



UNC
GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

APPOINTMENTS, PROMOTIONS and TENURE MANUAL

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I. **GENERAL POLICIES ON APPOINTMENTS, PROMOTIONS AND TENURE**

A. **NEW APPOINTMENTS**

New tenure-track appointments in the Gillings School of Global Public Health (“the School”) should be proposed when necessary, feasible and appropriate for the total academic program of departments and School. Tenure-track appointments should not be made simply to satisfy requirements for a particular project. To assure coordination and fundamental oversight, new faculty positions, regardless of rank or track, after the chair, must be approved by Gillings School of Global Public Health Human Resources (SPH HR) and dean. We are committed to increasing faculty diversity. Equal Opportunity Office guidelines must be followed for all searches.

B. **ANY APPOINTMENT, REAPPOINTMENT OR PROMOTION THAT WILL RESULT IN TENURE**

Such appointments receive careful attention and consideration. Tenure is not a right but a privilege that is conferred at the discretion of the University. Each recommendation that confers tenure shall be based upon consideration of the candidate’s demonstrated professional performance and needs and resources of the University.

C. **JOINT APPOINTMENTS**

Joint appointments can occur between departments within the School or between School departments and departments in other Schools within the University of North Carolina at Chapel Hill. Joint appointments are encouraged to facilitate interdisciplinary research, teaching and practice, achieve important departmental goals and enable departments to acquire needed expertise. (See Academic Plan for statements about the importance of interdisciplinary efforts.)

Whenever a joint appointment is proposed, both primary and secondary departments must be indicated. The primary department is the faculty member’s administrative home and has responsibility for faculty member’s salary and for initiating reappointment, promotion and tenure actions. The primary department should consult with the joint department regarding these actions.

The percent of time that a jointly appointed faculty member can spend in the secondary department can vary up to 50%. Also, the percent salary paid by the secondary department can vary, from no salary coverage up to 50%, and may fluctuate depending on coverage from grants and contracts.

Joint appointments at the rank of associate professor or professor are reviewed by the School’s Appointments, Promotions and Tenure (APT) Committee.

Department chairs' letters should clearly indicate which department is primary and responsible for the faculty member's salary, percentage of time spent in each department, expectations for faculty member within the School and proposed role for the faculty member in the School's department(s). Joint appointments work most smoothly when department chairs are clear and transparent about expectations and rationale for joint appointments.

Joint appointments within Gillings School of Global Public Health must conform to the School's criteria and procedures as specified in this manual. If a candidate for joint appointment had external letters of evaluation provided for the primary appointment, new external letters are *not required* for the package reviewed by the APT Committee.

D. DEPARTMENTAL TRANSFERS ARE VERY UNUSUAL

However, they sometimes are appropriate due to changing academic needs of a faculty member and their primary department. A departmental transfer can occur between departments within the School or a department located in another school. Since departmental transfers may place continuing obligations on the School, department chairs of appointing departments, and departments from which the faculty member wishes to transfer should obtain approval from the dean of each school prior to initiating transfer. If 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. If transfer is to occur within the School, the appointment must be reviewed by the School's APT Committee and approved by the dean. **The dean does not initiate departmental transfers.**

E. APPOINTMENTS AT THE UNIVERSITY CAN BE FOR 12 MONTHS OF THE YEAR OR FOR 9 MONTHS

Both are considered full-time appointments. With the exception of Environmental Sciences and Engineering, most appointments at the SPH are 12-months. The schedule of review for promotion is the same for 9-and 12-month appointments.

II. TYPES OF APPOINTMENTS

Appointments, promotions, and tenure in the Gillings School of Global Public Health are governed by University regulations in: The Faculty Code of University Government; Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill and, Academic Personnel (<http://policy.sites.unc.edu/files/2013/04/tenure.pdf>). These documents are incorporated herein by reference and in case of conflict; the policies set forth therein are considered governing. A general description of appointment at each rank follows.

A. TENURE-TRACK APPOINTMENTS

1. *Instructor*

This rank is appropriate for persons whom there is reasonable expectation that, in the normal course of events, he or she will progress to the rank of assistant professor. Appointment is for a probationary term of one year, renewable for three additional successive, one-year terms: total of four years. No reappointment beyond four years is allowed.

2. *Assistant Professor*

Appointment to rank of assistant professor or promotion to rank of assistant professor from rank of instructor is for an initial probationary term of four years.

- a. Upon completion of a review prior to the end of the third year in the first term, the assistant professor is reappointed subsequently for a second probationary term of three years. A faculty member no longer is required to spend the seventh year at the assistant professor rank.
- b. He or she can be promoted immediately after the action has been reviewed and approved by the Board of Trustees. Six years is the usual time to serve as an assistant professor. Unusual, exceptional circumstances may warrant use of the seventh year. This should be a joint decision between the faculty member and department chair, and the faculty member must consent. In such cases, department chair must explain circumstances in letter that accompanies tenure package. If a decision to reappoint is made, and no promotion occurs prior to expiration of term, the assistant professor is thereupon reappointed at the rank of assistant professor with permanent tenure.
- c. Reappointment at rank of assistant professor following expiration of second probationary term should be made only in clearly exceptional circumstances, and must be approved by the department chair, dean and provost.

3. *Associate Professor*

Promotion to rank of associate professor from rank of assistant professor confers permanent tenure. Initial faculty appointment at rank of associate professor is for a probationary period of five years. Under exceptional circumstances, an initial appointment with permanent tenure may be made. [Section C. I.3]

4. *Professor*

Appointment or promotion to rank of professor confers permanent tenure.

B. NON TENURE-TRACK, FIXED TERM APPOINTMENTS

Faculty members in fixed-term ranks described below provide important instruction, services and activities to departments and to the School. Because fixed-term contracts are of finite duration, employing faculty in these ranks gives departments and the School flexibility that is not possible with tenure-track appointments. Departments may employ fixed-term faculty when it is appropriate to do so.

1. *Lecturer*

Appointment to lecturer rank may be made for a fixed term of one to five years. The following guidelines and policies apply to lecturer appointments.

- a. The individual primarily will be engaged in teaching activities.
- b. Appointments may be renewed (reappointed) for fixed terms of one to five years.
- c. It is recommended that initial terms be no longer than one year.
- d. The individual may not acquire tenure by virtue of initial appointment or reappointment to lecturer rank.
- e. Amount of time an individual contributes to University-related activities may vary from part-time to full-time appointments.

Senior Lecturer

This fixed-term rank is appropriate for a lecturer who has rendered long and distinguished service to the University, evidenced by such distinctions as awards for teaching or service. Because of the level of distinction conveyed by this rank, an appointment term of five years should be considered.

Master Lecturer

The fixed-term rank is appropriate for a lecturer who has a minimum of six consecutive years of full-time service as a Senior Lecturer, or, if the candidate is from another institution and identified in a national search, six consecutive years of full-time service as Senior Lecturer or faculty equivalent elsewhere. A Senior Lecturer may not be promoted to the rank of Master Lecturer until six consecutive years of 1.0 FTE service at the rank of Senior Lecturer have elapsed. A Lecturer is not eligible to be promoted directly to the rank of Master Lecturer. A Master Lecturer candidate must provide demonstrable

evidence of distinguished teaching and distinguished service to the appointing department, beyond that which is expected of a Senior Lecturer, in accordance with standards defined by the unit in which the candidate is promoted.

For documentation needed, please go to:

<https://academicpersonnel.unc.edu/files/2016/12/Permanent-Salaried-Fixed-Term.pdf>; Standard Order Table: Fixed Term Salaried Appointments

2. Clinical appointments

This category includes: clinical instructor, clinical assistant professor, clinical associate professor and clinical professor. The following guidelines and policies apply to clinical appointments.

- a. The individual will be engaged in one or more of the following activities:
 - i. Teaching
 - ii. Practice or service
 - iii. Supervising/mentoring students in clinical or field settings.
- b. It is recommended that an individual be given an initial appointment of one year (for probationary purposes) which can be renewed/reappointed for fixed terms of one to five years, depending on funding.
- c. The individual does not have and may not acquire tenure by virtue of initial appointment or reappointment to a clinical rank.
- d. The individual may be promoted within clinical ranks based on appropriate criteria specified in this manual (see [Section IV.A.](#), below).
- e. Amount of time that an individual contributes to University-related activities may vary from part-time to full-time appointments.
- f. Appointment or promotion of clinical associate professor and clinical professor must be reviewed and approved by the School's APT Committee.

3. Research appointments

This category includes: research instructor, research assistant professor, research associate professor and research professor. The following guidelines and policies apply to research appointments.

- a. The individual will be engaged primarily in research activities.
- b. He or she may be assigned as primary instructor of a course, may co-teach a course, or may be invited to give guest lectures in courses.

- c. The individual does not have and may not acquire tenure by virtue of initial appointment or reappointment to a research rank.
- d. The individual may be promoted within research ranks based on appropriate criteria specified in this manual ([see Section IV.B.](#) below).
- e. Amount of time that an individual contributes to University-related activities may vary from part-time to full-time appointments.
- f. Appointment or promotion of research associate professor and research professor must be reviewed and approved by the School's APT Committee.

4. Professor of the Practice appointments

- a. The practice category applies only of professor of the practice. An appointment in this fixed-term category requires prior approval from the dean. Professor of the practice is intended to match more accurately than any existing fixed-term designations the nature and scope of the mission for outstanding senior individuals who are field-specific experts from outside academia whom we may occasionally attract to campus. Such individuals generally are successful professionals in their particular fields, and whose contributions to teaching, research or service upon joining the University community have their foundation in prior non-academic achievements. Hence, the existing fixed-term prefix modifiers (clinical and research) are either inaccurate or may fail to capture an individual's expected responsibilities or seniority of the individual.
- b. Professor of the practice designations generally have an associated field identifier in the title, such as Professor of the Practice of Public Health or a specific discipline, such as Professor of the Practice of Biostatistics. In some cases, the field designator may be crafted to recognize interdisciplinary interests, such as a Professor of the Practice of Health Communications. The professor of the practice designator should be used primarily to facilitate recruitment of (and recognize) senior individuals to the School for specified periods of time. The individual may be given an initial appointment of one to five years and may be reappointed for fixed terms of one to five years.

- c. The professor of the practice title does not replace existing fixed-term designators. Professor of the practice may not be used for individuals on the tenure-track whose basis for promotion or tenure is practice.
- d. There are no designations as Associate Professor of the Practice or Assistant Professor of the Practice.

5. Adjunct ranks

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 individual is a retired employee, or is employed outside the University, or has a primary appointment in a University unit different from that making the adjunct appointment. The individual has limited responsibilities in department making the adjunct appointment. The individual sometimes may be involved in teaching, research, practice or service activities. The individual does not receive regular salary from the appointing department but may, in some instances, receive compensation for specific services or activities performed. Where an individual is employed full-time by the University and receives a salary on that basis, the individual would not usually be eligible to receive additional compensation from department making the adjunct appointment.
- b. Special faculty members who are unpaid may be appointed for a specific term of service or at-will. If a specific term, the individual can be reappointed for fixed terms of one to five years. (Faculty members in non-salaried appointments are not entitled to Tenure Regulation section 604 hearing rights. However, they are entitled to section 607 grievance rights found at: (<http://policy.sites.unc.edu/files/2013/04/tenure.pdf>).
- c. The individual does not have and may not acquire tenure by virtue of initial or reappointment to the adjunct ranks.
- d. The individual may be promoted within adjunct ranks based on appropriate criteria that relate to the individual's functions in the appointing department.
- e. The title "adjunct" connotes a part-time commitment of individual to appointing department.

C. VISITING APPOINTMENTS

Visiting appointments are offered to individuals of faculty rank who are at the School for temporary periods of 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 ranks should be considered. (Faculty members in non-salaried appointments are not entitled to Tenure Regulations section 604 hearing rights, however they are entitled to section 607 grievance rights found at: <http://policy.sites.unc.edu/files/2013/04/tenure.pdf>)

III. STANDARDS FOR APPOINTMENTS AND PROMOTIONS: TENURE-TRACK RANKS

A. GENERAL

Three major elements are at the core of our mission and therefore determine the major criteria by which appointments, promotion and tenure are judged:

1. Research
 - a. Creation of new knowledge pertinent to public health
2. Teaching
 - a. Dissemination of knowledge and skills to students, health professionals and the public
3. Practice
 - a. Actual or potential impact of innovative application of knowledge (and evaluation of the impact of the application) to enhance the public's health

Before being granted tenure, all faculty members must demonstrate their impact upon research and/or practice and will have made important contributions in teaching and service to department, School, University, professional community and society at large, appropriate to rank. Each department within the School defines expectations for different ranks. Department Chair and faculty member will discuss and agree upon individual milestones that should be reached to be judged excellent as a part of the intellectual community of the department and School.

Each of these elements used for evaluation for appointments, promotion and tenure are explained below in [Section IV](#). Flow charts for tenure-track appointments listed in [Appendix 9](#) provide an overview of the review process.

B. DEMONSTRATED IMPACT

1. Research and practice

- a. Faculty are expected, through their research and practice, to effect (or have potential to effect) improvements in health of the public and/or to advance the science and practice of their disciplines within public health. Impact of faculty research and practice is evaluated formally at recruitment, annual review and at the time of promotion and tenure decisions. A Career Focus Statement prepared by the faculty member (per instruction from department chair prior to submission) should state explicitly what knowledge he or she created or applied and what impact it has had or may likely have in the future. Numbers of publications, weighted by the impact factor of journals in which they were published, participation on national panels, invited and other national presentations, major interventions directed, policy and other changes accomplished, and peer-reviewed funding obtained can all be supporting measures for this assessment. This listing is not all-inclusive. Ultimate assessment of impact is impact upon the public's health that can be attributed, at least in part, to contributions of the faculty member.

2. Teaching

- a. Teaching excellence is assessed through evaluation of the currency and relevance of content, effectiveness and efficiency of delivery, and whether students are learning to think critically and solve problems. Innovation, adoption of course materials by others (e.g., books, software, web sites, blogs and other digital media, videos, games, simulations) and contributions to teaching methodology can be supporting measures for this assessment. This listing is not all-inclusive. (See section [IV.A.I.C.](#) below.)
- b. The teaching portfolio is the primary source document employed by the reviewers to assess teaching excellence.

3. Other factors

- a. All faculty members must share in work necessary to maintain operation of the School and University. Furthermore, faculty members are expected to contribute to growth of the School through efforts to improve programs and facilities. Faculty members are also expected to contribute to the maintenance and growth of their profession which includes the mentoring of junior faculty. Finally, faculty members are encouraged to serve the community at large in a professional capacity

that enhances the stature of the University and provides benefits to broader society-this is considered *faculty engagement*.

- b. *Faculty engagement*, as defined by the University, refers to scholarly, creative or pedagogical activities such as but not limited to: providing continuing education, consultation or technical assistance; participating in health or environmental assessments; or designing or implementing an evaluation or business plan. Engaged activities can occur through work with international, national, state or local health entities, non-profits, industry and other community organizations.
- c. Engaged activities should be documented clearly in the curriculum vitae and, where applicable, commented upon in the department chair's letter as well as in the letters from external reviewers.
- d. Capacity to sustain and build collegial relationships is an important marker of excellent faculty members. They build teams that effectively work together, and they catalyze others to reach optimal performance. They collaborate in research and practice. They involve and mentor junior faculty and students but do not exploit them. They find a substantial part of their rewards in the success of other people whose work they have facilitated or stimulated. They are collegial and provide service at multiple levels, e.g., their departments, School, University, state, profession and other organizations. Increasingly, as faculty members advance, they take on leadership roles and are regarded as leaders by others. They are regarded as assets by their departments, School, University and national organizations, because they lead, innovate, reach consensus, and motivate others. In short, they are good citizens, but they go beyond citizenship to leadership.
- e. Faculty members should exceed required expectations for performance. They should be leaders who create new programs; innovate, rather than follow and are influential at state and national levels. Increasingly, such faculty members should demonstrate global influence. Outstanding faculty and departments build programs beyond narrowly defined areas. They have expanding, rather than contracting, domains of personal learning and expertise, and they deliver on academic commitments in a timely and high-quality manner.
- f. Faculty members are expected to follow principles of inclusion, respect, civility, tolerance and acceptance that support the values of diversity in the School. They are also expected to maintain high moral and ethical standard that bring credit to the School and to the University.

C. TENURE-TRACK RANKS

The impact of the work of a faculty member is expected to increase as rank increases. Expectations for each tenure-track rank are as follows.

1. Instructor

Persons appointed to the instructor rank should have the potential for promotion to assistant professor rank and hold either a terminal degree or be actively working toward the achievement of a terminal degree.

2. Assistant Professor

Persons may be promoted from instructor to assistant professor upon satisfactory performance in rank of instructor. Initial appointments at or promotions to rank of assistant professor should be made only for persons who show promise for promotion to higher ranks. Such persons must hold a terminal degree.

3. Associate Professor

Appointment or promotion to associate professor should be considered only for those who have, without question, demonstrated outstanding ability in discharging responsibilities without supervision. Self-directed and independent scholarship are marks of academic maturity. Assistant professors who are proposed for promotion to associate professor with tenure or those newly recommended for appointment as associate professor, must show excellence in either research or practice, evidence of high quality teaching and adequate professional service and engaged activities. Faculty members must show how their work collectively has led, or is likely to lead, to improved public health. Those being proposed for rank of associate professor must demonstrate that they are on course for national and/or global leadership in their disciplines.

4. Professor

Appointment or promotion to the highest rank should be reserved only for those who have demonstrated sustained achievement and outstanding character. Candidates must have obtained national and/or international recognition and demonstrated sustained, high quality accomplishment in teaching and sustained excellence in either research or public health practice. In addition, candidates must have demonstrated sustained contributions in professional service and engaged activities. Those being proposed for promotion to professor must demonstrate clearly how their work has enabled improvements in the public's health, advancement of science or practice of their disciplines. They should be national and/or global leaders in their discipline and/or in public health.

IV. SPECIFIC CRITERIA FOR APPOINTMENTS AND PROMOTIONS: TENURE-TRACK RANKS

A. TEACHING

At the Gillings School of Global Public Health, we value teaching and evaluate it as part of promotion. Teaching occurs in a variety of settings and ways, including traditional classrooms and an increasing variety of online educational formats. It also occurs in other, less traditional and potentially less obvious settings. Teaching also occurs in research laboratories, in the context of research projects, in practice settings and when faculty supervise master's theses, doctoral dissertations, other forms of student-directed research, and field training activities. Teaching also occurs in the faculty-student academic advising process. Faculty members in the School may provide considerable continuing education in the form of workshops, short courses and webinars. For purposes of promotion and tenure, continuing education is considered within teaching category.

Teaching has three components: process, content and impact. Process is how one teaches, e.g. use of a variety of appropriate and up-to-date teaching methods; content is what one teaches; and outcomes are results or impact of teaching on students (what the student learns or can do as a result of teaching).

It is the responsibility of each tenure-track faculty (and appropriate fixed-term faculty) to develop and maintain a teaching portfolio. This portfolio should be updated annually and presented at the time of promotion and tenure. For promotion and tenure in the Gillings School of Global Public Health, all three components of teaching (process, content and impact) are documented and evaluated.

Evidence of high quality teaching can be demonstrated by including the following types of materials and information in the teaching portfolio.

1. Process

- a. Documentation of courses taught, including continuing education courses for preceding four years, with numbers of students involved. Evidence of innovative approaches to teaching should be included.
- b. Numbers of undergraduate, masters and doctoral students advised or supervised.
- c. Evidence that student advising is effective, including but not limited to, academic advising and supervision of student research and field training experiences.
- d. Evidence of successfully mentoring undergraduate and/or graduate students through honors papers, theses and dissertation process.
- e. Scope of teaching activities, such as size and level of teaching load and any exceptional responsibilities undertaken, e.g., teaching more than the “usual” or standard load for the department.

- f. Evaluation by students of courses taught, including summary statements, tables, or chart, indicating how the numerical evaluations have progressed over time and how they compare to other faculty in the department.

2. Content

- a. New developments in disciplines should be reflected in course content.
- b. Development of content or synthesis of content that influences pedagogy of discipline or,
- c. Evidence that teaching methods and course content are peer-reviewed periodically. Peer review includes (done by senior faculty members or other external experts): classroom visitations, review of course syllabi and other related materials, and review of student evaluations of teaching.

3. Impact

- a. Evidence of impact of all forms of teaching and mentoring (e.g. classroom and distance education teaching, supervising students in research and field experiences, academic advising, and continuing education) on professional careers of former student, colleagues, and junior faculty or,
- b. Evidence of annual self-evaluation of teaching.

4. In addition to above

High quality teaching can be demonstrated by presenting the following types of materials and information.

- a. Documentation of activities in curriculum and program development.
- b. Evidence of innovation in teaching methods, course content, other learning experiences, curriculum development or revision, and use of appropriate technology.
- c. Evidence that contributions to teaching are being adopted or influencing teaching programs at other institutions.
- d. Evidence that teaching has a significant impact on student beyond what is expected.
- e. Awards for outstanding teaching.
- f. Publication and adoption of textbooks, case studies, software, webpages, and other media venues.
- g. Invitations from other institutions to serve as lecturer, trainer or visiting professor.
- h. Invitations to serve as consultant for educational programs and methods.
- i. Grants to support instructional activities (where these can be construed as an individual faculty member's accomplishments) and
- j. Grants to support research activities which also have some impact on teaching, e.g. research grants which involve students, or where new laboratory equipment is also used for teaching purposes.

- k. Responsiveness and collaboration, as demonstrated by:
 - i. Evidence of capacity to sustain and build relationships and teams for teaching
 - ii. Engagement in collaborative interdisciplinary teaching or
 - iii. Contributions to department and School teaching missions
- l. Support Structure, as demonstrated by:
 - i. Contributions to teaching support structures of the department and School
 - ii. Mentoring junior faculty and students
- m. Participation in programs (certificate programs, executive education, workshops) directed to enhancing skills of practitioners or,
- n. Evidence of leadership in design, delivery and evaluation of teaching programs that catalyze others to achieve their maximum potential.

B. RESEARCH

Research includes systematic collection and analysis of information for generation of new knowledge, its refinement and/or application and/or for solving important public health problems. Included under research are studies which involve laboratory, field, clinic, library (e.g. systematic reviews) and other sources of information. Also included are studies conducted in collaboration with industry, public or private organizations and/or communities for the purpose of helping them assess public health problems, ensure delivery of public health services, ensure the quality of health services or develop public health policies.

1. Quality of research

- a. Research area is judged by others to be important relative to the faculty member's discipline and health of the public.
- b. Research attributable to the faculty member represents a contribution toward moving a discipline forward. For collaborations, the portion of the work attributable to the investigator represents a major contribution toward moving a discipline forward.
- c. Publications in high quality, high impact journals with documentation that publications have impact by reference to a citation index.
- d. Scholarly products that may take form of patents, software, databases, and digital media that are peer-reviewed and represent a major contribution to the field.
- e. Presentations with high impact.
- f. Contributions to policy and program design.
- g. Evidence that research has stimulated work of other researchers or provided new breakthroughs in field.
- h. Independent judgement of recognized experts concerning quality and impact of the research.
- i. Awards received in recognition of outstanding research.

- j. Election or appointment to leadership position of national and international scientific organizations in recognition of outstanding research accomplishments.
- k. Selection as editor or reviewer for scientific publications and grant evaluations.
- l. Appointments to serve on scientific review or advisor committees which are based on research accomplishments and,
- m. Ability to obtain research funding, especially peer-reviewed funding.

2. Innovation

- a. Identification of new areas or application of new methods or approaches in research that addresses health of the public.
- b. Incorporation of new developments in the discipline and transfer of knowledge and techniques to current problems influencing health of the public.

3. Responsiveness/collaboration

- a. Evidence of sustaining and building relationships and teams.
- b. Engagement in interdisciplinary and collaborative research and,
- c. Contributions to departmental and School missions.

4. Support structure

- a. Contributions to research support structures of department and School.
- b. Advancement of research enterprise through service on panels, junior faculty and postdoctoral mentoring and other activities and,
- c. Leadership in design, delivery and evaluation of research that catalyzes others to achieve their maximum potential.

C. PUBLIC HEALTH PRACTICE

For promotion and tenure on basis of public health practice, innovative application of knowledge must be deemed scholarly. That is, the faculty member's practice must have influenced not only a given policy, community, agency or program, but, the practice must have contributed to advancing state-of-the-art of public health practice itself. Evidence of accomplishment in application of knowledge should be provided for one or more major projects. As rank increases, it is expected that both the quantity and quality of practice will also increase.

Excellence in application of new knowledge through public health practice is assessed by the following.

1. Quality of practice

- a. Practice area is important relative to human health. These elements should be documented, depending on the nature of faculty member's practice expertise:
 - i. Development of new programs and policies which have had impact on health of the public.

- ii. Faculty member has incorporated new developments in discipline and applied knowledge to current problems influencing the health of the public.
 - iii. Research on practice attributable to the faculty member represents a contribution moving a discipline forward.
- b. For collaborations – portion of the work attributable to the faculty member represents a major contribution, moving a discipline forward.
- c. Publications in high quality, high impact journals with evidence that these works are cited by others.
- d. Scholarly products that may take the form of patents, software, databases, and digital media that are peer-reviewed and represent a major contribution to the field.
- e. Presentations with high impact.
- f. Participation in invited, high impact task forces and joint projects.
- g. Documentation that practice contributions have had important effects on policy and/or on a community, organization, policy or program.
- h. Evidence that practice activities involved or resulted in creation or development of new public health or similar systems for the improvement of the public's health.
- i. Evidence that public health practice activities have contributed to teaching activities of faculty member and/or department; for instance, that teaching is directed at practice issues, such as assessing health problems, assuring delivery of health services, or developing health policies.
- j. Evidence that new knowledge, methods, or policies derived from the candidate's public health practice have diffused to other communities or health organizations.
- k. Evidence that new practice ideas, policies, programs and methods have been disseminated through publications. In addition to articles in refereed journals, publication can mean highly selective, usually peer-reviewed, technical reports used by organizations and/or communities to health them assess public health problems, assure delivery of public health services or develop public health policies.
- l. The equivalent of peer-review for such technical reports is evidence of their impact (e.g. letters indicating that a technical report was used to assess health problems, assure delivery of health services, and/or develop health policies). Impact of technical reports should also be documented by independent reviewers.
- m. Receiving honors or awards in recognition of outstanding contributions to public health practice.
- n. Invitations by other institutions or health agencies to help plan, organize or review public health practice activities.

- o. Appointments to national commissions, committees, boards related to public health practice and,
- p. Grants and contracts to fund public health practice activities. Competitive, peer-reviewed funding is a marker of practice quality.

2. Innovation

- a. Developing, testing and application of new methods or approaches in practice that address the health of the public.

3. Responsiveness and collaboration

- a. Evidence of sustaining and building relationships and teams.
- b. Engagement in collaborative practice projects.
- c. Contributions to department, [School's](#) and University's practice mission or,
- d. Evidence of incorporating new developments in disciplines and transfer knowledge and techniques to current problems influencing health of the public.

4. Support structures

- a. Contribution to practice support structures of department, School and University.
- b. Advancement of practice enterprise through service on panels, mentoring and other activities or,
- c. Leadership in design, delivery and evaluation of application of knowledge.

D. SERVICE

Each faculty member derives benefits from the community of scholars and from the local, state, and national communities in which our School is embedded. Accordingly, each faculty member has a responsibility to work to the benefit of other members of these broader communities as well as global service. There are two broad categories of service; different faculty members may provide more of one kind than another.

1. Professional service

- a. Includes, but is not limited to, service on departmental, School and University committees, leadership in professional organizations, serving as a reviewer for manuscripts, grants, white papers and reports (such as IOM reports) and of faculty who are being considered for advancement at other institutions. Professional service may also include serving as a site visitor for accreditation visits, departmental reviews within UNC and beyond, and similar activities.
- b. All tenure-track faculty members must share work necessary to maintain the operation of departments, School and University. Furthermore, faculty members are expected to contribute to the School through efforts to improve programs and facilities. Faculty members are also expected to contribute to the maintenance and growth of their profession.

- c. Examples of professional services activities related to the departments, School, University and profession, include:
 - i. Mentoring junior faculty.
 - ii. Membership on committees of departments, School, University or within the profession.
 - iii. Other contributions to faculty governance (e.g. conducting special studies for departments, School and University; serving on Faculty Council).
 - iv. Serving in an administrative capacity for department, School, center or University (e.g. department chair, deputy chair, dean associate dean, center director).
 - v. Membership in or leadership of a professional organization.
 - vi. Serving as an editor or on editorial board of professional journals.
 - vii. Reviewing manuscripts for professional journals and/or reports for state, municipal, federal, national and international organizations.
 - viii. Participation or consultation to an accreditation or other educational review board (e.g. serving on CEPH site visit team)
 - ix. Reviewing grants for federal, local or private agencies and,
 - x. Serving on committees or advisory boards for federal, national or state organizations and national/local

2. Faculty engagement (previously called public service)

Faculty engagement includes services to the public (usually with and through communities, governments, NGOs, other organizations and the private sector) outside the formal scholarly community. Faculty engagement refers to scholarly, creative and/or pedagogical activities for the public good, directed toward persons and groups external to the University of North Carolina at Chapel Hill. Such activities (in the form of research, teaching and/or service) develop as collaborative interactions that respond to short and long-term societal needs. Engagement serves people in our state, nation, or the wider world through a continuum of academically-informed activities. Faculty whose work does not include engaged activities will not be penalized or denied tenure or promotion on those grounds. However, it is considered as part of an individual's dossier when evidence of faculty engagement is provided. Community involvement, such as service on one's child's PTA or leadership in a civic or religious organization, while laudable, is not considered public service for purposes of appointment, promotion and tenure decisions.

3. Examples of faculty engagement include the following:

- a. Membership on or leadership of public boards, commissions, or panels where the appointment is based on the faculty member's professional expertise.

- b. Consultations with or providing technical assistance to local communities, states, nations or organizations where such consultation/technical assistance is requested because of the faculty member's professional expertise.
- c. Consultations with industry and business where such activity provides benefits for the public good.
- d. Participating in a health or environmental assessment of a community, state or nation.
- e. Designing or implementing an evaluation of a health program at a local health department.
- f. Supervision of student projects in communities and organizations where a primary result of the project is benefit to client organization.
- g. Testimony before boards, commissions or government bodies where such testimony is related directly to the faculty member's professional expertise.
- h. Preparation of studies, reports, survey or analyses which are responsive to requests from community organizations or governmental bodies and,
- i. Acting as a resource to community organizations or governmental bodies to assist them in networking with other experts or locating information sources requested by these organizations.

E. GENERAL

Transcending specific criteria enumerated above, other factors which are important for promotion and tenure include the following.

1. *Ethical and collegial behavior*
2. *Intellectual and personal integrity*
3. *Good rapport with students and colleagues*
4. *Adherence to principles of inclusion, respect, tolerance, civility and acceptance that support the values of diversity in the School and University*
5. *Reliability*
6. *Responsibility*

Also transcending specific criteria is the extent to which there will be a need in the future for the likely contributions of the faculty member being considered for promotion or tenure. Thus, the decision to promote or confer tenure upon an individual has both individual and collective components. It is possible that a faculty member would not be tenured if the implied long-term commitment to this individual would be inconsistent with the strategic directions of the academic unit.

F. INTERDISCIPLINARY CONTRIBUTIONS

The School recognizes and values interdisciplinary scholarship consistent with [UNC-Chapel Hill Academic Plan and University policy](#). It is often through interdisciplinary (and transdisciplinary) work that creative solutions and new knowledge emerge for many of the complex public health problems we face. For these reasons, faculty should not be discouraged from pursuing interdisciplinary

scholarship. For interdisciplinary activities that involve collaborations, evaluation of interdisciplinary contributions in the areas of teaching, research and public health practice must include explanation of contributions to each such activity and or scholarly product. It is a faculty member's contribution to the activity or scholarly product that will be evaluated for promotion and tenure. As faculty members advance in rank, their roles in interdisciplinary ventures should be more as leaders and senior investigators.

G. TIME IN RANK AND EARLY PROMOTIONS

1. Assistant Professor

- a. Six (6) years is usual time to serve as assistant professor. Some assistant professors are appointed after performing equivalent work at other institutions of equivalent quality to UNC-Chapel Hill. In such cases, faculty member may receive credit toward time-in-rank for prior experience. Equivalency of these prior professional responsibilities and positions will be assessed by full professor in the department, department chair, associate dean for academic and student affairs and chair of the APT Committee on a case-by-case basis. If prior positions are deemed equivalent, the chair's letter should clearly state that promotion is not early, and that it reflects time spent at an equivalent institution. When assistant professors are hired with the expectation that time-in-rank from another institution will be counted, it is critical that concrete discussions occur, and documentation of these discussions is provided.
- b. In truly exceptional cases, early promotion may be considered when a faculty member has met all criteria for promotion, even if the time period is shorter than normally expected. By definition, the candidate must present evidence that the *rate* of productivity exceeds the required norm of performance that would ordinarily be considered at the regular interval. Requests for early promotions are scrutinized at the School and University levels and must be exceptionally well-documented.
- c. Minimum time in rank is 18 months (see the Trustee Policies and Regulations Governing Tenure in UNC-Chapel Hill, October 20, 2009 at: (<http://policy.sites.unc.edu/files/2013/04/tenure.pdf>)).

2. Associate Professor

- a. Five (5) years is usual length of time between appointment to rank of associate professor and promotion to professor. Candidates for promotion at an earlier time must present credentials as strong as those for faculty under consideration at the usual interval. Early promotions are possible in exceptional cases, but department and candidate must be aware that early promotion invite extraordinary

scrutiny at all levels of review. Evaluation of credentials for early promotion will be assessed by the full professors in the department, department chair, associate dean for academic and student affairs and chair of APT Committee on a case-by-case basis.

- b. Minimum time in rank is 18 months (see the Trustee Policies and Regulations Governing Tenure in UNC-Chapel Hill, October 20, 2009 at: (<http://policy.sites.unc.edu/files/2013/04/tenure.pdf>)).

H. SPECIAL PROVISIONS FOR EXTENDING THE MAXIMUM PROBATIONARY PERIOD (EXTENSION OF THE TENURE-CLOCK)

For reasons of health, requirements of childbirth or child care or similar compelling circumstances, a faculty member holding a probationary term appointment at the rank of assistant professor or associate professor (without tenure) may request that the maximum probationary period be extended in increments not to exceed 12 months, up to a maximum of 24 months (including any extension that may have been granted previously). Any request pursuant to the above must be initiated no later than 24 months before the end of the term to which it is to apply and must be approved by the Chancellor (<http://policy.sites.unc.edu/files/2013/04/tenure.pdf>).

V. SPECIFIC CRITERIA FOR APPOINTMENTS AND PROMOTION: FIXED TERM RANKS

A. CLINICAL APPOINTMENTS

Faculty members with clinical appointments serve departments and School through teaching, and/or public health practice. Each of these appointments is explained further below.

Faculty with clinical appointments may teach courses, direct teaching programs, supervise student field work and provide other important teaching-related activities. In order for faculty with clinical appointments to be appointed to the rank of, or reappointed at the higher rank of, clinical associate professor or clinical professor, it must be demonstrated that the candidate is fulfilling important teaching needs of departments and/or the School. Furthermore, high-quality teaching, as outlined above in Section IV.A., must be demonstrated through student evaluations of courses, peer-review of teaching, relevant journal articles (if available) and teaching portfolio.

Faculty with clinical appointments also can serve their departments and School by performing public health practice activities as described above in Section IV.C. To be appointed to the ranks of clinical associate professor and clinical professor, faculty members whose work primarily involves public health practice must demonstrate that they are fulfilling important practice needs of departments and/or School. They must meet criteria listed above in [Section IV.C.](#)

B. RESEARCH APPOINTMENTS

Faculty members with research appointments are important to departments and the School. In many departments, research faculty work on teams of faculty and graduate students to write grants and/or to carry out research projects once they are funded. While, in some cases, research faculty members have independent research programs, in other cases, faculty members provide various types of support to tenure-track faculty. Availability of such support is often critical to the ability of tenure-track faculty to write successful research grants and to carry out funded research projects. Criteria for appointment to research associate professor or research professor may be 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 his/her department and/or School. Such services include but are not limited to: assisting in writing grant proposals that are funded, assisting department faculty in carrying out funded research projects, assisting department faculty in producing scholarly research products such as journal articles, book chapters, software, digital media, and/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 appointment to the higher ranks are very similar to those for a tenure-track faculty member (see [Section IV.B.](#)) and should be judged by the criterion of "reasonableness." That is, the quantity and quality of work should be deemed appropriate for the appointment being sought.

Research faculty members sometimes are asked to contribute to the teaching missions of their departments and/or the School. Where research faculty members teach their own courses, high-quality teaching as outlined earlier in Section IV.A, must be demonstrated. Evidence of high quality teaching should be demonstrated through student evaluations of courses, peer-review of teaching, journal articles (where available) and teaching portfolio.

C. PROFESSOR OF THE PRACTICE

Faculty with professor of the practice appointments may serve in teaching, research, mentoring, practice and advising roles appropriate to their experience and fields of interest. The professor of the practice designation is employed primarily to attract persons with highly distinguished careers in non-academic settings to the School for specific periods of time. These individuals may have served in government, private sector or not-for-profit organizations. Marks of distinction include their seniority in organizations in which they have served, their reputations among 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 outreach missions of the School. The precise mix of teaching, research, mentoring and advising, and faculty engagement activities 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 outside their University responsibilities, evidenced by relevant activities described in [Section IV.D.](#)

VI. PROCEDURES

A. GENERAL

The department chair has responsibility to assemble and send forward to SPH HR all material necessary for appointments, reappointments, and awards of promotion and tenure.

B. EQUAL OPPORTUNITY

All appointments and promotions must comply with equal opportunity rules and regulations. It is the policy of the Gillings School of Global Public Health 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](#). Briefly, all candidates, including minority racial and ethnic groups, persons with disabilities and women, LGBTQ individuals and other diverse groups should have an adequate opportunity to know of, apply for and receive genuine consideration for any available position. Furthermore, such employees shall receive equal treatment in salary increase decisions and promotion considerations. See [our School's diversity web pages](#).

All departments/centers/programs within the School must use the following approved EEO statement for all faculty recruitments and advertisements: *At the UNC Gillings School of Global Public Health, diversity, inclusiveness and civility are core values as well as characteristics of the School. We strongly encourage applications from diverse individuals, including but not limited to diversity in such characteristics as race/ethnicity, color, national origin, age, gender, socioeconomic background, religion, creed, veteran's status, gender identity, gender expression, sexual orientation and disability. The University of North Carolina at Chapel Hill is an Equal Opportunity Employer.*

C. COMMITTEE ON APPOINTMENT, PROMOTION AND TENURE (APT)

1. *Reviews conducted by APT Committee*

All appointments, reappointments and promotions that result in permanent tenure, and all appointment to rank of associate professor and above (including fixed-term appointments) must be reviewed by

School's APT Committee; maximum number of reviews the Committee can conduct in any given month is five (5).

2. Representation

APT is a standing committee appointed by and advisory to the dean, with membership from all academic departments. The associate dean for academic and student affairs oversees the committee and represents the School at Health Sciences Advisory Committee (HSAC) which is the next-level APT Committee for health affairs schools.

3. Membership

Membership is for a period of three (3) years; Committee will consist of representative members of faculty at rank of professor.

4. Deliberations on colleagues from committee member's department

Members of APT Committee may be present during discussion of a candidate who is from their own departments or a department in which they have a joint appointment. They may brief the Committee on promotion standards within the department and answer questions about the standards, if questions arise. They should not present the candidate's dossier nor advocate for the candidate. They may vote on the candidate.

5. Quorum

A quorum shall consist of the majority plus one of members eligible to vote on any given candidate.

6. Expedited timelines

When necessary for University review/approval deadline purposes, at the request of the dean, an expedited Appointment, Promotion and Tenure Committee review can take place.

D. DOCUMENTATION FOR APPOINTMENT, PROMOTION AND TENURE

**(Except when chair candidate is external applicant, refer to Sections F and G below)*

1. AP2 form

Departments must use UNC's [AP2](#) form. ([Appendix 2a](#) lists the usual contents of a promotion and tenure "package.")

2. Letter from department chair, including the following:

Refer to [Appendix 7](#), Department Chair's Letter section of "Presenting an Effective Promotion/Tenure Dossier".

- a. **Recommended appointment date.** If date for promotion is earlier than University guidelines, a detailed justification must be given. If 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 UNC, but it must be clearly shown that time-in-rank was at an equivalent institution, and that the individual was doing work of an equivalent nature.

- b. **Vote of assembled full professors (and associate professors, when applicable)**, including number in favor, against and abstained, and (reason(s) for abstentions and negative votes must be given if it is an open vote and concerns are known). Any information regarding pertinent discussions at this assembly would be helpful.
- c. Whether **research or practice** is primary area of excellence (**not necessary for lecturer positions; research is not relevant criterion for clinical positions**).
- d. Evidence supporting designated area of excellence (research/scholarship career thrust, strategy and emphases of candidate).
- e. What impact the faculty member's work has had or is likely to have on the health of the public (**required for tenure-track only**).
- f. Summary of how candidate has achieved **high quality teaching in past (may be very limited for new assistant professor appointments and some other categories of appointments)**.
- g. Summary of individual's professional service, faculty engagement activities and scholarly products.
- h. Candidate's **contributions to mentoring** in department, beyond the department (if appropriate) and interdisciplinary activities.
- i. **Any other appropriate information** about the candidate not already documented.

3. *Career Focus Statement*

Each faculty member **being recommended for promotion at the associate professor or full professor rank must include in his or her promotion package a career focus statement**, minimum of one page, that indicates how he/she has had, or is likely to have, an impact on the public's health. The statement should also describe the faculty member's future plans for research or practice, and teaching, as well as professional service and faculty engagement, if applicable.

4. *Letters from independent, external reviewers*

- a. Outside Letters of Recommendation for **Tenured Appointments** – A minimum of four (4) letters of evaluation are required: all four from outside the institution, all from individuals independent of the candidate, two (2) from a list of names provided by the candidate and two (2) from a list of names selected by the department chair or dean, as appropriate. Ideally, all of the letters should come from Research Institutions.
- b. Outside Letters of Recommendation for **Initial Tenure-Track Appointments** – A minimum of four letters of evaluation which may come from individuals with whom the candidate has worked are required, normally all four from outside the institution. Ideally, all of the letters should come from research universities (RU/VH) with very high research activity).

- c. 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. Departments may use letters of recommendation submitted as part of the individual's application as long as they serve as reviewers and not character references.
- d. The purpose of these letters is to provide an independent and unbiased assessment of the individual's national and international reputation. Therefore, the request from the Department Chair or Dean 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 requesting an evaluation of the candidate should be included in the dossier. The letters may not be from individuals who have been directly involved with a candidate, e.g., a collaborator, mentor, previous co-worker, former or current class co-teacher, former dissertation chair, etc., but may be from individuals who know the candidate through professional interactions, e.g., reviewed the candidate's publications or served on review committees together.
- e. Letters of recommendation, for Full Professorships, should not come solely from the individuals who reviewed the candidate for his/her Associate Professor promotion. No more than two of the requisite four letters may come from previous reviewers, and shall include an explanation as to why these reviewers were used again for the full Professorship review. When all four recommendations are from new reviewers, letters from previous reviewers may be included in addition to the requisite four letters of recommendation.
- f. Candidates must provide names and contact information for potential reviewers, in writing, to their department chairs at least six (6) months prior to submission of APT package unless given a different timeframe by their department chair(s).
- g. For fixed-term appointments, two letters from independent reviewers are required. In addition, in some cases, it may be appropriate to include additional letters from individuals who have supervised, worked with, and/or collaborated with candidate. See D.4.b. re: timeline for submissions of suggested reviewer by candidate.
- h. Ideally, all letters should come from individuals at peer institutions. (Peer institutions differ by discipline.) All letters received, not a selected subset, must be included in the candidate's package.

E. REAPPOINTMENTS

1. *Reappointments to assistant professor for a second probationary term of three years are not reviewed by the School's APT Committee.*

These actions are reviewed by the Health Sciences Advisory Committee, executive vice-chancellor and provost, and Board of Trustees (see Appointment Review Table).

2. *No external letters are required for reappointments.*

3. *The following are required for requests that a faculty member be reappointed a second time at assistant professor level.*

- a. AP2
- b. Letter of Recommendation from Chair
- c. Full curriculum vitae (in preferred order) (See Appendix 7.)
- d. Teaching activities: List courses for the past 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-CH. Undergraduate honors projects should be included as well.
- e. Teaching evaluations
- f. Peer evaluations of teaching
- g. Career Focus Statement

4. *Reappointment is not a given. The process should be taken seriously by all parties.*

There is a high bar for reappointment for a 2nd probationary term as assistant professor. Decisions about such reappointments may require consultation with provost, department(s), associate dean for academic and student affairs, dean and, if appropriate, legal counsel.

F. ADMINISTRATIVE DEPARTMENT CHAIR APPOINTMENTS

1. *Internal appointments*

- a. The dean recommends each such appointment and reappointment to executive vice-chancellor and provost, with final approval by Board of Trustees. They do not require [APT Committee](#) review or approval. Official notification comes from chancellor to candidates.
- b. Appointments are made for a term of not less than five years.

2. *External appointments*

- a. Candidates who are external to the University and are recommended for new appointments as chair and professor must be reviewed and approved by the SPH's APT Committee. Professor appointments carry tenure and must comply with University and School requirements for appointments at that rank. As such, the package must include:
 - i. Letter of recommendation from dean to executive vice-chancellor and provost (in most cases, letter of recommendation is drafted by the search committee or department chair on behalf of dean. In this particular instance, procedure differs from process outlined in Section

D, #2, in that letter of recommendation is prepared by dean (or designee) rather than current department chair. This policy distinction is result of the administrative reporting relationship between chair, dean and executive vice-chancellor and provost. This process is established by the Provost's Office and is consistent across campus for administrative department chair appointments.) As previously stated in Section D, #2 above, letter must clearly indicate: Criteria upon which candidate is being recommended for appointment.

- ii. How candidate meets criteria is specified in this manual for a full professor appointment.
 - iii. Vote of assembled full professors of department where the candidate's appointment will be held (with explanations for abstentions and negative votes) and,
 - iv. What impact candidate's work has had or is likely to have, on health of the public.
- b. Letters of recommendation from independent, external reviewers. On behalf of dean, and in consultation with search committee members and faculty from home department, chair of search committee will solicit external letters from independent, impartial reviewers (as outlined in Section D, #4 above).
 - c. All other documentation: Once letters of reference have been received, the departmental manager/HR Consultant will assemble all other documentation listed in Appendix 3 (APT Checklist) and Appendix 7 (How to Present an Effective Promotion/Tenure Dossier). As well, the manager/HR Consultant will then coordinate the review and voting process of the assembled full professors within the home department.

G. PROCESSING STEPS

The chart listed on pages 64 ([Appendix 11](#)) provides 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 department and ultimately the APT Committee.

H. APPEALS

The procedure where a faculty member may appeal a non-reappointment decision is specified in (see Section 4, "Non-reappointment of faculty members on probationary term appointments." [The Trustee Policies and Regulations Governing Tenure in UNC-Chapel Hill](#), October 20, 2009.)

VII. FACULTY MENTORING

Mentoring is a fundamental activity within the School and University and is intended to help and support faculty members as they prepare for critical transitions in their careers. Primary mentoring of a faculty member should occur in his or her department.

A. MENTOR(S) WILL FOSTER A RELATIONSHIP WITH HIS OR HER MENTEE THAT INCLUDES THE FOLLOWING:

1. Discussions

Engaging in regularly scheduled discussions on career planning and personal goal-setting.

2. Feedback

Providing feedback on performance so as to foster success in the School, e.g. discussions of desirable skills and concrete ways to overcome limitations and challenges.

3. Protection

Providing protection (as needed) by offering support, strategizing about with whom to talk and how to create time, space and support for reaching goals.

4. Opening doors

Opening doors with individuals who can help the faculty member succeed in the School and University setting.

5. Recognition

Recognizing, formally and informally, the faculty member's accomplishments.

6. Listening

B. EXPECTATIONS OF MENTORING PROCESSES ARE AS FOLLOWS:

1. Orientation

In addition to above, a School-wide orientation to SPH and UNC resources, such as those for research, APT processes, communication, fundraising and academic programs, is organized each year for new faculty members by the associate dean for academic affairs.

2. Positive mentoring

Department chairs are responsible for making judicious hires and optimally supporting and mentoring those faculty members. All assistant professors should have one or more formal mentors.

3. Department-specific approaches

Different departments have different approaches to mentoring, e.g. assignment vs. self-selection. Mentoring requirements for associate professors are determined by department chairs and tailored to needs of individual faculty members but should be explicit.

4. Yearly review of faculty members

Yearly faculty reviews should clearly document progress toward should be full disclosure in writing and shared with the faculty member of any concerns about his/her likelihood of successful promotion, along with specific recommendations regarding remediation.

5. Annual status report to dean

Chairs will provide a status report on each assistant and associate professor in their departments at their annual review meetings.

6. Faculty member meeting with chair at least 18 months prior to promotion

At least 18 months prior to review for promotion from assistant professor to associate professor and from associate professor to full professor, department chair should meet with the faculty member (alone or in addition to faculty mentor(s), and/or others).

- a. The faculty member should be given an individualized schedule indicating steps and materials expected for promotion and respective due dates as well as sources of information for use in assembling materials. This includes due dates for:
 - i. Potential names for external review letters;
 - ii. Faculty member's CV;
 - iii. Career Focus Statement;
 - iv. Teaching portfolio (including department peer review); and
 - v. Examples of scholarly products.
- b. **Department chair and departmental staff should work with HR Team Lead to assist faculty members in preparing for promotion process.**
- c. **Department chair should reinforce with faculty members the importance of becoming very familiar with policies and procedures included in this APT Manual.**

7. Pre-review by chair of APT Committee and associate dean for academic and student affairs and/or dean

Before advancing a promotion package, the associate dean for academic and student affairs and chair of the APT Committee review package and inform department chair if they anticipate any problems with promotion process. If at all possible, resolution of such issues should occur prior to advancing package to APT Committee for its review and vote.

VIII. POST-TENURE REVIEW GUIDELINES

A. STATEMENT OF PURPOSE

The purpose of post-tenure review at UNC-Chapel Hill and the Gillings School of Global Public Health is to contribute to achieving the School and University missions of educational excellence. The review process for all faculty members having permanent tenure 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. Should performance deficiencies be found, the process should constructively address these in specific ways to aid the faculty member in achieving productive careers at the School.

B. GENERAL POLICY

The SPH policy and process will conform to the Framework for Implementation of the Trustee Policy for Review of Tenured Faculty, revision 7/24/14, or subsequent revisions of this document. (<http://policy.sites.unc.edu/files/2013/04/tenure.pdf>)

Each tenured faculty member must be reviewed at least once every five (5) years following conferral of permanent tenure. More frequent review may occur at discretion of department chairs. Review must examine all aspects of faculty activities and performance. Criteria for evaluation will be determined by each department, 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. A review may be delayed for compelling reasons approved by dean and provost.

C. EXPECTATIONS OF FACULTY MEMBERS

All faculty members are expected throughout their careers to maintain standards of excellence and integrity in teaching, scholarship, and service (professional and faculty engagement) as stated in School's tenure and promotion policy. Evaluation of performance will take into account changing expectations at different stages of faculty careers. Faculty members may expect nurture, aid, and support by more senior faculty and the department chair toward the development and realization of productive and successful careers at the Gillings School of Global Public Health.

D. POST-TENURE REVIEW PROCEDURE

1. Cycle of review, notice and participation

- a. The number of faculty members to be reviewed in any given year will be approximately 20% of tenured faculty in departments.
- b. All faculty members who are to undergo review will be advised by department chairs of such reviews at least six (6) months in advance.
- c. 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 department chair and participating in creation of a development plan, if needed, to address deficiencies in performance.

2. Composition of Post-Tenure Review Committees

- a. Department chairs shall call for either ad-hoc committees each year or a standing committee, called Post-Tenure Review (PTR) Committee. The Committee must include at least three tenured faculty members to oversee post-tenure reviews. There is no

requirement that they all be from the faculty member's department.

- b. Dean's Office manages chair's reviews.

3. Information considered during review process

- a. The review process will be conducted in a way that provides department chair and members of the PTR Committee relevant information concerning the faculty member's accomplishments and plans in teaching, research, practice and service (professional and faculty engagement) in relation to mission of the department, School, and University, at least over the last five (5) years.
- b. Faculty members must provide the PTR Committee:
 - i. Current curriculum vitae;
 - ii. Teaching portfolio (with results from course evaluations);
 - iii. Summary of professional service and faculty engagement activities;
 - iv. Examples of scholarly work completed since the last review; and
 - v. Other relevant materials.
- c. Department chair may also provide the PTR Committee with additional information that may be pertinent, including information developed during periodic merit reviews and information relating to the faculty member's ongoing work within the department or School.

4. Consultation between faculty members being reviewed, PTR Committees and department chairs

- a. As appropriate, faculty members being reviewed may meet with the PTR Committees and department chairs to discuss teaching, scholarship, service and other accomplishments.
- b. The PTR Committee will do the following:
 - i. Use all evidence provided by the faculty member being reviewed and department chair in evaluating performance, as outlined in #1-3 above;
 - ii. Provide written summary (to faculty member and department chair) with assessment of at least three categories and overall performance and clearly specify if s/he meets, exceeds or does not meet expectations, any recommendations for improvement, and/or any substantial deficiencies in performance that should be addressed through creation of a development plan; and
 - iii. Also may provide informal peer advice and recommendations to faculty member being reviewed and to department chair.
- c. Faculty members being reviewed must be permitted to provide written responses to Committee reports. Based on such

responses, department chair may ask the Committee to re-examine its recommendations.

- d. The department chair will review the PTR Committee's report, the faculty member's response, if any, and applicable materials and provide his/her written review to be submitted to the Dean and Associate Dean for Academic and Student Affairs.
- e. The dean will also conduct an evaluative review of the information provided.

5. Recognition of outstanding performance

- a. When faculty members being reviewed are considered outstanding in overall performance, department chairs should recognize them.

6. Establishment and monitoring of development plan

- a. For faculty members whose overall performance does not meet expectations, the report of the Post-Tenure Review Committee shall include a statement of the faculty member's primary responsibilities, directional goals established, and specific descriptions of shortcomings as they relate to the faculty member's assigned duties. The department chair and faculty member being reviewed will meet to construct a plan.
- b. Faculty development plans are individualized and flexible, taking into account the faculty member's intellectual interests, abilities and career stage, as well as department needs.
- c. The development plan should describe changes, if any, to be made in the faculty member's teaching, research, and/or service responsibilities, establish clear goals, specify steps designed to achieve those goals, define indicators of goal attainment, establish a clear and reasonable time frame for the completion of goals, identify any resources available for implementation of the plan, and state the consequences of failure to attain the goals.
- d. The use of mentoring peers is encouraged, and progress meetings with the academic unit head must occur on at least a semi-annual basis during the specified time frame.
- e. Faculty members completing development plans will be reviewed annually for up to three (3) years to assess progress toward goals specified in the plan. The unit head should acknowledge in writing a faculty member's clear improvement and the successful completion of a development plan.
- f. In the event that substantial deficiencies in performance continue at the end of three-year-period, department chairs will notify the faculty member in writing.
- g. In the case of a faculty member who fails to complete a development plan successfully and whose performance continues to be deficient, the unit head should notify the dean, who will consider whether grounds for dismissal or other disciplinary action

exist under the Trustees Policies and Regulations Governing Academic Tenure. Dismissal or severe sanction may be imposed only in accordance with and on the grounds stated in the *Trustees Policies and Regulations Governing Academic Tenure*.

- h. 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.

7. Record Keeping

- a. Departmental post-tenure review procedures, to be reviewed periodically, will be filed with the dean.
- b. Chair will maintain a list of faculty members reviewed each year, a record of the completed reviews and responses to the reviews, the names of the faculty members for whom development plans were recommended, and a copy of the development plans.

8. Procedure for Requesting a Post Tenure Review Delay

- a. Requests to delay an upcoming post tenure review should be submitted to the faculty member's department chair in advance to ensure timely departmental processing of the request.
- b. Requests must be in writing and specify the compelling reason(s) for the request to delay the review.
- c. Requests must include a written justification from the department chair, and be approved by the dean.
- d. Approved requests are then submitted to the Executive Vice-Provost and Chief International Officer for review and approval. Once the request is reviewed, a written communication will be sent from the Provost's Office to the faculty member, the department chair and the dean indicating whether the request has been approved.
- e. If the request is approved, an action must be submitted in PeopleSoft with the Provost's Office letter attached, to finalize the change to the Post Tenure Review date.

E. REPORTS AND APPEALS TO THE DEAN

1. Annual reports filed with the dean

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

2. Appeals for findings of substantial deficiencies and development plans

- a. Faculty members found by Post-Tenure Review Committees and department chairs to have substantial deficiencies in performance and for whom development plans are established may appeal the finds of substantial deficiency or the terms of the development plan within 30 days of receiving the final letter from the department chair, including such findings.

- b. The appeal is to the dean, who may consult with University Counsel and the Provost's Office. The decision shall be final.

F. RECORDS AND CONFIDENTIALITY

1. Maintenance of written records

- a. Department chairs will maintain the Committee's review summary, the response, if any, by the faculty member being reviewed, as part of that faculty member's confidential personnel file, along with all background information, other materials used in connection with the review, and a development plan, if required.

2. Obligation of confidentiality

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

IX. LIST OF APPENDICES

1. [Definitions and faculty recruitment requirements](#)
2. [Contents of Promotion Package](#)
 - a. [Contents of appointment or promotion package for tenure-track positions](#)
 - b. [Contents of appointment or promotion package for fixed-term positions](#)
3. [Appointments, Promotion and Tenure Committee Checklist](#)
4. [Examples of letters to solicit external review of faculty members for:](#)
 - a. [Tenure-track faculty member](#)
 - b. [Fixed-term \(clinical-track position\)](#)
 - c. [Fixed-term \(research-track position\)](#)
5. [Teaching Portfolio](#)
6. [Extension of the Tenure Clock: Special Provisions for Extending the Maximum Probationary Period](#)
 - a. Appeal for Extension of the Tenure-Clock form
7. [How to present and effective promotion/tenure dossier](#)
8. [Gillings School of Global Public Health Post-Tenure Review form](#)
9. [Review flow-charts for Assistant, Associate, Full Professor and Instructor with Special Provision \(Published by the Provost’s Office and extracted from the UNC-Chapel Hill EHRA Personnel Guidelines\)](#)
10. [Chart-Level of Review Required for Certain EHRA Personnel Actions](#)
11. [Standing Order Table for Tenure/Tenure-Track Appointments](#)
12. [Standing Order Table for Salaried Fixed-Term Appointments](#)

I. DEFINITIONS AND FACULTY RECRUITMENT REQUIREMENTS

1. Appointment

The initial faculty title and/or rank assigned to an individual selected from outside the School. It also applies to a person transferring from the SPA category or from one category of EPA appointment to another.

2. Promotion

Increase in rank within a given category of EPA appointment

3. Tenure-track

Appointments to regular teaching faculty that have the possibility of promotion or reappointment with permanent tenure. Tenure-track ranks are: instructor, assistant professor, associate professor and professor. Tenure may be withheld on any grounds other than those specifically stated to be impermissible in the Trustee Policies and Regulations document. Tenure is not earned. Rather, it is bestowed by the University following an assessment of institutional needs and resources and demonstrated professional performance, evidence of service to the academic community, commitment to the welfare of the University, and potential for future contributions. At prescribed times, a tenure-track appointment can be changed or terminated through decision processes described in Section II, A, Tenure-Track Appointments.

4. Probationary term

Period of time at assistant professor or associate professor rank that persons serve in tenure-track appointments before tenure is conferred. Initial appointments as assistant professor are always probationary for a term of four (4) years. An initial appointment as associate professor may be probationary for a term of five (5) years or may confer permanent tenure.

5. Non-tenure-track, fixed-term

Non tenure-track appointments are referred to as fixed-term appointments. These include: lecturer, clinical, research, or adjunct. Any of these titles (except lecturer) may be prefixed to a regular faculty rank, e.g., clinical assistant professor. Such faculty appointments are appropriate for individuals who possess unusual qualifications for teaching, research, or public health practice, but for whom regular faculty ranks are not appropriate, because of: limited duration of the mission for which they are appointed; concern regarding continued availability of funding for position; or other valid institutional reasons. The term length for non-tenure-track appointments may be for a period of one to five years.

2. MAIN CONTENTS OF AN APPOINTMENT OR PROMOTION PACKAGE FOR GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH (SPH):

A. TENURE-TRACK FACULTY MEMBERS ([APPENDIX 11](#))

- 1. SPH checklist (Appendix 3)*
- 2. Letter from department chair to the SPH dean*
- 3. See section VI.D.*
- 4. Extended AP2 form*
- 5. Current CV in preferred order (Appendix 7)*
- 6. Four (4) letters from independent, external reviewers*

Each letter should have a designation in its upper right-hand corner indicating whether the writer of the letter was suggested by the candidate or chosen by the department chair.

- 7. Copy of letter from department chair soliciting reviews*
- 8. Career focus statement*

Faculty member's statement should summarize prior phases of his/her career and define objectives or goals in the next phase of his/her career in research or practice and teaching as well as service to the profession and society at large (faculty engagement). The statement should summarize the main themes of the faculty member's work to date and anticipated future directions. The statement must also address the impact (actual or potential) of the faculty member's work on the health of the public (not to exceed 5 pages in length).

(This statement is required for promotions to Associate and Full Professor levels, reappointments as an instructor, to a 2nd term as an Assistant Professor, to confer tenure as an Associate Professor and to appoint in a joint appointment.)

- 9. Teaching portfolio (not required for initial appointments; not to exceed 25 pages in length) (Appendix 5)*
- 10. Three (3) publications that reflect important contributions to research and/or practice (Articles are only required for promotion to the associate and full professor levels.)*

B. FIXED-TERM FACULTY MEMBERS ([APPENDIX 12](#))

- 1. SPH checklist (Appendix 3);*
- 2. Letter from department chair to SPH dean*
See section VI. D. for details
- 3. Extended AP2 form*
- 4. Current CV in preferred order (Appendix 7)*
- 5. Two (2) letters from independent, external reviewers*

Each external 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 or dean.

- 6. Copy of department chair's external reviewers' solicitation letter*

7. Career focus statement

Faculty member's statement should summarize prior phases of his/her career and defining objectives or goals in the next phase of his/her career in the areas of research or practice and teaching as well as service to the profession and society at large (faculty engagement). The statement should summarize the main themes of the faculty member's work to date and anticipated future directions. The statement must also address the impact of the faculty member's work on the health of the public (not to exceed 5 pages in length).

(This statement is only required for promotions to the research and clinical associate and full professor levels.)

8. Teaching portfolio

(At discretion of department chair for those not being promoted on basis of teaching; only required for those being promoted for teaching on clinical-track; not to exceed 25 pages in length);

9. Three (3) publications or other representative scholarly works

One copy of each (Articles are only required for promotions to the research and clinical associate and full professor levels.)

3. APPOINTMENTS, PROMOTIONS, AND TENURE COMMITTEE CHECKLIST

(The requirements on this list are the same as those of the University's APT Committee.)

1. Name of Candidate:
2. Requested Action:
3. Department (Home):
(Joint):
4. Effective Date:

Complete AP2

___ Online AP2 can be used. Much of the information requested; AP2 (line #7) must be submitted in addition to CV (*see below*).

Full Curriculum Vita in Preferred Order: (Publications should be numbered and in reverse chronological order (most recent first), with date last revised and page numbers on all pages) Please highlight publications that have resulted from engaged faculty activity and document role on interdisciplinary projects.

___ **Personal** (Important Note: **CVs should NOT include age, date of birth, marital status or social security number (SSN)**; not relevant and should always be omitted.)

___ **Education**

___ **Professional Experience**

___ **Honors**

___ **Memberships**

___ **Bibliography and products of scholarship** (*as applicable*)

___ **Books and Chapters** (show author order and include pages)

___ **Peer-reviewed publications** (*On all items, show author order; see mention of publications above.*)

___ **Products of interdisciplinary scholarship**

___ **Products of engaged scholarship**

___ **Products of creative activity such as performances and exhibitions**

___ **Digital and other novel forms of scholarship** (*with electronic links displayed, if relevant*)

___ **Refereed other products of scholarship** (*technical reports, unpublished oral presentations and/or abstracts – with electronic links displayed, if relevant*)

___ **Non-refereed papers/articles** (indicated with an asterisk, including pages, *with electronic links displayed, if relevant*)

___ **Teaching activities**

___ **Courses taught for past three years**, including number of students by section

- ___ **Names of graduate students supervised**, theses or dissertation titles, and completion dates for degree work since employment at UNC-Chapel Hill.
- ___ **Undergraduate honors projects**
- ___ **Contracts & Grants**
 - ___ **Title or topic of each funded grant/contract**
 - ___ **Name of Agency**
 - ___ **Role as principal or co-investigator** clearly indicated
 - ___ **Duration of each award**, with beginning and ending dates
 - ___ **Amount of award for entire period of project.** (*Note whether award amount is total or direct funding.*)
- ___ **Service**
 - ___ **Department, School, University, state and national level service** documented and explained
 - ___ **Professional service** documented and explained.
 - ___ **Faculty engaged activities** documented and explained
- ___ **Practice**
 - ___ **Practice activities** described
 - ___ Evidence is presented that **new practice ideas, programs or policies have been disseminated.**
 - ___ Evidence presented of **linkage between practice and research and/or teaching**
- ___ **Research Statement** (not required if providing a separate Career Focus Statement)
- ___ **Teaching Statement** (not required if providing a separate Career Focus Statement)

Letter from department chair to dean

- ___ **Effective date for recommended action** (For probationary faculty at the rank of assistant professor or associate professor, date could be as early as paperwork can make it through the HSAC and other review committees, including BOT and BOG.)
- ___ **Exact vote** of assembled full professors (*and* associate professors, if applicable), e.g. “ten in favor, zero against” or “six in favor, four against”); discuss abstentions and negative votes if open vote and concerns are known.
- ___ Statement of **area of excellence** (*research or practice*); *should be modified, as appropriate, for non-tenure track appointments*
- ___ **Impact of professional service or engaged faculty activities summary**, if applicable
- ___ **Statement confirming that all external letters are from individuals independent of candidate**; two are from a list of names provided by candidate, and two are from individuals selected by the department chair
- ___ **Indicate whether promotion is early, if applicable.** Note: if 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

UNC, but it must be clearly shown that time-in-rank was at an equivalent institution, and that the individual was doing work of an equivalent nature.

___ Impact statement of the candidate’s scholarly contribution to public health (*state if this work is the result of interdisciplinary activities and/or faculty engagement*)

___ Candidate’s **contributions to mentoring** in department and
___ Interdisciplinary activities

Letter from External, Impartial Reviewers (*Please use Provost’s Office suggested sample as reflected in Appendix 4(a) for tenure-track actions and in Appendix 4 (b) for fixed-term actions*).

___ At least **four (4) external review letters for tenure-track faculty** (*two letters for fixed-term faculty*)

___ Copy of **department chair’s letter of solicitation for external review letters**

Teaching Portfolio (*Contents of teaching portfolio should not exceed 25 pages.*)

___ **Documentation of courses taught**

___ **Number of undergraduate, masters and doctoral students advised**
(*Specify if department chair or committee member and if graduated or current*)

___ **Student evaluations of courses**, including summary table

___ **Peer review of teaching**

___ **Evidence of teaching impact**

___ **Self-evaluation of teaching**

Faculty Mentoring

___ Candidate **has received appropriate faculty mentoring** towards successful promotion and tenure process.

___ Candidate **is aware of department, School and University timelines** for promotion review process and committee deadlines.

___ Candidate has **provided names and contact information for potential reviewers** at least six (6) months prior to submission of appointment/promotion/ reappointment packages.

Articles

___ **Three (3) recent, pertinent peer-reviewed articles** for promotions packets at the Associate and Full Professor levels

Career Focus Statement (can be submitted in place of the Teaching Statement and Research Statement as required in the new Presenting an Effective Promotion/Tenure Dossier document)

___ Written **statement that indicates the faculty member’s selected area of emphasis** (research or practice); **summary of career** to date; and **defined goals** for the next phase of his/her career. Statement should indicate how the candidate’s work has affected the health of the public and/or the public health profession, and/or has potential to do so. The statement should also address research or practice, teaching, and service (professional and faculty engagement) achievements and goals. (This statement is required for promotions to the Associate and Full Professor levels.)

4. EXAMPLES OF SOLICITATION LETTERS FROM CHAIR FOR EXTERNAL LETTERS OF REVIEW TENURE/TENURE TRACK PROMOTIONS (ASSISTANT TO ASSOCIATE PROFESSOR WITH TENURE, ASSOCIATE TO ASSOCIATE WITH TENURE AND ASSOCIATE WITH TENURE TO FULL PROFESSOR)

A. FOR A TENURE-TRACK POSITION:

Dear _____:

_____ [School/department] at the University of North Carolina at Chapel Hill is reviewing qualifications of _____ for promotion from assistant professor to associate professor with tenure (or associate to full professor with tenure, or associate without tenure to associate with tenure). The _____ School/department will base its recommendation concerning _____ on the contributions and impact of his/her research and/or practice, teaching, and service. We seek your assessment of _____ for promotion. To aid in your review of his/her qualifications and contributions, his/her CV, Career Focus Statement and most significant publications are enclosed.

We would appreciate your assessment of _____'s scholarly work in a national and global context. We would value your evaluation of the importance of his/her area of study and of the significance of his/her contributions to it. We also would like your assessment of his/her stature relative to his/her peers nationally or globally.

Before we take up your time, we would like to determine if there is any potential *conflict of interest* between you and the candidate.

Specifically, a *conflict of interest* may arise if you have co-authored or published a book chapter, paper or report with the candidate, or if you were an instructor or faculty member where the candidate was trained. Listed below are just a few examples; there may be other potential conflict as well.

Conflict of Interest

- Friend/family connection

- Co-students
- Student or mentee
- Co-authored a book, paper or report
- Written a grant or technical report with this candidate

Not a Conflict of Interest

- Panelists
- Student section (NIH, NSF)
- Professional organization
- Guest speaker
- Members of a large research network (including large multi-authored research)

Please let me know if you have any potential conflict of interest with this candidate **before** you agree to write your letter. I will be glad to help you determine whether any conflict of interest exists before you invest your time in this effort.

Please refer to the following criteria of the _____ School/department [Appointments, Tenure and Promotion policy](#) in giving your assessment of _____.

1. [List criteria here]

[Insert the appropriate paragraph from the two options below]

[Appointments or promotion to the rank of associate professor with tenure must demonstrate a high level of productivity. The candidate must provide evidence of outstanding scholarly contributions, show independence and leadership in research or practice, and have an emerging national/global reputation in his/her area of expertise. It would not be helpful, nor would it be relevant to state that: “Dr. _____ would qualify for promotion at our institution, but would not yet be appropriate for tenure.”

OR

[For promotion to the rank of Full Professor, the candidate must demonstrate his/her ability to mentor junior faculty and students, make outstanding scholarly contributions, and have a national/global reputation in his/her area of expertise. There must be strong evidence that his/her scholarly work has stimulated the work of other researchers, practitioners or policymakers or has had an important impact

on the field, and that, in general, other scholars are paying close attention to the candidate's work.]

In addition to the above, would you please comment on _____'s collegiality and interpersonal skills, organizational citizenship, and other relevant observations to the extent you have personal knowledge.

Under current policies of this institution, peer evaluations, such as that we are requesting from you, are regarded as confidential within limitations imposed by law. They are for limited use within the University. However, North Carolina state law provides that such written evaluations become part of the individual's personnel file. As such, they become open by petition of the faculty member about whom they are written.

[A final paragraph of thanks, deadline, whom to contact for further information, etc.]

Sincerely,

[APT Manual](#)

B. FOR A FIXED-TERM CLINICAL TRACK POSITION

Dear _____:

_____ [School/department] at the University of North Carolina at Chapel Hill is reviewing qualifications of _____ for promotion from clinical assistant professor to clinical associate professor with tenure (or clinical associate to full professor with tenure, or clinical associate without tenure to clinical associate with tenure). The _____ School/department will base its recommendation concerning _____ on the contributions and impact of his/her research and/or practice, teaching, and service. We seek your assessment of _____ for promotion. To aid in your review of his/her qualifications and contributions, his/her CV, Career Focus Statement and most significant publications are enclosed.

We would appreciate your assessment of _____'s scholarly work in a national and global context. We would value your evaluation of the importance of his/her area of study and of the significance of his/her contributions to it. We also would like your assessment of his/her stature relative to his/her peers nationally or globally. Please also provide a description of your relationship (if any) with _____.

Please refer to the following criteria of the _____ School/department [Appointments, Tenure and Promotion policy](#) in giving your assessment of _____.

1. [Paste SPH criteria here from APT manual link]

**In addition to the above, we would appreciate your comments concerning _____'s collegiality and interpersonal skills, organizational citizenship, and other relevant observations to the extent you are able to provide them. **

[A final paragraph of thanks, deadline, whom to contact for further information, etc.]

Sincerely,

C. FOR A FIXED-TERM RESEARCH TRACK POSITION

Dear _____:

_____ [School/department] at the University of North Carolina at Chapel Hill is reviewing qualifications of _____ for promotion from research assistant professor to research associate professor with tenure (or research associate to full professor with tenure, or research associate without tenure to research associate with tenure). The _____ School/department will base its recommendation concerning _____ on the contributions and impact of his/her research and/or practice, teaching, and service. We seek your assessment of _____ for promotion. To aid in your review of his/her qualifications and contributions, his/her CV, Career Focus Statement and most significant publications are enclosed.

We would appreciate your assessment of _____'s scholarly work in a national and global context. We would value your evaluation of the importance of his/her area of study and of the significance of his/her contributions to it. We also would like your assessment of his/her stature relative to his/her peers nationally or globally. Please also provide a description of your relationship (if any) with _____.

Please refer to the following criteria of the _____ School/department [Appointments, Tenure and Promotion policy](#) in giving your assessment of _____.

1. [Paste SPH criteria here from APT manual link]

**In addition to the above, we would appreciate your comments concerning _____'s collegiality and interpersonal skills, organizational citizenship, and other relevant observations to the extent you are able to provide them. **

[A final paragraph of thanks, deadline, whom to contact for further information, etc.]

Sincerely,

5. TEACHING PORTFOLIO¹

A teaching portfolio is a set of documents and materials which collectively describe the scope and quality of a professor's teaching performance.

A teaching portfolio is not an exhaustive compilation of all documents and materials that bear on teaching performance. **A teaching portfolio should not exceed 25 pages in length.** Items in teaching portfolio should be supported by clear empirical evidence.

A teaching portfolio must include items 1-12. All other items are optional.

Candidates are encouraged to include the following list of items in their teaching portfolios. The purpose of the portfolio is to present a careful, thoughtful compilation of documents and materials that make the best case for faculty member's teaching effectiveness, teaching philosophy and objectives, goals, activities and accomplishments. It also should communicate accomplishments in a clear, compelling manner.

Required items

1. Statement of teaching responsibilities, including specific courses and a brief description of how each course was taught. This statement could include description of student advising, including advising of theses and dissertations. It could also include descriptions of students supervised in laboratory or field settings.
2. A reflective statement that describes personal teaching philosophy, strategies, and objectives. This statement could apply to courses and to teaching/supervising individual students in research, laboratories, or field settings.
3. A career focus statement that describes teaching goals for the next five years within overall career focus
4. Representative course syllabi which detail course content and objectives, teaching methods, readings, assignments, student evaluation procedures as well as a reflective statement about rationale for way course was organized and taught
5. Description of steps taken to evaluate and improve teaching. This might include changes resulting from self-evaluation, time spent reading articles or books on improving teaching, participation in seminars, webinars, on-line courses, workshops and professional meetings on improving teaching, obtaining instructional development grants, and consulting with the Center on Learning and Teaching or other similar organizations.

¹ Two references were used to prepare this statement on teaching portfolios. Seldin, Peter, *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. Bolton, MA: Anker Pub. Co., 1991. Seldin, Peter, *Successful Use of Teaching Portfolios*. Bolton, MA: Anker, Pub. Co., 1993

6. Description of curricular revisions or revisions in other forms of teaching, including teaching innovations, new course projects, materials, class assignments, or other activities
7. Self-evaluation, e.g., include not only a personal assessment of teaching-related activities but also an explanation of any contradictory or unclear documents or materials in teaching portfolio.
8. Contributing to or editing a professional journal on teaching
9. Additional information about direction/supervision of student honors papers, theses, dissertations, laboratory work, field work, or other forms of individual teaching of undergraduate or graduate students

Required materials from others

10. Statements from colleagues who have observed the candidate in the classroom as members of a teaching team or independent observers
11. Statements from colleagues who have systematically reviewed the candidate's classroom materials, course syllabi, assignments, testing and grading practices, text selection, and reading lists
12. Student course and teaching evaluation data. All portfolios should include student evaluation of courses. Faculty member's student evaluations should be compared to department as a whole.

Optional Materials

13. Information on performance as faculty advisor. This would come primarily from students, but supplementary information might also come from the department chair or program coordinator within the department. For instance, a doctoral or master's program coordinator could comment on the adequacy, effectiveness or timeliness of a candidate's student advising in that program. To avoid bias, student evaluations should be solicited by the department chair or other designated person.
14. Honors or other recognition from colleagues, such as a distinguished teaching award, selection to give distinguished lecture on teaching or appointment to a high-level committee on teaching/education
15. Invitations to teach from outside organizations and agencies. This includes continuing education. Requests to present a paper at a conference on teaching one's discipline or on teaching in general
16. Invitations to teach at other universities; participation in teaching/learning symposia
17. Professional exchange with colleagues inside or outside the institution. The exchange might focus on course materials, or methods of teaching particular topics or helping colleagues improve their teaching.
18. Participation in local, regional, state or national activities related to teaching courses in the faculty member's discipline
19. Documentation of teaching improvement or development through the Center for Faculty Excellence

- 20.** Involvement in research or practice that contributes directly to teaching
- 21.** An audio or video recording of the candidate teaching a typical class--this could use new methods such as podcasts and other online tools

Products of good teaching:

- 22.** Student scores on candidate-created or standardized tests before and after a course, as evidence of student learning
- 23.** Students' papers, reports, field-work reports, laboratory work books or logs, or student publications on course-related work
- 24.** Information about the effect of the faculty member's teaching (both formal courses and individual advising, supervision, etc.) on student career choices or help given by the faculty member to secure students' employment
- 25.** Information about students who succeed in more advanced courses of study in the field
- 26.** Statements by former students on the quality of instruction, and how it affected their careers
- 27.** Student publications or conference presentations on work supervised by the candidate
- 28.** Examples of graded student papers, reports, etc. showing excellent, average and poor work along with the candidate's comments as to why they were so graded.

6. EXTENSION OF THE TENURE-CLOCK: SPECIAL PROVISIONS FOR EXTENDING THE MAXIMUM PROBATIONARY PERIOD

1. Background and Rationale

Meeting expectations for tenure requires that a person work diligently and persistently. A serious illness, need to care for a child or close relative who is seriously ill, or similar compelling circumstances can set a faculty member back significantly in his or her progress towards earning tenure. The University has provision for such circumstances. Faculty members may request that the “maximum probation period” towards obtaining tenure be extended. Extensions under subsection (iii) of the *Trustee Policies and Regulations Governing Academic Tenure, in the University of North Carolina at Chapel Hill*, may be granted in increments not to exceed

12 months, up to a maximum of 24 months (including any extensions that may have been granted under subsection (ii) [Amended May 20, 2004].

2. Process for Requesting an Extension

- Faculty member confers with his or her department chair about extension and initiates a written request no later than 24 months before end of current term.
- If department chair agrees that extension is warranted, department chair completes request form. If faculty member has joint appointment, signatures of both department chairs must be obtained. The form is sent to the associate dean for academic affairs.
- If associate dean for academic affairs concurs that the rationale fits criteria for extension, he or she signs the appeal document and sends it to dean for approval. The request for extension must arrive in SPH Human Resources office no less than 24 months before end of probationary period for the initial appointment or end of the second probationary term.
- Final approval for a request for an extension occurs in the Provost’s Office.

3. Criteria for Postponement of a Tenure Decision

The following criteria are taken from the Trustee’s Policies. Some criteria entail discernment on the part of those assessing requests. The reason(s) must have occurred during time of employment on tenure-track at UNC.

- Serious illness or injury
- Child birth
- Care for a child or close relative (e.g., spouse or parent) for an extended period of time
- Similar compelling circumstances

<http://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/tenure-tenure-track-appointments/extension-of-tenure-clock-probationary-term-of-appointment/>

APPEAL FOR EXTENSION OF THE “TENURE CLOCK”

Date of appeal: _____
month/day/year

Name of professor: _____

Department(s) _____
Primary Department Joint Department (if any)

Date of initial appointment to the tenure-track at UNC _____
month/day/year

Date by when decision regarding tenure would be made normally¹ _____
month/day/year

Proposed extended date for the tenure decision² _____
month/day/year

First Probationary Term Extension Second Probationary Term Extension

Check the following:

- Letter from the department chair to the dean giving the reason for the extension is attached.
- Copy of the faculty member’s original letter requesting the extension is attached.

Signatures:

Department chair (Primary Department) _____ Date: _____

Department chair (Joint Department) _____ Date: _____

Associate dean for academic & student affairs _____ Date: _____

Dean _____ Date: _____

¹ At least 24 months prior to the date tenure becomes effective if granted

² Up to 24 months later than the normal date

7. HOW TO PRESENT AN EFFECTIVE DOSSIER TO THE UNC CHAPEL HILL APT COMMITTEE

The 12 faculty member APT Committee is the third level of review for promotion and tenure decisions. The APT committee makes recommendations to the executive vice-chancellor and provost, who make the final decision, subject to confirmation by the Board of Trustees. These guidelines are provided to department chairs and deans to ensure that dossiers are presented in as effective a manner as possible. (The School's requirements mirror the University APT Committee requirements. <http://academicpersonnel.unc.edu/faculty-policies-procedures/faculty-appointments/forms-and-templates/index.htm>)

Recommended order of documents

1. AP2 Form
2. CV (include the date last revised and page numbers)
3. Dean's letter – demarked with a tab
4. Department chair's letter
5. Internal committee report, if submitted – demarked with a tab
6. Sample solicitation letter for external letters of reference
7. External reviewer letters – demarked with a tab
8. Any other necessary material, including teaching evaluations and service record, if appropriate
9. Career Focus Statement

1. AP2

- Make sure the all prior appointment dates are correct.

2. CV (Important Note: CVs should not include age, date of birth, marital status, or social security number (SSN). These items are not relevant and should always be omitted from the CV.)

- In every subheading, list items in reverse chronological order with most recent items first. Please date the CV so reviewers will know they have the most recent version and number pages.
- Personal
- Education
- Professional Experience
- Honors
- Bibliography – on all items, show author order
 - i. Books and Chapters, including pages
 - ii. Refereed papers/articles, including pages
 - iii. Refereed other products of scholarship (technical reports, unpublished oral presentations and/or abstracts – with electronic links displayed if relevant)
 - iv. Products of interdisciplinary scholarship
 - v. Products of engaged scholarship
 - vi. Products of creative activity such as performances and exhibitions

- vii. Digital and other novel forms of scholarship (with electronic links displayed, if relevant)
 - viii. Non-refereed papers/articles (indicated with an asterisk, including pages, with electronic links displayed, if relevant)
 - ix. Status of unpublished works should be precisely stated. *In press* means the work has been accepted without further revision and has left the author's hands; give anticipated date of publication. Accepted and under revision, submitted, and in preparation all have precise meanings. Under contract does not; it must be supplemented with a clear indication of the date of completion.
- Teaching record
 - Grants (source, amount, type of grant, role on project, starting and ending dates)
 - Service:
 - i. Professional
 - ii. Faculty engagement

3. Dean's letter

- Or signed endorsement of department chair's letter
- Must show actual vote of School's APT Committee, including abstentions
- Attach any documents produced by School's APT Committee
- Should address any articulated concerns reflected in negative votes by School's APT Committee
- Need not and should not reiterate department chair's letter

4. Department chair's letter – the most important statement

The department chair's letter should demonstrate why he/she is recommending faculty member for tenure and/or promotion. The department chair should also discuss frankly any misgivings or faculty member's limitations, reflected in negative votes or abstentions by any voting member of the department's promotions committee, or noted in any of the review letters. Open discussion of these matters gives the department chair's ultimate recommendation much more credibility than an unalloyed letter of praise when the dossier indicates that some people have misgivings or concerns. If department chair quotes from a departmental committee report, it should be attached.

A. The letter must show all votes of the full professors: yes, no, abstain.

- If departmental policy calls for taking votes of other ranks, they should be reported also. Negative votes and abstentions should be addressed if it is an open vote, and concerns are known.

B. Discuss research/scholarship career thrust, strategy and emphases of the candidate.

- Is there a clear path?

- How has it changed over time?
- What is the most promising outcome you can foresee for the scholarly trajectory?
- How does that trajectory mesh with departmental strategy and needs?
- What is the current national and international visibility and standing of the scholar?

C. Set entries in context

- Explain departmental standards and expectations for scholarship, teaching and service.
- Explain the relative standing or reputation/impact factor of the journals in which the candidate has published.
- If the discipline is one of the rare ones in which certain conferences outrank the journals, explain that.

D. Discuss research record in some detail, for example:

- Indicate the significance of author order, since disciplines differ radically in their customs in this matter.
- Indicate which items report work done as part of the candidate's dissertation, and which work has been done since joining the UNC- Chapel Hill faculty or in a previous position.
- Indicate relative weight of publications completed by the candidate before joining the UNC-Chapel Hill faculty.
- Note any external evidence of excellence of particular works: best paper awards, favorable reviews, high citation counts, etc.
- For books, indicate the standing of the press. Explain the relative importance of books versus articles in your discipline. Discuss importance of textbooks and edited volumes in your discipline.
- If field is one in which grant success is a common external measure of research quality, discuss faculty member's track record of obtaining extramural funding (other than UNC-Chapel Hill grant awards).

5. SPH APT Committee report, if submitted – demarked with a tab

6. Sample solicitation letter requesting external review letters should be included in the dossier.

Letters may not be from individuals who have been directly involved with a candidate, e.g., collaborator, mentor, previous co-worker, former dissertation department chair, but may be from individuals who know the candidate through professional interactions, e.g., reviewed candidate's publications or service on review committees together.

7. External review letters

A minimum of four external review letters are required for tenure-track or tenured faculty (two (2) for fixed-term track faculty): **all external to the institution, all from individuals independent of the candidate, two from a list of names provided by the candidate and two from individuals selected by the department chair or dean, as appropriate** (see [section VI.D.4](#)). Ideally, all of the

letters should come from peer research institutions: [research universities \(RU/VH\) with very high research activity](#). The purpose of these letters is to provide an independent and unbiased assessment of the individual's national and (if appropriate, global) reputation. These are not recommendation letters.

8. Any other necessary material, including teaching evaluations if appropriate

A. Teaching record

- Discuss teaching record, especially, all assessments of teaching effectiveness.
- Include any quantitative data from student evaluations, and discuss trends over time.
- If you have a procedure for gathering non-quantitative student comment, report the results of that.
- Do not provide input from selected individuals, as opposed to broad categories of students.

B. Service record

- Importance of service varies from department to department. Explain its role within your department, and discuss the candidate's service record.

9. Career Focus Statement

- The SPH *Career Focus Statement* which includes all three areas, teaching, research and service, and future plans in one comprehensive document will be accepted in lieu of three separate documents. Generally should not exceed five (5) pages. (This statement is required for promotion to Associate and Full Professor levels, reappointments as an instructor, to a 2nd term as an Assistant Professor, to confer tenure as an Associate Professor and to appoint in a joint appointment.)

A final word of advice for department chairs to give candidates

The dossier will be read by many people; tell them what you would want to know if you were reviewing it. Be straightforward in your recitation of achievements, but omit the puffery, such as talks at your department's colloquium. Openness gives rise to respect; any perceived attempt to manipulate excites challenges.

8. GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH POST- TENURE REVIEW FORM

Name: _ (Faculty member being reviewed)

SPH Department: _____

Date of Last Review (Includes last promotion): _____

(Month/day/year)

Date of Post-Tenure Review (current date): _____

(Month/day/year)

Review Delayed: Yes * _____ No _____

(*A delay requires approval by dean)

Development Plan Created: Yes _____ No _____

(If yes, attach a copy to this form)

**Attach a copy of current "Full CV" and Committee Report to this form before sending to SPH Human Resources.*

Signatures:

Faculty Member: _____ (Date)

Department Chair: _____ (Date)

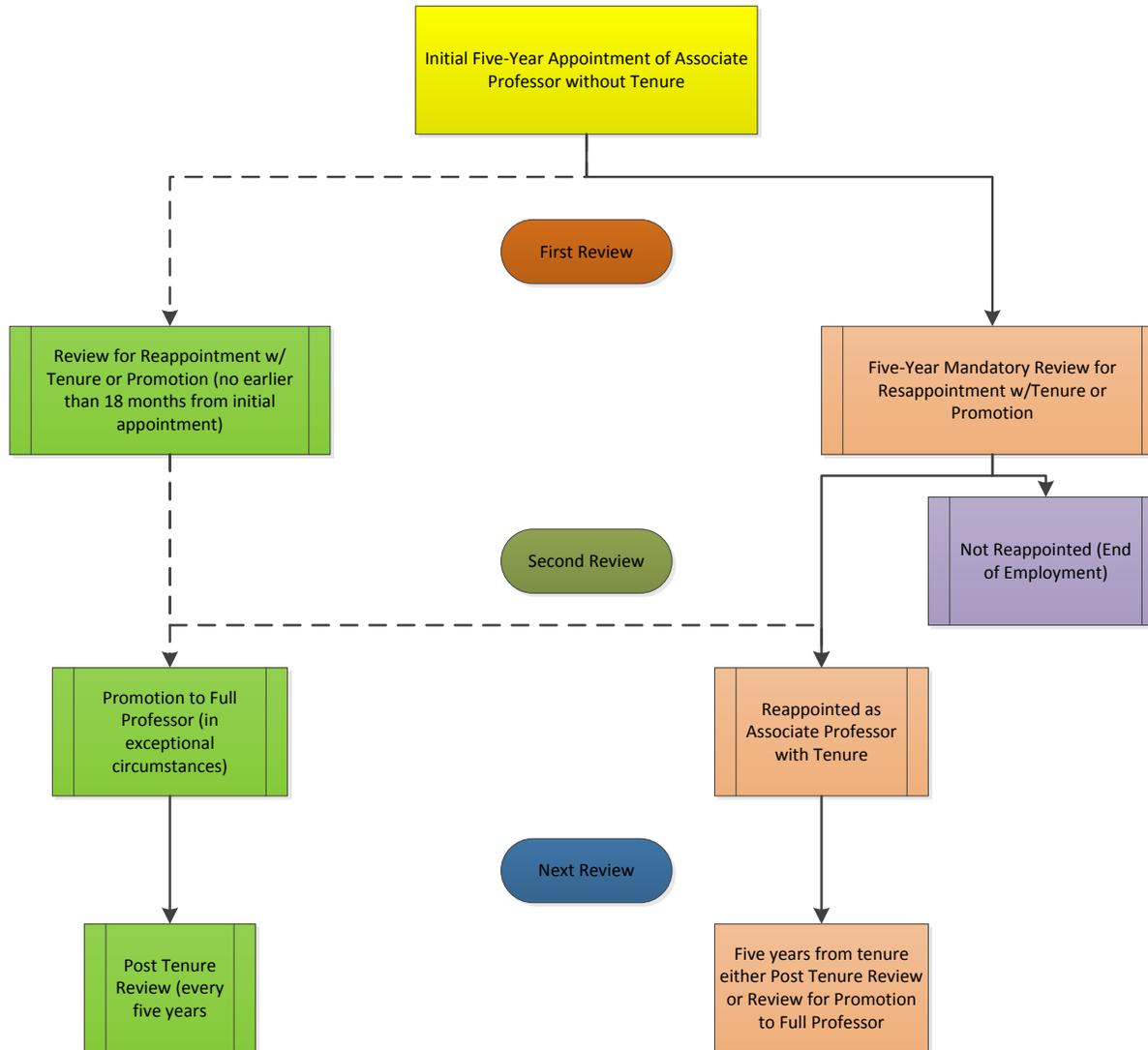
Associate Dean for Academic Affairs: _____ (Date)

Dean: _____ (Date)

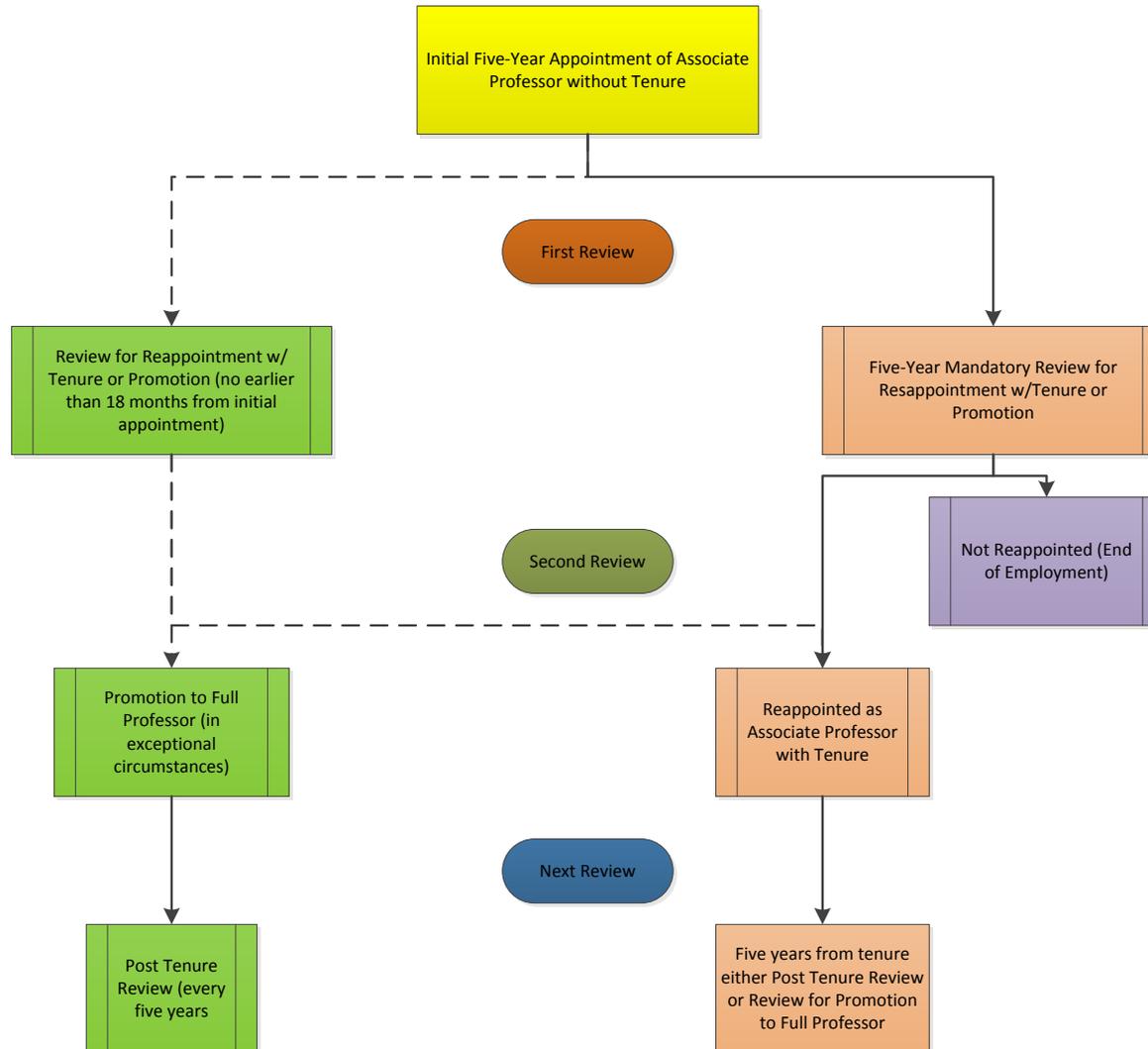
Appendix 9a: Review Schedule for Assistant Professors w/out Tenure



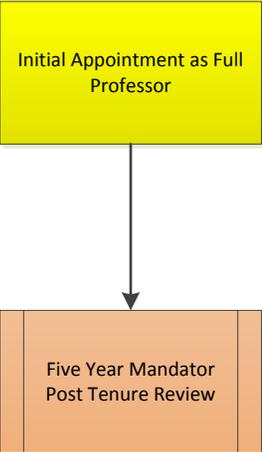
Appendix 9b: Review Schedule for Associate Professors without Tenure



Appendix 9c: Review Schedule for Tenured Associate Professors



Appendix 9d: Review
Schedule for Full Professors



10. LEVELS OF REVIEW REQUIRED FOR CERTAIN PERSONNEL ACTIONS

Personnel Actions	Dept. Full Prof.	SPH APT	HSAC, ASAC, or Acad Units	Exec. Vice-Chancellor and Provost	UNC-CH APT SUB	UNC-CH APT	BOT	BOG
New Tenure/ Tenure-Track Appointment								
Professor	X	X	X	X	X	X	X	
Associate Professor (<i>confers tenure</i>)	X	X	X	X	X	X	X	
Associate Professor (<i>probationary for 5 yrs.</i>)	X	X	X	X	X	X	X	
Assistant Professor**	X		X	X	X	X	X	
Instructor/special degree provision	X		X	X			X	
Instructor/no degree provision	X		X	X				
Joint tenured appointment	X	X	X	X	X	X	X	
Joint tenure-track appointment (<i>assistant level</i>)	X		X	X	X	X	X	
Reappointment								
Associate Professor	X	X	X	X			X	
Assistant Professor (<i>2nd term</i>)**	X		X	X			X	
New Fixed Term Appointment								
Professor	X	X		X				
Associate Professor	X	X		X				
Assistant Professor	X			X				
Lecturer	X			X				
Instructor/special degree provision	X			X				
Promotion (Tenure-Track)								
Associate Professor (<i>confers tenure</i>)	X	X	X	X	X	X	X	
Professor (<i>already tenured</i>)	X	X	X	X	X	X	X	
Promotion (Fixed-TermTrack)								
Professor	X	X		X				
Associate Professor	X	X		X				
Assistant Professor	X			X				
Other Actions: Tenure-Track Only								
Deferral Decisions and/or Decisions Not to Promote	X			X				
Extension of Probationary (Tenure Track) Appt	X			X				

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Personnel Actions	Dept. Full Prof.	SPH APT	HSAC, ASAC, or Acad Units	Exec. Vice-Chancellor and Provost	UNC-CH APT SUB	UNC-CH APT	BOT	BOG
Other Actions: Tenure-Track Only (cont'd)								
Tenure-track Reduction in FTE				X				
Designation to Named Professorship**	X		X	X	X	X	X	
Tenure-track department faculty transfer	X	X	X	X	X	X	X	
End of Employment				X				
Change of initial appointment to an earlier date				X				
Other Actions-All EPA Faculty								
Leave of Absence (6 mos. or more)				X				
Off-Campus Assignment				X				
Conversion from 12-Month to 9-Month Appt.				X				
Out-of-cycle salary increases less than 20% and \$15,000				X				
Out-of-cycle salary increase exceeding 20% AND \$15,000 of previous June 30 salary*				X			X	X
Other Actions-All EPA Faculty								
Fixed-Term New Employment salaries exceeding salary levels				X				
Removal of funding contingency clause				X			X	
Secondary Administrative Appts. (salaried or non-salaried)				X				
Department Chair***	X		X	X	X	X	X	
Center Director				X				
Dean			X	X	X	X	X	
*Cannot be approved in months where meetings are held by mail ballot.								
**Assistant Professor appointments, Designations to Named Professorships, Department Chair and Interim/Acting Department Chair appointments are informational items on the APT agenda. They must, however, pass through BOT for approval.								
***Department chair and Interim/ Acting chair appointments must appear on the APT agenda as information within 3 months before or 3 months after the appointment.								

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APPENDIX 11 Tenure Track	Initial Appointment			Reappointment			Promotion		(Add'l Joint) Appt
	Asst Prof or Instr	Assoc Prof w/o Tenure	Full or Assoc Prof w/ Tenure	Instr	Asst Prof to 2 nd Term (in 3 rd Yr)	Assoc Prof w/ Tenure	From Asst to Assoc Prof	From Assoc to Full Prof	
Standard Order: #1-8									
1. AP-2	◆	◆	◆	◆	◆	◆	◆	◆	◆
<p>Full Curriculum Vitae (dated w/page #s): The CV is meant to allow all faculty members an opportunity to showcase their teaching, scholarship, service, engagement, creative endeavors, interdisciplinary activities and a wide array of accomplishments including non-traditional products. The cv should include the following elements in order, as applicable:</p> <p>a) Personal b) Education c) Professional experience d) Honors e) Bibliography and products of scholarship (as applicable) Books & chapters(show author order incl pgs) Refereed papers/articles (show author order incl pgs) Refereed other products of scholarship (with electronic links displayed, if relevant) Products of interdisciplinary scholarship Products of engaged scholarship Products of creative activity such as performances and exhibitions Digital and other novel forms of scholarship (with electronic links displayed, if relevant) Refereed unpublished oral presentations &/or abstracts Other, including book reviews and other products of scholarship (with electronic links displayed, if relevant)</p>	◆	◆	◆	◆	◆	◆	◆	◆	◆
f) Teaching activities: List courses for the past 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-CH. Undergraduate honors projects should be included as well.				◆	◆	◆	◆	◆	◆
g) Grants (role, total direct grant amount, % effort, agency, dates, etc.)	◆	◆	◆	◆	◆	◆	◆	◆	◆
h) Professional service									
i) Research statement				◆	◆	◆	◆	◆	◆
j) Teaching statement				◆	◆	◆	◆	◆	◆
k) Service and engagement statement, if applicable									
2. Recommendation letter from the Dean to the Provost or from Chair endorsed by the Dean.	◆	◆	◆	◆	◆	◆	◆	◆	◆
3. School/Department Promotions Committee report (if available)	◆	◆	◆		◆	◆	◆	◆	◆
4. Copy of letter soliciting recommendation (see example)						◆	◆	◆	
5. Outside letters of recommendation (at least four; include all letters received, not a selected subset)	◆	◆	◆			◆	◆	◆	

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6. Teaching evaluations: Summaries should be provided showing quantitative data which evaluates the teaching effectiveness. (Do not include individual student evaluations or grade sheets.)				◆	◆	◆	◆	◆	
7. Peer evaluations				◆	◆	◆	◆	◆	
8. Any additional information or materials that the school would like to submit but which is not duplicative of the above, e.g., support info on clinical service, and/or administrative duties.	◆	◆	◆	◆	◆	◆	◆	◆	◆

Requirements Not Part of the Standard Order									
9. Copy of Action (or ATF Form)	◆	◆	◆	◆	◆	◆	◆	◆	◆
10. AP-2a	◆	◆	◆						
11. EEO Approval	◆	◆	◆						
12. I-9 Form <i>with approved EEV verification # (to EEV Coordinators in HR Workforce Planning &)</i>									
13. Tax Cards & Payroll Direct Deposit (<i>to Payroll</i>)	◆	◆	◆						
14. Criminal Conviction Check Authorization [<i>Appointee should send form in sealed envelope marked "confidential" to the appropriate Dean's Office.</i>]									
15. Recommendation for Joint Appointment (<i>if applicable</i>)									◆
16. OP-1 (<i>keep in dept</i>)	◆	◆	◆						

Due to APT paperless process, units are required to submit only the Original dossier to the Director of Faculty Personnel for approval. [PLEASE BE SURE ORIGINAL IS A SINGLE-SIDED, CLEAN DOCUMENT.]

APPENDIX 12

Required Documents For Connect Carolina Actions **Salaried Fixed Term Appointments Permanent 51% or Greater FTE**

Permanent Salaried Fixed Term (for Research/Clinical/Adjunct) Appointments 51% or Greater	New/Initial Appointment	Reappointment	Promotion	Job Change*	Secondary Appnt
1. AP-2	◆		◆	◆	◆
2. AP-2a	◆				
3. Recommendation letter from the Dean to the EVC&P or from Chair endorsed by the Dean outlining duties and responsibilities.	◆	◆	◆	◆	◆
4. School/Department committee report (if available)	◆	◆	◆	◆	◆
5. Full Curriculum Vita	◆		◆	◆	◆
6. Letters of recommendation - outside the University (at least two)*	◆		◆	◆	
7. Teaching documentation to include the following:					
(a) Reflective statement			◆		
(b) Teaching activities: List course taught each semester for the past three years and the number of students taught by section. List the names of graduate students supervised, thesis titles and completion dates for degree work since employment at UNC-CH. Undergraduate honors projects should be included as well.			◆		
(c) Teaching evaluations: Summaries should be provided showing quantitative data which evaluates the teaching effectiveness. (Do not include individual student evaluation sheets or grade sheets.)			◆		
(d) Peer evaluations			◆		
8. Transcript - Certified Official Copy	◆				
9. OP-1: Remains in the Department	◆				
10. Any additional information or material that the school would like to put forward (not duplicative of the above).	◆				
11. Recommendation for Joint Appointment Form (if applicable)					◆