

IX. LIST OF SUPPLEMENTAL FILES

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 (teaching/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. Table for External Reference Letters
10. Gillings School of Global Public Health Post-Tenure Committee Review form

SUPPLEMENTAL FILE 1: 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

<https://academicpersonnel.unc.edu/files/2020/02/UNC-Chapel-Hill-Tenure-Policies-and-Procedures.pdf>.

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 teaching, research, and clinical/practice. These modifiers are invisible for most purposes but are used for administrative purposes. Any of these titles 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 is typically 1 year (probationary) and can be renewed for 1-3 years based on performance and funding.

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

A. TENURE-TRACK FACULTY MEMBERS (see overview in SUPPLEMENTAL FILE 11)

- 1. *SPH checklist (Supplemental File 3)***
- 2. *Letter from department chair to the SPH dean***
- 3. *Extended AP2 form***
- 4. *Current CV in preferred order (Supplemental File 7)***
- 5. *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.

- 6. *Copy of letter from department chair soliciting reviews***
- 7. *Career focus statement (not to exceed 5 pages in length)***

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. This statement will also include a description of the faculty member's research, teaching/mentoring and practice/service work that has affected diversity, equity and inclusion at Gillings. In the event that a teaching portfolio is not required (e.g., an initial appointment), the career focus statement should include information on the teaching and mentoring experience of the candidate as well as teaching philosophy/interests. 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. An optional COVID-19 impact statement can be added as an appendix to the career focus statement (1 page limit).

- 8. *Teaching portfolio (not required for initial appointments; ranging from ~5 -20 pages in length) (Supplemental File 5)***
- 9. *Three (3) publications that reflect important contributions to research and/or practice.***

B. FIXED-TERM FACULTY MEMBERS (see overview in SUPPLEMENTAL FILE 12)

- 1. *SPH checklist (Supplemental File 3);***
- 2. *Letter from department chair to SPH dean***
- 3. *Extended AP2 form***
- 4. *Current CV in preferred order (Supplemental File 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 (not to exceed 5 pages in length)

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 teaching, research and practice/service (depending on area(s) of excellence as noted in the Chair's letter) 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. This statement will also include a description of the faculty member's work that has affected diversity, equity and inclusion at Gillings. In the event that a teaching portfolio is not required, the career focus statement should include information on the teaching and/or mentoring experience of the candidate as well as teaching philosophy/interests. This statement should include information on how the work of the faculty member has impacted diversity, equity and inclusion. This statement is required for promotions to the fixed term Associate and Full Professor levels. An optional COVID-19 impact statement can be added as an appendix to the career focus statement (1 page limit).

8. Teaching portfolio

(At the discretion of department chair for those not being promoted on the basis of teaching; only required for those being promoted for teaching on the teaching track; **ranging from ~5-20 pages in length**). In the event that a teaching portfolio is not required, the career focus statement should include information on the teaching and mentoring experience of the candidate as well as teaching philosophy/interests.

9. Three (3) publications or other examples of scholarship

One copy of each. Only required for promotions to the associate and full professor levels.

SUPPLEMENTAL FILE 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. The CV should be dated so that reviewers will know which version they are examining, and the pages should be numbered.

___ **Personal** (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.)

___ **Education**

___ **Professional Experience**

___ **Honors**

___ **Memberships**

___ **Bibliography**

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

___ **Peer-reviewed publications** (show author order and include pages)

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

___ **Products of scholarship in teaching and/or practice**

___ **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)

___ **Non-refereed papers/articles** (indicated with an asterisk, including pages, with electronic links displayed, if relevant) 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 activities/record (if applicable)**
 - ___ **Courses taught for past three years**, (specific course names and codes, dates offered, credit, number of students, required or elective)
 - ___ **Names of students supervised**, BSPH honors papers, theses or dissertation titles, and completion dates for degree work since employment at UNC-Chapel Hill. Indicate the role of the candidate in relation to the student (e.g. Chair of committee, member of committee)
 - ___ **Undergraduate honors projects**
 - ___ **Contracts & Grants (if applicable)**
 - ___ **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
 - ___ **Community engagement** 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** (3 page maximum detailing research philosophy, and examples of scholarship in research; not required if providing a separate Career Focus Statement)
 - ___ **Teaching Statement** (3 page maximum detailing teaching philosophy, and examples of scholarship in teaching; not required if providing a separate Career Focus Statement)
- Career Focus Statement** (can be submitted in place of the Teaching Statement and Research 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 teaching, scholarship and practice/service (depending on area(s) of excellence as noted in the Chair's letter) 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. This statement will also include a description of the faculty member's work that has affected diversity, equity and inclusion at Gillings (not to exceed 5 pages in length). Thus, the faculty member should document

scholarship, research, creative endeavors, teaching, mentorship, and service or practice that relates to inclusion, equity and diversity. The career focus statement is required for promotions to the Associate and Full Professor levels. An optional one page COVID-19 Statement can be included as an Appendix to the 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 the Board of Trustees and the Board of Governors).
- ___ **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. Please add the number of tenured faculty in the count.
- ___ Statement of **area of excellence** (*research, teaching, 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; for tenure track**, two are from a list of names provided by candidate, and two are from individuals selected by the department chair; for fixed term, one is from a list of names provided by candidate, and one is 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 Supplemental File 4(a) for tenure-track actions and in Supplemental File 4 (b) for fixed-term actions*).

- ___ At least **four (4) external review letters for tenure-track faculty, two (2) letters for fixed-term faculty**
- ___ Copy of **department chair’s letter of solicitation for external review letters**

Teaching Portfolio (*Inclusion as the discretion of the chair; Contents of teaching portfolio should range from ~5-20 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 or other examples of scholarship

_____ **Three (3) recent, pertinent peer-reviewed articles or other examples of scholarship** for promotions packets at the Associate and Full Professor levels

SUPPLEMENTAL FILE 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)

4A. 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, Teaching Portfolio, 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, study 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. Also, please mention specifically whether you believe you have a potential conflict of interest with the

candidate in your letter (e.g. have published with the candidate, have worked on grants together, worked at same institution and/or department etc.).

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.

Also please note that beginning in the Spring 2020 semester, faculty across the University experienced a significant disruption due to the COVID-19 pandemic. In Spring 2020, as a result of the health crisis, all faculty moved their courses online, research facilities including labs and libraries were closed and all student evaluation of teaching was suspended. In conjunction with the disruptions experienced on-campus, many faculty were working out of their

homes while simultaneously providing childcare due to closures of daycare facilities and K-12 schooling. Research disruptions, significant shifts in teaching modalities, limited childcare, and remote work have persisted through 2020. We ask that you take this unprecedented event into consideration when evaluating work performed during this time.

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

Sincerely,

4B. FOR A TENURE-TRACK POSITION: (For use with Assistant Professor level only)

Dear _____:

_____ [School/department] at the University of North Carolina at Chapel Hill is reviewing qualifications of _____ for appointment as an assistant professor. 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 appointment. To aid in your review of his/her qualifications and contributions, his/her CV, Career Focus Statement, Teaching Portfolio, 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 refer to the following attached criteria of the _____ School/department [Appointments, Tenure and Promotion policy](#) in giving your assessment of _____.

1. [List criteria here]

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,

4C. FOR A FIXED-TERM TEACHING TRACK POSITION

Dear _____:

_____ [School/department] at the University of North Carolina at Chapel Hill is reviewing qualifications of _____ for promotion from teaching assistant professor to teaching associate professor (or teaching associate to full professor). The _____ School/department will base its recommendation concerning _____ primarily on the contributions and impact of his/her teaching and service. We write to seek your assessment of _____ for promotion. To aid in your review of his/her qualifications and contributions, I am sending his/her CV, Career Focus Statement, Teaching Portfolio and most significant publications or other examples of scholarship. **I have included his/her course evaluations to help you in your assessment. (if other written products showing scholarship in teaching are available, please insert this language). I have also included documents that illustrate his/her scholarship in teaching.**

We would appreciate your assessment of _____'s ability to share knowledge and skills with students, health professionals and the public through classroom instruction, training, and other mentoring interactions. We would also appreciate an assessment of the extent to which _____'s teaching reflects scholarship. This might be evidenced by: including integration of current knowledge in their course syllabi and classroom teaching; best practices in pedagogical methods; publishing teaching methods or curriculum innovations, new strategies to improve practice; and demonstrating an ability to teach or provide service in government or other sectors of society that affect the public health. The Department's specific criteria, (link below) describes in greater detail the variety of forms teaching scholarship may take.

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, study 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. Also, please mention specifically whether you believe you have a potential conflict of interest with the

candidate in your letter (e.g. have published with the candidate, have worked on grants together, worked at same institution and/or department etc.).

Please refer to the attached 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. **

Also please note that beginning in the Spring 2020 semester, faculty across the University experienced a significant disruption due to the COVID-19 pandemic. In Spring 2020, as a result of the health crisis, all faculty moved their courses online, and, many research facilities including labs and libraries were closed. In conjunction with the disruptions experienced on-campus, many faculty were working out of their homes while simultaneously providing childcare due to closures of daycare facilities and K-12 schooling. Research disruptions, significant shifts in teaching modalities, limited childcare, and remote work have persisted through 2020. We ask that you take this unprecedented event into consideration when evaluating work performed during this time.

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

Sincerely,

4D. 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 (or research associate to full professor). The _____ School/department will base its recommendation concerning _____ on the contributions and impact of his/her teaching, scholarship and service/practice. We seek your assessment of _____ for promotion. To aid in your review of his/her qualifications and contributions, I am sending his/her CV, Career Focus Statement, Teaching Portfolio and most significant publications or other scholarly work.

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 _____.

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. Likely **Conflict of Interest** includes a friend/family member, student or mentee, individuals who trained together, co-authored a book, paper or report, co-wrote a grant or technical report together. Potentially, not a Conflict of Interest would be panelists, study section members, leadership with a professional organization, members of a large research network that includes large multi-authored research where the candidate and the reviewer did not overlap in work or collaboration. 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. Also, please mention specifically whether you believe you have a potential conflict of interest with the candidate in your letter (e.g. have published with the candidate, have worked on grants together, worked at same institution and/or department etc.).

Please refer to the following attached 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. **

Also please note that beginning in the Spring 2020 semester, faculty across the University experienced a significant disruption due to the COVID-19 pandemic. In Spring 2020, as a result of the health crisis, all faculty moved their courses online, and, many research facilities including labs and libraries were closed. In conjunction with the disruptions experienced on-campus, many faculty were working out of their homes while simultaneously providing childcare due to closures of daycare facilities and K-12 schooling. Research disruptions, significant shifts in teaching modalities, limited childcare, and remote work have persisted through 2020. We ask that you take this unprecedented event into consideration when evaluating work performed during this time.

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

Sincerely,

SUPPLEMENTAL FILE 5.

1. TEACHING PORTFOLIO

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

A teaching portfolio is not an exhaustive compilation of all documents and materials that bear on teaching performance. **A teaching portfolio should range from ~5 - 20 pages in length (not including course syllabi or student evaluations).** Items in teaching portfolio should be supported by clear empirical evidence.

A teaching portfolio must include the items listed below. All other items are optional. Candidates should include information on all courses taught and with most recent (e.g. past 3 years) data available. 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/mentoring effectiveness, teaching philosophy and objectives, goals, activities and accomplishments. It also should communicate accomplishments in a clear, compelling manner.

Please provide the following (or NA if not applicable)

- 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 description of evidence of scholarship in teaching
- 4.** Representative course syllabi (provided in an appendix) which details 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 for Faculty Excellence or other similar organizations.

6. Description of curricular revisions or revisions 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. 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

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

Optional materials

11. Information on performance as faculty mentor/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.
12. 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
13. 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
14. Invitations to teach at other universities; participation in teaching/learning symposia
15. 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.
16. Participation in local, regional, state or national activities related to teaching courses in the faculty member's discipline
17. Documentation of teaching improvement or development through the Center for Faculty Excellence
18. Involvement in research or practice that contributes directly to teaching or professional continuing education.

19. An audio or video recording of the candidate teaching a typical class--this could use new methods such as podcasts and other online tools

Optional materials related to products of good teaching:

20. Student scores on candidate-created or standardized tests before and after a course, as evidence of student learning
21. Students' papers, reports, field-work reports, laboratory work books or logs, or student publications on course-related work
22. 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
23. Information about students who succeed in more advanced courses of study in the field
24. Statements by former students on the quality of instruction, and how it affected their careers
25. Student publications or conference presentations on work supervised by the candidate
26. 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.

SUPPLEMENTAL FILE 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 senior associate dean for academic and student affairs.
- If senior associate dean for academic and student 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. *Note: Special COVID-related requests for an extension do not need the 12-24 month prior approval process.
- 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: _____

Senior 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

SUPPLEMENTAL FILE 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.*
<https://facultyhandbook.unc.edu/policies-and-procedures/faculty-personnel-policies-and-procedures/appointment-promotion-and-tenure-guidelines/>

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**
- 10. COVID-19 Statement (optional)**

- 1. AP2**
 - Make sure the all prior appointment dates are correct.
- 2. CV (Supplemental File 3)**
- 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 (Please note the number of tenured faculty in the vote).

- 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. (if applicable)

- 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 (including percent effort on grants if applicable).
- 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, if applicable, 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. 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, published manuscripts or grants together, 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.

6. 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.

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

A. Teaching and mentoring 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.

8. Career Focus Statement (Supplemental File 2)

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.

SUPPLEMENTAL FILE 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)

Senior Associate Dean for Academic Affairs: _____ (Date)

Dean: _____ (Date)

SUPPLEMENTAL FILE 9. Table for External Reference Letters

External Reference Letters—Fixed-Term Faculty					
Initial Appointment				Promotion	
Assistant Professor ²	Associate Professor ¹	Full Professor ¹	Professor of the Practice ¹	Assistant to Associate Professor ¹	Associate to Full Professor ¹
1 from Candidate	1 from Candidate	1 from Candidate	1 from Candidate	1 from Faculty	1 from Faculty
1 from Department	1 from Department	1 from Department	1 from Department	1 from Department	1 from Department

¹All letters should come from individuals at accredited institutions and at the rank of Full Professor or its equivalent. What institutions are considered may differ by discipline and may include government laboratories and agencies.

²In rare cases for an initial appointment to Assistant Professor, a letter may be sought from an Associate Professor. For all other appointments, it is required that letters are written by an individual who is at a higher rank than the proposed position (e.g., an Associate Professor cannot write a letter for an appointment or promotion of a candidate to the position of Associate Professor).

External Reference Letters—Tenure-Track Faculty					
Initial Appointment			Promotion or Tenure		
Assistant Professor ²	Associate Professor (with or without tenure) ¹	Full Professor ¹	Assistant to Associate Professor ¹	Associate to Full Professor ¹	Tenure (without promotion) ¹
2 from Candidate	2 from Candidate	2 from Candidate	2 from Faculty	2 from Faculty	2 from Faculty
2 from Department	2 from Department	2 from Department	2 from Department	2 from Department	2 from Department

¹All letters should come from individuals at accredited institutions and at the rank of Full Professor or its equivalent. What institutions are considered may differ by discipline and may include government laboratories and agencies.

²In rare cases for an initial appointment to Assistant Professor, a letter may be sought from an Associate Professor. For all other appointments, it is required that letters are written by an individual who is at a higher rank than the proposed position (e.g., an Associate Professor cannot write a letter for an appointment or promotion of a candidate to the position of Associate Professor).

SUPPLEMENTAL FILE 10. GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH POST-TENURE REVIEW COMMITTEE REVIEW FORM

Faculty name:

Date of completion of review:

Post-tenure review committee (names):

Provide a summary of the candidate's five-year goals (A) as well as past performance in the following three areas: scholarship, teaching and practice/service (B-D):

- A. Candidate's five year goals:
 - Provide a summary of the candidate's five-year goals.
 - Provide feedback and any recommendations:

- B. Scholarship
 - a. Publications/Scholarly Products:
 - Describe the faculty member's quality and impact of research and research productivity.
 - Provide feedback and any recommendations.

 - b. Grants
 - Describe the faculty member's record of research, applications, and awarded grants, including an estimate of research coverage over the 5 year review period.
 - Provide feedback and any recommendations

- C. Teaching
 - a. Describe the faculty member's teaching contributions, quality and impact
 - Provide feedback and any recommendations.

 - b. Describe the faculty member's mentorship of students (all levels), post-doctoral fellows, junior faculty and other trainees.
 - Provide feedback and any recommendations.

- D. Practice (Service):
 - a. Describe the faculty member's overall contributions and impact on practice/service
 - Provide feedback and recommendations.

 - b. Describe specific practice/service to the Department/School/UNC:
 - Provide feedback and any recommendations.

 - c. Describe specific practice/service to the profession:
 - Provide feedback and any recommendations.

 - d. Describe practice/service to the local/state/national or international community or other public service:
 - Provide feedback and any recommendations.

- E. Summary. Provide brief conclusions on performance during this review period: The options here are (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations):