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DEPARTMENT OF ALLIED HEALTH SCIENCES

TENURE-TRACK AND TENURED FACULTY APPOINTMENT, REAPPOINTMENT, AND PROMOTION POLICIES

All procedures and policies relating to decisions affecting tenure-track and tenured faculty at the level of Instructor, Assistant, and Associate Professor in the Department of Allied Health Sciences conform with statements regulating these matters as set forth in the University documents listed below:

- I. The Faculty Code of University Government, The University of North Carolina at Chapel Hill, October 1, 1984;
- II. Trustee policies and Regulations Governing Academic Tenure, The University of North Carolina at Chapel Hill, July 1, 1987;
- III. EPA Employees Equal Employment Opportunity Plan, April 1, 1998; and,
- IV. Policy of the UNC School of Medicine for Appointment, Reappointment and Promotion of Tenure-Track Faculty, January 26, 1994.
- V. Teaching Portfolio Briefing (based on Administrative Memorandum #338, Tenure and Teaching in the University of North Carolina), September 28, 1993.

Each faculty member should be provided with and have a full understanding of these documents upon appointment.

This departmental communication will outline University procedures and set forth departmental policies and guidelines related to appointment, reappointment, promotion, and tenure. At the outset it is important to provide certain basic academic definitions.

DEFINITIONS

1. "Academic freedom is the right of a faculty member to be responsibly engaged in efforts to discover, speak and teach the truth. It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication and to protect any member of the faculty against influences, from within or without the University, which would restrict the faculty member in the exercise of these freedoms in his or her area of scholarly interest." (II)

2. "Academic tenure refers to the conditions and guarantees that apply to a faculty member's employment. More specifically, it refers to the protection of a faculty member against involuntary suspension or discharge from, or termination of, the faculty member's employment by the University except upon specified grounds and in accordance with specified procedures." (II)
3. Types of Appointment
 - a) Probationary Term: An appointment during which a faculty member is evaluated by his peers for renewal of another probationary term, promotion and tenure, or dismissal.
 - b) Tenured: A continuous appointment until resignation, retirement, or death occurs.
4. Faculty Rank
 - a) Professor: The highest academic rank obtainable in the University. The rank of professor is awarded only to those individuals who are experienced and have proven themselves as clinicians, scholars and scientists with national or international recognition. All professors have permanent tenure conferred with either initial appointment or with promotion.
 - b) Associate Professor: The second highest rank, which is awarded by either appointment or by promotion from the rank of assistant professor. The latter situation always confers permanent tenure. The rank of associate professor is awarded to faculty members who have demonstrated the potential to become full professors and are making important contributions within the department and institution.
 - c) Assistant Professor: Assistant professors are appointed with the intention that they will become permanent members of the faculty. Initial appointment is for a probationary period of four years, which may be renewed one time for a period of three years, after which the assistant professor is reappointed or promoted to associate professor with permanent tenure, or terminated. While no guarantee of promotion or tenure accompanies this initial appointment, it is expected that the candidate will be capable of progressing to associate professor and professor.
 - d) Instructor: Instructors are appointed for one year and reappointment may be made successfully for three one-year terms for a maximum of four years in rank.

THE APPOINTMENT-PROMOTION PROCESS

A. Initiation:

"Each initial appointment with permanent tenure or for a fixed or probationary term longer than one year, each promotion rank, and each reappointment of an instructor, assistant professor, or associate professor shall be initiated by recommendation of the chairman of the department concerned after consultation with the assembled full professors of that department. Each such recommendation shall be based upon considerations of the demonstrated professional competence and the potential for future contribution of the faculty

member, and of the needs and resources of the institution. Initial appointments to terms not exceeding one year may be initiated by the department chairman acting on his or her own initiative." (II)

B. Institutional Procedures:

After a faculty member has been recommended for appointment, reappointment, or promotion with the Department of Allied Health Sciences, the Chairman will submit a recommendation, along with the supporting documentation, to be processed through the University Promotions and Tenure system. An outline for such proceedings is as follows:

RESPONSIBILITIES OF DEPARTMENT

The various disciplines represented in the Department of Allied Health Sciences provide an opportunity for tenure-track and tenured faculty to excel. Each specialty provides rich experiences in teaching and providing services for patients, and for discovery and application of the scientific method. The Department of Allied Health Sciences has the responsibility of providing the opportunities and leadership to each faculty member so that he or she may reach his or her full potential in the University Medical School environment.

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION

All tenure-track or tenured faculty members within the Department of Allied Health Sciences will be expected to participate in teaching, clinical, research, and administrative activities. For reappointment, promotion, and/or tenure to occur, a faculty member must demonstrate excellence in teaching and at least one other the area of endeavor. Teaching may take various forms, including didactic and clinical areas. Excellence in teaching may be demonstrated by a scholarly approach to one's subject and/or by performance characteristics. A heavy teaching load by itself is not evidence of excellence in teaching.

"Scholarly endeavor in the area of clinical activity is interpreted to mean more than the high level of clinical competence normally expected of all faculty members with clinical responsibilities. Clinical excellence as a basis for promotion must include a scholarly approach to clinical activities as evidenced by sharing knowledge, skills and insights with colleagues in seminars, rounds, consultations, and/or publications." (IV)

"Scholarship in research is defined by currently accepted criteria within the academic discipline represented." (IV)

"Administration is a vital component of any organization. The administrator ... is expected to exhibit a high level of competence. However, if administrative activity is to be considered as one of the two areas of excellence (in addition to teaching) for purposes of promotion, there must be evidence of creative scholarly contribution to the administrative discipline." (IV)

Excellence in administrative activity may be demonstrated by "evidence of creative scholarly contribution to the administrative discipline. This may be described as sharing knowledge, skills, and insights relative to administrative matters with peers, colleagues, and students, even if accomplished outside traditional classrooms or biomedical/scientific journals. Administrators

may share their abilities in such settings as national administrative organizations, local administrative seminars or in journals whose circulation is among other than biomedical scientists. The intent, of course, is to obtain adequate peer review." (IV)

DOCUMENTATION OF ACADEMIC EXCELLENCE

It becomes apparent that promotion decisions become complex during peer review. The wisdom of these decisions is based on both subjective and objective criteria from many sources. The personal behavior of an individual, his or her ability in the classroom, in the clinic and in the laboratory all become critically important in the evaluation process. Personal qualities of the candidate, including integrity, initiative, self-reliance, cooperative attitudes, and commitment to the goals of the Department and University shall also be considered in the overall evaluation; however, race, age, sex, religion, national origin or any ethnically related characteristic may not be considered. (III)

GUIDELINES FOR DOCUMENTATION

The following guidelines are not comprehensive and are not presented in order of importance. Reappointment, tenure and promotion judgements are qualitative and must be made on the basis of the degree to which the contributions of the candidate to teaching, scholarship and research, clinical activity and administration can be judged as continuing and substantial, as well as in line with responsibilities and commitments agreed to in negotiation with each Division Director. Evidence shall be obtained through participation of outside reviewers who are not only asked to review the work of the candidate, but also to project how a candidate might contribute to the discipline.

Teaching

Documentation of excellence in teaching, either in the classroom or in a clinical setting, includes the following elements in the form of a Teaching Portfolio:

Required Elements of the Teaching Portfolio:

1. Documentation of teaching activities: List courses taught each semester for the past three years and the number of students taught by section. Give 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.
2. Reflective Statement: 3-page limit; required to document excellence in teaching only.
3. Learner Evaluations of Teaching: to include direct observation and summaries of student evaluations. Summaries should be provided showing quantitative data which evaluates the teaching effectiveness. (Do not include individual student evaluations or grade sheets.)
4. Peer Evaluations of Teaching: based on class visitations, cooperative teaching, or other comparable experiences, such as clinical supervision.

Optional Elements of the Teaching Portfolio:

1. Material created by the individual teacher
 - a) representative course syllabi
 - b) instructional materials personally or collaboratively developed
 - c) videotapes of teaching
 - d) evaluation/assessment materials developed
 - e) reports of studies

2. Material generated by others
 - a) statements from colleagues who have reviewed educational materials
 - b) invitations to lecture/tech at other institutions or at professional conferences

3. Products of teaching
 - a) learners' scores on examinations or performance rating scales directly related to the faculty member's teaching
 - b) research reports or papers/presentations created by individuals taught by this faculty member
 - c) record of learners who succeed in advanced study
 - d) testimonials from graduates or supervisors about the instructor's influence on specialty/career choice (V)

Scholarship and Research

Three questions frequently raised about an individual's research when he/she is considered for promotion are as follows.

1. Does the candidate's scholarship and/or research demonstrate focused activity?
2. Is the candidate's scholarship and/or research predictive of continuing activity?
3. Is the candidate's scholarship and/or research a significant contribution to the field?

Evidence of scholarship and research, or its equivalent form, includes the following:

1. All published scholarly activity will be considered. However, particular weight will be assigned to the following:
 - a) Papers published in leading refereed journals;
 - b) Scholarly books published by a reputable publisher;
 - c) Creative computer software and hardware.

2. Textbooks are given less weight than important scholarly research, unless the textbooks are groundbreaking contributions as judged by leaders in the area of the textbook's subject matter.

3. The items of greatest weight are identified in #1 above; however, the following are also given consideration:
 - a) Acceptance of research papers or posters for presentation at conferences; abstracts, editorials, book chapters, articles published in non-refereed sources; computer programs, audiovisual materials or other educational materials for distribution outside the University; membership on grant or manuscript review panels. Particular weight is attached to conference papers and other organized programs selected through open competition.
 - b) The development of new and expanded programs of quality that may involve any or all of the following:
 - (1) Cooperative research with colleagues in other disciplines;
 - (2) Editorships; direction of state, regional, or national research projects or publications;
 - (3) Supervision of theses and dissertations, both in and out of the department, and serving as readers for theses and dissertations;
 - (4) Grant proposals, and final reports of grants that have been funded.
4. Description of research in progress and future research plans.

Administration and Service

Significant contributions in the form of administration and service to the University, profession, and public can be documented by:

1. Participation in committee work at Division, Department (when appropriate), School or University level.
2. Attendance and active participation in state, regional, national, and international conventions, including the acceptance and efficient execution of committee assignments and offices.
3. Professional commitments to state, regional, and national groups in faculty member's area of professional competence, including consultantships, directing and/or teaching in workshops, and other creative activities than enhance experience, competence or reputation.
4. Annual administrative reports submitted by the faculty member to document a specific area of administration, such as committee chair, division director, program director. A summary for each significant administrative activity should provide a description of specific responsibilities, necessary administrative, skills, time commitment, and importance to the institution, goals, and accomplishments.
5. Formulation and dissemination of work on management theory and practice, decision/policy models, or program evaluation models.

Clinical

Clinical activity as an area of excellence requires evidence of scholarly productivity that demonstrates a focus and provides a significant contribution to the candidate's discipline. This activity should be documented as follows:

1. Time commitment and services provided in a clinical environment including documentation by students and peers of excellence in patient care taught and modeled;
2. Peer review of clinical ability and contribution such as published case reports and articles;
3. Development and distribution of creative and innovative material related to clinical methodologies including educational materials for patients, their families and/or the general public;
4. Publication and dissemination of information considered as creative and innovative such as new approaches to care, case management, application of new techniques, clinical methods, evaluation of clinical teaching programs;
5. Clinical presentations at state, national, and international meetings which demonstrate a scholarly contribution in the candidate's major area of expertise;
6. Evidence of seeking and receiving funding for clinical related projects.