



AGENDA

OPEN SESSION

ACTION ITEMS

1. **Approval of the Minutes of January 17 and March 1, 2024**
Perrin Jones, Committee Chair
2. **Revisions to BOT Bylaws**
John Preyer, Chair
3. **Approval of Revised Faculty Salary Ranges**
Becci Menghini, Vice Chancellor for Human Resources & Equal Opportunity Compliance
 - School of Law
 - School of Data Science and Society
 - Hussman School of Journalism and Media

INFORMATION ITEMS

1. **Office of Faculty Governance Update**
Beth Moracco, PhD, Chair of the Faculty
2. **Employee Forum Update**
Katie Musgrove, Chair of the Employee Forum
3. **UNC Heterodox Academy Presentation**
Mark McNeilly, Professor of the Practice of Marketing & Organizational Behavior, Kenan-Flagler Business School
Emily Putnam-Hornstein, John A. Tate Distinguished Professor, School of Social Work and Faculty Co-Director of the Children's Data Network

FOR INFORMATION ONLY

1. **School of Civic Life and Leadership, Mathematics Faculty Personnel Guidelines and Kenan Flagler Business School Guidelines for Reappointment**

*Some of the business to be conducted is authorized by the N.C. Open Meetings Law to be conducted in closed session.

UNC-CHAPEL HILL BOARD OF TRUSTEES
UNIVERSITY AFFAIRS COMMITTEE
Open Session Minutes

January 17, 2024

Committee Chair Perrin Jones called the meeting to order at 2:34 p.m. in the Alumni Hall at the Carolina Club. Assistant Secretary Chris McClure called the roll. The following committee members were present:

Chair Perrin Jones
Vice Chair Jennifer Halsey Evans
Patrick Ballantine
David L. Boliek Jr.
Rob Bryan
Christopher Everett
Vinay Patel
John Preyer
Malcolm K. Turner

OPEN SESSION

After brief introductory remarks by Chair Jones, the following items were presented to the committee for action.

Approval of the Minutes of November 8, 2023

The Committee reviewed and approved the open session minutes of November 8, 2023.

Approval of Revised Faculty Salary Ranges

Dr. Becci Menghini, Vice Chancellor for Human Resources & Equal Opportunity and Compliance, presented revised faculty salary ranges for:

- College of Arts and Sciences
- School of Dentistry
- School of Social Work
- UNC Institute for the Environment (IE)

Questions were entertained.

Trustee Evans moved to approve the new ranges. The motion was duly seconded and carried.

Institutional Faculty Workload Policy

Dr. Giselle Corbie, Senior Vice Provost for Faculty Affairs and Kenan Distinguished Professor, UNC School of Medicine, presented the UNC-Chapel Hill Policy on Faculty Workload for approval. Questions and comments were entertained.

Trustee Everett moved to approve the new policy. The motion was duly seconded and carried.

Committee Chair Jones noted that without objection the items approved would be added to the Consent Agenda for the Full Board meeting.

**UNC-Chapel Hill Board of Trustees
University Affairs Committee
Minutes – January 17, 2024**

The following items were presented for information only:

Office of Faculty Affairs Update

Dr. Corbie provided an update to the committee on the Office of Faculty Affairs. Questions were entertained.

School of Civic Life and Leadership Update (SCiLL)

Provost Christopher Clemens, Dean of the College of Arts and Sciences Jim White, and Professor Sarah Truel provided an update on the School of Civic Life and Leadership. Following the presentation, the floor was opened for questions and comments.

MOTION TO CONVENE IN CLOSED SESSION

On motion of Trustee Evans and seconded by Trustee Turner, the committee voted to convene in closed session pursuant to North Carolina General Statutes Sections 143-318.11(a)(1), (a) (5), and (6).

CLOSED SESSION

The committee convened in closed session. Please see closed session minutes.

The committee returned to open session, without objection.

OPEN SESSION

The committee reconvened in open session.

ADJOURNMENT

There being no further business to come before the committee in open session and without objection, Committee Chair Jones adjourned the meeting at 4:17 p.m.

BOARD OF TRUSTEES MEETING
UNIVERSITY AFFAIRS COMMITTEE
The University of North Carolina at Chapel Hill
Minutes – March 1, 2024

The University Affairs Committee met in special session on Friday, March 1, 2024, via Zoom teleconference hosted in 105 South Building. Committee Chair Jones convened the meeting at 3:02 p.m.

The committee chair reminded all members of the committee of their duty under the State Government Ethics Act to avoid conflicts of interest and the appearances of a conflict of interest. The committee chair asked if there were any conflicts or appearances of conflict with respect to any matter coming before the committee. No members identified any conflicts at the time.

ROLL CALL

Assistant Secretary Chris McClure called the roll. The following members were present via Zoom teleconference:

Perrin Jones, Chair	Christopher Everett
Jennifer Halsey Evans, Vice Chair	Vinay Patel
Patrick Ballantine	John P. Preyer
David L. Boliek, Jr.	Malcolm K. Turner
Rob Bryan	

Assistant Secretary McClure indicated that there was a quorum.

PRESENTATION OF AGENDA

Pursuant to Section 2.03 of the UNC Board of Trustees Bylaws, as the first order of business Committee Chair Jones presented the agenda for the special meeting, which had been previously made available to all Committee members via email.

MOTION TO CONVENE IN CLOSED SESSION

Trustee Evans made a motion to go into closed session, and the motion was seconded by Chair Preyer, then the committee voted to convene in closed session pursuant to North Carolina General Statutes Sections 143-318.11 (a)(1), (3), and (6).

RECONVENE MEETING IN OPEN SESSION

The committee returned to open session, without objection.

ADJOURNMENT

There being no further business to come before the committee, Committee Chair Jones adjourned the meeting at 3:17 p.m. without objection.

**BYLAWS OF THE BOARD OF TRUSTEES
OF
THE UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL**

Adopted July 21, 1972
[Amended October 25, 1991]
[Amended November 21, 1997]
[Amended March 23, 2000]
[Amended September 26, 2002]
[Amended August 1, 2019]
[Amended March 24, 2022]
[Amended September 30, 2022]

ARTICLE I – ORGANIZATION

Section 1.01 - Membership

a. The University of North Carolina at Chapel Hill shall have a Board of Trustees composed of ~~thirteen~~fifteen persons chosen as follows:

- i. Eight elected by the Board of Governors of The University of North Carolina;
- ii. ~~Four~~Six appointed by the General Assembly, ~~two~~three of whom shall be appointed upon the recommendation of the President Pro Tempore of the Senate, and ~~two~~three of whom shall be appointed upon the recommendation of the Speaker of the House of Representatives; and
- iii. The President of the Student Government ex officio.

In every odd-numbered year, the Board of Governors shall elect four persons to the Board of Trustees and the General Assembly shall appoint two persons to the Board of Trustees. Beginning July 1, 2025, and every four years thereafter, the General Assembly shall appoint one person upon the recommendation of the President Pro Tempore of the Senate and one person upon the recommendation of the Speaker of the House of Representatives to the Board of Trustees. Beginning July 1, 2027, and every four years thereafter, the General Assembly shall appoint two persons upon the recommendation of the President Pro Tempore of the Senate and two persons upon the recommendation of the Speaker of the House of Representatives to the Board of Trustees. ; and Tthe term of office of all such elected or appointed trustees (excluding the ex officio trustee) shall be four years, commencing on July 1 of such odd-numbered year.

A person appointed or elected to the Board of Trustees is duly qualified as a trustee upon taking the oath of office. Persons who have been appointed or elected to the Board but have not yet taken the oath of office are entitled to notice of meetings and a copy of the agenda and materials, subject to all confidentiality requirements established by state or federal law.

b. Whenever any vacancy shall occur in the membership of the Board of Trustees among those appointed by the General Assembly, it shall be the duty of the Secretary or Assistant Secretary of the Board of Trustees to inform the General Assembly of the existence of such vacancy, and

the vacancy shall be filled as provided in N.C.G.S. 120-122, and whenever any vacancy shall occur among those elected by the Board of Governors, it shall be the duty of the Secretary or Assistant Secretary of the Board of Trustees to inform the Board of Governors of the existence of the vacancy, and the Board of Governors shall elect a person to fill the unexpired term. Whenever a member shall fail, for any reason other than ill health or service in the interest of the State or nation, to be present for three successive regular meetings of the Board of Trustees, that person's place as a member shall be deemed vacant.

c. Any person who has served two full four-year terms in succession as a member of the Board of Trustees shall, for a period of one year, be ineligible for election or appointment to the Board but may be elected or appointed to the board of another institution.

d. No member of the General Assembly or officer or employee of the State or any constituent institution of The University of North Carolina or spouse of any such member, officer or employee shall be eligible for election or appointment as a member of the Board of Trustees. Any trustee who is elected or appointed to the General Assembly or who becomes an officer or employee of the State or of any constituent institution of The University of North Carolina or whose spouse is elected or appointed to the General Assembly or becomes such officer or employee shall be deemed thereupon to have resigned as a member of the Board of Trustees.

e. No person may serve simultaneously as a member of the Board of Trustees and as a member of the Board of Governors. Any trustee who is elected or appointed to the Board of Governors shall be deemed to have resigned as a trustee effective as of the date that his or her term commences as a member of the Board of Governors.

Section 1.02 - Officers of the Board of Trustees

a. At the first regular meeting after June 30 of each year, the Board of Trustees shall elect from its membership a Chair, a Vice Chair, and a Secretary, each of whom shall serve for a term of one year and until his or her successor is elected. In no event shall officer elections take place before July 1, or before the swearing in of new Board members whose terms commence on July 1. Any member of the Board of Trustees who is or who shall be duly appointed and sworn in at the time of the election shall be eligible to serve as an officer, regardless of length of service on the Board. Elections shall be conducted such that each member of the Board of Trustees, including newly appointed members, can fully participate in the nomination, consideration, and election of officers. A nominating committee convening prior to July 1 to determine a slate of officer candidates may include members who have been appointed but have not yet been sworn in, but may not include current members whose terms end June 30 and who have not been reappointed. Each elected officer shall serve until his or her successor is elected. If the term of the Chair expires before his or her successor as Chair is elected, then the Vice Chair shall become the interim Chair until the Chair's successor is elected. In the event that any officer of the Board of Trustees is unable or unwilling to serve for any period of time, the Board of Trustees may elect from its membership an interim officer for such position. If a permanent vacancy occurs in any of these offices, the Board of Trustees shall elect a person to serve for the remainder of the unexpired term.

b. The Board of Trustees may also elect an Assistant Secretary, from among the members of the Chancellor's staff. Copies of all minutes, papers and documents of the Board of Trustees may be certified by its Assistant Secretary with the same force and effect as though such certification were made by the Secretary of the Board.

Section 1.03 - Committees

a. Advisory Committees. The Chair may create any number of advisory committees, each consisting of two or more trustees, to make recommendations to the Board. The Chair shall appoint and remove the members of advisory committees. Whenever any vacancy shall occur in the membership of an advisory committee, the Chair may appoint a member to fill the vacancy. Advisory committees may not exercise the authority of the Board.

b. Delegated Committees. The Board of Trustees may, by resolution adopted by a majority of the trustees then in office, create, appoint members to, and remove members from, any number of delegated committees, each consisting of two or more trustees and each of which shall be delegated, and may exercise, such authority of the Board as is specified in the adopting resolution, except the authority to:

- i. Elect officers of the Board;
- ii. Set the dates of regular meetings of the Board;
- iii. Create, appoint members to, or remove members from, committees of the Board; or
- iv. Amend or repeal these bylaws or adopt new bylaws.

c. Committee Officers. The Chair shall name a Committee Chair and a Committee Vice Chair from among the members of each committee, to serve for a one-year term. For avoidance of doubt, the terms "Chair" and "Vice Chair" in these bylaws shall refer to the Chair and Vice Chair, respectively, of the Board of Trustees, not of its committees. No member may serve as a chair or vice chair of more than one committee at a time. No member may serve as chair of the same committee more than twice during the member's term.

d. No limitation. The fact that a committee has not considered, advised upon, or acted on a matter committed to it shall not limit the Board's ability to consider and act on such matter by vote of a majority of the members present at a meeting of the Board at which a quorum is present.

ARTICLE II – MEETINGS

Section 2.01 - Regular Meetings

a. There shall be six regular meetings of the Board of Trustees each year. These meetings shall be held on the fourth Thursday and the preceding Wednesday in the months of January, March, May, July, September, and November, unless otherwise determined by the Board. Regular meetings of committees of the Board may be called by the Chair of the committee or the Chair of the Board.

b. A notice specifying the time and place of each regular meeting shall be provided electronically by the Secretary or Assistant Secretary to each member of the Board at least ten days in advance of the meeting date. Under appropriate circumstances, the Chair, in his or her sole discretion, may authorize one or more members of the Board or committee to attend a regular meeting by telephone, video conference or other electronic means so long as (i) all members of the Board or committee attending the meeting can communicate simultaneously with one another, including the member or members not physically present, and (ii) the arrangements for such a meeting comply with the applicable State laws concerning the conduct of electronic meetings of public bodies. Any matter of business may be considered at a regular

meeting.

Section 2.02 - Special and Emergency Meetings

a. A special meeting of the Board of Trustees or of any of its committees may be called by the Chair, and shall be called by the Secretary or Assistant Secretary upon the written request of not fewer than six members of the Board. A special meeting called by the Secretary or Assistant Secretary shall be held within ten days of receipt by the Secretary or Assistant Secretary of the sixth written request for such special meeting. A notice specifying the time and place of a special meeting shall be sent electronically by the Secretary or Assistant Secretary to each member of the Board at least forty-eight hours in advance of the meeting date. Any matter of business may be considered at a special meeting.

b. Emergency meetings. An emergency meeting of the Board or any of its committees may be called by the Chair when generally unexpected circumstances require immediate consideration by the board. A notice specifying the time and place of an emergency meeting may be given by telephone or other method in sufficient time for a majority of the board or committee to reasonably be expected to attend the meeting. Only business connected with the emergency may be considered at an emergency meeting.

One or more members of the Board or committee may attend any special or emergency meeting by telephone, video conference or other electronic means so long as (i) all members of the Board or committee attending the meeting can communicate simultaneously with one another, including the member or members not physically present, and (ii) the arrangements for such a meeting comply with the applicable State laws concerning the conduct of electronic meetings of public bodies.

Section 2.03 - Agenda

a. At least seven days prior to each regular meeting, a copy of the agenda, including (insofar as is practicable) copies of all reports and other written materials to be presented to the meeting, shall be provided electronically to each member by the Secretary or Assistant Secretary. Insofar as is practicable, a copy of the agenda of each special meeting shall be provided electronically to each member at least four days in advance of the special meeting; however, if such advance distribution is not practicable, the agenda for a special meeting may be presented to the members as the first order of business at the meeting.

b. The agenda for every meeting shall be prepared by the Chancellor or the Chancellor's staff in consultation with the Chair of the Board of Trustees and with Committee Chairs as appropriate. Every request for inclusion of an item on the agenda of a meeting shall be put in writing and filed, together with any supporting documents, with the Chancellor sufficiently far in advance of the meeting to permit a determination to be made by the Chancellor with respect to the propriety and practicability of including that item on the agenda for the meeting.

c. Any member may present to any regular or special meeting, and the Board or a committee may take action on, any item whether or not the same is on the agenda of the meeting.

Section 2.04 - Conduct of Business

a. A quorum of the Board of Trustees shall consist of a majority of the trustees then in office. A

quorum of any committee of the Board of Trustees shall consist of a majority of the members of the committee. Any voting member who is present at a meeting of the board or of a committee, or who attends a special or emergency meeting of the board or any meeting of a committee by telephone, video conference, or other electronic means that allows for two-way voice interaction, will be counted as present for purposes of determining a quorum.

b. Except as otherwise provided by law or in these bylaws, an act of the majority of the members present at a meeting at which a quorum is present shall be the act of the Board or committee.

c. The Chair shall preside over all meetings of the Board of Trustees and the Committee Chair shall preside over all meetings of a committee. In the absence of the Chair, the Vice-Chair shall preside. In the absence of both the Chair and the Vice-Chair, a presiding officer shall be elected by and from the membership of the Board of Trustees, or the committee for a committee meeting.

d. All members of the Board of Trustees may vote on all matters coming before the Board for consideration. Any member who attends any committee meeting or a special or emergency meeting by telephone, video conference, or other electronic means that allows for two-way voice interaction may cast his/her vote by that electronic means. No member may vote by proxy.

e. Except as otherwise provided in these bylaws or by specific rules and regulations enacted by the Board of Trustees, *Robert's Rules of Order Newly Revised* (latest edition) ("Robert's Rules") shall constitute the rules of the parliamentary procedure applicable to all meetings of the Board of Trustees and its several committees. No action of the Board or any of its committees that is otherwise valid shall be invalidated because of a failure to adhere to Robert's Rules.

f. Between regular meetings of the Board of Trustees, routine matters of business within the authority of the Board or its committees may be dealt with by written ballot and without a meeting if such is deemed appropriate by the Chair. Any action taken by this method must be ratified by the Board at its next regular meeting and recorded in the minutes of such regular Board meeting.

Section 2.05 - Minutes

a. The Secretary or Assistant Secretary shall keep minutes of all meetings; shall file, index, and preserve all minutes, papers, and documents pertaining to the business and proceedings of the Board; shall be custodian of all records of the Board; and, when required, shall attest the execution of all legal documents and instruments of The University of North Carolina at Chapel Hill.

b. The Secretary or Assistant Secretary shall transcribe the minutes of all meetings of the Board and its delegated committees and provide them electronically to each member of the Board prior to the next regular meeting of the Board.

Section 2.06 - Executive Session

By vote of a majority of the members present at any meeting of the Board of Trustees or any of

its committees, as applicable, the meeting may be closed to the public, subject to the requirements of State law concerning access to such meetings.

Section 2.07 - Keeping Board of Governors Informed

The Secretary of the Board of Trustees, or the Assistant Secretary of the Board of Trustees on the Secretary's behalf, shall keep the Board of Governors, through the Secretary of The University of North Carolina, fully and promptly informed concerning activities of the Board of Trustees and its committees, including notice of any changes in the membership of the Board or in its committee structure or bylaws, and notices of meetings.

ARTICLE III – POWERS AND DUTIES

Section 3.01 - General Powers and Duties

The Board of Trustees shall promote the sound development of The University of North Carolina at Chapel Hill within the functions prescribed for it, helping it to serve the people of the State in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor. The Board of Trustees shall serve as advisor to the Board of Governors on matters pertaining to The University of North Carolina at Chapel Hill and shall also serve as advisor to the Chancellor concerning the management and development of the institution.

Section 3.02 - Other Powers and Duties

The Board of Trustees shall have such other powers and duties, not inconsistent with provisions of *The Code of The University of North Carolina* or with applicable provisions of State law, as are specified in said *Code* or as shall be defined and delegated by the Board of Governors.

The Board of Governors' Delegations of Duty and Authority to Boards of Trustees, as amended, are attached hereto as Appendix 1 and are hereby incorporated by reference.

ARTICLE IV – UNIVERSITY OFFICERS

Section 4.01 - Designation of University Officers

The officers of The University of North Carolina at Chapel Hill shall be the Chancellor and each Vice Chancellor. The University of North Carolina at Chapel Hill may also have such other officers as may be appointed by the Chancellor or the Vice Chancellor for Finance and Operations pursuant to Section 4.02 of this Article.

Section 4.02 – Appointment of Additional Officers

The Chancellor and the Vice Chancellor for Finance and Operations is each authorized to appoint additional officers of The University of North Carolina at Chapel Hill for the purpose of executing documents that require the signature of an officer of the University. Such appointments may be made only of University employees holding the title of Associate Vice Chancellor or Assistant Vice Chancellor, and shall terminate upon the individual's resignation or removal from such position. The Vice Chancellor for Finance and Operations may appoint officers only from among the members of his or her staff. The Chancellor or the Vice Chancellor

for Finance and Operations shall promptly inform the Board of Trustees of any appointment made pursuant to this Section.

ARTICLE V – AMENDMENT OF BYLAWS

Section 5.01 - Amendment of Bylaws

These bylaws may be amended at any regular or special meeting of the Board of Trustees by an affirmative vote of a majority of the trustees then in office if the substance of the amendment has been filed in writing with the Secretary or the Assistant Secretary and a copy has been provided electronically to each member of the Board at least seven days prior to the meeting at which the amendment is to be voted upon.

ARTICLE VI – SUBORDINATION TO UNIVERSITY CODE

Section 6.01 - Subordination to University Code

To the extent that any of these bylaws may be inconsistent with *The Code of The University of North Carolina*, as the same may be amended from time to time, said *Code* shall control.

Appendix 1

Delegations of Duty and Authority to Boards of Trustees, as amended

Link: <http://www.northcarolina.edu/apps/policy/index.php?pg=vs&id=4210&added=1>

AGENDA ITEM

Action Item 3

Approval of Revised Faculty Salary Ranges (School of Law, School of Data Science and Society, Hussman School of Journalism and Media)

Situation: The Committee has for its approval new faculty salary ranges for the School of Law, School of Data Science and Society, and the Hussman School of Journalism and Media.

Background: Section 600.3.4 of the UNC Policy Manual, *Policy on the Delegations of Authority and Granting Management Flexibility in Human Resource Matters*, provides that simultaneous with the president's authorization of in institution's management flexibility plan, the board of trustees of that institution is also delegated the authority to establish faculty salary ranges within different academic disciplines based on relevant market data.

Assessment: Recruiting and retaining the most qualified faculty continues to be a priority for our schools and colleges. The School of Law, the School of Data Science and Society, and the Hussman School of Media and Journalism seek approval to update their faculty salary ranges to remain competitive in the market, to address compression and equity issues, and to ensure the continued success of their training programs. It is recommended that the BOT approve these proposed updated salary ranges.

Action: This item requires approval by the Board of Trustees.

The UNC School of Law requests new faculty salary ranges using 115% of the 2023 AAUDE Public Faculty Salary means as the midpoints.

NEW 9-MONTH FACULTY RANGES

Tenure/Tenure Track 9-month		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spreads (Max - Min / Min = Range Spread)
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 178,258	\$ 311,951	\$ 445,644	150%	150%
Associate Professor	\$ 125,334	\$ 199,281	\$ 273,228	118%	118%
Assistant Professor	\$ 126,874	\$ 182,698	\$ 238,522	88%	88%

Fixed Term 9-Month		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spreads (Max - Min / Min = Range Spread)
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 97,841	\$ 171,222	\$ 244,603	150%	150%
Associate Professor	\$ 85,919	\$ 136,611	\$ 187,303	118%	118%
Assistant Professor*	\$ 86,376	\$ 124,382	\$ 162,388	88%	88%

NEW 12-MONTH FACULTY RANGES

Tenure/Tenure Track 12-month		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spreads (Max - Min / Min = Range Spread)
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 237,677	\$ 415,935	\$ 594,193	150%	150%
Associate Professor	\$ 167,112	\$ 265,708	\$ 364,304	118%	118%
Assistant Professor	\$ 169,165	\$ 243,598	\$ 318,031	88%	88%

Fixed Term 12-Month		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spreads (Max - Min / Min = Range Spread)
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 130,455	\$ 228,296	\$ 326,137	150%	150%
Associate Professor	\$ 114,558	\$ 182,148	\$ 249,738	118%	118%
Assistant Professor*	\$ 115,168	\$ 165,842	\$ 216,516	88%	88%

CURRENT FACULTY SALARY RANGES

Tenure/Tenure Track		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spreads (Max - Min / Min = Range Spread)
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 107,510	\$ 188,143	\$ 268,776	150%	150%
Associate Professor	\$ 95,968	\$ 152,589	\$ 209,210	118%	118%
Assistant Professor	\$ 92,555	\$ 133,279	\$ 174,003	88%	88%

Fixed Term-9 Month		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spreads (Max - Min / Min = Range Spread)
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 73,269	\$ 128,220	\$ 183,171	150%	150%
Associate Professor	\$ 61,528	\$ 97,830	\$ 134,132	118%	118%
Assistant Professor	\$ 59,340	\$ 85,450	\$ 111,560	88%	88%

Fixed Term-12 Month		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spreads (Max - Min / Min = Range Spread)
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 74,537	\$ 130,440	\$ 186,343	150%	150%
Associate Professor	\$ 71,656	\$ 113,933	\$ 156,210	118%	118%
Assistant Professor	\$ 79,120	\$ 113,933	\$ 148,746	88%	88%

The School of Data Science and Society used varying midpoints from the 2023 AAUDE faculty salary survey. For TT/T faculty in Computer Science, the 75th percentile was the targeted midpoint for Professors and the 50th percentile was the targeted midpoint for Associate and Assistant Professors. In Social Sciences, the 70th percentile was the targeted midpoint for Professors and Associate Professors and the 75th percentile was the targeted midpoint for Assistant Professors. In Arts & Humanities, the 72nd percentile was the targeted midpoint for Professors, the 80th percentile was the targeted midpoint for Associate Professors, and the 50th percentile was the targeted midpoint for Assistant Professors.

For FT faculty, the 50th percentile was the targeted midpoint for all ranks in Computer Science and Social Science. In Arts & Humanities, the 50th percentile was the targeted midpoint for Professors, the 75th percentile was the targeted midpoint for Associate Professors, and the 70th percentile was the targeted midpoint for Assistant Professors.

TENURE TRACK/TENURED RANGES

Computer Science		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spread Max - Min / Min = Range Spread
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 154,817	\$ 270,930	\$ 387,043	150%	150%
Associate Professor	\$ 102,390	\$ 162,800	\$ 223,210	118%	118%
Assistant Professor	\$ 100,244	\$ 144,352	\$ 188,460	88%	88%

Social Science		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spread Max - Min / Min = Range Spread
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 143,684	\$ 251,447	\$ 359,210	150%	150%
Associate Professor	\$ 96,664	\$ 153,696	\$ 210,728	118%	118%
Assistant Professor	\$ 93,647	\$ 134,852	\$ 176,057	88%	88%

Arts & Humanities		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spread Max - Min / Min = Range Spread
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 115,234	\$ 201,659	\$ 288,084	150%	150%
Associate Professor	\$ 87,281	\$ 138,776	\$ 190,271	118%	118%
Assistant Professor	\$ 64,533	\$ 92,928	\$ 121,323	88%	88%

FIXED TERM RANGES

Computer Science		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spread Max - Min / Min = Range Spread
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 88,000	\$ 154,000	\$ 220,000	150%	150%
Associate Professor	\$ 80,564	\$ 128,097	\$ 175,630	118%	118%
Assistant Professor	\$ 75,170	\$ 108,245	\$ 141,320	88%	88%

Social Sciences		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spread Max - Min / Min = Range Spread
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 76,274	\$ 133,479	\$ 190,684	150%	150%
Associate Professor	\$ 62,725	\$ 99,733	\$ 136,741	118%	118%
Assistant Professor	\$ 56,860	\$ 81,878	\$ 106,896	88%	88%

Arts & Humanities		Chosen Midpoint		Chosen Range Spread (Not < 60%)	System Office Range Spread Max - Min / Min = Range Spread
Ranks	Minimum	Midpoint	Maximum	Percent	
Professor	\$ 100,205	\$ 175,358	\$ 250,511	150%	150%
Associate Professor	\$ 57,580	\$ 91,552	\$ 125,524	118%	118%
Assistant Professor	\$ 48,567	\$ 69,936	\$ 91,305	88%	88%

UNC Hussman School of Journalism and Media Faculty Salary Ranges

Using the 2023 AAUDE faculty salary survey for all faculty, except for the Teaching Assistant Professor rank, the 75th percentile was the targeted midpoint for all ranks. For the Teaching Assistant Professor rank, the 50th percentile was the targeted midpoint.

Tenure Track (9-month)

		Chosen Midpoint		Chosen Range Spread (not <60%)	System Office required range spreads
Ranks	Minimum	Midpoint	Maximum	Range Spread	Max - Min / Min = Range Spread
Professor	\$ 110,337	\$ 193,090	\$ 275,843	150%	150%
Associate Professor	\$ 74,059	\$ 118,494	\$ 162,930	120%	120%
Assistant Professor	\$ 70,720	\$ 102,545	\$ 134,369	90%	90%

Fixed Term (9-month)

		Chosen Midpoint		Chosen Range Spread (not <60%)	System Office required range spreads
Ranks	Minimum	Midpoint	Maximum	Range Spread	Max - Min / Min = Range Spread
Teaching Professor/Professor of the Practice	\$ 69,328	\$ 121,324	\$ 173,320	150%	150%
Teaching Associate Professor	\$ 64,441	\$ 103,105	\$ 141,770	120%	120%
Teaching Assistant Professor	\$ 59,269	\$ 85,940	\$ 112,610	90%	90%
Adjunct Instructor	\$ 48,584	\$ 68,018	\$ 87,451	80%	80%

CURRENT FACULTY SALARY RANGES

Tenure Track/Tenure

		Chosen Midpoint		Chosen Range Spread (not <60%)	System Office required range spreads
Ranks	Minimum	Midpoint	Maximum	Range Spread	Max - Min / Min = Range Spread
Professor	\$ 83,044	\$ 145,327	\$ 207,610	150%	150%
Associate Professor	\$ 64,083	\$ 101,892	\$ 139,701	118%	118%
Assistant Professor	\$ 56,034	\$ 80,689	\$ 105,344	88%	88%
Instructor	\$ 59,135	\$ 76,876	\$ 94,617	60%	60%

Fixed Term

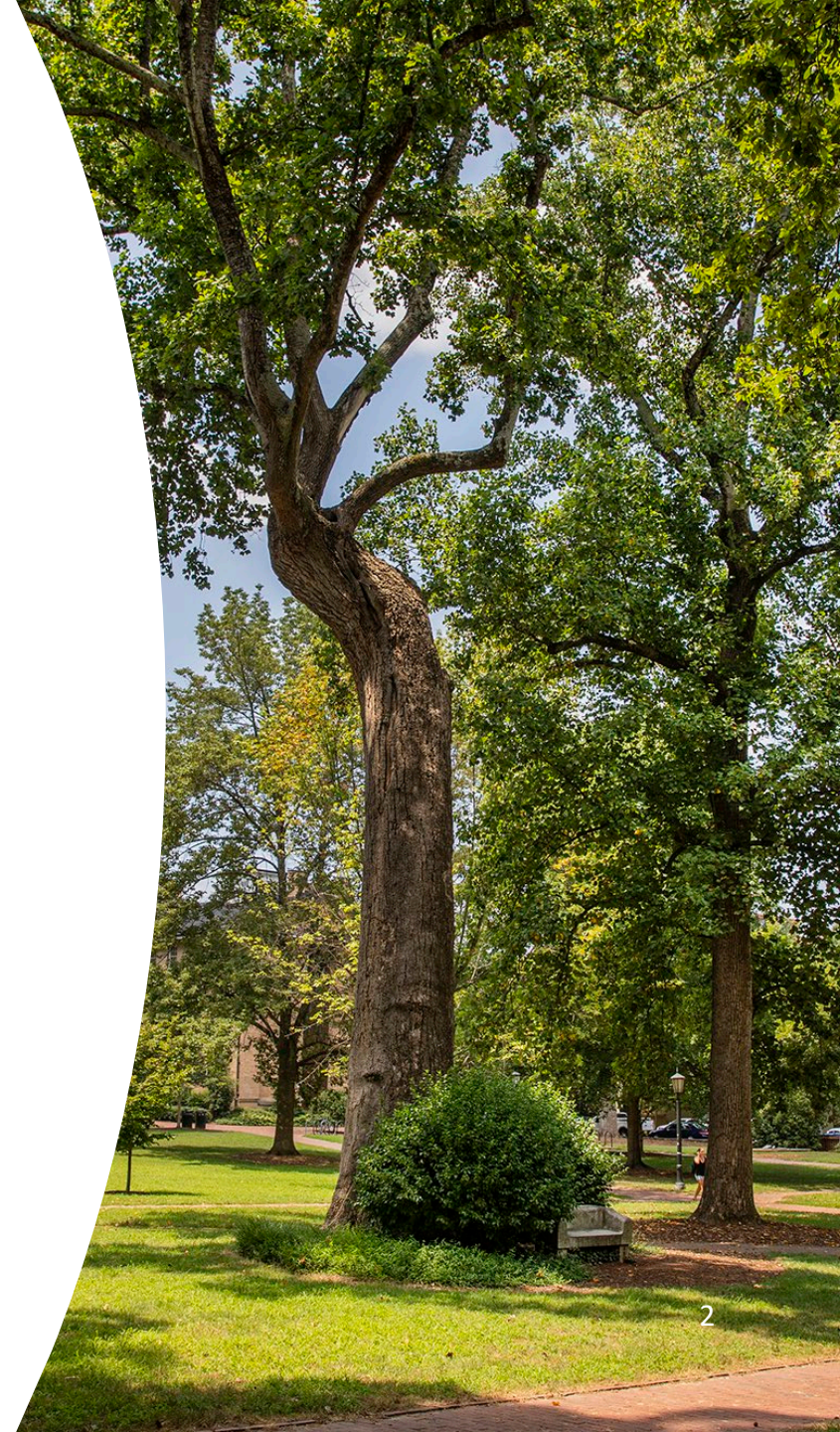
		Chosen Midpoint		Chosen Range Spread (not <60%)	System Office required range spreads
Ranks	Minimum	Midpoint	Maximum	Range Spread	Max - Min / Min = Range Spread
Teaching Professor	\$ 64,026	\$ 112,046	\$ 160,066	150%	150%
Teaching Associate Professor	\$ 47,950	\$ 76,241	\$ 104,532	118%	118%
Teaching Assistant Professor	\$ 43,524	\$ 62,674	\$ 81,824	88%	88%
Lecturer	\$ 39,897	\$ 51,866	\$ 63,835	60%	60%



UNC Employee Forum Overview & Bylaws
Revision Project Discussion
Wednesday, March 27, 2024

Introducing the **EMPLOYEE FORUM**

- ***Who we are:*** a group of permanent SHRA/EHRA non-faculty delegates elected by their peers (all different employee classifications represented)
 - Representatives are divided by employment divisions
 - Division 1 – EHRA Non-Faculty
 - Division 2 – SHRA Service/Maintenance
 - Division 3 – SHRA Skilled Craft
 - Division 4 – SHRA Administrative Support (Academic Affairs)
 - Division 5 – SHRA Administrative Support (Health Affairs)
 - Division 6 – SHRA Administrative Support (Other Units)
 - Division 7 – SHRA Technical
 - Division 8 – SHRA Professional
 - Division 9 – EHRA Executive/Administration/Managerial
- Approximately 75 delegates represent the over 9,700 non-faculty staff at UNC Chapel Hill



Mission and Vision



- **Our mission:** The Forum’s mission is to advocate for and constructively address the challenges, needs, and opportunities of UNC-Chapel Hill staff. The Forum:
 - Seeks out the issues, interests, ideas, and participation of UNC-Chapel Hill staff;
 - Develops and presents proactive, progressive recommendations to the UNC-Chapel Hill Chancellor and their designee(s) advising them on how to respond to issues impacting UNC-Chapel Hill staff;
 - Actively advocates for the UNC-Chapel Hill administration to implement the Forum’s recommendations;
 - Communicates effectively with all levels of UNC-Chapel Hill staff and administration;
 - Fosters an open and positive environment throughout the UNC-Chapel Hill community; and
 - Supports UNC-Chapel Hill’s [mission](#) of teaching, research, and public service
- **Our vision:** to continually improve the quality of life at UNC Chapel Hill for its staff, faculty, and students through mutual understanding, recognition of employee contributions and respect for the worth of the individual

Officers and Staff

- **Chair: Katie Musgrove**
- Vice Chair: Keith Hines
- Secretary: Tiffany Carver
- Treasurer: Brigitte Ironside
- Parliamentarian: Jacob Womack
- Program Manager: Matthew Banks

Committees

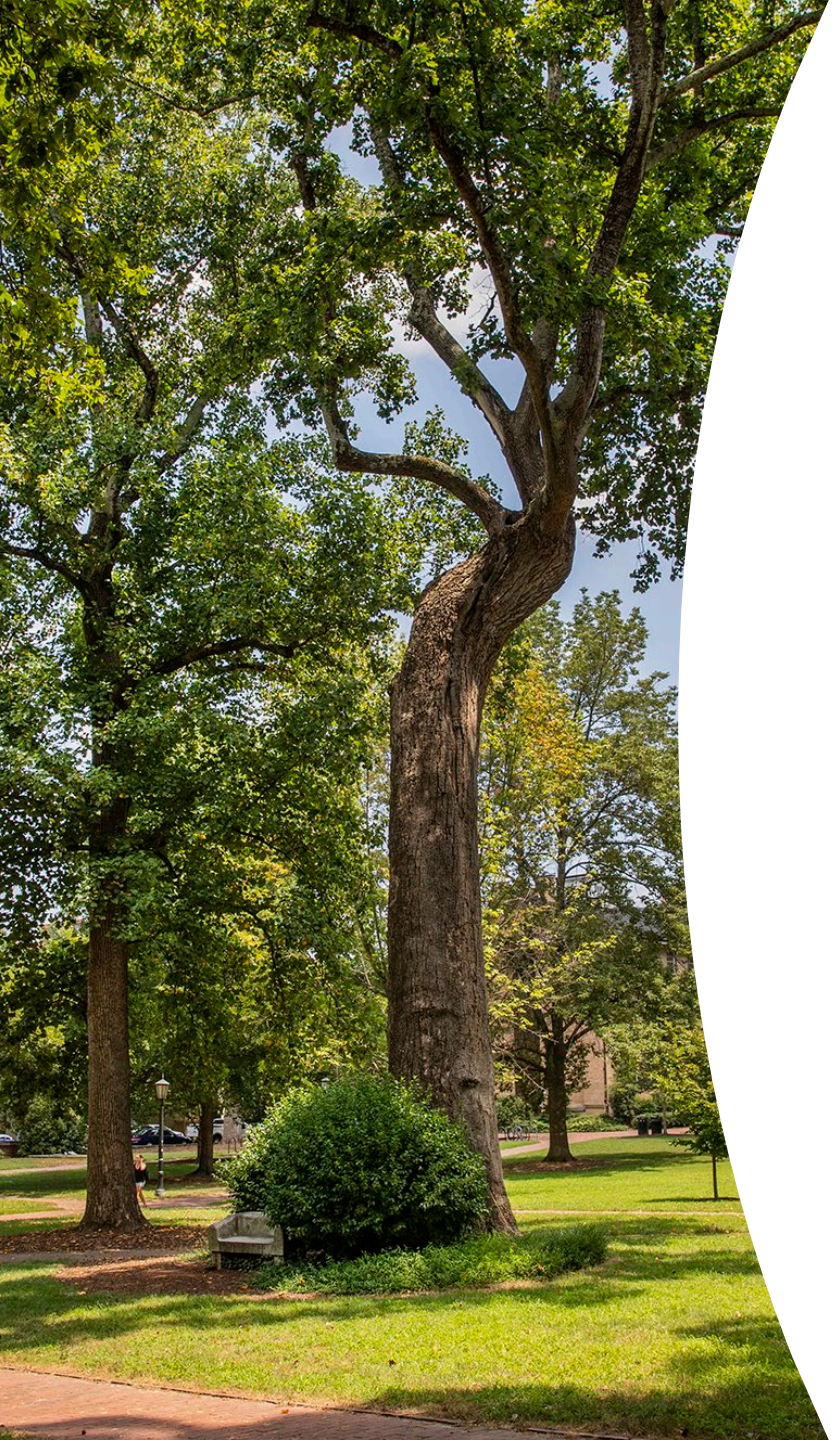
- Executive
- Community Service
 - Carolina Blood Drive
 - Carolina Community Garden
- Communications and Public Relations
 - EF Book Club
- Diversity, Equity, and Inclusion
- Education and Career Development
 - Professional Development Grants
 - Carolina Family Scholarship
- Membership and Assignments
- Personnel Issues Committee
- Recognition and Awards

University Committees with Forum Representation

- Advisory Committee for Transportation and Parking
- Building and Grounds Committee
- Campus and Community Advisory Committee (CCAC)
- Carolina Next Advisory Committee
- Carolina Next Strategic Initiative 3: Enable Career Development
- Carolina Peer Support Committee (CPSC)
- Committee on the Status of Women
- DEI Council
- EOC Policy Advisory Group
- Parking Appeals
- Policy Review Committee (PRC)
- Staff Advisory Committee to the Chancellor (STACC)
- Student Stores
- Tuition & Fee Advisory Taskforce (TFAT) & Student Fee Advisory Subcommittee (SFAS)
- University Day/Commencement Committee

Recent Resolutions/Proclamations

- Passed a resolution naming previous Chancellor Kevin Guskiewicz an honorary lifelong delegate
- Passed a resolution recommending that Juneteenth be named an official University holiday
- Passed a proclamation expressing concern for the lack of accessibility on campus
- Passed a resolution regarding retention, morale, and resource issues in UNC's Housekeeping Department
- Passed a proclamation related to the Dobbs Supreme Court decision
- Working on passing our annual resolution in recognition of Sexual Assault Awareness Month in April



Recent Accomplishments

- Served on the Advisory Committee for Transportation (ACT), assisting in the development of the next five-year plan for Transportation and Parking
- Advocated for and helped to develop staff guidance for AI usage
- Hosted a Carolina Women's Center listening session while that group was being reconstituted
- Serving on campus searches for the next Chancellor (also participated in past searches for: Provost, VC of Communications, AVC of Facilities, Chief of Police, and Dean of the College of Arts & Sciences)
- Studying the affordable housing issue for UNC staff, participating in focus groups and hosting experts to inform a future resolution

Recent Accomplishments (cont'd)

- Provided \$20,000 over the past year for professional development training opportunities
- Held charitable drives for PeeWee Homes, Orange County DSS holiday sponsorship, as well as the bi-annual Carolina Blood Drive
- Documenting staff achievement through peer recognition awards
- Amplified concerns around staff mental health, as well as campus accessibility concerns
- Working on implementing bylaws revisions to introduce a chair elect system for the Forum

Looking Forward: Areas of Focus

- Staff Recruitment/Retention
- Career Development
- Employee Benefits
- Affordable Housing
- Strengthening shared governance and collaborations



UNC EMPLOYEE FORUM

Staff Advisory Committee to the Chancellor (STACC)

- Convened by Chancellor Guskiewicz in 2020
- Mirrors equivalent groups for faculty and students
- Includes division representatives from the Employee Forum, as well as an equal number of Chancellor-appointed members
- Serves as a sounding board for the Chancellor, shares concerns, makes suggestions, offers guidance, and advocates for the needs of staff employees with the Chancellor and their leadership team.

UNC System Staff Assembly

- Staff representatives from all 17 UNC System schools
- Advocates to President Hans and UNC Board of Governors on behalf of staff
- Successfully passed a resolution from UNC-CH to the UNC System Staff Assembly that changed the 20% rule for staff promotions system-wide
- UNC Chapel Hill Staff Assembly Delegates
 - Shayna Hill (Chair)
 - Katie Musgrove
 - Keith Hines
 - James Holman
 - Lisa Petersen (alternate)



Key Campus Collaborators

- Carolina Black Caucus
- Equal Opportunity & Compliance
- Faculty Governance
- Finance and Operations
- Office of the Chancellor/Provost
- Office of Diversity and Inclusion
- Office of Human Resources
- UNC Board of Trustees
- Undergraduate and Graduate Student Governments
- University Ombuds
- Vice Chancellor Representatives

2024-2025 Delegate Elections: Call for Nominations Underway!

UNC EMPLOYEE
FORUM



”

As an Employee Forum delegate, it's been an honor to work with my colleagues to bring positive change to faculty and staff at Carolina and beyond.

Adrienne Gibilisco, Marketing and
Communications Strategist, MBA Programs

UNC EMPLOYEE FORUM

Questions?

[Employee Forum Website](#)
[2022-2023 Annual Report](#)



Heterodox Heels

a
heterodox   **academy**

campus community

March 27, 2024

Mark McNeilly*

Professor of the Practice of Marketing
Kenan-Flagler School of Business



- Professor of the Practice, Kenan-Flagler
- Former Marketing Executive: IBM & Lenovo
- Author-Oxford University Press
- Program for Public Discourse – Board Member
- Committee on Academic Freedom and Free Expression Member
- Co-author: Student Free Expression and Constructive Discourse Research

Emily Putnam-Hornstein*

Tate Distinguished Professor
School of Social Work



- Distinguished Professor, School of Social Work
- Faculty Co-Director of the Children's Data Network
 - Archive of integrated data from government agencies
 - Development of AI tools for child protection agencies
- Member: Academic Freedom Alliance

**Please note that the comments we will make today as co-chairs of Heterodox Heels do not necessarily represent the views of the roughly 70 or so faculty and staff who are campus members! Great minds don't always think alike.*

— Agenda

- 01 Heterodox Academy (HxA)**
Background & Mission
- 02 Heterodox Heels (HH)**
Our role and activities as a Campus Community
- 03 Progress & Considerations**
Observations
- 04 Moving Forward...**



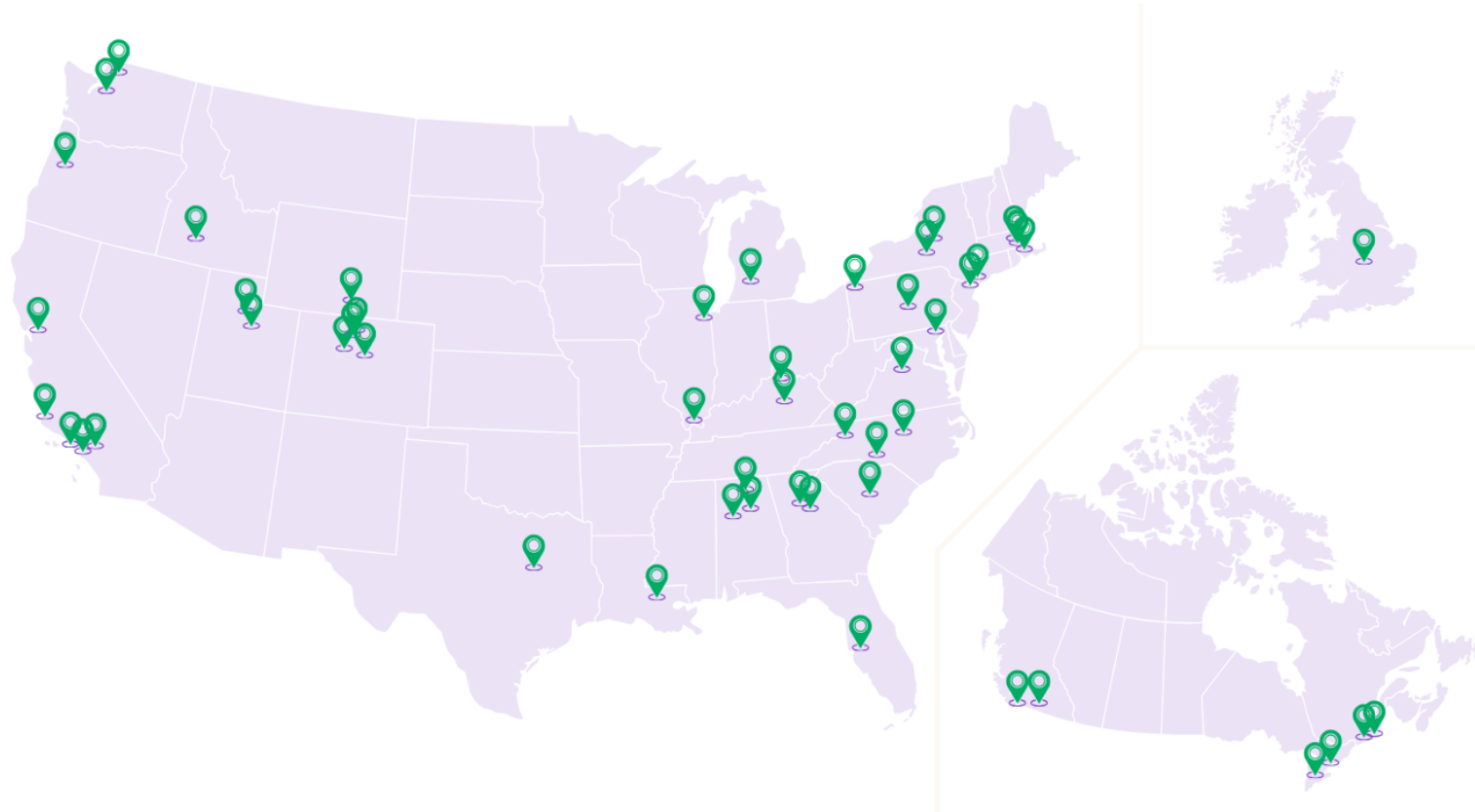


great minds don't
always think alike

Heterodox Academy (HxA) is a nonpartisan, nonprofit membership organization of thousands of faculty, staff, and students committed to advancing the principles of open inquiry, viewpoint diversity, and constructive disagreement to improve higher education and academic research.

Campus Communities

Our Campus Community Network includes a variety of colleges and universities throughout North America, from community colleges and faith-based institutions to research universities and Ivy league universities.



Heterodox Heels

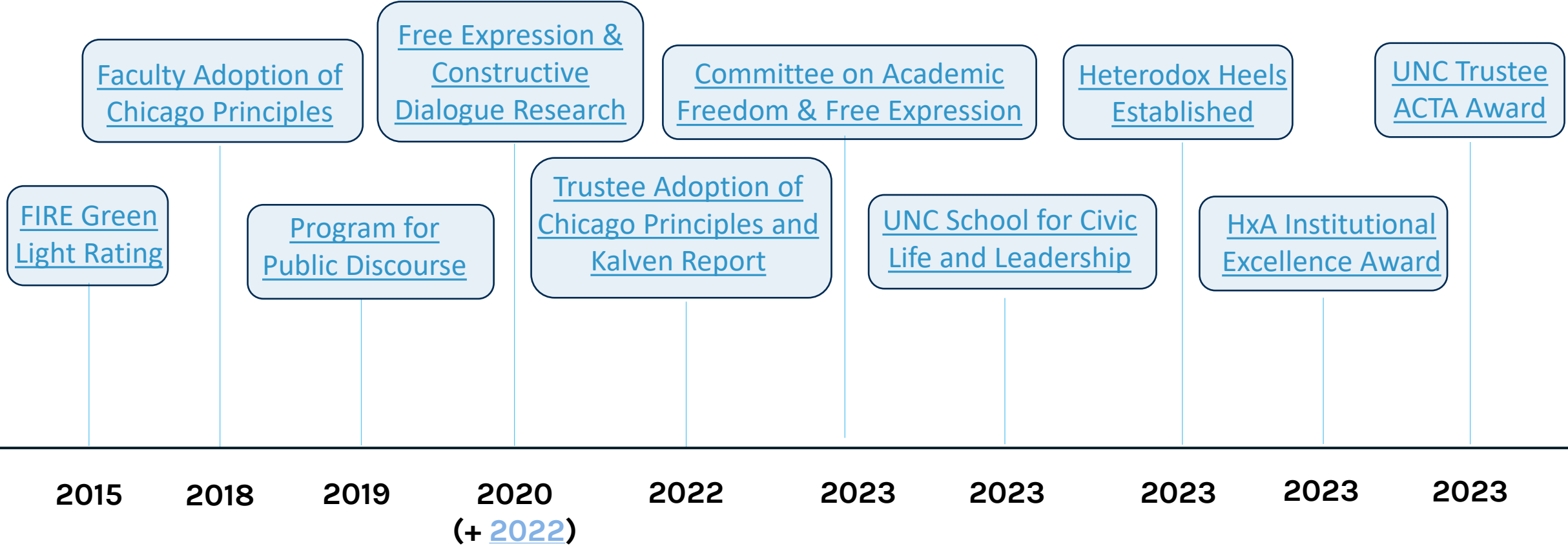
- Established: February '23
- 70+ Faculty (and growing)
- Multidisciplinary
- Activities:
 - Issue Dinners
 - Speaker Partnerships
 - Committee and Policy Work

University of
*North Carolina, Chapel
Hill*



Our HxA Campus Community aims to promote the values of open inquiry, viewpoint diversity, and constructive disagreement throughout the University of North Carolina, Chapel Hill campus and community.

<https://heterodoxacademy.org/campuses/university-of-north-carolina-chapel-hill/>



Progress at UNC

— Considerations



Mission



Free Expression



Academics



Bureaucracy

Pursuit of Truth

“A World Better Understood is a World Made Better.”

Larry Summers

Former President of Harvard

Former U.S. Secretary of the Treasury



— Truth or...?

“I believe that the **conflict between truth and social justice is likely to become unmanageable.**

Universities will have to choose, and be explicit about their choice, so that potential students and faculty recruits can make an informed choice.

Universities that try to honor both **will face increasing incoherence and internal conflict.”**

Jonathan Haidt



— Considerations



Mission



Free Expression



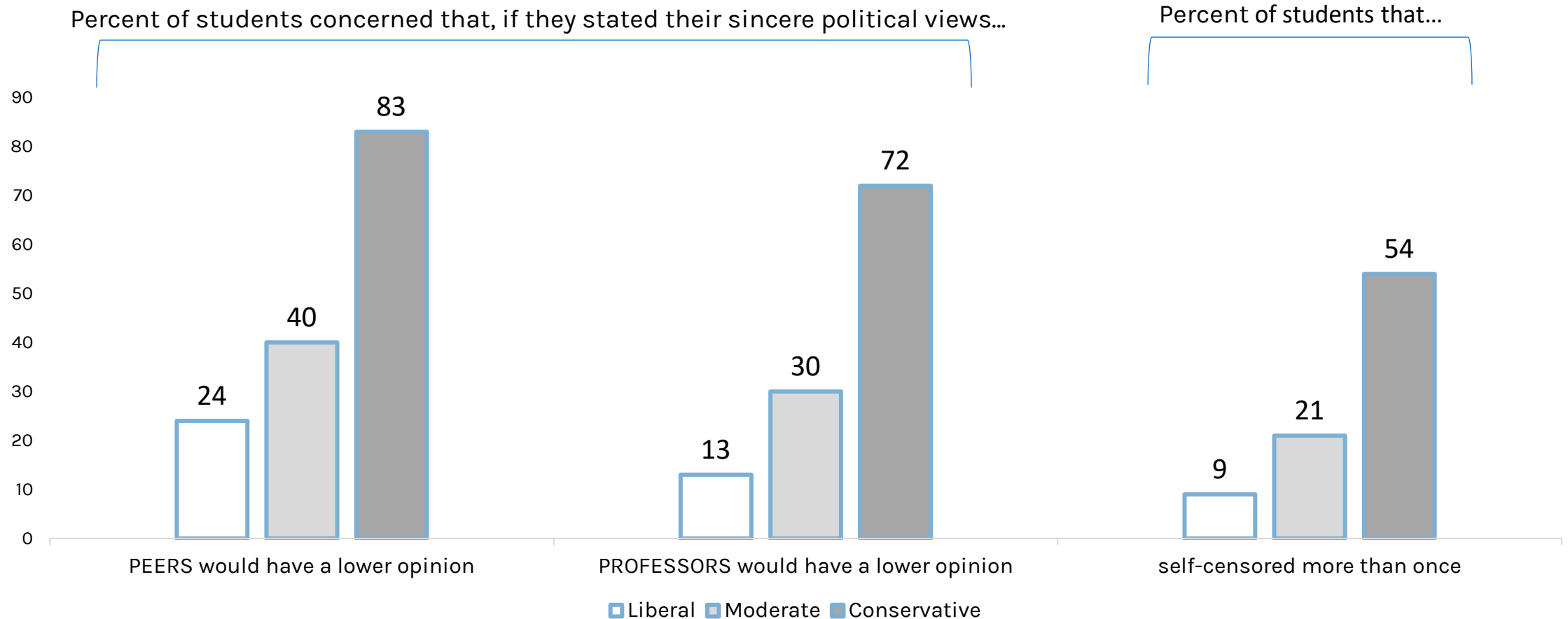
Academics



Bureaucracy

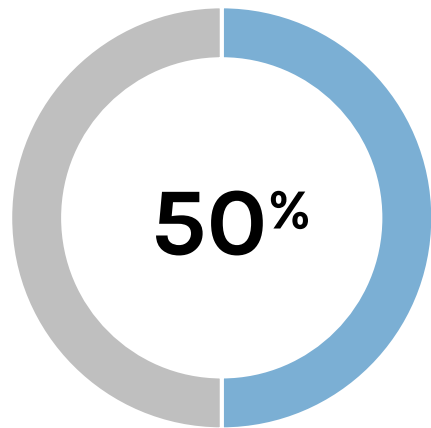
Free Expression

UNC students who identify as conservative face distinctive challenges. But ALL students miss out when there is not a free and open exchange of ideas.

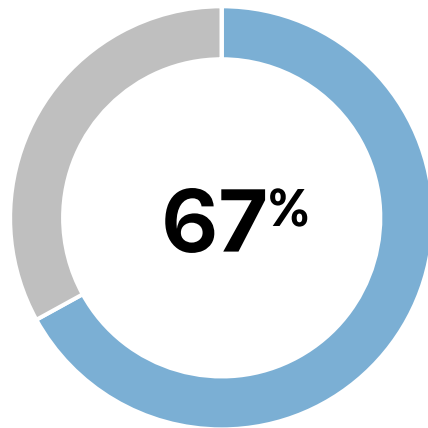


— Constructive Engagement

UNC Students across the political spectrum want more opportunities to engage with those who think differently



UNC students who Identify as Liberal



UNC students who Identify as Conservative

“Too few opportunities to engage constructively.”

A forum for public discourse?

Wilson Library Protest:
October 12, 2023

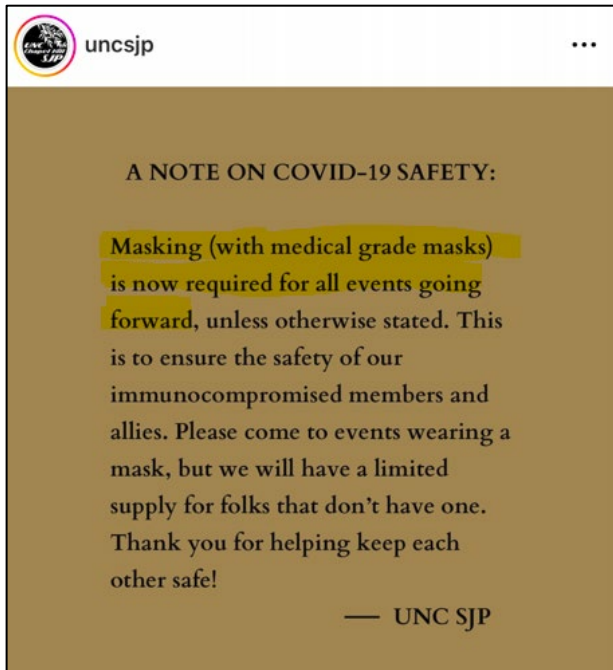


South Building Occupation:
November 17, 2023

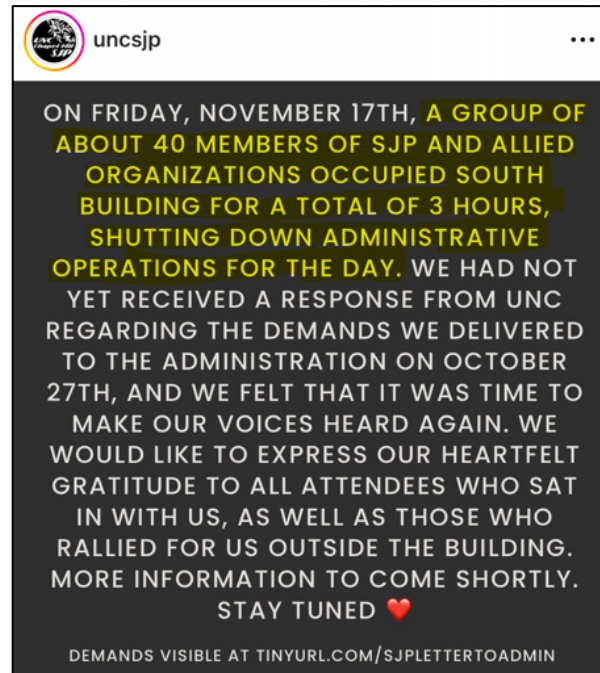


Frank Porter Graham Student Union
January 22, 2024





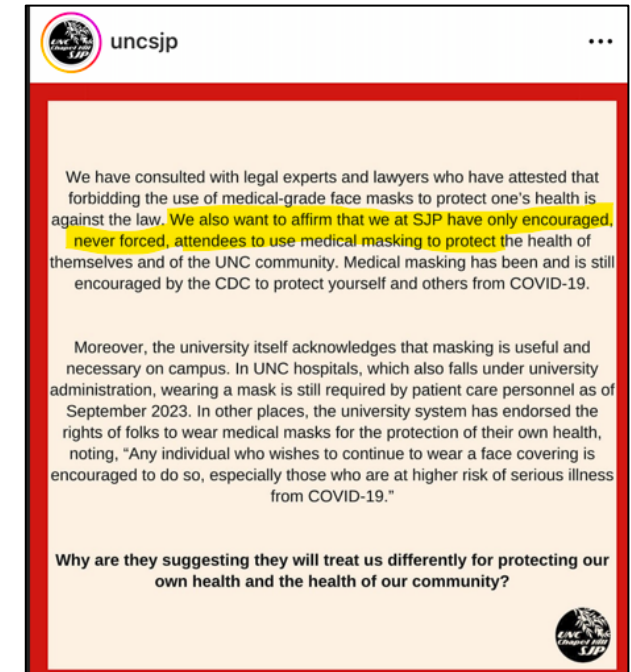
October 25, 2023



November 18, 2023



January 22, 2024



March 21, 2024

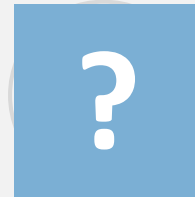
— Considerations



Mission



Free Expression



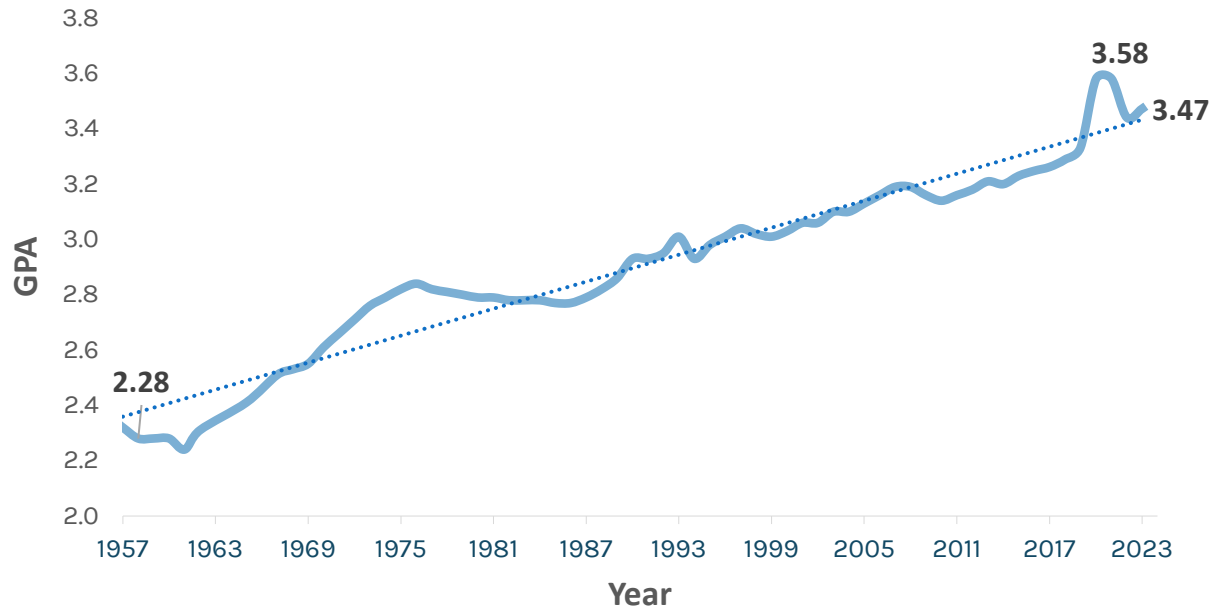
Academics



Bureaucracy

— Are we devaluing our credentials?

UNC Chapel Hill Grade Inflation: 1957 - 2023



“Grade inflation is academia’s version of the participation trophies in youth sports...”

[\(Grade Inflation Makes A the New C: Students discuss academic leniency and educational excellence at college, 2023\)](#)

— Are we studying the impact?

UNC Board of Governors considering test-optional SAT, ACT policy for some incoming college students

WUNC | By Brianna Atkinson
Published February 28, 2024 at 6:43 PM EST



The Daily Tar Heel

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UNIVERSITY

GRE testing no longer required for all UNC graduate school admissions

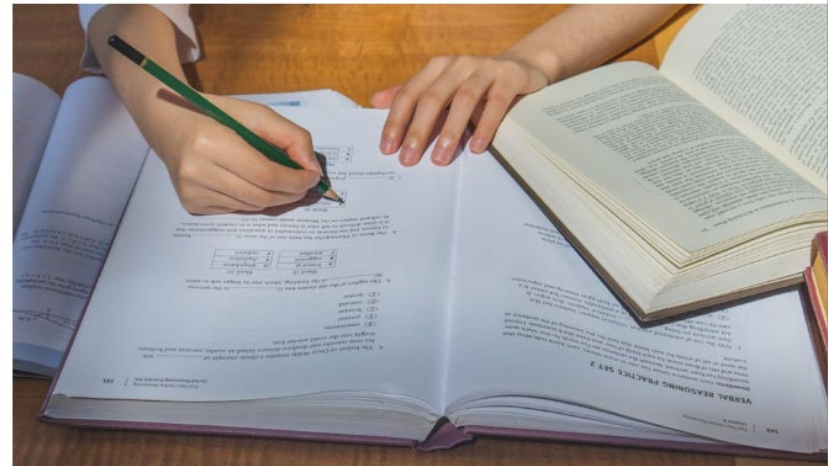


Photo by [Lilac Chen](#) / The Daily Tar Heel

— Considerations



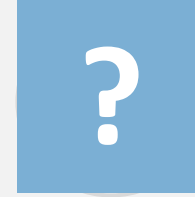
Mission



Free Expression



Academics



Bureaucracy

— Does our bureaucracy advance our mission?

- How does the culture of a university change when there are **X** times as many people in staff / administrative positions as those whose primary charge is teaching / instruction?
- Do we have evidence that increased staffing for student support services has improved students' academic experiences or outcomes?
- Is our bureaucracy creating measurable, operational efficiencies for faculty and the institution?
- Is it possible that the growth of non-faculty has made it harder for faculty to educate students?

Closing thoughts

Heterodox Academy (HxA) is a nonpartisan, nonprofit membership organization of thousands of faculty, staff, and students committed to advancing the principles of open inquiry, viewpoint diversity, and constructive disagreement to improve higher education and academic research.

(1) Focus on truth as the core mission of the university.

Knowledge generation.
Excellence in teaching.
Developing citizen leaders.
Job preparation.

(2) Reward academic excellence and merit.

The rigor of the education we provide is our competitive advantage.

(3) Educate students to be “anti-fragile”.

Advance a discovery mindset.
Classrooms should not be “comfortable” places.
Ideas should be challenged.

(5) Diminish the size and influence of bureaucracy.

Empower our faculty.

(4) Draw a clear distinction between free expression and actions that disrupt the educational mission of the university.

Enforce sanctions when our policies are violated. Adhere to principles of institutional neutrality.



eph@unc.edu

mark_mcneilly@kenan-flagler.unc.edu



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

TO: UNC-CH Board of Trustees

FROM: J. Christopher Clemens, Provost
University of North Carolina at Chapel Hill

DATE: March 2024

RE: School of Civic Life and Leadership, Mathematics Faculty Personnel Guidelines and
Kenan Flagler Business School Guidelines for Reappointment (Informational Item Only)

The attached policies are informational items for the Board of Trustees' review. These policies have already been approved at the unit, Dean's Office, and Provost Office level.

If I can provide any additional details, please do not hesitate to contact me.

APPOINTMENTS, PROMOTIONS, and TENURE MANUAL¹

Version: January 2024

Approved by the faculty of the School of Civic Life and Leadership on January 8,
2024.

Appointments, promotions, and the awarding of tenure in the UNC School of Civic Life and Leadership (SCiLL) are governed by The University of North Carolina at Chapel Hill policies, including by not limited to [The Faculty Code of University Government](#); [Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill](#); and [Appointment, Promotion & Tenure Guidelines in the Faculty Handbook](#). These documents are incorporated herein by reference. In case of conflict, the policies set forth in the University documents are controlling.

Document History: This version of the School of Civic Life and Leadership Appointments, Promotion and Tenure (APT) Manual was approved on January 8, 2024 after discussion and a vote by members of the SCiLL faculty.

Style note: In this document the School of Civic Life and Leadership is referred to by its full name or, as appropriate, by “SCiLL” or “the School.”

¹ We thank the UNC School of Data Science and Society for permission to adapt their APT document to create our own SCiLL APT document.

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Preamble

The faculty are central to the activities and accomplishments of the School of Civic Life and Leadership. These standards for appointments, promotions, and tenure are intended to guide the hiring and advancement of a diverse and interdisciplinary faculty as they progress along their career ranks. Accordingly, this document applies to all faculty tracks and ranks, articulating the commonalities that link faculty across the many different types of appointments and activities while also addressing specific considerations for appointment and promotion within distinct tracks and ranks.

I. Definitions

A. *Appointment*

The initial faculty title or rank assigned to an individual external to the School. It also applies to a person within the School, transferring from the SHRA category to an EHRA appointment or from one category of EHRA appointment to another.

B. *Promotion*

Increase in rank within a given track of faculty appointment.

C. *Tenure-track*

Faculty appointments that have the possibility of promotion or reappointment with tenure. Tenure-track ranks are instructor with special provisions, assistant professor, associate professor. Professor is a tenured rank; associate professor can also be tenured. Tenure is conferred following an assessment of demonstrated accomplishment in teaching, research, and service, as described in section IV, Standards and Criteria for Appointment and Promotions – General Criteria for All Tracks.

D. *Fixed-term*

Fixed-term appointments are for a specified number of years and are renewable but without tenure. Faculty positions may have a primary focus on teaching or research. All faculty are, however, expected to engage in service, teaching, and research consistent with School guidelines, as described in section IV, Standards and Criteria for Appointment and Promotions – General Criteria for All Tracks.

E. *Probationary term*

The period of time during which an assistant professor or associate professor serves prior to promotion or tenure. Details vary for tenure and fixed-term tracks and are described below in Sections IV and V and in the Trustee Policies.

F. *Tenure Policy*

The Tenure Policy can be found in the Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill.

G. Voting

In general, faculty vote for considerations that are at or below their own rank. Fixed-term faculty, including professors of the practice, do not vote on tenure decisions or promotion of tenured faculty. However, tenured faculty – associate and full professors – do vote on fixed-term faculty appointments and promotions.

H. Full Faculty

Full faculty refers to both tenure-track/tenured and fixed-term faculty at all ranks, including assistant, associate, and professors, as well as professors of the practice.

II. General Information on Appointments, Promotions and Tenure

A. *New appointments*

New appointments in the School of Civic Life and Leadership will be proposed when feasible and appropriate for the School. To ensure coordination and oversight, new faculty positions, regardless of rank or track, must be approved by the SCiLL Director and Dean after consulting with SCiLL tenured faculty.

B. *Tenure-track appointments, re-appointments, or promotions*

Considering the long-term commitment that tenure entails, each recommendation that confers tenure shall be based upon consideration of the candidate's demonstrated professional performance and the current and anticipated future needs and resources of the School and University.

C. *Joint appointments*

Joint appointments can occur between the SCiLL and departments in the College or other Schools within UNC Chapel Hill, all referred to here as "academic units." Joint appointments may facilitate interdisciplinary research, teaching, training, mentoring, and practice; achieve important academic unit goals; and enable the academic unit to acquire needed expertise. Those proposed for joint appointments should be accomplished in research, teaching, and service appropriate to their own field of work and to the rank and track proposed.

Joint appointments are governed by section 2.c.7 of the Tenure Policy; when a jointly appointed faculty member is considered for tenure or promotion, both departments must approve. The percent of time that a jointly appointed faculty member may spend in the secondary unit can vary, with a maximum of 50%. Also, the percentage of salary paid by the secondary unit can vary, from no salary coverage up to 50%, and may fluctuate depending on coverage from grants and contracts.

D. *Faculty transfers*

Faculty transfers between Schools and/or departments in the College are unusual. Such transfers may be appropriate due to changing academic needs of a faculty member or those of their primary academic unit. A transfer can occur between the SCiLL and another department in the College or another School at UNC-Chapel Hill. The faculty member wishing to transfer within the College must obtain approval from the Director and Dean of SCiLL and the Dean of the College of Arts and Sciences. For transfers to another school, the approval of the Dean of each school is also required prior to initiating the transfer because transfers place continuing obligations on the school to which the faculty member transfers. If the academic rank of the faculty member who is transferring is associate professor or professor, required documentation is the same as for appointment at the proposed rank. Department or School transfers require approval of the SCiLL faculty, the Arts and Sciences Advisory Committee (ASAC, if applicable), Health Sciences Advisory Committee (if applicable), the Appointments, Promotion, and Tenure Committee (APT), and the UNC-Chapel Hill Board of Trustees.

E. 9- and 12-month appointments, re-appointments

Appointments at the University can be for 9 or 12 months of the year. Both are considered full-time appointments. Most appointments at the SCiLL are for 9 months. The review schedule for promotion is the same for 9- and 12-month appointments.

Tenure-track faculty appointed as assistant professors are evaluated for re-appointment according to the schedule and terms set forth in section 2.c of the Tenure Policy. Fixed-term faculty may be appointed for terms of up to five years commensurate with the availability of funding and the objectives of the position.

F. Track changes

Some faculty on the fixed-term track may be judged appropriate for a tenure-track appointment. They may not move directly from the fixed-term to tenure-track, but they may apply when a tenure-track position becomes available. The candidate's application must be processed in the same manner as others submitted for the position, including arrangements for interviews with a search committee and campus visits. If the person is selected to make a track change (e.g., fixed-term track to tenure-track) as a result of an appropriate search, the Director and Dean's letter to the Provost should include a description of the search, the focus of the search, the number of applicants, and the number of candidates brought to campus to interview for the position. The initial offer letter for all candidates, including those who make a track change, should include any detailed information about "credit" toward time in rank based on previous work. The criteria and procedures detailed in the Time in Rank and Early Promotion section of this manual will apply.

G. Equal opportunity

The SCiLL is committed to following all lawful best practices for faculty recruitment, hiring, mentoring, and advancement as detailed by the guidelines of the Equal Opportunity and Compliance Office and Title VII of the Civil Rights Act of 1964.

III. Types of Appointments

A. *Tenure-Track Appointments and Ranks*

1. *Instructor (with special provisions)*

This rank is appropriate for persons who have not yet completed their terminal degree and for whom there is reasonable expectation that, in the normal course of events, they will progress to the rank of assistant professor.

2. *Assistant Professor*

Appointment to the rank of assistant professor or promotion to rank of assistant professor from the rank of instructor (with Special Provisions) is for an initial probationary term of four years.

- a. Upon successful completion of a review prior to the end of the third year in the first term, the assistant professor is reappointed at the end of the fourth year for a second probationary term of three years.
- b. General criteria for promotion are detailed below under section IV, Standards and Criteria for Appointment and Promotions – General Criteria for All Tracks, and specific criteria for tenure-track assistant professor positions are set forth in section V, Standards and Criteria for Specific Tracks.
- c. Once a faculty member meets or exceeds the criteria for promotion, they are then eligible to be considered for promotion and/or tenure. Consideration for promotion normally begins in the sixth year, however, in special cases of unusually high qualifications, a consideration for promotion may be possible as soon as in the fourth year.
- d. Unusual, exceptional circumstances may warrant the extension of this schedule under the Tenure Policy provisions for extension of the tenure clock.
- e. Assistant professors are not eligible to be promoted directly to the rank of professor.

3. Associate Professor

Promotion to the rank of associate professor confers tenure. A vote of the tenured associate professors and professors in the SCiLL is required for this action. After the School vote, the recommendation to award tenure must be reviewed and approved by the Provost, who may be advised by the Dean of the College of Arts and Sciences and the University APT committee. Final approval is by the UNC-Chapel Hill Board of Trustees.

- a. Newly-recruited associate professors coming with tenure from another university should be assessed by the SCiLL tenured faculty and the Director and Dean for whether to recommend tenure at the time of offer to UNC-Chapel Hill. A vote of the tenured associate professors and professors in the SCiLL is required for this action. If there is compelling evidence that the individual meets all School and University expectations for research, teaching, and service, UNC-Chapel Hill will generally award tenure with the new appointment or as soon as possible thereafter. After the School vote, the recommendation to award tenure must be reviewed and approved by the Provost, who may be advised by the Dean of the College of Arts and Sciences, and the University APT committee. Final approval is by the UNC-Chapel Hill Board of Trustees..
- b. Newly-recruited associate professors **coming without tenure** from another university or having been assistant professors at the previous university will not be extended an offer of tenure consideration at UNC-Chapel Hill at the time of the offer unless or until they clearly and compellingly demonstrate that they have already met the promotion and tenure standards of the School and UNC-Chapel Hill, as in A.3.a.
- c. General criteria for promotion are detailed below under section IV, Standards and Criteria for Appointment and Promotions – General Criteria for All Tracks, and specific criteria for tenure-track assistant professor positions are given in section V, Standards and Criteria for Specific Tracks.

4. Professor

If not already tenured at UNC-Chapel Hill, an appointment to the rank of professor must follow the processes in section VI and also confers tenure.

Post-tenure review is then completed at least every five years after tenure is awarded.

B. Fixed-Term Appointments

The following apply to all Fixed-Term Appointments (also called Term Faculty)

- a. Term faculty are typically given a probationary appointment for one year, which can then be renewed for fixed terms of one to five years, depending upon availability of funding.
- b. Term faculty do not have, and may not acquire, tenure by virtue of initial appointment or reappointment to a fixed-term rank.
- c. Term faculty may hold part-time or full-time appointments.

- d. Fixed-term assistant professors are not eligible to be promoted directly to the rank of fixed-term professor.
- e. Promotion to fixed-term associate and fixed-term professor is appropriate for faculty who have substantial accomplishments and/or have rendered important service to the University and meet all relevant guidelines and expectations established by the School.
- f. General criteria are detailed below under section IV, Standards and Criteria for Appointment and Promotions – General Criteria for All Tracks, and section V, Standards and Criteria for Specific Tracks.
- g. Years in rank required for term faculty before eligibility for promotion should generally be consistent with tenure-track expectations. Exceptions can be made based on experience before joining the SCiLL faculty at an accredited institution, industry, government, contract research organizations, or other institutions pertinent to the appointment, and those are typically stated in the offer letter.

Types of Fixed-term Appointments

The types of fixed-term appointments are detailed in the following sections.

1. Teaching Appointments

- a. This category includes teaching assistant professor, teaching associate professor, and teaching professor. Teaching faculty will be primarily engaged in teaching activities and may conduct research. Teaching faculty may also serve in administrative roles and engage in service.
- b. Faculty with teaching appointments will teach courses, direct teaching or training programs, supervise student field work, advise and mentor students, and provide other important teaching/mentoring-related activities.
- c. To be appointed to the ranks of teaching associate professor and teaching professor, faculty members must demonstrate excellence in teaching, showing that they are fulfilling important teaching, advising, mentoring, or programmatic needs of the School.
- d. Appointments or reappointments of up to one year at the rank of teaching assistant professor may be made at the discretion of the SCiLL Director and Dean. Longer appointments or reappointments at the rank of teaching assistant professor require the approval of the tenured SCiLL faculty, as well as of the Director and Dean. Any appointment or reappointment, regardless of length, at the rank of teaching associate professor or teaching professor requires the approval of the tenured SCiLL faculty, as well as of the Director and Dean.

2. Research Appointments

- a. This category includes research assistant professor, research associate professor, and research professor. Research faculty will be engaged primarily in research and scholarship activities, but may also serve in an administrative role, teach courses, direct training or teaching programs, supervise student field work, or provide other important teaching-related activities.

Research faculty may work with teams of faculty, postdocs, and students to write grants and/or to carry out research projects once they are funded, including providing research support to tenure-track faculty. Additionally, research faculty may lead their own research programs or teams as principal investigators or in similar roles.

- b. Appointments or reappointments of up to one year at the rank of research assistant professor may be made at the discretion of the SCiLL Director and Dean. Longer appointments or reappointments at the rank of research assistant professor require the approval of the tenured SCiLL faculty, as well as of the Director and Dean. Any appointment or reappointment, regardless of length, at the rank of research associate professor or research professor requires the approval of the tenured SCiLL faculty, as well as of the Director and Dean.

3. Professor of the Practice Appointments

- a. Faculty with professor of the practice appointments may serve in teaching, research, and service roles appropriate to their experience and fields of interest. The professor of the practice designation is employed primarily to attract persons with distinguished careers in non-academic settings to the School for specific periods of time. Such individuals generally are successful professionals in their fields whose contributions to teaching, research, or service upon joining the University have their foundation in prior non-academic achievements.
- b. Professor of the practice designations may have an associated field identifier in the title such as Professor of the Practice of Leadership or a specific discipline, such as Professor of the Practice of Communication.
- c. Faculty in this category may be given an initial appointment of one to three years and may be reappointed for fixed terms of one to three years.
- d. Any appointment or reappointment, regardless of length, at the rank of professor of the practice requires the approval of the SCiLL tenured faculty, as well as of the Director and Dean.

4. Visiting Appointments

Visiting appointments are offered to faculty who are at the School for temporary periods of up to one year, renewable for another term up to one year, with maximum allowable time of two years in a visiting capacity. In situations where further renewals are desired, appointments to one of the tenure-track ranks or non-tenure-track fixed-term ranks should be considered. Visiting appointments may be made at the discretion of the Director and Dean.

5. Adjunct Appointments

This category includes adjunct instructor, adjunct assistant professor, adjunct associate professor, and adjunct professor. Guidelines and policies that apply to adjunct appointments include the following:

- a. The title “adjunct” connotes a part-time commitment of an individual to the School.
- b. The faculty is a retired employee, employed outside the University, or has a primary

- appointment in a University unit different from the School.
- c. The faculty has limited responsibilities in their adjunct appointment in the School. The individual may be involved in teaching, research, practice, or service activities.
 - d. The faculty typically does not receive regular salary from the School but may, in some instances, receive compensation for specific services or activities performed.
 - e. Adjunct faculty are not eligible for tenure, but may apply to a tenure-track job if and when one is advertised.
 - f. Appointments or reappointments of up to one year at the rank of adjunct assistant professor, adjunct associate professor, or adjunct professor may be made at the discretion of the SCiLL Director and Dean. Longer appointments or reappointments at these ranks require the approval of the tenured SCiLL faculty, as well as of the Director and Dean.

IV. Standards and Criteria for Appointment and Promotions – General Criteria for All Tracks

This section describes the standards and criteria that are common to all appointments. The weight given each of these will vary for different tracks. The weighting of criteria and specific expectations will be communicated by the Director and Dean in the appointment letters and documented in annual meetings. To be eligible for faculty appointment in the SCiLL, individuals must have the educational training, experience, and qualifications appropriate to successfully fulfill the duties and responsibilities of their positions and the ranks for which they may be considered (e.g., PhD, ScD, MD, JD, MS).

Specific criteria for tenure and fixed-term tracks are detailed in section V. “Standards and Criteria for Specific Tracks.”

Details of proposing appointments and promotion are covered under section VI. “Procedures for Proposing and Reviewing Promotions” below.

General

Three major types of activity are at the core of our mission and therefore constitute the major criteria by which appointments, promotion, and tenure are judged. As defined below, they are 1) teaching, 2) research, and 3) service. Some faculty will be primarily engaged in one or two of these. Thus, an individual whose primary responsibilities are in research may contribute to the educational mission of the SCiLL through mentoring and contribution to service on committees. Similarly, those whose primary responsibility is teaching may also make scholarly contributions or demonstrate service to the community or profession. How these three major areas of activity are blended in each individual’s work and across the expectations of the disciplines in the School may vary considerably. All three types of activities (e.g., teaching, research, and service) nevertheless should be reflected in the activities of all SCiLL faculty. The text below describes in greater detail the variety of forms such scholarly creation, curation, and dissemination of knowledge may take.

- a. **Teaching** – This includes dissemination of knowledge and skills to students and the public through instruction, mentoring, training, professional continuing education, and other mentoring interactions.
- b. **Research** – This includes original research in the individual’s field as well as public facing scholarship that draws on the faculty member’s academic expertise.
- c. **Service** – This includes service to the School, University, or broader professional and other communities. This also includes engagement with the public on matters related to civic life and leadership.

A. *General Characteristics of Demonstrated Impact*

Specific ways in which demonstrated impact may be apparent in teaching, research, and service are detailed in the corresponding sections that follow.

1. *Teaching*

Teaching occurs in a variety of ways and settings, including classrooms, training programs, and various

online educational venues. It also occurs in many other settings such as in research laboratories or in field settings, practice settings, and supervision of master's theses, doctoral dissertations, capstones, honors papers, other forms of student-directed research and field training activities. Teaching also occurs as part of academic mentoring. For purposes of promotion and tenure, all of these activities are examples of teaching.

a) Demonstrated impact

Teaching excellence is assessed through evaluation of the extent to which content is current, relevant, of high quality, and, by the effectiveness of the delivery. Impact can also reflect the extent to which other faculty adopt the teaching/training materials or approaches.

b) Quality of teaching

Teaching quality will be assessed through the review of a teaching self-assessment that must include courses developed and taught, pedagogical methods employed, evidence of attention to inclusive teaching methodologies, and any relevant awards or recognition granted for teaching or mentorship. In addition, the review will consider student and peer evaluations at the time of assessment.

2. Research

Research includes original systematic collection, analysis, and curation of information for a) generation of knowledge, b) its refinement or application, or c) solving important social/policy problems. Included under scholarship are research studies which are carried out in laboratory, field, clinic, or library settings and which may be based on varied types and sources of information or data. At the levels of policy and government, research may include curation and organization of knowledge and knowledge-based practices to guide improved programs and practices for the well-being of the public. Research also can include public-facing scholarship that draws on the faculty member's academic expertise.

SCiLL recognizes and values interdisciplinary scholarship consistent with the [*Appointment, Promotion & Tenure Guidelines in the Faculty Handbook*](#) and the Tenure Regulations. It is often through interdisciplinary and transdisciplinary work that creative solutions and new knowledge emerge for many complex societal problems. For these reasons, faculty are encouraged to pursue such scholarship either individually or as part of an interdisciplinary team.

3. Service

SCiLL's service mission is broad, and SCiLL is thus committed to recognizing a wide variety of service contributions made by its faculty. Service routinely includes serving on SCiLL, College, or University committees, as well as performing other tasks that further SCiLL's mission and goals. In some cases, service commitments may involve responsibility for particular aspects of SCiLL's administration, such as those typically associated in the College with the roles of Director of Undergraduate Studies, Director of Graduate Studies, and/or Associate Chair. In other cases, service commitments may involve general responsibility for administering, or assisting in the administration of a SCiLL initiative or curricular program. In addition, in light of the central importance of public discourse, civic life, and leadership to SCiLL's mission, activities that engage students, faculty, staff, community members, and the broader

public on these topics will be recognized as important service contributions to SCiLL. Such engagements may include, but are not limited to, public lectures, debates, workshops, town hall meetings, continuing education classes, or other forms of public engagement with issues that are relevant to civic life and leadership.

V. Standards and Criteria for Appointment and Promotions – for Specific Tracks

A. *Tenure-track Ranks*

Criteria for promotion include contributions in research, teaching, and service to the School, University, professional community, and society at large, as described in section IV and at the levels described below for each rank.

Increase in Impact with Rank

The impact of a faculty member's scholarly and other work is expected to increase as rank increases. Expectations for each tenure-track rank are as follows.

1. *Instructor (with special provisions)*

The candidate approved by the School to be recommended for an appointment as an assistant professor but who, when approved, is still completing a doctoral dissertation or other terminal degree, will be recommended for an appointment as instructor for one year with the special provision that upon conferral of the doctorate, the candidate will be reappointed at the rank of assistant professor, and with the further provision that the effective date of their appointment at the rank of assistant professor will be retroactive to the effective date of their 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 provisions."

2. *Assistant 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 prior to initial appointment as assistant professor.

b) *Reappointment for a second probationary term*

The initial review and recommendation for reappointment occurs by the end of the third year of the initial probationary appointment. For an assistant professor already serving in the School, 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 professional practice/service to the School.

3. *Associate Professor (with or without tenure)*

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 School and the University.

Recommendation for tenure requires a judgment not only about the past and present achievements of

the candidate but also about their potential for future achievements. While emphasizing proven excellence in research and teaching, the School stipulates that, in questions of tenure, a person must show promise of continuing achievement in all three areas: research, teaching, and service as detailed in the general criteria of section IV. A recommendation for promotion and/or tenure by the Director and Dean requires a careful assessment informed by outside references about the qualifications of the candidate and the professional judgment of the assembled tenured associate and professors of SCiLL.

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

- a. 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 their field and to civic life and leadership. The candidate must also have demonstrated commitment to continued research excellence.
- b. The candidate must have demonstrated commitment to teaching excellence.
- c. The candidate's service to SCiLL, University, community, state, nation, and world and to their academic profession is a further, additional consideration in the overall assessment. The candidate must be recognized as a helpful and valued colleague. Service, however, is not a substitute for excellence in research and excellence in teaching.

Appointment or promotion to associate professor should be considered only for those who have demonstrated outstanding ability and accomplishment in self-directed and independent scholarship. Assistant professors who are proposed for promotion to associate professor with tenure or those newly recommended for appointment as associate professor should demonstrate excellence and impact in research, teaching, and service.

4. Professor

Appointment or promotion to the highest rank should be reserved only for those who have demonstrated sustained achievement and made significant contributions to their field, and to civic life and leadership, beyond those expected of an associate professor with tenure. Candidates must have obtained national or international recognition of their work and demonstrated sustained, high-quality accomplishment in teaching and sustained excellence in scholarship. In addition, candidates should have demonstrated sustained contributions in service and engaged activities. Those being proposed for promotion to professor should have demonstrated how their work has contributed to the advancement of their field and to civic life and leadership.

Recommendation for promotion to the rank of professor requires a judgment not only about the past and present achievements of the candidate but about their potential for future achievements. A recommendation for promotion to professor by the Director and Dean requires a careful assessment informed by outside references about the qualifications of the candidate and the professional judgment of the tenured professors in SCiLL.

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

- a. The candidate must have a record of sustained academic research, high-quality

- publications, and distinctive achievements to have gained significant recognition in their field nationally, and if appropriate, internationally.
- b. The candidate must have demonstrated commitment to, and achievement of, teaching excellence.
 - c. The candidate must have a record of service that demonstrates the capacity for constructive contributions to the School 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.

B. Fixed-Term Ranks –Research and Teaching Appointments

The sections that follow provide a general description of criteria for promotion in fixed-term ranks.

Fixed-term faculty will be designated as appointed in one of the following categories: research, teaching, or professor of the practice. Many appointed in one of research or teaching will be engaged in activities also from the other two, such as a faculty member appointed in the category of teaching but who also is active in research and practice of the profession.

Nevertheless, as per terms of their individual appointment and consistent with SCiLL guidelines, an individual may be promoted based on activity within one or two of these.

1. Research appointments

Criteria for appointment to research associate professor or research professor are usually different than for tenure-track faculty. To be appointed to the higher ranks, a research-track faculty member must demonstrate a consistent record of having provided important research services to the School. Such services include, but are not limited to, assisting in writing grant proposals that are funded, assisting faculty in carrying out funded research projects, assisting faculty in producing scholarly research products such as journal articles, book chapters, software, digital media, or presentations at professional meetings, and similar products.

In some cases, research faculty members direct independent research programs; are principal investigators for research projects; involve (and support) graduate students in their projects; and produce scholarly products of their research. In such cases, criteria for quality of research sufficient to merit appointment to the higher ranks are those detailed in the Section on “Standards and Criteria for Appointments and Promotions – General Criteria for All Tracks.” The quantity and quality of work should be deemed appropriate for the appointment being sought.

Faculty with research appointments generally also contribute to the teaching needs of the School; when research-track faculty make teaching contributions, those contributions will be considered for promotion purposes. Examples of teaching practice include mentoring students, classroom teaching, and individual tutoring. High-quality teaching as outlined earlier, must be demonstrated through student evaluations, peer-review of teaching, and a teaching portfolio.

Note that peer evaluation is not required for new research appointments but is required for promotion.

2. Teaching appointments

The major criteria by which appointments and promotion are judged is the dissemination of knowledge and skills to students, professionals, and the public through excellence in teaching. For faculty to be appointed to the rank of, or reappointed at the higher rank of, teaching associate professor or teaching professor, it must be demonstrated that the candidate is fulfilling important teaching needs of the School. Sometimes faculty with a primarily teaching appointment will conduct research as well; when they do so, their research contributions will be considered for promotion purposes.

High-quality teaching must be demonstrated through student evaluations of courses, peer-review of teaching, and a teaching portfolio. Faculty may also be appointed and promoted on the teaching track based in part on excellent administrative contributions within the School, or by developing curriculum, or exercising significant leadership that produces high quality scholarship in the field.

Publishing on teaching is another way to contribute to SCiLL teaching mission. In such cases, evidence of successful program development and/or enhancement may substitute for or complement other evaluation indicators for the teaching track. The Director and Dean's letter in support of promotion should clearly elucidate the scope of and evidence of accomplishment. For those faculty on teaching appointments engaged in practice, actual or potential impact of activities to enhance civic life and leadership are also considered.

C. Fixed-term Professor of the Practice

Marks of distinction include their seniority in organizations in which they have served, their reputation as articulated by peers, recognition of their work, impact of their professional contributions, and their demonstrated ability to bridge academic and practice communities to assist faculty and students to translate their work more effectively into practice. Evaluation of professors of the practice is based on their contributions to the teaching, research, and service to the School. The precise mix of teaching, research, and service to be pursued by a professor of the practice must be defined at the time of initial appointment and will likely differ from individual to individual. In part, evaluations may be based on evidence of continued engagement and achievement in their professions including, as well as outside of, their University responsibilities.

VI. Procedures for Proposing and Reviewing Appointments and Promotions

A. Overview

Appointments and promotions begin with the School's faculty committee on tenure and promotion. Following a search, recruitment, or sufficient time in rank and accomplishment, the Director and Dean has the responsibility to work with the faculty member to assemble the necessary documents to support the requested action and send them forward to SCiLL's committee on tenure and promotion.

For tenure-track appointments, the SCiLL promotion and tenure committee will make a recommendation to the tenured faculty who will then vote on the action as appropriate by rank.

Faculty vote on appointments and promotions that are at or below their own rank. The fixed-term faculty do not vote on tenure decisions or promotion of tenured faculty. However, tenured faculty – associate professors with tenure and professors – do vote on fixed-term appointments and promotions. Visiting professors, adjunct professors, and professors of the practice do not vote on appointments and may not be present for dossier discussions. All votes on faculty appointments or promotions, regardless of rank, must include at least four faculty members at the rank of professor. The faculty vote is advisory to the Director and Dean.

If approved by the Director and Dean, recommendations for appointment, promotion, and/or tenure are then forwarded to the university APT for their review. The Provost makes the final decision to submit appointments or promotions to the UNC-Chapel Hill Board of Trustees. All tenure-track appointments and actions conferring tenure require the approval of the Board of Trustees.

For fixed-term appointments, the SCiLL committee on promotion and tenure's recommendations for appointments or promotion are forwarded to the faculty for a vote and finally to the Director and Dean for final approval. If approved, fixed-term appointments are then forwarded to Human Resources and become effective on the date requested. The SCiLL encourages the use of a secure electronic medium with restricted access for the distribution of dossiers to all potential faculty voters.

Equal Opportunity

All appointments and promotions must comply with equal opportunity rules and regulations. It is the policy of the SCiLL to enforce vigorously the University's equal opportunity procedures in both letter and spirit. Details of these procedures are published in the Equal Opportunity Action Plan.

Dossier Discussions

When possible, it is recommended that face-to-face discussions on each dossier occur at the School level. Faculty members who have a significant conflict of interest (see below) must be excused from discussion and voting on a candidate for promotion and tenure. This "excused from voting" does not become reported as an abstention.

Quorum and Conflict of Interest

A quorum shall consist of the majority of the eligible voting SCiLL faculty members for any given candidate participating at an in-person meeting. A conflict of interest exists when a SCiLL faculty member is related to a candidate who is being reviewed (e.g., spouse, partner, child, other relation). That individual should declare the relationship and not participate in voting. The individual should recuse themselves so that their vote does not become reported as an abstention. A potential conflict of interest may also exist when an SCiLL faculty member has a close personal (e.g., family member) or professional relationship with a candidate (e.g., mentor, co-author, grant collaborator). In both of these cases, the SCiLL faculty member should disclose the relationship that exists with the candidate, so all SCiLL faculty members are notified.

When necessary to meet University review/approval and at the request of the Director and Dean, an expedited Appointment, Promotion, and Tenure Committee review can take place.

B. Documentation for appointment, promotion and/or tenure

1. *UNC's AP2 form must be used.*
2. *Letter from the Director and Dean must include the following:*
 - a. **Recommended appointment date:** If the proposed effective date for promotion is earlier than suggested by University guidelines, a detailed justification must be given. If a faculty member is being promoted ahead of schedule because of time counted for service elsewhere, this should be explained. This is not early promotion as defined by the University, but it must be clearly shown that time-in-rank was at a high-quality institution and that the individual was doing work of an equivalent nature.
 - b. **For tenured/tenure-track actions:** The Director and Dean's letter will indicate the vote of the assembled professors (and associate professors, when applicable), including the number in favor, against, and abstained, and any reason why there was a no vote, recusal, or abstention. Reason(s) for abstentions and negative votes must be addressed in the letter. The letter should also include the primary area in which the candidate's accomplishments fall (e.g., research, service, teaching) and how the applicant meets the relevant guidelines of the School in the areas described.
 - c. **For new appointments:** A description of the search by which the candidate for appointment was identified, including the focus of the search, the number of candidates applying, and the number of candidates brought to campus to interview for the position.
 - d. Evidence supporting designated area of excellence (e.g., teaching portfolio, research/scholarship career performance and plan, strategy and emphasis of candidate).
 - e. Actual (or potential) impact of the faculty member's work on civic life and leadership.
 - f. As applicable, summarize the quality of the candidate's past teaching and mentoring (may be very limited for new assistant professor appointments and for those for whom teaching is not a substantial responsibility).

- g. Summary of individual's professional service and faculty engagement activities.
- h. Any other appropriate information about the candidate not already documented.

In addition to these details, the Director and Dean must address issues which may cause questions or concerns on the part of those who subsequently will review the proposed appointment or promotion. These may include, as examples, accomplishments that may appear to fall short of specific School guidelines, questions about possible conflict of interest for those writing external letters of support, and actual concerns raised by external letter writers. It is the **responsibility of the Director and Dean** to ensure consistency in various parts of the letter, for example, numbers of publications, and to address any issue that may create a flag for reviewers.

3. Research Statement

Each faculty member being recommended for promotion at the rank of associate professor or professor must include in their promotion package a research statement that indicates how they have had, and are likely to have, an impact on their field. As appropriate to the accomplishments, track, and rank of the individual, this should include numbers of publications, participation on national or international panels, invited and other national presentations, and engaged scholarship. This listing is not exhaustive. The statement should also describe the faculty member's future plans for research, service, or teaching, and professional service and faculty engagement, as applicable.

4. Teaching Portfolio

Teaching quality will be assessed through the review of a teaching self-assessment that must include courses developed and taught, pedagogical methods employed, evidence of attention to inclusive teaching methods, and any relevant awards or recognition granted for teaching or mentorship. In addition, the review will consider student and peer evaluations.

5. Peer Review of Teaching

All tenure-track faculty members and fixed-term faculty members must have a peer review of teaching. Along with the teaching portfolio, two peer evaluations of teaching completed within 12 months prior to the submission of materials for reappointment or promotion must be included in the documentation. Teaching evaluations should use the template provided in the CAS Chair's Manual. Peer evaluations should address the content, scholarly quality, and the skill of the candidate in leading classes. Generally, this will be based on a discussion with the candidate, including review of the course syllabus, and a direct observation of the candidate interacting with students in class, even if done as part of online teaching. Peer review should be evaluated by an individual who is at the rank of professor (either fixed-term or tenure-track) or an already tenured associate professor in the School or another unit in the University.

6. Letters from Independent external reviewers

General requirements for letters from external reviewers:

- a. The purpose of external letters is to provide an independent and unbiased assessment of the individual's national and international reputation or other qualifications for the proposed appointment. Therefore, the request to prospective writers of outside letters of evaluation should be phrased neutrally and should not solicit an affirmative response or

recommendation. A copy of the letter that was used to solicit an evaluation of the candidate must be included in the dossier.

- b. Letters should be from individuals:
 - 1. Who are not affiliated with UNC-CH.
 - 2. Who are not related to the candidate.
 - 3. Who were not faculty at the institution in which the candidate received their doctorate or other terminal degree at the time the candidate was a student.
 - 4. Who are independent of the candidate and not considered as having a conflict of interest. Independence and being not conflicted are interpreted as not collaborating on research grants, papers, or other projects. Given the importance however of collaboration and service on professional or national committees, and the like, judgment is required in interpretation of this criterion. The candidate and the letter writer both serving on a committee, being co-authors on a report or paper with a very large number of authors (such as a national policy statement or the report of a multi-site project) or being co-investigators in a multi-site project in which their work does not intersect may not necessarily disqualify the letter writer. At least one “extra” letter may be requested in case there is a potential unanticipated conflict of interest.
- c. Letter writers should be independent of each other. For example, they will generally not be from the same research laboratory, project, or group (except in the case of large, multi-site, multi-investigator projects). Generally, they should be from different universities although in unusual cases they may be from distinct schools or departments of the same university, but it is not preferable. As with other features of the portfolio, it is important to make the case for the independence of letter writers if there is basis for doubt in this regard.
- d. All solicited letters received by the SCiLL faculty, not a selected subset, must be included in the candidate’s package.

a) Tenured Appointments

For tenured appointments at the rank of Associate Professor or Professor, promotion to tenure at the rank of Associate Professor, or promotion to Professor, a minimum of four outside/external letters of evaluation are required and should be labelled accordingly in the packet:

- a. Two from a list of names provided by the candidate labelled “Candidate Selection”, and
- b. Two from a list of names selected by the faculty labelled “School’s Selection.”
- c. All letters should come from individuals who are recognized as leaders in the field of the candidate’s major work or focus. Traditionally, and ideally, letters should come from qualified individuals at other accredited peer academic institutions who have achieved the rank of professor. Given the interdisciplinary nature of SCiLL it may be appropriate for the Director and Dean to consult with faculty in other units to determine appropriate letter writers. The Director and Dean’s letter proposing an appointment or promotion should clearly document the qualifications of external reviewers to comment knowledgeably on the qualifications of the candidate and address any questions that may emerge regarding reviewers’ qualifications. Again, external letter writers must be able to speak to the qualifications of the candidate using the criteria established for

promotion as described in the SCiLL criteria.

b) Tenure-track Appointments -- Initial

For all initial tenure-track appointments, a minimum of four external letters of evaluation are required. Typically, all four are from outside UNC-CH and are solicited from individuals at accredited peer institutions who can speak to research, service, and teaching of the proposed candidate.

- *Initial Tenure-track Appointments – Assistant Professor*

More latitude is given in choice of external reviewers for new appointments at the assistant professor level. Since these faculty members are early in their careers, letters from collaborators and advisors are acceptable on initial appointments to assistant professor only. The SCiLL may use letters of recommendation submitted as part of the individual's application as long as they fully address accomplishment and potential related to scholarship, teaching, and practice, not merely serving as character references.

- *Initial Tenure-track Appointments – Associate Professor*

Occasionally cases occur in which individuals have been appointed to the rank of associate professor on the tenure-track without tenure awarded. In such cases, when being considered for tenure after the initial appointment, the research statement, and teaching portfolio should all be updated to reflect accomplishments following the initial appointment. To put the strongest case forward for a tenure decision, letters that speak to the most recent teaching, research, and professional practice/service productivity are desirable.

c) Initial Tenured Appointments – Associate Professor and Professor

To put the strongest case forward, external letters that speak to the most recent teaching, research, and service productivity are most desirable. Letters of recommendation for appointment of tenured Associate Professors and Professors should not come from the individuals who reviewed the candidate for their Associate Professor promotion.

d) External Letters for Fixed-term Appointments and Promotions to Assistant Professor

For appointments or promotion to fixed-term assistant professor, a minimum of two outside letters of evaluation are required:

- a. One from a list of names provided by the candidate.
- b. One from a list of names selected by the Director and Dean, as appropriate.
All letters should come from individuals who are recognized as leaders in the field of the candidate's major work or focus. Traditionally, and ideally, letters should come from qualified individuals who are professors. The Director and Dean's letter proposing an appointment or promotion should clearly document the qualifications of external reviewers to comment knowledgeably on the qualifications of the candidate and address any questions that may emerge regarding reviewers' qualifications. Again, external letter writers must be able to speak to the qualifications of the candidate using the criteria established for promotion as described in the SCiLL criteria.

e) Initial Fixed Term Appointments – Assistant Professor

More latitude is given in choice of external reviewers for new appointments at the assistant professor level. Since these faculty members are early in their careers, letters from collaborators and advisors are acceptable on initial appointments to Assistant Professor only. Letters of recommendation submitted as part of the individual's application may be used as long as they fully address accomplishment and potential related to scholarship, teaching, and practice in data science, not merely serving as character references.

f) External Letters for Fixed-term Appointments and Promotions to Associate Professor

For appointments or promotion to fixed-term associate professor, a minimum of two outside letters of evaluation are required:

- a. One from a list of names provided by the candidate
- b. One from a list of names selected by the Director and Dean, as appropriate.

All letters should come from individuals who are recognized as leaders in the field of the candidate's major work or focus. Traditionally, and ideally, letters should come from qualified individuals who are at the rank of Professor. The Director and Dean's letter proposing an appointment or promotion should clearly document the qualifications of external reviewers to comment knowledgeably on the qualifications of the candidate and address any questions that may emerge regarding reviewers' qualifications. Again, external letter writers must be able to speak to the qualifications of the candidate using the criteria established for promotion as described in the School criteria.

i) Fixed-term Appointments for Promotion to Professor

For appointments or promotion to fixed-term professor, a minimum of two outside letters of evaluation are required:

- a. One from a list of names provided by the candidate and
- b. One from a list of names selected by the Director and Dean.
- c. All letters should come from individuals who are recognized as leaders in the field of the candidate's major work or focus. Traditionally, and ideally, letters should come from qualified individuals at other accredited peer academic institutions who are professors. The Director and Dean's letter proposing an appointment or promotion should clearly document the qualifications of external reviewers to comment knowledgeably on the qualifications of the candidate and address any questions that may emerge regarding reviewers' qualifications. Again, external letter writers must be able to speak to the qualifications of the candidate using the criteria established for promotion as described in the SCiLL criteria.

j) Letters in Support of Joint Appointments

Original external letters used for the primary appointment will generally be accepted as sufficient letters from external reviewers in the SCiLL faculty's review of joint/secondary appointments. This will be the case whether the primary appointment is within the School or within another school or department at UNC-Chapel Hill. See details of review of Joint Appointments, below.

7. *Reappointments to assistant professor for a second probationary term on the tenure track*

- a) *Reappointments to assistant professor for a second probationary term of three years are reviewed by the School's promotion and tenure committee before being forwarded to the Provost for approval.*
- b) *No external letters are required for reappointments.*
- c) *The following are required for requests for reappointment to assistant professor for a second probationary term of three years.*
 - a. AP2 form
 - b. Letter of Recommendation from the Director and Dean detailing progress toward tenure along with the department vote reported by rank.
 - c. Full curriculum vitae (in preferred order) (See Supplemental File 3)
 - d. Teaching activities: List courses for the previous three years, number of students taught by section. Give names of graduate students supervised, thesis titles, and completion dates for degree work since employment at UNC-Chapel Hill. Undergraduate honors projects should be included as well.
 - e. Teaching Statement
 - f. Research Statement
 - g. Student Course Teaching evaluations
 - h. Peer Teaching Evaluations (2)
- d) *Reappointment is not guaranteed.*

Faculty proposed for reappointment should have documented solid accomplishments in scholarship, teaching, mentoring, and service and be making good progress toward meeting School criteria for promotion to associate professor with tenure.

Reappointments for additional term(s) on the fixed-term track: Reappointments to the assistant, associate, and professor rank for individuals on the fixed-term track are approved by the School's promotion and tenure committee. These actions are not reviewed by ASAC. No external letters are required for reappointments. Reappointment is not guaranteed. Those proposed for reappointment should have documented solid accomplishments in their area(s) of focus. Based on SCiLL guidelines, the Director and Dean's letter should summarize why the individual should be reappointed, how salary is covered, and the impact of the candidate's scholarly work.

8. *Administrative appointments*

Administrative appointments are made by the Director and Dean in consultation with the Dean of the College of Arts and Sciences. These are At-Will appointments, typically made for a term of up to 4 years.

9. Joint appointments

Faculty may be proposed for joint appointments whose areas of work and accomplishments are quite different from those of most faculty with primary appointments in the SCiLL. This may limit the pertinence of specific standards and criteria generally used in the School in evaluating proposed appointments. Nevertheless, proposals for joint appointments should document accomplishment in scholarship, teaching, and service appropriate to the candidate's field of work and to the rank and track proposed.

Documentation required for joint appointments and promotion in the primary school or department, including letters from external reviewers, will generally be accepted for review by the tenure and promotion committee of the SCiLL without requirement for additional documentation. In some cases, review of the joint appointment may take place at some time after review by the primary school or department. If in the judgment of the School tenure and promotion committee, such a delay between primary and joint appointment review compromises evaluation of the merits of the appointment, the School's tenure and promotion committee may request updated documentation. All letters supporting a joint appointment letter should also clearly indicate the primary school/Department, who is responsible for the faculty member's salary and the percentage of time spent in each school. The letter from the secondary school need not provide all the detail of teaching, scholarly, and professional practice/service accomplishments customary in letters of support for promotions and tenure. It should, however, describe in detail the accomplishments and qualifications and responsibilities of the candidate from the perspective of the value they will bring to the secondary school and the SCiLL along with the proposed role in and expectations for the candidate in the secondary school. For fixed term appointments, the School tenure and promotion committee votes on the dossier with the addition of the letter from the chair/dean of the secondary department/school, and, if approving of the appointment, recommends the Director and Dean sign a final joint appointment letter that is included in the dossier. For joint appointments conferring tenure, or on the tenure track, the process is the same as for full appointments in SCiLL, though if SCiLL is not the primary school the Dean may communicate the vote of the faculty to the primary unit and sign a joint letter.

10. Processing steps

Guidelines on the College's Human Resources website provide information for use in setting due dates and compiling documents for appointments, promotions, reappointments, joint appointments and other miscellaneous actions requiring multiple level reviews. The initial process will begin with the candidate's home appointing school and ultimately will proceed through the School's tenure and promotion committee.

11. Appeals

The procedure through which a faculty member may appeal a decision not to reappoint that individual is specified in Section 4, "Non-reappointment of Tenure-track Faculty Members" within the Trustee Policies and Regulations Governing Academic Tenure in the UNC at Chapel Hill, [Appointment, Promotion & Tenure Guidelines in the Faculty Handbook](#).

12. Reporting of School-Level Tenure Denials to the University

All tenure denials at the School level should be included in the end of year report to the Provost. All

tenure denials at the school level will be documented by Human Resources and tallied by the School for an annual report to the Provost. In addition, the School will annually submit the names of faculty members who: (1) switched from the tenure-track to the fixed-term track, (2) left the institution during the probationary term, (3) were not re-appointed, or (4) were denied a second probationary term as Assistant Professor.

VII. Post-Tenure Review

A. *Statement of Purpose:*

The purpose of post-tenure review at UNC-Chapel Hill and the SCiLL is to contribute to achieving the School and University missions of educational excellence. The review process for all tenured faculty members should assist them in their ongoing professional development, including efforts to enhance their skills as teachers, their accomplishments as scholars, and their contributions to the profession and the public, including efforts contributing to the mission of the School and the University. Should performance deficiencies be found, the process should constructively and specifically address these issues to aid the faculty member in re-establishing performance that meets or exceeds expectations. (See: <https://facultyaffairs.unc.edu/policies-and-procedures/faculty-reviews/post-tenure-review-policy/>)

B. *General Policy:*

The SCiLL policy and processes conform to the Tenure Policy. [Appointment, Promotion & Tenure Guidelines in the Faculty Handbook](#)

Accordingly, each tenured faculty member must be reviewed at least once every five years following conferral of tenure. More frequent review may occur at the discretion of the Director and Dean. Review must examine all aspects of faculty activities and performance.

Criteria for evaluation will be determined by the Director and Dean in consultation with the tenured SCiLL faculty, but must conform to those documented in this manual. The review process must involve faculty peers and be conducted by at least three persons who constitute the Post-Tenure Review (PTR) Committee. Comprehensive evaluations conducted for other purposes, such as promotion or reappointment, may be substituted for or combined with post-tenure review. Under very unusual cases, a review may be delayed for compelling reasons approved by the Dean and Provost.

Senior leaders, such as the Director and Dean and associate/assistant deans, are reviewed every five years. This review constitutes post-tenure review for those positions.

C. *Expectations of Faculty Members:*

All faculty members are expected throughout their careers to maintain standards of excellence and integrity in teaching, research, and service as stated in the criteria for tenure and promotion detailed above.

Those who have advanced to the rank of professor may contribute to the SCiLL and University's missions of educational excellence in varied roles, such as serving as a Dean, associate dean or a leader in engaged scholarship. Such contributions are a noteworthy reflection of academic impact. Accordingly, time and energy spent in these commitments should be considered in assessments of faculty success. Expectations will be developed by the Director and Dean in consultation with the SCiLL faculty.

but should reflect that the standards for post-tenure review of senior faculty are not simply duplicative of those for promotion to full professor.

D. Post-tenure Review Procedure:

1. Cycle of review, notice and participation

- a. All faculty members who are to undergo review will be advised of such reviews at least six (6) months in advance.
- b. All faculty members who are to undergo review in a given year will take active roles in the post-tenure review process by assisting with planning, preparing relevant background information, engaging in constructive dialogues with colleagues and the Director and Dean, and participating in creation of a development plan, if needed, to address deficiencies in performance.

2. Composition of Post-Tenure Review committees

- a. The Director and Dean shall convene either an ad-hoc committee each year or a standing committee, called the "Post-Tenure Review (PTR) Committee." The PTR committee must include at least three tenured faculty members to oversee post-tenure reviews. These members should not have any conflict of interest with the faculty under review, which includes the appointed mentoring committee.
- b. The Director and Dean and HR will manage the associate/assistant dean reviews.

3. Information considered during PTR review process

- a. The PTR Committee review process will be conducted in a way that provides members of the PTR Committee relevant information concerning the faculty member's accomplishments and plans in teaching, research, service in relation to the missions of the School and University, at least over the last five years.
- b. Faculty members must provide the PTR Committee:
 - i. Curriculum vitae
 - ii. Current funding support for research and scholarly activity
 - iii. Five-year career statement/plan
 - iv. Teaching statement (maximum of 3 pages) and student course evaluations from previous three years

4. Consultation between faculty members being reviewed, PTR Committees and the Director and Dean

- a. As appropriate, faculty members being reviewed may meet with the PTR Committee and the Director and Dean to discuss teaching, research, service and other accomplishments.
- b. The PTR Committee will do the following:
 - i. Use all information provided by the faculty member being reviewed in evaluating performance, as outlined in the three preceding sections: 1. Cycle of review; 2. Composition of PTR committee; 3. Information considered.
 - ii. Provide a written summary to the faculty member with assessment of overall

performance and specific performance in pertinent categories of scholarship, teaching and mentoring, practice, service and engagement, and clearly specify if the faculty member meets, exceeds, or does not meet expectations. This summary should also include any recommendations for improvement and describe any substantial deficiencies in performance that should be addressed and articulated in a development plan.

- c. Faculty members being reviewed must be permitted to provide written responses to Committee reports.
- d. The Director and Dean will review the PTR Committee's report, the faculty member's response, if any, and applicable materials and provide her/his written review which is submitted to the Dean.

5. Recognition of outstanding performance

- a. When faculty members being reviewed are considered outstanding (e.g., "exceeding expectations") in overall performance, the Director and Dean may use this as an opportunity to recognize them for example by recommending that the individual is nominated for awards, distinguished professorships, etc.

6. Disposition of reports

- a. These PTR Committee materials (and a development plan when necessary) will be reviewed by the Director and Dean. If a development plan is required, the Director and Dean will document what it is, work with the faculty member to design the development plan, implement it, and establish accountability benchmarks.
- b. All final PTR Committee reports, as well as quarterly and annual updates on development plans, are filed with Human Resources and the Provost's office.
- c. The Director and Dean then gives final approval on the annual PTR Committee report sent to the Provost.

7. Establishment and monitoring of development plan

- a. For faculty members whose overall performance does not meet expectations, the report of the PTR Committee shall include a statement of the faculty member's primary responsibilities and specific descriptions of where performance does not meet expectations on teaching, research or service as they relate to the faculty member's assigned duties. In consultation with the faculty member, the Director and Dean develops specific, measurable objectives for improvement.
- b. Faculty development plans are individualized to address areas where expectations are not met, considering the faculty member's intellectual interests, abilities and career stage, and school needs.
- c. The faculty development plan should describe changes, if any, to be made in the faculty member's teaching, research, or service responsibilities. The development plan should include: 1) measurable objectives/milestones and specify steps designed to achieve those objectives; 2) indicators of whether (or not) objectives have been attained; 3) a clear time frame for the completion of the objectives; 4) resources available to assist the faculty member in achieving the objectives; and 5) clarification of consequences of failure to meet

- stated objectives. Faculty members with a development plan should report on progress toward meeting stated objectives to the Director and Dean on a quarterly basis, and annual progress reports on the plan are shared with the HR Team Lead and the Dean.
- d. Sometimes it is helpful to have peer support to achieve objectives in the development plan. The Director and Dean and the faculty member should discuss the benefit of peer mentoring/support.
 - e. Progress meetings between the faculty member with a development plan and the Director and Dean must occur quarterly during the specified timeframe. A quarterly report that summarizes faculty progress made (or not made) on the development plan will be provided for the duration of the plan. The quarterly report is to be submitted to Human Resources within two weeks after the quarterly meeting with the faculty member and is to be reviewed by the Director and Dean. A report that summarizes the progress over a year (e.g., all quarterly reports) is to be filed annually in the Provost's office that documents faculty who have a development plan.
 - f. If and when the faculty member has met the objectives specified in the development plan, the Director and Dean shall acknowledge in writing a faculty member's successful completion of objectives in the development plan and forward that document to the Dean. This information will be updated in the annual report sent to the Provost's office.
 - g. In the event that insufficient progress on objectives or other substantial deficiencies in performance continue at the end of one year, the Director and Dean will notify the faculty member in writing, detailing the nature of continued deficiency. It is expected that communications between the Director and Dean and faculty member will be ongoing, and that the Dean has been informed (having reviewed quarterly reports) if there is a lack of progress. Generally, discussions about a lack of progress also involve consultation with other appropriate campus offices, including the Provost's Office and the Office of University Counsel.
 - h. In the event that a faculty member fails to successfully complete a development plan and performance continues to be deficient despite regular communication that includes the faculty member, the Director and Dean and the Dean, in collaboration with the Provost or their representative, will consider whether there are grounds for demotion, dismissal, or other disciplinary action under the Tenure Policy. Dismissal or severe sanctions may be imposed only in accordance with and on the grounds stated in the Tenure Policy.
 - i. Faculty members may grieve matters related to post-tenure review to the Faculty Grievance Committee under Section 607 of the Code of the University of North Carolina during their term of employment.

8. *Recordkeeping*

- a. PTR Committee reports are established and filed with Human Resources after approval by the Director and Dean.
- b. The Director and Dean will maintain a list of faculty members reviewed each year, a record of completed reviews, and any faculty responses to reviews. The names of the faculty members for whom development plans are recommended, a copy of the development plans, and all related quarterly reports will remain on file in Human Resources, as well.

9. *Procedure for requesting a delay of the Post-Tenure Review*

- a. Requests to delay an upcoming post-tenure review should be submitted to the Director and Dean at least 6 months in advance to ensure timely processing of the request.
- b. Requests must be submitted using the Review Deferral Request Form and specify the compelling reason(s) for the request to delay the review.
- c. Requests must include a written justification from the Director and Dean and be approved by the Provost.
- d. Requests forms should be submitted to the Office of Faculty Affairs for review and approval. Once the request is reviewed, a notification will be sent from the Office of Faculty Affairs to the faculty member, the Director and Dean, and the Dean of the College of Arts and Sciences indicating whether the request has been approved.
- e. If the request is approved, the Director and Dean must then complete an electronic action in the existing system, with the approval form attached, to finalize the change to the Post Tenure Review date.

E. Reports and Appeals to the Dean

1. Annual reports

- a. Human Resources at the SCiLL will provide a yearly report to the Director and Dean and that lists all faculty members reviewed during the prior academic year, including outcomes for each individual.

2. Appeals for findings of substantial deficiencies/not meeting expectations and development plans

- a. Faculty members found by PTR Committees to not meet expectations and for whom development plans are established may appeal the findings of substantial deficiency or the terms of the development plan within 30 days of receiving the final letter, including such findings.
- b. Such appeals are to be made to the Dean, who may consult with University Counsel and the Provost's Office.

F. Records and Confidentiality

1. Maintenance of written records

- a. The Director and Dean will maintain each post-tenure review committee's review summary, and the response, if any, by the faculty member as part of that faculty member's confidential personnel file, along with all background information, other materials used in connection with the review, a development plan, if required, and all quarterly progress reports associated with the development plan. A copy of the

development plan should also be on file in Human Resources.

2. *Obligation of confidentiality*

- a. All matters relating to post-tenure reviews are confidential.
- b. All those who participate as members of PTR Committees or who otherwise advise on individual cases should be advised of their obligations to abide by this requirement of confidentiality.

College of Arts and Sciences
Department of Mathematics
Policies on Faculty Personnel Actions

Approved by Department, Spring 2013
Approved by the College of Arts and Sciences, August 2013
Effective July 1, 2013
Revised March 2021 – to remove 18-month rule

Revised September 18, 2023

PART I. Policies for tenure track and tenured faculty

I. Introduction

The principal aims of the Department of Mathematics are to preserve, increase, and transmit knowledge and understanding of mathematics and its applications. These aims are furthered by the scholarly activity of the faculty and by its teaching and training of undergraduate and graduate students. In hiring and promoting faculty, the Department seeks to maintain 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 Mathematics 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 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.

- A. The Code, Board of Governors, UNC (October 9, 2009 edition <http://www.northcarolina.edu/policy/index.php>); (<https://www.northcarolina.edu/apps/policy/index.php>)
- B. Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill (October 20, 2009 edition <http://policy.sites.unc.edu/files/2013/04/tenure.pdf>); (<https://academicpersonnel.unc.edu/wp-content/uploads/sites/1069/2020/02/UNC-Chapel-Hill-Tenure-Policies-and-Procedures.pdf>)
- C. The Faculty Code of University Government, the University of North Carolina at Chapel Hill (July 1, 2010 edition <http://www.unc.edu/faculty/faccoun/code/code2010.shtml>); (<https://facultygov.unc.edu/faculty-code/>)

- D. [Affirmative Action Plan, University of North Carolina at Chapel Hill \(October 1, 2011–September 30, 2012 \[http://equalopportunity-ada.unc.edu/files/2013/03/2012_Final_Plan_WebVersion.pdf\]\(http://equalopportunity-ada.unc.edu/files/2013/03/2012_Final_Plan_WebVersion.pdf\)\)](http://equalopportunity-ada.unc.edu/files/2013/03/2012_Final_Plan_WebVersion.pdf); Equal Opportunity and Compliance Policies (<https://eoc.unc.edu>)
- E. [Personnel Policies for Academic Personnel, Office of the Executive Vice Chancellor & Provost \(<http://academicpersonnel.unc.edu/index.htm>\)](http://academicpersonnel.unc.edu/index.htm); Faculty Personnel Policies & Procedures, Office of the Executive Vice Chancellor & Provost (<https://facultyhandbook.unc.edu/policies-and-procedures/faculty-personnel-policies-and-procedures/>)
- F. College of Arts & Sciences Chair’s Manual (<http://college.unc.edu/>) (<https://casbo.unc.edu/chairs-manual/>)
- G. Memorandum from the Dean on Peer Faculty Teaching Observations for Tenure, Promotion and Post-Tenure Review, August 21, 2012. (<http://collegeintranet.web.unc.edu/files/2012/02/Peer-Teaching-Memo-2012-08-21.pdf>) (<https://casbo.unc.edu/wp-content/uploads/sites/2452/2022/01/Peer-Teaching-Memo-2012-08-21.pdf>)

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.

Some of the standards that this Department applies to the evaluation of candidates are qualitative and cannot be expressed quantitatively. Therefore, they inescapably entail subjective judgment. It is therefore not possible to reduce the evaluation of academic personnel to a purely objective determination that certain things have been done over 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 Mathematics. 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 their departments share the responsibility for effectively evaluating innovative contributions. Candidates should help articulate the nature and value of their new work. Departments should continually educate themselves on the changing landscape of the profession, and they should consider when to seek evaluations of the candidate's work that can help explain it and point out 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 Mathematics 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.

General Standards. The following standards will be employed in evaluations for reappointment, promotion, and tenure:

- a) A demonstrated commitment to, and achievement of, research excellence is required for consideration for tenure and/or promotions in rank.
- b) 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.
- c) 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.

A. Standards of Research

The Department of Mathematics 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 substantially of original research that is part of a coherent project. The central result of scholarship is publication. The Department of Mathematics 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. At the same time, the Department considers both quality and quantity of publications.

The Department routinely attempts to provide the essential core materials that are needed to get a research program underway following an initial appointment. Thereafter, Department financial support is only minimal. It is expected that faculty members of the Department will make every reasonable effort to generate funds from external sources. Success in peer-reviewed grant programs will be considered when making judgments affecting advancement.

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, criteria to evaluate engaged or non-engaged scholarship will be the same and may include external competitive funding, publication of findings in peer-reviewed journals or books, and evaluations by experts in the field.

The Department of Mathematics 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.

The standard for excellence is the same for disciplinary and interdisciplinary research. The research of faculty engaged in innovative interdisciplinary research shall be given formal consideration and due credit, although 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 Mathematics, the main criteria for review and judgment will include the contribution to our discipline, broadly defined, as well as cross-disciplinary impact. 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.

B. Standards of Teaching

The Department of Mathematics 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.

Engaged teaching refers to pedagogical practices that typically take students outside the traditional classroom. Such teaching may include courses that help students engage with nonacademic 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.

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.

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 postdoctoral 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

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.

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 expected to perform a number of service activities. Possible examples include serving on departmental or appropriate University committees, advising undergraduates, participating in professional association activities, refereeing, reviewing, participating on journal editorial boards, serving on grant panels, organizing seminars, workshops, conferences and conference activities, and helping with campus programs that recruit undergraduates and that benefit North Carolina K-12 students. Associate professors with tenure and professors may be expected to undertake a wider range of service functions.

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 Mathematics, we value engaged service related to the faculty member's professional expertise, such as volunteering in North Carolina schools, sharing appropriate expertise in various media outlets, serving on scientific advisory panels, and contributing to other activities that benefit the state, nation, and world.

Groups and communities increasingly connect and identify themselves through online resources, electronic networks, virtual spaces and social media. Therefore, in the Department of Mathematics, 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.

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 Mathematics, 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.

A. 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."

B. 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.

1. 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.

2. 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.

C. 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:

- a) The candidate must have demonstrated commitment to continued research excellence and must have achieved excellence through scholarly contribution(s) of significant value to mathematics or its applications.
- b) The candidate must have demonstrated commitment to teaching excellence and must have achieved excellence in one or more types of teaching. All aspects of teaching and training at the undergraduate, graduate and post-graduate levels will be considered.
- c) 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.

D. 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:

- a) The candidate must have a record of sustained research and high quality publication and distinctive achievements that have led to significant national and international recognition..
- b) The candidate must have demonstrated continued commitment to, and achievement of, teaching excellence. All aspects of teaching and training at the undergraduate, graduate and post-graduate levels will be considered.
- c) The candidate's service to the Department, University, community, state, nation, and world, and to his or her academic profession is 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.

E. Full Joint Tenure-Track and Tenured Appointments

In order to be recommended for a joint tenure-track or tenured appointment in the Department of Mathematics, 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 Mathematics 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.

F. General Recruiting Procedures

The Department of Mathematics follows University and College recruiting policies and procedures. Recruitment of new faculty is undertaken with three considerations in mind: (1) that constant attention is given to the dictates of justice so that recruiting complies with governmental and University requirements; (2) that all aspects of recruiting are conducted with unfailing courtesy; (3) that recruiting is undertaken with a view to the Department's future development as well as its immediate needs. For further details, see the Provost's website and the College of Arts & Sciences Chair's Manual.

IV. 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.

In cases of reappointment, promotion, or award of tenure, a detailed evaluation of the candidate's teaching shall be conducted by his or her peers; this will include direct observation of the candidate's classroom teaching and seminar participation. ~~In each semester in which the untenured faculty member is teaching, at least two faculty observers will each make at least one~~

classroom visit, starting in the semester in which the appointment begins. Each untenured faculty member will have a class observed by a tenured faculty member on an annual basis. At least two such observations will be conducted in the 12 month period prior to the department meeting regarding a decision of reappointment or promotion. Additional observations may be scheduled at the discretion of the department chair.

Additional evidence of teaching ability and achievement is obtained from student evaluations, comments reported by college and departmental advisors, the Department Chair, and other colleagues. The candidate will provide a brief written statement of his or her teaching goals and teaching strategy. An important element of graduate teaching is the individual instruction that faculty members give students in the course of directing independent study and thesis research. The subsequent development and research achievements of a candidate's thesis students are noted whenever possible.

Letters of recommendation. Outside letters of evaluation constitute an important part of the appointment, promotion and tenure packet. A minimum of four letters of evaluation is required by University policy for promotion and tenure, but it is the practice of the Department of Mathematics to acquire six letters for promotion and tenure cases. A minimum of four letters of evaluation is required for initial appointment.

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.

In the case of promotion and tenure packets, it is required that all of the outside letters of evaluation be from outside the institution. If six are acquired, then at least four should be from individuals independent of the candidate. Two of the four independent letters must be from a list of names provided by the candidate and the remaining two of the four independent letters 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.

The four independent letters (two from a list of names provided by the candidate and two from individuals selected by the Department Chair) may not be from individuals who know the candidate through professional interactions, e.g., having reviewed the candidate's publications or served on review committees together.

The four independent letters (two from a list of names provided by the candidate and two from individuals selected by the Department Chair) may not be from individuals who have been directly involved with the candidate, e.g., collaborator, mentor, previous coworker, former dissertation chair, etc., 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.

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.

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.

The dossier. The Department of Mathematics 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.

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.

Timing of review. Except as expressly limited, promotions in rank may be made **as at** any time during a faculty member's employment. [9/24/20 Amended Trustees Policies]

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 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.

A. 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 Mathematics, 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 Mathematics, 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."

B. 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 “Post-Tenure Review Policies” document. 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.

C. Untenured Faculty Annual Review

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 a 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.

Part II. Policies on Fixed Term Faculty

Instructions regarding completion of this Part II will be provided at a later date.

Old language:

Each tenured faculty member should expect to be asked to perform a variety of support activities ranging through committee assignments, special assignments, and administrative post. Moreover, each tenured faculty member is expected to share meaningfully in the load of day-to-day and special activities that are necessary to the maintenance and development of quality in the school. A failure to contribute equitably to the citizenship dimension may result in an unfavorable overall assessment of performance of a faculty member.

Except in extraordinary circumstances, untenured faculty will not be asked to take on more than minor service roles.

New Language:

Each tenured faculty member should expect to be asked to perform a variety of support activities ranging through committee assignments, special assignments, and administrative post. Moreover, each tenured faculty member is expected to share meaningfully in the load of day-to-day and special activities that are necessary to the maintenance and development of quality in the school. Except in extraordinary situations, untenured faculty will not be expected to take on more than minor service roles. Consequently, the weighting of service contributions in the promotion decision to Associate Professor with tenure should be relatively low. However, a failure to contribute equitably to the citizenship dimension may result in an unfavorable overall assessment of performance of a faculty member at any level.

Guidelines for Reappointment, Tenure, and Promotion
Adopted April 24th, 1985 and amended
March 30th, 2009
September 12th, 2011
December 14th, 2017
August 16th, 2018
April 1st, 2019
May 27th, 2021
July 25, 2022

All procedures and policies relating to decisions affecting tenure-track faculty in the Kenan-Flagler Business School are intended to conform to University policies and procedures. In case of conflict, University policies and procedures takes precedent. The following criteria and guidelines do not repeat these policies and procedures; they are intended to conform to them. Each faculty member has a responsibility to become familiar with the provisions of these guidelines in addition to University policies and procedures.

These guidelines govern tenure and promotion decisions at the Kenan-Flagler Business School. The philosophy motivating the guidelines is reviewed below, as our key criteria and procedures on which decisions are to be based.

1. General Principles

The Kenan-Flagler Business School must be strong in the present and prepared to meet future challenges. This requires high standards for faculty performance - and that all faculty continued to grow professionally and make contributions towards the work, the intellectual life, and the mission of the school. Individual faculty members contribute to the mission of the school through effective performance in research, teaching, and service.

Personnel decisions related to reappointment, tenure, or promotion must be guided by evaluation of performance of the individual faculty member. In all cases, the overriding factor should be the individual's total contribution to the school's mission. Ultimately, sustained faculty accomplishment should be the hallmark of readiness for promotion and tenure at Kenan-Flagler Business School.

It is an important responsibility of the tenured faculty at the Kenan-Flagler Business School to provide advice on tenure and promotion decisions within the school. Faculty members who participate in this process must maintain high standards of responsibility in ethical behavior. Responsibility includes the obligation to give careful attention to the materials of a promotion or tenure case. Ethical behavior includes a responsibility to maintain the confidentiality of the proceedings in the documents, such as external letters associated with the process since confidentiality makes possible open and honest discussion.

Process Goals: Both the school and individual faculty member are served well by a process of personal and institutional planning and feedback that leads to an allocation of effort and skill to valued activities and areas. Thus, these guidelines should help establish a process and reward system that do the following:

1. Indicate what faculty activities are valuable and contribute to the school

2. Provide regular feedback during annual reviews to individual faculty members about the extent of their contributions
3. Reward activities that contribute to the school's mission
4. Explicitly acknowledge individual faculty members who agree to perform duties that are important for the school, but that involve some opportunity costs with respect to individual external reputation.

A. Reappointment

The reappointment evaluation affords an opportunity to assess a candidate's trajectory towards tenure. While the reappointment review occurs relatively early in a candidate's career, a positive outcome requires concrete evidence of progress towards tenure and is not automatic. In terms of research, candidates should be reappointed only if it seems reasonably likely that they will ultimately have a tenurable research record, recognizing the relatively short time between the reappointment and tenure decision, and the long lags typical in a publication process. One example of evidence of solid progress towards tenure would be one or more publications in recognized, high-quality refereed journals, as well as a pipeline of papers under review, and working papers. However, a publication is neither a necessary nor a sufficient condition for reappointment.

In addition, candidates for reappointment should have demonstrated, or demonstrate, the potential for effective teaching and be on a trajectory towards a tenurable teaching record. Working with the Area Chair, candidates should have a teaching plan at the time of the appointment that will allow the candidate to demonstrate an ability to contribute to the school's current and future teaching needs.

Service requirements at reappointment are expected to be minimal and will not factor significantly into the reappointment decision.

B. Tenure

Tenure decisions are by their very nature different from any other personnel action. Tenure reviews are the most important personnel decisions made in the school. They represent a commitment of the school to employ a faculty member for the remainder of his or her professional career, subject to satisfactory periodic post-tenure reviews. Organizationally, tenure decisions limit flexibility because they represent a willingness on the part of the school to forgo hiring of alternative faculty in the future. As a consequence, faculty members must understand that tenure is granted, not merely earned. Accomplishments by itself does not justify tenure. A tenure recommendation should only be made when the trade-off between the flexibility of future hiring and the expectation of on-going significant contributions to the school is in the best long-term interest of the school.

More specifically, a positive tenure recommendation should only be made when there is reasonable confidence that a faculty candidate is one of the best obtainable individuals now or in the foreseeable future to meet the long-term needs of the school. For example, one indicator of this would be if this person was applying for a new tenured position at the school, they would be among the top candidates applying.

Only an individual who has already made significant contributions to knowledge should be considered as a serious candidate for tenure; a tenure recommendation should not be made solely on the presumption that an individual will ultimately make contributions in the future. On the other hand, the

candidate's potential for long-term contributions to the school must be significant, and the likelihood for the candidate to realize that potential must be high for a favorable tenure decision.

No one should construe performance appraisal feedback as an untenured faculty member in the school as implying a set of preconditions that will ensure a positive tenure decision. Performance feedback is part of a constructive process to help guide development of individual faculty members and the school. It is intended to help a tenure candidate identify ways of contributing to the school, thereby increasing the probability of being offered a tenured faculty position at the school. In that sense, the ongoing performance appraisal process is designed to serve the school and the candidate - in to recognize and communicate the concerns in interest of both. In contrast, the tenure process in the school is designed to generate informed discussion in feedback from a broad group of stakeholders, including internal and external reviewer's, on the total contribution of the candidate; that contribution is considered in the context of the needs and objectives of the school. Following a recommendation from the school, the case proceeds to the University and Board of Trustees for consideration before the University grants the candidate tenure.

C. Promotion

Associate Professor: A promotion to associate professor from assistant professor within the school is intertwined with a tenured decision. That is, it is not possible to promote a faculty candidate within the school from assistant professor to associate professor unless tenure is granted. Promotion at this level must be based on the tenure criteria. These criteria should also apply to promotion decisions for full or chaired professors when the promotion is accompanied by tenure.

Full Professor: Promotion to full professor formally recognizes accomplishments in in contributions to research, teaching, in service - in furthering the study and practice in the individuals chosen discipline and enhancing the ability of the school as a whole to contribute in these areas. Promotion to a higher rank is a symbol both inside and outside the school of professional stature. On-going professional growth, development, and contributions to the school are expected of all faculty. Beyond that, a positive promotion recommendation should only be made when a faculty member has demonstrated significant growth, development, and commitment since appointment to his or her currently held rank. Relative to tenure, promotion to full professor generally entails higher expectations on research, teaching, in service dimensions. Candidates for full professor are expected to have made significant contributions in research, teaching, in service following promotion to their current rank, although the relative weights of these three components may vary across cases based, for example, on school needs and the candidate's relative strengths. Candidates for full professor are expected to have at least a national and possibly an international reputation in their chosen field of research.

Chaired Professor: Criteria for awarding chairs will be governed by the document "Process for Endowed Chair Consideration at the Kenan-Flagler Business School".

II. Research and Research-Related Activities

A basic obligation of the University is the development and dissemination of new knowledge. As a major unit within the broader University, the Kenan-Flagler Business School has as a central mission the development of new knowledge relevant to the study in practice of disciplines related to management. This includes (but is not limited to) be discovery of new principles, tools, theories, and insights that

relate to the environment in which managers operate as well as evaluation of current management practice in mentoring of other scholars.

Effective performance on the research dimension is a necessary precondition to a positive tenure or promotion decision. The focus of appraisal on the research dimension is the significance of the contribution to knowledge made by the individual faculty member. Gauging this contribution may include, but is not limited to, examining the following elements:

1. Demonstrated individual ability to do effective research on topics judged to be significant.
2. Demonstrated individual ability to publish one's research in a high-quality forum that will further the potential acceptance, diffusion, and impact of the research.
3. Demonstrated contribution to the research effectiveness of other faculty in doctoral students in the school or other colleagues in the profession (i.e. "research leadership").
4. Consistent evidence of ability and motivation to maintain and enhance a high level of research productivity

An appraisal of an individual's research contribution includes consideration of the significance of the questions and topics of study as well as the extent in quality of the work itself. For tenure or promotion, a candidate must have demonstrated significant contribution to the research literature in the candidates chosen discipline. One potential indicator of research contribution is that the faculty member is recognized as being among the leading researchers in a topic area so that the candidate is identified with that area, although faculty may also contribute by having an impact on the research literature in a particular discipline more generally. although collaboration in co-authorship with internal and external colleagues is encouraged, the individual faculty members contributions are central to this research appraisal.

Both the quality of individual contributions and the quantity of those contributions are relevant. Simple "line counts" of the number of research projects in publications are to be avoided. A large quantity of research may not result in a significant contribution if the quality is not good. On the other hand, the quantity of high-quality contributions affects the likely impact of a faculty member's research.

The potential contribution of an individual research project is sometimes difficult to assess - in part because the impact of a research topic may be long term in cumulative. Moreover, the nature of the contribution to different audiences may vary.

These are, however, several relevant indicators of the likely impact of the faculty members research. These include (but are not limited to) the following:

1. Evaluations of the likely impact of the research by senior faculty members in the school and faculty at other research institutions who have established records for scholarship and expertise in the area of the research.
2. The extent and nature of reference to the work in other published materials, when sufficient time has passed for this do you have occurred as reflected in, for example, citation counts.
3. The reputation of the publication in which the research appears, including consideration of the procedures used in selecting manuscripts for publication, and the competition for space.
4. The breadth and depth of the research contribution and the significance of the audience for the research.

5. Evidence that the research has had a significant impact on managerial practice or how scholars view an area of research inquiry.
6. Cohort analyses of productivity in leading journals relative to the candidates peer group.

It is not the intent of these guidelines to suggest that any of these indicators be used in isolation or as a sole surrogate measure of the quality of their research, but rather that the school evaluate the quality and likely impact of the candidate's total research performance in as complete a fashion as is possible.

Other features relevant to the assessment of an individual's research contributions are as follows:

First, the refereed Journal is the traditional publication vehicle for research contributions targeted to the scholarly community. Publication in high-quality refereed journals that reach relevant scholarly audiences is important and necessary. Given the various disciplines in which research occurs inside of a Business School, the school has developed a list of top scholarly outlets in each of the areas within the school, including top core disciplinary journals, top field journals, in other high-quality outlets. This list is included in Appendix A of this document. The purpose of this list is to provide untenured faculty members guidance around high-quality publication outlets, as well as aid faculty members who work in other disciplines an assessment of the quality of the work in another area. As with the other indicators mentioned above, this journalist is not intended to imply that a simple count of articles in this, or any, set of outlets is sufficient to evaluate an individual's research record.

Second, it is important to acknowledge that management professionals are and must continue to be an important audience for the school. Thus, articles that appear in outlets which target important professional audiences are positive elements of a faculty member's research portfolio, and positive contributions to the school's mission. However, publications targeted to management professionals are not a substitute for research in high-quality refereed journals.

Third, the school values interdisciplinary research. Interdisciplinary research provides opportunities for creating knowledge in new and unanticipated ways, and can constitute cutting-edge scholarship. A faculty member whose research is interdisciplinary can declare that his or her work is interdisciplinary and formally request that the promotion and tenure evaluation process take this into account. At the discretion of the school, this may include seeking input from outside evaluators from the major disciplines in which the faculty member's work touches, to ensure that the breadth of their work is represented. In some cases, it might be advisable to seek additional external reviewers. Faculty members whose research does not include interdisciplinary research will not be penalized or denied tenure or promotion on these grounds.

Fourth, the school is open to new forms of communicating scholarly contributions, such as the creation of databases, blogs, websites, and other online scholarly resources. The school encourages research innovation and experimentation, and acknowledges that digitally communicated work may not always be peer reviewed prior to publication and dissemination.

However, as with all forms of scholarly contributions, the impact of online scholarly work must be considered. As appropriate, measures of the quality and impact in digital contributions may be determined through feedback from faculty at peer institutions, end users, and other audiences. As with articles targeted to management practitioners, significant and relevant online scholarly contributions are viewed as a positive aspect of a faculty members research portfolio, but do not substitute for research in high-quality refereed journals.

In accordance with University policies, the school also considers “engaged scholarship” in the tenure and promotion process. In the school, “engaged scholarship” refers to scholarly efforts that are directed towards persons or groups outside the University, which addresses business and management issues of public and policy importance. Examples of engaged scholarship may include research papers published based on work conducted during an engaged activity, and publications of articles or books on issues of societal, public, and policy importance whose contributions can be assessed using accepted measures of impact. As with all research activities, the quality of engaged contribution is important and will be assessed by metrics that measure external impact using publications in high-quality journals and external funding.

Faculty whose work does not include engaged activities will not be penalized or denied tenure or promotion on those grounds. In all cases, “engaged scholarship” needs to supplement but not substitute publication in high-quality refereed journals.

It has been a rare event for promotion to occur in less than four years after achieving one’s current rank (packet submitted before the fourth year). Historically at Kenan-Flagler, the typical amount of time in rank has been six years (packet submitted during the sixth year).

However, unusually high levels of accomplishment may be considered in the timing of promotion or tenure review at any time. For example, a candidate who has been at Kenan-Flagler the entire time of their current rank and where their record justifies promotion. Examples of this would be a research record justifying promotion and tenure in the faculty member’s 5th instead of 6th year, or promotion to Full Professor in less than six years at the Associate rank. Competitive external offers that convey higher rank or tenure might be a rationale for a promotion or tenure review.

When a faculty member joins Kenan-Flagler after first being employed as a faculty member at another institution, and where their research record justifies promotion, they may be considered for promotion review at any time. An example of this would be a faculty member who served on the faculty of another university for three years prior to joining Kenan-Flagler (at their current rank).

In all promotion cases irrespective of timing, the same criteria will be applied as a normally timed promotion decision. In other words, the criteria for promotion are the same for all promotion cases.

III. Teaching and Teaching-Related Activities

Effective teaching, which includes the transfer of relevant knowledge and expertise from the faculty to various student groups, is a fundamental responsibility of the school. Effective teaching is essential; a faculty member must be an effective teacher in the school's degree programs to receive further consideration for a favorable promotion or tenure recommendation. In addition, faculty members seeking promotion and tenure are expected to have demonstrated teaching competence that indicates an ability to contribute to the school's current and future teaching needs. Faculty members should work with their area chair and Associate Deans of individual programs to demonstrate successful contributions to the school's teaching mission. These successful contributions could include the design and delivery of content in either asynchronous or synchronous forms, deep investment into one of our key programs, teaching across multiple programs, or demonstrations of contributions to key teaching needs.

As with research, appraisal of effective teaching is complex. However, the school will evaluate a number of different elements of teaching contributions in assessing this dimension of a faculty member's performance. Major elements to consider are as follows:

1. Course content and design, including development of new courses.
2. Development of effective new teaching materials - including those which are used by other faculty at this and other institutions.
3. Personal contributions to the development of effective teaching by other faculty (i.e. building the teaching skills of other faculty members).
4. Skills in classroom presentation and discussion, as based both on student assessment in peer evaluations.
5. Contributions to the development of individual students outside of the classroom.
6. Consistent evidence of motivation and ability to maintain and enhance these factors.

Teaching in executive development programs is also an important part of the school's mission. Faculty members are encouraged to share their research and teaching expertise with non-degree constituencies throughout the school's ongoing non-degree programs or through a management program designed for a specialized market. Successful contributions in this area can enhance the assessment of a faculty member on the teaching dimension and can therefore enhance the overall assessment of a faculty member's performance. However, lack of involvement or an assessment of inadequate teaching performance in executive development programs should not be a reason for a low assessment of teaching.

Executive development teaching is an example of an "engaged activity," defined as work that influences, enriches, and improves the lives of people in the community beyond the University. Other examples of engaged teaching are corporate teaching or training provided outside of UNC's Executive Development program, community teaching (e.g. public schools, nonprofits), advising a student team consulting project, teaching a course or supervising a project in which students work to benefit a community group or organization. This list is designed to be illustrative rather than definitive. Any teaching endeavor whose primary beneficiary is outside of the UNC community could be a potential form of engaged teaching. As with executive development teaching, successful examples of engaged teaching can enhance the assessment of a faculty member's teaching performance. However, successful engaged teaching does not substitute for effective teaching in a degree program within the school. Further, the lack of involvement or success an engaged teaching should not detract from the overall assessment of a faculty members teaching.

As with interdisciplinary research, the school values interdisciplinary teaching. Interdisciplinary teaching crosses boundaries and brings together perspectives from new and traditional disciplines. However, lack of interdisciplinary teaching should not be a reason for a low assessment in teaching.

It is not necessary for an individual to be an effective teaching contributor to all of the school's degree programs to receive a favorable assessment on the teaching dimension. However, the ability and willingness to make versatile contributions across programs or formats is encouraged and valued, particularly as one advances in rank from Assistant to Associate and to Full Professor. This versatility among the tenured portion of the faculty adds to the long-term flexibility of the school to meet the challenges and needs of future teaching environments. Such successful diversity can reflect favorably on the potential of the faculty member to meet the long-term teaching needs that may arise in the school.

IV. Service Contributions to the School, University, and External Constituencies

Accomplishment of the school's missions requires a number of essential and significant activities beyond the areas of teaching and research. Important aspects of this citizenship dimension include the following:

1. Service within the school on individual assignments, committee assignments, and administrative positions.
2. Contributions to a positive culture of collegiality within the school, including mentoring of junior faculty and students, and professional behavior consistent with the core values of the school.
3. Work representing the school in the University and to other significant external constituencies.
4. Participation in and leadership of professional associations involving significant external constituencies of the school.
5. Service as an editorial board member, Associate Editor, Department Editor, or Editor of high-quality publication outlets; frequent or notable service as a referee for such outlets.
6. Consistent evidence of ability and motivation to maintain and enhance these aspects of service.

Each tenured faculty member should expect to be asked to perform a variety of support activities ranging through committee assignments, special assignments, and administrative post. Moreover, each tenured faculty member is expected to share meaningfully in the load of day-to-day and special activities that are necessary to the maintenance and development of quality in the school. Except in extraordinary situations, untenured faculty will not be expected to take on more than minor service roles. Consequently, the weighting of service contributions in the promotion decision to Associate Professor with tenure should be relatively low. However, a failure to contribute equitably to the citizenship dimension may result in an unfavorable overall assessment of performance of a faculty member at any level.

We believe this language better reflects the norms that have long been practiced. Moreover, there seemed to be broad agreement to change the language, so we do not believe this needs a faculty vote. However, please let us (myself, Jennifer Conrad, or Christian Lundblad) know if there are any issues with this change, or if they do not reflect your understanding of current practices.

As with teaching, service can take the form of "engaged activities" which are business related activities furthering the mission of the school and benefiting the public outside the traditional scholarly community. Examples of engaged service include, but are not limited to, advising government officials and testifying before governmental bodies, serving in non-academic professional associations, speaking to non-academic audiences, assisting not-for-profit organizations with business issues. Engagement may play a more prominent role in different phases of a faculty member's career and would typically be more common among senior faculty than junior faculty.

Consulting with, or teaching for, external constituencies on a compensated basis within limits specified by University policy is certainly acceptable and encouraged, provided that such consulting does not have a negative impact on a faculty member's obligations to the school. However, such consulting and teaching will not be considered as part of the citizenship dimension or as part of the overall performance evaluation of an individual within the school, except of course as it results in other desired benefits which accrue directly to the school - such as through more effective teaching in more significant research output.

V. Overall Evaluation Process

The reappointment, promotion and tenure process within the school consists of a multi-level process of evaluation, including:

- Within the disciplinary area (i.e. academic area within the school)
- By independent external evaluators
- By the school's Promotion and Tenure committee
- By the Associate Deans of the programs in which the candidate has taught
- By a full faculty meeting consisting of all voting eligible faculty (those faculty at or above the rank to which the candidate seeks promotion)
- And finally, by the Dean

Cases that receive the Dean's recommendation are then forwarded to the Provost. This section describes the stages of the process which are internal to the school.

VI. Reappointment

Candidates for reappointment must submit a packet for review that consists of the following materials:

1. The candidate's most recent curriculum vitae
2. Copies of all publications and any working papers that the candidate wishes the school to consider
3. A set of all teaching evaluations from classes conducted in the school
4. A Research, Teaching, and Service statement

The school does not seek external evaluations of a candidate's scholarly work at reappointment prior to consideration for promotion and tenure.

VII. Tenure and Promotion

Candidates for promotion or tenure must submit a packet for review that consists of the following materials:

1. The candidate's most recent curriculum vitae
2. Copies of all publications and any working papers that the candidate wishes the school to consider
3. A set of all teaching evaluations from classes conducted in the school
4. A Research, Teaching, and Service statement

In addition to these materials, promotion to Associate Professor with tenure, promotion to Full Professor, and promotion to Distinguished Professor requires solicitation of input from external reviewers.

The school seeks letters from external reviewers who are recognized thought leaders in the candidate's discipline and who have scholarly expertise to judge the candidate's research contributions. These external evaluations provide insight into the depth and breadth of the research contribution made by the candidate over and above the internal assessment made by the eligible faculty in the school. Each of these letters is not considered in isolation; rather, faculty in the school consider the collective

information that they provide as one input into their assessment. The goal is to be systematic and rigorous in collecting information that helps to benchmark each candidate's research record against high external standards

VIII. Procedure for External Reviewers

Each candidate for promotion or tenure will supply the Senior Associate Dean with a list of 12 potential external reviewers. The candidate may also request that specific individuals not be asked to serve as a reviewer. The candidate's area chair will also supply a list of 12 names, at least five of which do not overlap with the candidate's list. Perspective external reviewers are not to be contacted in advance, or during the process, by either the candidate or the area.

Any individual nominated to serve as an outside reviewer must not have a conflict of interest in providing an evaluation. Examples of such a conflict include co-authorship with the candidate, serving as a mentor to the candidate (including serving on a dissertation committee of the candidate), sharing a grant with the candidate, etc. In addition, outside reviewers should meet one or more of the following criteria:

1. Hold a full-time tenured appointment as a faculty member at a peer school (see attached list in Appendix B).
2. Hold a full-time tenured appointment in a department externally recognized for leadership in the candidate's sub-specialty.
3. Have served or currently serves as an Editor or Associate Editor of a leading scholarly Journal in the candidate's general field.
4. Have been selected as a research fellow (or similar major career research recognition) by a major professional association in the candidate's field.

At least nine reviewers on the candidate's list and nine reviewers on the area list should be from peer institutions.

In addition, outside reviewers must be individuals at rank equal to or higher than the rank for which the candidate is being considered.

The Promotion and Tenure Committee, whose composition and function are described in section XI, has the responsibility of ensuring that the list of outside reviewers received from the area chair and the candidate meet these criteria. The committee has the discretion to ask for additional names from either the candidate or the area chair.

The Promotion and Tenure Committee then submits the list of external reviewers to the Senior Associate Dean.

The Senior Associate Dean's office will contact 10-12 potential letter writers (taken from the list provided by the candidate in the area) by email to request a response, positive or negative, on their willingness to participate. If less than 10 indicate a willingness to write a letter, additional names from the list will be added until 10 indicate a willingness to write. The goal is to receive at least 8 letters, recognizing that unforeseen circumstances may prevent some previously committed letter writers from providing letters.

IX. Report from Area

For any faculty members seeking reappointment, promotion or tenure, faculty who work in the candidate's area are an important source of expertise for the evaluation of the quality of the candidate's scholarly work (based on the portfolio of work as well as the letters from external reviewers), the assessment of the rigor and quality of the candidate's teaching assignment and judgment on the candidate's contribution to the school's intellectual life and service to the discipline. As a consequence, one of the inputs to the process is a report from the area that evaluates the candidate on three dimensions of performance: research, teaching, and service. In addition to a narrative description of the contributions that the candidate has made, each eligible faculty member in the area will rate each candidate on each dimension (Distinguished, Excellent, Effective, or Inadequate). Faculty members may abstain, but abstentions on any of the dimensions should occur only rarely, and it must be explained. Eligible faculty members in the candidate's area will submit a confidential vote on the candidate in the full faculty meeting along with all other faculty at the meeting.

X. Report from Associate Dean

The Associate Deans of the programs in which the candidate has taught are asked to provide additional detail on the strengths and weaknesses of the candidate's teaching to supplement course evaluations in peer evaluations conducted by the Promotion and Tenure Committee.

XI. Report from Promotion and Tenure Committee

The Promotion and Tenure Committee is comprised of Full or Chaired Professors from multiple disciplinary areas in the school and serves several important roles in the promotion and tenure process. First, the committee serves as an independent check on processes inside the disciplinary areas. Second, the committee members conduct peer evaluations of the candidate's teaching performance through classroom visits, to supplement the course evaluations in the report from the Associate Deans of the programs in which the candidate has taught. Third, the committee ensures that the materials collected for each candidate are complete, and that the guidelines have been met in a consistent manner across candidates. As a consequence, the Promotion and Tenure Committee gathers all pertinent information, including letters from external reviewers, area reports, and reports from the Associate Deans, and prepares a report for the eligible faculty members. Finally, the committee advises the voting-eligible faculty by carefully evaluating all of the evidence assembled about a candidate in each of the three categories of research, teaching, and service, and then provides summary ratings in these categories.

Specifically, each committee member will rate each candidate on each dimension (research, teaching, service) with one of four levels of evaluation: Distinguished, Excellent, Effective, or Inadequate. Abstentions on any of the dimensions should occur only rarely and must be explained. For example, a faculty member may abstain if they have a conflict of interest with the candidate.

These inputs are advisory in nature: it remains the responsibility of the Dean to synthesize the inputs and make a recommendation to University officials. Faculty members on the committee will submit a confidential vote on the candidate in the full faculty meeting along with all other faculty members at the meeting.

XII. Full Faculty Meeting

Once all materials for the candidate have been assembled, they are available for eligible faculty to review. Following the review period, eligible faculty members assemble to discuss the case.

This meeting allows for a discussion of the candidate's existing record among eligible faculty members inside and outside of the candidate's discipline, including the nature and impact of the scholarly work, the quality of the teaching record, service to the school and to the discipline, and an assessment of the likely future contributions of the individual to the school's long-term needs. Eligible faculty members who do not have the benefit of this discussion may wish to abstain from voting, although they are not required to do so if they have sufficient knowledge of the candidate's qualifications to cast an informed vote. Eligible faculty members may also abstain if they have a conflict of interest with the candidate.

Following this discussion, eligible faculty members will vote on the candidate, including assessments of each of the three components of performance, as well as an overall vote. Assessments of each component will consist of one of four levels of evaluation: Distinguish, Excellent, Effective, or Inadequate. Overall votes should be either yes, no, or abstain. Votes of 'no' or 'abstain' should be accompanied by a reason for that vote. It is encouraged that an explanation accompany positive votes, but it is not required.

Voting via a secure, electronic medium with restricted access will be encouraged.

Several points concerning the overall assessment should be emphasized. First, a rating of "Inadequate" on any individual performance dimension should generally result in an unfavorable overall assessment. Moreover, merely achieving an effective performance across the board on each of the three dimensions should generally result in an unfavorable overall assessment for a candidate seeking tenure. Absent any other compelling considerations, for promotion to Associate Professor with tenure, the candidate should be judged as having at least an excellent research record. For promotion to Full Professor, a candidate should generally be considered as having a distinguished research record or judged to have excellent performance in both teaching and research.

Beyond that, the probability of a favorable decision should increase with higher evaluations on and across the individual dimensions.

A similar evaluation will be conducted for an external candidate who is being considered for a new faculty position. In particular, any candidate being considered for an appointment which confers tenure or an advanced rank will be expected to meet the same performance criteria as faculty whose previous service has been at the school.

XIII. Conclusion – Integration of Various Inputs

In making the school's recommendation, the Dean shall consider all of the internal and external evaluations of research, teaching, and service, the discussion in the full faculty meeting, the overall faculty vote and associated ballot comments, the likely future contributions of the faculty member relative to the longer-term needs and mission of the school, and any other relevant information. Thus, as noted above, decisions involving a tenure commitment are based not only on an evaluation of the performance of the faculty member in isolation; rather, the decision is also dependent on strategic considerations at the school level, such as the importance of the research area to the school, changes in the external environment faced by our students, and other changes in the focus and direction of the school's mission, and is of necessity a matter of discretion.

Appendix A – Top-Tier Journal List

Title	"Old" Category	January 2016 Category
Academy of Management Journal	A: Top Journal	Top Academic
Academy of Management Perspectives	not on list	selected other
Academy of Management Review	A: Top Journal	Top Academic
Administrative Science Quarterly	A: Top Journal	Top Academic
American Economic Journal	not on list	selected other
American Economic Review	B: Core Journal	core discipline
American Journal of Sociology	B: Core Journal	core discipline
American Sociological Review	B: Core Journal	core discipline
California Management Review	A: Top Journal	Top Practitioner
Communications of the ACM	B: Core Journal	core discipline
Contemporary Accounting Research	C: Selected Other Journals	selected other
Decision Sciences	C: Selected Other Journals	selected other
Decision Support Systems	C: Selected Other Journals	selected other
Econometrica	B: Core Journal	core discipline
Entrepreneurship Theory & Practice	C: Selected Other Journals	selected other
European Journal of Operational Research	C: Selected Other Journals	selected other
Financial Analysts' Journal	not on list	Top Practitioner
Harvard Business Review	A: Top Journal	Top Practitioner
IEEE Transactions on Automatic Control	C: Selected Other Journals	selected other
IEEE Transactions on Engineering Management	C: Selected Other Journals	selected other
IIE Transactions	B: Core Journal	core discipline
Information Systems Research	A: Top Journal	Top Academic
Interfaces	C: Selected Other Journals	Top Practitioner
International Journal of Research in Marketing	C: Selected Other Journals	selected other
Journal of Accounting & Economics	A: Top Journal	Top Academic
Journal of Accounting Research	A: Top Journal	Top Academic
Journal of Applied Probability	B: Core Journal	core discipline
Journal of Applied Psychology	A: Top Journal	Top Academic
Journal of Business	A: Top Journal	Top Academic
Journal of Business and Economic Statistics	C: Selected Other Journals	selected other
Journal of Business Ethics	not on list	leading field
Journal of Business Finance and Accounting	C: Selected Other Journals	selected other
Journal of Business Venturing	B: Niche Journal	leading field
Journal of Computing	not on list	selected other
Journal of Consumer Psychology	C: Selected Other Journals	selected other
Journal of Consumer Research	A: Top Journal	Top Academic

Journal of Econometrics	not on list	selected other
Journal of Economic Theory	B: Core Journal	core discipline
Journal of Economics and Management Strategy	C: Selected Other Journals	selected other
Journal of Experimental Social Psychology	C: Selected Other Journals	selected other
Journal of Finance	A: Top Journal	Top Academic
Journal of Financial and Quantitative Analysis	A: Top Journal	Top Academic
Journal of Financial Econometrics	not on list	selected other
Journal of Financial Economics	A: Top Journal	Top Academic
Journal of Financial Intermediation	C: Selected Other Journals	selected other
Journal of International Business Studies	B: Niche Journal	leading field
Journal of Law, Economics, and Organization	C: Selected Other Journals	selected other
Journal of Management	C: Selected Other Journals	selected other
Journal of Management Accounting Research	C: Selected Other Journals	selected other
Journal of Management Information Systems		
Journal of MIS	C: Selected Other Journals	selected other
Journal of Marketing	A: Top Journal	Top Academic
Journal of Marketing Research	A: Top Journal	Top Academic
Journal of Monetary Economics	C: Selected Other Journals	selected other
Journal of Money, Credit and Banking	C: Selected Other Journals	selected other
Journal of Operations Management	A: Top Journal	Top Academic
Journal of Personality and Social Psychology	A: Top Journal	core discipline
Journal of Political Economy	B: Core Journal	core discipline
Journal of Product Innovation Management	C: Selected Other Journals	selected other
Journal of Public Economics	C: Selected Other Journals	selected other
Journal of Real Estate Finance and Economics	C: Selected Other Journals	leading field
Journal of Retailing	not on list	selected other
Journal of Service Research	C: Selected Other Journals	selected other
Journal of the Academy of Marketing Science	C: Selected Other Journals	selected other
Journal of the American Statistical Association	B: Core Journal	core discipline
Journal of the American Taxation Association	C: Selected Other Journals	selected other
Journal of Urban Economics	B: Niche Journal	leading field
Leadership Quarterly	not on list	selected other
Management Science	A: Top Journal	Top Academic
Manufacturing and Service Operations Management	A: Top Journal	Top Academic
Marketing Science	A: Top Journal	Top Academic
Mathematical Programming	B: Core Journal	core discipline
Mathematics of Operations Research	B: Core Journal	core discipline
MIS Quarterly	A: Top Journal	Top Academic
MIT Sloan Management Review	A: Top Journal	Top Practitioner
National Tax Journal	C: Selected Other Journals	selected other

Naval Research Logistics	C: Selected Other Journals	selected other
Naval Research Logistics Quarterly	C: Selected Other Journals	selected other
Operations Research	A: Top Journal	Top Academic
Operations Research Letters	C: Selected Other Journals	selected other
Organization Science	A: Top Journal	Top Academic
Organizational Behavior and Human Decision Processes	A: Top Journal	Top Academic
Organizational Research Methods	C: Selected Other Journals	selected other
Personality and Social Psychology Bulletin	C: Selected Other Journals	selected other
Personnel Psychology	C: Selected Other Journals	selected other
Probability in the Engineering and Informational Systems	C: Selected Other Journals	selected other
Production and Operations Management	A: Top Journal	Top Academic
Psychological Bulletin	A: Top Journal	core discipline
Psychological Methods	B: Core Journal	core discipline
Psychological Science	C: Selected Other Journals	core discipline
Psychometrika	B: Core Journal	core discipline
QME - Quantitative Marketing and Economics	C: Selected Other Journals	selected other
Quantitative Economics (Econometric Society Journal)	not on list	selected other
Quarterly Journal of Economics	B: Core Journal	core discipline
Queueing Systems	C: Selected Other Journals	selected other
RAND Journal of Economics	C: Selected Other Journals	selected other
Real Estate Economics – AREUEA Journal	B: Niche Journal	leading field
Review of Accounting Studies	A: Top Journal	Top Academic
Review of Asset Pricing Studies	not on list	selected other
Review of Corporate Finance studies	not on list	selected other
Review of Economic Studies	C: Selected Other Journals	core discipline
Review of Economics and Statistics	C: Selected Other Journals	selected other
Review of Finance	C: Selected Other Journals	selected other
Review of Financial Studies	A: Top Journal	Top Academic
SIAM Journal of Optimization and Control	C: Selected Other Journals	selected other
Sloan Management Review	A: Top Journal	Top Practitioner
Small Business Economics	C: Selected Other Journals	selected other
Strategic Entrepreneurship Journal	B: Niche Journal	leading field
Strategic Management Journal	A: Top Journal	Top Academic
Supply Chain Management Review	C: Selected Other Journals	selected other
The Accounting Review	A: Top Journal	Top Academic
Theoretical Economics (Econometric Society Journal)	not on list	selected other

Journals Dropped from List

Psychological Review	A: Top Journal	not on list
Academy of Management Learning & Education	C: Selected Other Journals	not on list
Games and Economic Behavior	C: Selected Other Journals	not on list
INFORMS Journal of on Computing	C: Selected Other Journals	not on list
International Journal of Industrial Organization	C: Selected Other Journals	not on list
Journal of Accounting, Auditing and Finance	C: Selected Other Journals	not on list
Journal of Behavioral Decision Making	C: Selected Other Journals	not on list
Journal of Economic Dynamics and Control	C: Selected Other Journals	not on list
Journal of Economic Literature	C: Selected Other Journals	not on list
Journal of Economic Perspectives	C: Selected Other Journals	not on list
Journal of Management Studies	C: Selected Other Journals	not on list
Journal of Organizational Behavior	C: Selected Other Journals	not on list

Appendix B – Current List of Peer Schools

1. Carnegie Mellon University - Tepper School of Business
2. Columbia University - Columbia Business School
3. Cornell University - Johnson Graduate School of Business
4. Dartmouth College - Tuck School of Business
5. Duke University - The Fuqua School of Business
6. Harvard University - Harvard Business School
7. INSEAD
8. New York University - NYU Stern School of Business
9. Northwestern University - Kellogg School of Management
10. Massachusetts Institute of Technology - Sloan School of Management
11. Stanford University - Stanford Graduate School of Business
12. The University of California, Berkeley - Haas School of Business
13. The University of California, Los Angeles - Anderson School of Management
14. The University of Chicago - Booth School of Business
15. The University of London - London Business School
16. The University of Maryland - Robert H. Smith School of Business
17. The University of Michigan - Ross School of Business
18. The University of Texas at Austin - McCombs School of Business
19. The University of Pennsylvania - The Wharton School of Business
20. The University of Southern California, Los Angeles - Marshall Business School
21. The University of Toronto - Rotman School of Management
22. The University of Washington - Foster School of Business
23. Yale University - Yale School of Management