their learning and to serve as data the instructor can use to adjust their teaching. A positive classroom climate is produced when an instructor conveys high expectations to their students with explicit acknowledgement that all students are capable of learning. Introducing structure to the course design, course materials, and classroom facilitation supports and includes a diverse group of learners. Effective teachers adjust their teaching and innovate based on self-reflection and feedback from others. As part of a larger curriculum, effective teachers continually collaborate with other instructors to align their course to the developmental goals of the curriculum.
It is also expected that instructors are organized and prepared for each class, grade all work fairly and interact with student in a respectful manner. In addition, teaching in the department includes providing advice and guidance to both graduate and undergraduate students on an individual basis in person or electronically, directing theses and dissertations, and serving on committees that critically examine and evaluate such research projects. In short, the Department expects colleagues to be generously involved in teaching and training.

2. The Department of Biology encourages experiential learning in non-traditional settings, outside the classroom. Experiential learning may include courses that help students engage with non-academic communities, participate in service learning programs, or interact with public schools and government policymakers. To be considered in evaluations for reappointment and promotion, the faculty member’s courses should include analytical and reflective components and carry academic credit. Such courses should be evaluated by students, by academic peers, and by individuals who participate in these courses from a position outside the University.

3. One of the most prominent areas of recent pedagogical innovation is the integration of digital technologies within the traditional classroom as well as online. When faculty members employ new technologies to enhance teaching and learning, evaluation of teaching excellence should include assessments of this use.

4. Evaluation of teaching excellence should also consider faculty contributions to different forms of interdisciplinary teaching. Such endeavors greatly enhance the intellectual life of the University and provide a sense of common purpose and community among students and faculty. All levels and forms of interdisciplinary teaching should therefore be considered, including:
   a. interdisciplinary teaching within one’s home unit;
   b. participation in team-taught, multidisciplinary courses that transcend the Department and unit boundaries;
   c. undergraduate mentoring, and involvement in cross-disciplinary learning experiences outside the University;

As with all forms of teaching, rigorous standards of evaluation should be applied.

C. Standards of Service

1. A service assignment should be pursued diligently, imaginatively, and responsibly, with concern for deadlines and appropriate results. Conscientious and efficient performance combined with collegiality, tact, and resourcefulness bring credit to the individual and the Department and will be recognized.
2. Fixed-term faculty may be expected to undertake those service functions the Department Chair may assign. Although they should focus primarily on teaching, fixed term members of the Department will be called upon to perform several service activities such as work on departmental or appropriate University committees, and participation in professional association activities.

3. Engaged service refers to activities that are informed by the faculty member’s scholarly expertise and include interactions with groups and projects outside the professional and scholarly organizations of academia. In the Department of Biology, we value engaged service related to the faculty member’s professional expertise.

4. The Department embraces the philosophy of the U.S. National Science Foundation that broader impacts of scholarly work are important and should be encouraged and will consider these broader impacts in evaluation of service activities. Such broader impacts may include broadening opportunities and enabling the participation of all citizens, women and men, underrepresented minorities, and persons with disabilities in the field of Biology; reaching out to non-scientists to increase their understanding of science as essential to the health and vitality of science; and developing and applying public policy and providing expert advice and testimony.

5. Groups and communities increasingly connect and identify themselves through online resources, electronic networks, virtual spaces and social media. Therefore, in the Department of Biology, faculty service involving digital technologies may be recognized as an important contribution to academic life and to communities outside the University. Candidates for promotion should help articulate the nature of their contribution in this area.

6. Faculty may be involved in interdisciplinary service in one, two or more units, depending on the nature of their appointment(s) or interdisciplinary approach. In cases of interdisciplinary service, the Department of Biology, the other units involved, and the faculty member will establish standards and expectations clarifying the extent of service expected from the faculty member for the Department and the other unit(s). These standards and expectations shall be reviewed, evaluated and, if necessary, modified on a regular basis. The same general standards of evaluation shall be employed for interdisciplinary service as for service within a single unit.

III. Criteria for Specific Personnel Actions

The projected needs and resources of the Department, the College and the University shall be considered in recommending initial appointments, reappointments, promotions to teaching associate professor and teaching professor.
A. Standards for initial appointment

Clear promise of excellence in teaching and scholarship, and completion of all requirements for the doctorate or other terminal degree and the degree’s conferral are required.

Scholarship will be required for STEM-teaching professor track; service and/or scholarship will be considered, but not specifically required, for non-STEM tracks. Scholarship is defined as:

1. Dissemination of course materials (examples include print or web-publishing of course activities, curricula)
2. Dissemination of materials on the practice of teaching
3. Evaluation of the above materials
4. Conference presentations and leading of workshops
5. Authorship of journal articles, textbooks, manuals and guides
6. Published or unpublished data analysis of one’s own teaching

B. Standards for the first reappointment

Evidence of effective teaching and a statement of service should be presented to the department for the first reappointment. The department should provide the requirements for the first reappointment at the time of hiring. Required documentation includes:

1. CV;
2. Student evaluations;
3. Observation of teaching should be conducted by the departmental teaching evaluation committee. The candidate for reappointment shall be given access to the rubric being used by the committee prior to evaluation.
4. A reflection statement about one’s own student evaluations and peer observations (if available).

The department chair should meet with the faculty member if the contract is renewed and provide a copy of the contract. The length of the next contract should be at the same or greater length than the first appointment and not shortened because of an upcoming promotion or change in departmental leadership.

C. Standards for other reappointments

Evidence of effective teaching and a statement of service should be presented to the department for the first reappointment. The department should provide the requirements for the first reappointment at the time of hiring. Required documentation includes:
1. CV;

2. Observation of teaching should be conducted by the departmental teaching evaluation committee. The candidate for reappointment shall be given access to the rubric being used by the committee prior to evaluation.

3. Additional observations by peers are recommended.

4. A reflection statement about one’s own teaching, service, and/or research as applicable.

The length of the next contract should be at the same or greater length than the first appointment and not shortened because of an upcoming promotion or change in departmental leadership.

D. Standards for non-reappointments

A faculty member should be notified of intent not to reappoint at least 3 months before the end of a one-year appointment, at least 6 months before the end of a first multi-year appointment and at least one year before the end of subsequent reappointments.

IV. Fixed-Term Faculty Appointments

Fixed-term faculty appointments are made at the ranks of teaching assistant professor, teaching associate professor, and teaching professor, as appropriate. The unit chair may independently appoint fixed-term faculty for one year. For periods longer than one year, he or she must consult and report a vote of the unit or curriculum’s eligible voting faculty, in accordance with the unit’s personnel guidelines. Fixed-term faculty appointments are appropriate for individuals who possess sound qualifications for teaching, research, academic administration, or public service, but for whom none of the tenure-track professorial ranks is appropriate because of a unit’s special programmatic needs or budgetary exigencies in a unit.

The appointment may be for a fixed term of one to five years. The appropriate Senior Associate Dean must approve all fixed-term appointments with the Dean retaining final authority on the appointment and promotion of all fixed-term faculty in the College.

A. Teaching Assistant Professor Advisor

To meet the increased demand for both teaching assistant professors and advisors, the College has created the “teaching assistant professor advisor” position. Teaching assistant professor advisor appointments expand instructional offerings in some of the largest units in the College of Arts and Sciences and provide additional advising resources for majors and minors in these
Teaching assistant professor advisors are twelve-month appointees and are eligible for consideration for promotion to the rank of teaching associate professor and teaching professor in accordance with each unit’s guidelines.

**Duties and Responsibilities:**

1. During the academic year, approximately two-thirds (66%) time will be spent on teaching and one-third (34%) on advising-related matters. During the summer, approximately seventy percent (70%) time will be spent on orientation and advising new transfer and first year students with the remaining 30% possibly teaching classes.

2. Must teach two courses in the fall semester and two courses in the spring semester.

3. The other 30% of the time may be designated by the department to teaching Summer School classes – provided a conflict does not interfere with scheduled orientation activities. No additional compensation may be provided to the teaching assistant professor/advisor for this teaching, since they are already being paid for twelve-month employment.

**Advising Activities:**

1. Coordinate advising activities in department for undergraduate majors and minors. Because one-third time (approximately 14 hours per week) is insufficient for an individual in large departments to handle all aspects of academic advising, the teaching assistant professor advisor relies on a small cadre of faculty colleagues to help with academic advising for juniors and seniors with substantive issues, e.g., consideration of post-baccalaureate experiences.

2. During fall and spring semesters, of the 14 hours spent on advising activities, at least four (4) of them are spent in Steele Building advising students and/or supporting the work of full-time advisors.

3. During summer, an additional 10 hours should be spent in Steele Building-related advising activities, for a total of 14. These Steele Building-related advising activities include participation in orientation for new first year and sophomore and junior transfer students.

4. Organize orientation to the department for new majors, minors, and transfer students.

5. Coordinate administrative responsibilities with the Director of Undergraduate Studies for transfer credit evaluations, study abroad course assessments, curriculum committees, and orientation for new transfer students.
6. Participate in advisor training, orientation sessions, and professional conferences related to academic advising.

7. Participate in workshops, meetings, and other advising related activities together with personnel in the Academic Advising Program

Terms of Appointment:

1. Appropriate fixed-term faculty rank with a twelve (12) month appointment.

2. A doctorate or terminal master's degree or documented evidence of competency according to established University credentialing requirements.

3. Teaching experience is required.

4. Advising experience with college students is preferred and highly recommended.

5. The length of fixed term appointments can be up to 5 years. Typically, teaching assistant professors are hired for 3 to 5 years.

6. All normal EHRA recruitment procedures with a search committee apply. A three-person search committee is possible; however, an advisor or administrator from the Academic Advising Program (designated by the Associate Dean for Academic Advising) must serve on the search committee.

7. All departmental personnel policies apply, such as a vote by department faculty reported by rank for appointment, regular peer and student evaluations, and a formal review before the renewal of the teaching assistant professor advisor’s contract.

8. In addition to the teaching assistant professor advisor teaching evaluations, his or her advising performance should be reviewed by the associate dean for Academic Advising or a designee. The review from the associate dean for Academic Advising should be forwarded to the respective department chair for consideration in the teaching assistant professor advisor’s annual performance review.

9. In addition to the College’s Annual Reporting Process, annual reports of teaching and advising activities are due on June 1 to the Senior Associate Dean for Undergraduate Education utilizing the http://casbo.web.unc.edu/files/2017/09/CAS-Lecturer-Advisor-Annual-Report-Form.docx which is available on the College Intranet. The department chair (or designee) should also define and evaluate all activities of the teaching assistant professor advisor and provide a copy of that annual evaluation to the Senior Associate Dean for Undergraduate Education.
10. Twelve (12) month employees are governed by a specific set of HR policies concerning
vacation and sick leave (refer to Twelve Month EHRA Faculty Policies -
https://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/leave/).

11. EHRA faculty must take vacation or sick days for every working day off except for
University holidays. Days off during fall and spring breaks count as vacation time. If a
twelve-month employee is away from work for the entire length of spring break that is
considered to be five (5) days of vacation time taken.

12. Taking all 24 vacation days at one time would be considered inappropriate and must be
authorized by the department chair.

13. Orientation for new students during summer months and other departmentally-based
duties must be considered when scheduling vacation time.

B. Teaching Assistant Professor- Terms of Appointment

1. Appropriate fixed-term faculty rank with a 9-month appointment.

2. A doctorate or terminal master’s degree or documented evidence of competency
according to established University credentialing requirements.

3. Teaching experience is required.

4. The length of fixed term appointments can be up to 5 years. Typically, teaching assistant
professors are hired for 3 to 5 years.

5. All normal EHRA recruitment procedures with a search committee apply.

6. All departmental personnel policies apply, such as a vote by department faculty reported
by rank for appointment, regular peer and student evaluations, and a formal review
before the renewal of the Teaching Assistant Professor’s contract.

7. Expected teaching load is 2-3 courses per semester for STEM Teaching Assistant
Professor and 3 courses per semester for Teaching Assistant Professor without the
STEM modifier.

8. STEM teaching faculty are expected to engage with and mentor other faculty in the
department to introduce innovation and evidence-based teaching methods into their
course design.
2. Promotion of Teaching Assistant Professors to Teaching Associate Professor

Policies and procedures on promotion of eligible teaching assistant professors to teaching associate professor are predicated on the following criteria:

1. Teaching Associate Professor is defined as follows:
   a. A 1.0 FTE appointment, with benefits, for three to five years, subject to renewal;
   b. A doctorate or terminal master’s degree or documented evidence of competency according to established University credentialing requirements;
   c. Teaching for and service to the appointing unit, as stipulated by that unit

2. A Teaching Associate Professor has the following rights and responsibilities:
   a. A salary increase of $3,000 effective on the promotion date, subject to legislative and Board of Governors approvals.
   b. Salary proportional to accomplishments and service beyond those of a Teaching Assistant Professor
   c. Voting rights in those areas of departmental decision-making accorded fixed-term faculty, consistent with a stated unit policy on faculty voting rights
   d. Eligibility to apply for college travel grants and course development grants
   e. Office space
   f. Eligibility for a CCI computer according to established schedules of delivery

Eligibility for promotion to Teaching Associate Professor

A teaching assistant professor is eligible for recommendation for promotion to teaching associate professor on the following basis:

1. The candidate must have a minimum of six consecutive years’ full-time, i.e., 1 FTE, service as a teaching assistant professor in the appointing unit, or a combination of such service and its rank equivalent at another university.

2. The candidate must provide demonstrable evidence of extraordinary teaching and extraordinary service to the appointing unit, beyond that which is expected of a teaching assistant professor, in accordance with standards of extraordinary teaching and service defined by the unit in which the candidate is appointed. In the College, evidence of extraordinary service may include:
   a. A departmental or university teaching or service award;
   b. Service as departmental undergraduate advising coordinator;
   c. Service on the UNC Faculty Council and/or its subcommittees;
   d. Service on university committees (such as Teaching Award Committee, Staff Award Committee, university search committees);
   e. Chairing unit committees or task forces, membership on the advisory board of a professional organization, organizing workshops
   f. Invitations for speaking engagements at other institutions of higher learning, service through Carolina Speakers Bureau
Each unit defines its criteria for extraordinary service and what constitutes “demonstrates evidence.”

3. The candidate may provide demonstrable evidence of scholarship. Evidence of scholarship may include:
   a. Dissemination of course materials (examples include print or web-publishing of course activities, curricula)
   b. Dissemination of materials on the practice of teaching
   c. Evaluation of the above materials
   d. Conference presentations and leading of workshops
   e. Authorship of journal articles, textbooks, manuals and guides
   f. Published or unpublished data analysis of one’s own teaching

**Procedure for unit review of candidates for Teaching Associate Professor**

Only a teaching assistant professor who has completed a minimum of six consecutive years of full-time (1 FTE) service in a single unit or has a combination of such service and its rank equivalent at another university is eligible to be considered for promotion to teaching associate professor.

A candidate eligible for promotion to teaching associate professor will be reviewed by a unit committee, either standing or appointed by the Chair. This review committee must be comprised of at least three members, with at least one being a tenured faculty member and at least one being in the fixed term teaching track at or above rank of the candidate to be reviewed. The other member(s) may be tenured/tenure track or fixed term teaching track faculty at, or above rank of candidate being reviewed. Note: if the department does not have any fixed term faculty at the appropriate ranks, a teaching associate professor or teaching professor from another department should be included, with Senior Associate Dean approval. The committee may be chaired by a Teaching Professor.

This committee is responsible for reviewing any eligible candidate’s dossier and submitting a report on each candidate under consideration. To be reviewed by the unit’s faculty review committee, eligible candidates for teaching associate professor must submit a dossier containing the following:

1. The candidate’s current curriculum vitae;
2. The candidate’s statement of teaching and service;
3. Documentation of the candidate’s teaching and service activities;
4. Annual summaries of teaching, annual summaries of student evaluations, and periodic peer teaching evaluations. At least two peer teaching evaluators should be assigned
according to individual unit policy.

5. **Evidence of extraordinary teaching and service**

6. The names of two individuals (outside the department at UNC or external to UNC) who may serve as referees as to the candidate’s qualifications for the rank of teaching associate professor.

7. **Additional materials, such as observations of classroom teaching, student recommendations, nominations for teaching awards, grant applications, and other materials relevant to the case.**

Upon receipt of a complete dossier, the Chair will solicit letters from two referees, one from a list provided by the candidate and one from a list developed by the Chair, as to the candidate’s qualifications for promotion to the rank of teaching associate professor. Upon receipt of the two letters, the Chair will include them in the candidate’s dossier. If more than two letters are solicited, all received letters should be included with the dossier.

After reviewing the dossier, the unit review committee will submit to the Chair a report concerning the candidate for promotion to teaching associate professor. The Chair will make this report available to the assembled eligible faculty of the unit, whom the Chair will consult in a manner analogous to the process whereby the unit Chair consults the unit’s faculty on the promotion of faculty members on the tenure track. This consultation will result in a vote of the eligible faculty of the unit, recorded by rank, on each case for promotion to teaching associate professor. For cases involving promotion to teaching associate professor, this consultation must include the tenured faculty (including at least four full professors) and any teaching professors and teaching associate professors in the unit.

The Chair of the unit may decide to accept or reject the advice given by the eligible faculty. In either case, the candidate’s complete dossier must be forwarded to the Dean with a letter from the Chair either recommending or denying promotion. Besides reporting the vote of the faculty, the Chair’s letter should highlight factors concerning teaching and service that most influenced the recommendation. Regardless of the Chair’s recommendation, the Chair must communicate that decision in writing to the candidate.

The dossier for the candidate forwarded to the Dean will contain the following:

1. The chair’s letter, noting the review committee’s role and vote, and the vote of the eligible faculty, recorded by rank;

2. The report of the unit review committee on the candidate;

3. The candidate’s current curriculum vitae;
4. The candidate’s statement of teaching and service;

5. Documentation of the candidate’s teaching and service activities;

6. Annual teaching evaluations for past five years and summaries of student evaluations;

7. A minimum of two letters from referees (UNC or external) that address the candidate’s qualifications for the rank of teaching associate professor;

8. Two Peer Faculty Observation Report forms;

9. Additional materials required by the unit.

All dossiers forwarded to the Dean will be reviewed by the appropriate Senior Associate Dean and a College ad hoc committee on the promotion of teaching assistant professors. The Dean retains final authority on the promotion of teaching assistant professors to the rank of teaching associate professor.

A teaching assistant professor whose case for promotion is denied will be eligible to be reconsidered three years after the decision against promotion.

3. Promotion of Teaching Associate Professors to Teaching Professor

Policies and procedures on promotion of eligible teaching associate professors to teaching professor are predicated on the following criteria:

1. Teaching Professor is defined as follows:
   a. A 1.0 FTE appointment, with benefits, for up to five years, subject to renewal;
   b. A doctorate or terminal master’s degree or documented evidence of competency according to established University credentialing requirements;
   c. Teaching for and service to the appointing unit, as stipulated by that unit

2. A Teaching Professor has the following rights and responsibilities:
   a. A salary increase of $5,000 effective on the effective promotion date, subject to legislative and Board of Governors approvals.
   b. Salary proportional to accomplishments and service beyond those of a Teaching Associate Professor;
   c. Voting rights in those areas of departmental decision-making accorded fixed-term faculty, consistent with stated unit policy on faculty voting rights;
   d. Eligibility to apply to college travel grants and course on development grants;
   e. Upon appointment to teaching professor, a one-time $5,000 professional development fund to be expended within 5 years;
   f. Upon appointment to teaching professor and based on written project proposed by the teaching professor and approved by his or her unit chair, a 50% reduction
in the teaching professor’s teaching and/or administrative responsibilities for one semester;
g. Office space;
h. Eligibility for a CCI computer according to established schedules of delivery

Eligibility for promotion to Teaching Professor

A teaching associate professor is eligible for recommendation for promotion to teaching professor on the following basis:

1. The candidate must have a minimum of six consecutive years’ full-time, i.e., 1 FTE, service as a teaching associate professor in the appointing unit;

2. The candidate must provide demonstrable evidence of distinguished teaching and distinguished service to the appointing unit, beyond that which is expected of a teaching associate professor, in accordance with standards of distinguished teaching and service defined by the unit in which the candidate is appointed. In the College, evidence of distinguished teaching may include:
   a. University teaching or service award;
   b. Consistent teaching evaluations in the top tier of the unit;
   c. Outstanding peer teaching reviews;
   d. Leadership roles on unit committees concerned with teaching;
   e. Success in writing and/or administering grants that improve teaching in a unit;
   f. Administrative oversight and training of teaching assistants and/or other fixed term faculty in a unit
   g. Development of teaching resources that are shared within the department or more broadly

   Each unit defines its criteria for distinguished teaching and what constitutes “demonstrable evidence.”

3. The candidate may provide demonstrable evidence of scholarship. Evidence of scholarship may include:
   a. Dissemination of course materials (examples include print or web-publishing of course activities, curricula)
   b. Dissemination of materials on the practice of teaching
   c. Evaluation of the above materials
   d. Conference presentations and leading of workshops
   e. Authorship of journal articles, textbooks, manuals and guides
   f. Published or unpublished data analysis of one’s own teaching

Procedure for unit review of candidates for Teaching Professor

Only a teaching associate professor who has completed a minimum of six consecutive years of full-time (1 FTE) service in a single unit is eligible to be considered for promotion to teaching
A candidate eligible for promotion to teaching professor will be reviewed by a unit committee, either standing or appointed by the Chair. This review committee must be comprised of at least three members, with at least one being a tenured faculty member and at least one being in the fixed term teaching track at or above rank of the candidate to be reviewed. The other member(s) may be tenured/tenure track or fixed term teaching track faculty at, or above rank of candidate being reviewed. Note: if the department does not have any fixed term faculty at the appropriate ranks, a teaching associate professor or teaching professor from another department should be included, with Senior Associate Dean approval. The committee may be chaired by a Teaching Professor.

This committee is responsible for reviewing any eligible candidate’s dossier and submitting a report on each candidate under consideration. To be reviewed by the unit’s review committee, eligible candidates for teaching professor must submit a dossier containing the following:

1. The candidate’s current curriculum vitae;
2. The candidate’s statement of teaching and service;
3. Documentation of the candidate’s teaching and service activities;
4. Annual summaries of teaching, annual summaries of student evaluations, and periodic peer teaching evaluations. At least two peer teaching evaluators should be assigned according to individual unit policy;
5. Evidence of distinguished teaching and service
6. The names of two individuals (from UNC or external) who may serve as referees as to the candidate’s qualifications for the rank of teaching professor;
7. Additional materials, such as observations of classroom teaching, student recommendations, nominations for teaching awards, grant applications, and other relevant materials.

Upon receipt of a complete dossier, the Chair will solicit letters from two referees, one from a list provided by the candidate and one from a list developed by the Chair, as to the candidate’s qualifications for promotion to the rank of teaching professor. Upon receipt of the two letters, the Chair will include them in the candidate’s dossier. If more than two letters are solicited, all received letters should be included with the dossier.

After reviewing the dossier, the unit review committee will submit to the Chair a report concerning the candidate for promotion to teaching professor. The Chair will make this report available to the assembled eligible faculty of the unit, whom the Chair will consult in a manner
analogous to the process whereby the unit Chair consults the unit’s faculty on the promotion of faculty members on the tenure track. This consultation process will result in a vote of the eligible faculty of the unit, recorded by rank, on each case for promotion to teaching professor. For cases involving promotion to teaching professor, this consultation must include the tenured faculty (including at least four full professors) and any teaching professors in the unit.

The Chair of the unit may decide to accept or reject the advice given by the eligible faculty. In either case, the candidate’s complete dossier must be forwarded to the Dean with a letter from the Chair either recommending or denying promotion. Besides reporting the vote of the faculty, the Chair’s letter should highlight factors concerning teaching and service that most influenced the recommendation. Regardless of the Chair’s recommendation, the Chair must communicate that decision in writing to the candidate.

The dossier for the candidate forwarded to the Dean’s office will contain the following:

1. The chair’s letter, noting the review committee’s role and vote, and the vote of the eligible faculty, recorded by rank;
2. The report of the unit review committee on the candidate;
3. The candidate’s current curriculum vitae;
4. The candidate’s statement of teaching and service;
5. Documentation of the candidate’s teaching and service activities;
6. Annual teaching evaluations and summaries of student evaluations for past five years;
7. A minimum of two letters from referees (outside of the department at UNC or external to UNC) that address the candidate’s qualifications for the rank of teaching professor;
8. Two Peer Faculty Observation Report forms;
9. Additional materials required by the unit

All dossiers forwarded to the Dean will be reviewed by the appropriate Senior Associate Dean and a College ad hoc committee on the promotion of teaching associate professors. The Dean retains final authority on the promotion of teaching associate professors to the rank of teaching professor.

A teaching associate professor whose case for promotion is denied will be eligible to be reconsidered three years after the decision against promotion.
I. Introduction
The principal aims of the Department of Biology are to preserve, increase, and transmit knowledge and understanding of Biology. These aims are furthered by the scholarly activity of the faculty and by their teaching and training of undergraduate and graduate students. In hiring and promoting faculty, the department seeks to maintain and enhance its high standards of scholarship and teaching. It also encourages service to the department, the University, the professional community, the state, the nation and the world; as appropriate, it also encourages engagement with groups outside academia. The Department of Biology seeks to be objective, fair, and honest in matters of hiring and promotion. It reaffirms at this time its goal of quality combined with diversity. All hiring and promotion take place within the context of departmental, College and University needs and resources. The Department subscribes wholeheartedly to the guidelines of Affirmative Action and commits itself to make personnel decisions with all possible justice to both the University and the individuals concerned. The Department’s policies are subject to those set forth in the following University publications. The most recent edition of each document takes precedence.

- The Code, Board of Governors, UNC (October 9, 2009 edition [http://www.northcarolina.edu/policy/index.php?pg=dl&id=10866&inline=1&return_url=%2Fpolicy%2Findex.php%3Fpg%3Dvb%26tag%3Dtoc%7CThe%2BCode](http://www.northcarolina.edu/policy/index.php?pg=dl&id=10866&inline=1&return_url=%2Fpolicy%2Findex.php%3Fpg%3Dvb%26tag%3Dtoc%7CThe%2BCode)).
- Personnel Policies for Academic Personnel, Office of the Executive Vice Chancellor & Provost ([http://academicpersonnel.unc.edu/index.htm](http://academicpersonnel.unc.edu/index.htm)).
- College of Arts & Sciences Chair’s Manual
- Memorandum from the Dean on Peer Faculty Teaching Observations for Tenure, Promotion and Post-Tenure Review, August 21, 2012.

This departmental document is supplemental to, and subject to, the policies found in the above publications. Each faculty member has the responsibility to become familiar with their provisions.

II. Standards
The Department, College and University continually aspire to enhance their academic stature. Such stature is achieved primarily through the continual recruitment, development, and retention of outstanding faculty.
The standards that this Department applies to the evaluation of candidates are qualitative and cannot be expressed quantitatively. Therefore, they inescapably entail subjective judgment. As a result, it is not possible to reduce the evaluation of academic personnel to a purely objective enumeration of expected accomplishments within a specific period of time.

The Department may recommend a candidate for promotion before the expiration of his or her probationary term if the quality of the candidate's record meets the standards and makes a compelling case for an early recommendation. A candidate's prior record at another institution of higher education may form part of a compelling case for an early recommendation.

Prerequisite to the appointment or reappointment of any candidate is the continuing need by the Department, College and University for the services that he or she, as a scholar-teacher in a particular field, is qualified to carry out. Quality research, teaching excellence and a commitment to service are important areas of evaluation of faculty by the Department of Biology. In addition to long-standing criteria for such evaluation, innovative faculty work in these areas should also be considered when germane. Thus, promotion guidelines must balance the need for precedent and consistency with openness to new approaches and ideas for which establishing criteria for evaluation may be difficult, at least at first. Candidates for promotion and the Department share the responsibility for effectively evaluating innovative contributions. Candidates should help articulate the nature and value of their new work. The Department faculty members should continually educate themselves on the changing landscape of the profession, and they should consider when to seek evaluations of the candidate’s work by those who can help the faculty understand and explain particular innovations. Some of the prominent areas in which innovation occurs include engagement, digital technologies, and interdisciplinarity.

As a public university, we recognize the importance of faculty engagement. Engagement may be embedded in one or more aspects of a faculty member’s research, teaching, and service activities. Faculty engagement refers to scholarly, creative, pedagogical, and service activities directed toward persons and groups outside UNC Chapel Hill and outside the usual spheres of professional academic work. Such activities typically take the form of collaborative interactions, include partners outside the University, and seek to enhance the “public good” or “public life” of the state, nation, or wider world. When present, engagement should be recognized as a significant component of a faculty member’s professional achievements. Engagement may play a more prominent role at different phases of a faculty member’s career, and it should be supported at any phase if it is consistent with our Department’s practices and priorities. However, faculty whose work does not include engaged activities should not be penalized or denied tenure or promotion on those grounds.

Digital technologies are reshaping every profession. Digital technologies shape not only how we communicate new knowledge, but also how we perceive and develop knowledge in the first place. Since digital technologies influence every aspect of professional life, including research, teaching, and service, the Department of Biology should, therefore, regularly evaluate this changing landscape. Candidates for promotion should help articulate the nature and reception of their digital work.

Interdisciplinary work provides opportunities for creating knowledge in new and unanticipated ways, often representing cutting-edge scholarship and teaching. Since many challenges and problems require skills and perspectives from multiple academic and professional disciplines, evidence of innovative inter- and cross-disciplinary research, teaching, and service should therefore be valued in a candidate’s promotion dossier.
A. General Standards
The following standards will be employed in evaluations for reappointment, promotion, and tenure:

1. A demonstrated commitment to, and achievement of, research excellence is required for consideration for promotions in rank.

2. A demonstrated commitment to, and achievement of, teaching excellence is required for consideration of promotions in rank, and while its presence without the other two general standards also being met will not guarantee promotion, its absence is sufficient to deny promotion.

3. Service to the Department, University, community, state, nation and world and to one's academic profession is a further, additional consideration in the overall assessment of a faculty colleague. Service is not a substitute for excellence in research and excellence in teaching.

B. Standards of Research

1. The Department of Biology expects its faculty to be actively involved throughout their careers in achieving scholarly research excellence. Scholarship is understood as the advancement of knowledge and understanding and consists primarily of original research. The central result of scholarship is publication. The Department of Biology requires such publication as an obvious way of extending knowledge and of sharing the fruits of scholarly thought and investigation with a wider audience that can be both critical and appreciative. The Department of Biology considers both quality and quantity of publications.

2. The Department of Biology routinely attempts to provide the essential core materials that are needed to get a research program underway following an initial appointment. Thereafter, financial support from the Department is minimal. It is expected that faculty members of the Department will make every effort to generate funds needed to support their research and graduate programs from external sources. The ability to succeed in obtaining external research support will be one important consideration in making judgments affecting advancement, although the Department recognizes that the level of success may vary with area and the general climate for external funding.

3. Engaged scholarship refers to research on projects that include collaborative interactions with partners outside the University and outside the usual spheres of professional academic work. In order to satisfy the criterion for engaged scholarship, the faculty member’s work must meet rigorous standards. In our Department, the criteria for evaluating the quality of engaged scholarship include external competitive funding, publication of findings in peer-reviewed journals or books, and evaluations by experts in the field.

4. The Department of Biology recognizes faculty who conduct or publish their research digitally for their innovation and for moving beyond traditional formats. The standard for excellence is the same for digital and non-digital work and may include influence on a scholarly field, rigorous peer reviews or other evaluation by experts in the area. The overall quality and contribution of the work must be measured against the University’s
long-standing high standards, which should be independent of the mode or medium of publication.

5. The research of faculty engaged in innovative interdisciplinary research shall be given formal consideration and due credit, and the overall quality and contribution of the interdisciplinary work should be measured through appropriate means against the University’s well-established high standards. For faculty with interdisciplinary interests hired within the Department of Biology, the main criteria for review and judgment lie within, rather than outside, our discipline broadly defined. In the case of joint appointments, reviews must include multi-departmental evaluations. For faculty hired as joint appointees, the main criteria for review and judgment of a faculty member’s scholarly work shall encompass work across the units of appointment and related interdisciplinary work, assessed by appropriate high standards.

C. Standards of Service

1. A service assignment should be pursued diligently, imaginatively, and responsibly, with concern for deadlines and appropriate results. Conscientious and efficient performance combined with collegiality, tact, and resourcefulness bring credit to the individual and the Department and will be recognized.

2. Assistant and associate professors without permanent tenure are expected to undertake those service functions the Department Chair may assign. Although they should focus primarily on teaching and research, untenured members of the Department will be called upon to perform a number of service activities such as work on departmental or appropriate University committees, and participation in professional association activities. Associate professors with tenure and professors may be expected to undertake a wider range of service functions.

3. Engaged service refers to activities that are informed by the faculty member’s scholarly expertise and include interactions with groups and projects outside the professional and scholarly organizations of academia. In the Department of Biology, we value engaged service related to the faculty member’s professional expertise.

4. The Department embraces the philosophy of the U.S. National Science Foundation that broader impacts of scholarly work are important and should be encouraged and will consider these broader impacts in evaluation of service activities. Such broader impacts may include broadening opportunities and enabling the participation of all citizens, women and men, underrepresented minorities, and persons with disabilities in the field of Biology; reaching out to non-scientists to increase their understanding of science as essential to the health and vitality of science; and developing and applying public policy and providing expert advice and testimony.

5. Groups and communities increasingly connect and identify themselves through online resources, electronic networks, virtual spaces and social media. Therefore, in the Department of Biology, faculty service involving digital technologies may be recognized as an important contribution to academic life and to communities outside the University. Candidates for promotion or tenure should help articulate the nature of their contribution in this area.
6. Faculty may be involved in interdisciplinary service in one, two or more units, depending on the nature of their appointment(s) or interdisciplinary approach. In cases of interdisciplinary service, the Department of Biology, the other units involved and the faculty member will establish standards and expectations clarifying the extent of service expected from the faculty member for the Department and the other unit(s). These standards and expectations shall be reviewed, evaluated and, if necessary, modified on a regular basis. The same general standards of evaluation shall be employed for interdisciplinary service as for service within a single unit.

III. Intent of this policy

The Department of Biology recognizes the essential role of fixed-term research faculty in fulfilling the Departmental research mission. To this end, criteria for appointment and promotion of fixed-term research faculty are to be established. Standards are to be rigorous, so as to minimize the distinction between tenure-track and fixed-term appointments. Fixed-term research faculty are eligible for service on all elected and appointed academic committees, unless this is restricted by the College of Arts and Sciences or University-wide policy. It is not the intent of this policy to address criteria for appointment and promotion of other fixed-term appointments in the Department of Biology such as fixed-term adjunct faculty, or fixed-term lecturers.

IV. Criteria for Specific Personnel Actions

The projected needs and resources of the Department, the College and the University shall be considered in recommending initial appointments, reappointments, promotions to teaching associate professor and teaching professor.

A. Standards for initial appointment

Initial appointment to a fixed-term research faculty position (usually at the assistant research professor level) may result from the recommendation of a search committee, a nomination by a faculty member, or nomination by a group of faculty from within the Department of Biology. The decision to offer a fixed-term appointment will be based on a vote of the full faculty. The length of the initial contract will be not less than one year and not more than five years. The Chair of the Department of Biology will outline specific responsibilities and expectations in a letter offering the candidate a fixed-term research faculty appointment.

V. Fixed-Term Research Faculty Appointments

It is recognized that research faculty with fixed-term appointments fulfill important research needs in the department that are not necessarily met by the tenured and tenure-track faculty nor fit the long-range research plan for the department.

A. Promotion of Fixed-Term Research Faculty

Promotion of fixed-term research faculty to a higher rank will occur at the time of re-appointment. Fixed-term research assistant professors can request to be reviewed for promotion at the end of the 7th year of service at that rank at the time of a scheduled re-appointment. If a decision to promote a fixed-term research faculty member is made, the promotion is enacted at the time of re-appointment. In other words, promotion occurs by re-appointment at a higher rank. It is understood that, unlike a tenure-track appointment, promotion to associate research professor does not imply a fiscal commitment beyond the current fixed-term appointment. Because the ‘up or out’ provisions of the tenure track do not
apply, continued service as a fixed-term assistant research professor is possible and in many cases may be the most appropriate course of action.

A fixed-term research associate professor may not request to be reviewed for promotion to the rank of research professor before the end of the 5th year of service at that rank. For faculty at either rank, in the case of a ‘no promotion’ action at the first or subsequent review, a new review to assess possible promotion will be conducted at intervals of 3-years. The above schedule will hold unless superceded by regulations at a higher administrative level, or if the Chair of the Department of Biology initiates an early review for promotion. Recommendation for proposed appointment or promotion to the level of fixed-term assistant, associate or full research professor is to be submitted to the Chair, who after consultation with the full professors of the Department of Biology, may accept or reject the proposed action. Further administrative review is as dictated by the College of Arts and Sciences and University policy.

B. Evaluation of academic contribution

In recognition that this document will be an instrument of guidance for activities of fixed-term research faculty – some examples are presented to illustrate expectations.

1. **Teaching:** The teaching role (or expected teaching role for initial appointment) should be documented for every candidate. Contributions to teaching could be comprised of formal class presentations and/or one-on-one instruction within the research laboratory or in the field. In those cases where teaching is not a primary criterion for appointment or promotion, some evidence of quality of teaching should be presented.

2. **Research:** For fixed-term research faculty, excellence of published research is the primary criterion evaluated in support of appointment or promotion. Although no specific number of publications is required, the expectation is that this will be a substantive body of work and that the intellectual imprint of the applicant will be discernable. Evaluation by experts in the appropriate field of research is expected. For promotion or appointment at the level of associate or full research professor, evaluations may be from inside or outside of the institution. It is recognized that the applicant may not be the team leader for the research. Nevertheless, his/her independent intellectual contribution to the published work should be recognized, and at a level appropriate to the proposed appointment. Other evidence for independent standing as a researcher should be sought – e.g., grant support, service as a scientific reviewer of articles or grant applications, independent collaboration with other investigators, authorship of review articles, etc.

3. **Service:** While service to the Department of Biology is not required for promotion and does not on its own supplant academic excellence, service is welcomed and can be considered.

In summary, although the review process will be flexible with regard to the weighting placed on different factors to be evaluated, promotion of fixed-term research faculty must be supported by an overall evaluation of excellence, or for initial appointment promise of excellence, in furthering the academic mission of the Department of Biology.

*Original policy written:*

October 17, 2003

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Approved by faculty on 12/10/03 by a unanimous vote.