

NON-TENURE TRACK FACULTY APPOINTMENT AND PROMOTION POLICIES

DEPARTMENT OF ALLIED HEALTH SCIENCES

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All procedures and policies relating to decisions affecting faculty, including non-tenure track faculty, 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. A Revised Process for Faculty Appointments and Promotion in the UNC School of Medicine. Revised May 2007.

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

This document will briefly outline University procedure and set forth departmental policies and guidelines related to appointments and promotions of non-tenure track faculty. Non-tenure track faculty members have the same academic rights and guarantees accorded tenure track faculty.

Definitions:

"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)

An appointment refers to the initial offer of employment for a faculty position at a specified rank (e.g. Instructor, Assistant Professor). In a reappointment, the faculty member is offered continued employment at the current rank and in a promotion; the faculty member is offered continued employment at a higher rank.

A review for reappointment or promotion involves an evaluation of a faculty member's record of excellence and productivity in the specific area(s) for which he/she was recruited to the Department. The goal of the review process is to facilitate the professional growth of a faculty member.

In an internal review, a committee of faculty members within the Department or the University is appointed to evaluate the faculty member's record of excellence and productivity. An external

review includes the evaluation of the faculty member's contributions by peers internal and external to the University. (See "Review Procedures" section)

TYPE AND RANK OF APPOINTMENTS

Non-tenure track faculty members with a primary appointment in the Department of Allied Health Sciences are engaged in any combination of the following activities:

- a) Teaching
- b) Research
- c) Clinical practice
- d) Administration
- e) Professional and community service

Faculty members in the non-tenure track will not be designated as "Clinical" or "Research" professors. The non-tenure track will be documented in appointment, reappointment and promotion letters and in university records, but will be largely invisible to the outside world (IV).

Faculty Ranks

Instructor: Instructors are appointed to serve the Division as teachers, researchers, clinicians, administrators or in a combination of these functions. This is an entry-level appointment.

Assistant Professor: The next highest rank is awarded by either appointment or by promotion from the rank of instructor. The rank of Assistant Professor is awarded to faculty members with the experience and professional expertise to advance the Departments' teaching, research, clinical activities, and/or administrative missions.

Associate Professor: The second highest rank is awarded by either appointment or by promotion from the rank of assistant professor. The rank of associate professor is awarded to faculty members who make important contributions within the department, who have institutional and local/ regional recognition, and who have demonstrated the potential to become full professors.

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 scholars, and who have established national recognition for their significant, scholarly contributions as teachers, clinicians, researchers and/or administrators.

THE APPOINTMENT/PROMOTION TIMEFRAME AND PROCESS

Divisions will apply these guidelines in cases of reappointment/promotion of non-tenure track faculty. All Divisions within the Department should adopt the same policies and procedures.

Initiation:

"Each initial appointment for a fixed or probationary term longer than one year, each

promotion in rank, and each reappointment of an instructor, assistant professor, or associate professor shall be initiated by recommendation of the chair 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 chair acting on his or her own initiative." (II) Initial appointments may be made for 1-3 years.

Reappointments:

1. Re-appointments may be for 1-4 years for Instructor through Associate Professor levels.
2. Reappointments for full Professors will be for 5 years.
3. The DAHS Appointments and Promotions Committee will conduct an internal review and vote on any reappointment over 1 year for Adjunct or Fixed Term Faculty.

Reviews:

1. An internal review will be conducted for faculty members considered for promotion to Assistant Professor.
2. An external review will be conducted for faculty members considered for promotion to the Associate Professor or Full Professor Ranks.
3. Faculty will be reviewed at the DAHS Appointment and Promotion (A&P) Committee level every five years if they are not reviewed for promotion/reappointment during that time.
4. Full Professors will be reviewed by DAHS every five years.

Promotions:

1. At the Instructor level, faculty will be eligible for promotion after 1 year and will be reviewed after 4 years.
2. Faculty at the Assistant Professor level will be eligible for promotion at 7 years and reviewed for reappointment at 3 years.
3. Faculty at the Associate Professor level will be eligible for promotion at 5 years and will be reviewed for promotion every 3 years thereafter.
4. Outstanding faculty may be considered for promotion early.

Institutional Procedures:

1. The DAHS departmental review process is described in the “Reviews” Section of this document
2. After a faculty member has been recommended for promotion within the Department of Allied Health Sciences, the Chair will submit a recommendation, along with the supporting documentation, to the Non-Tenure Track Faculty Promotions Committee, who will advise the Dean of the School of Medicine.

REVIEW PROCEDURES

The various disciplines represented in the Department of Allied Health Sciences provide an opportunity for non-tenure track faculty to excel. Each specialty not only provides rich experiences in teaching and providing services for patients, but also 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 non-tenure track faculty member so that he or she may reach his or her full potential in the University Medical School environment.

The Director of a faculty member's Division is responsible for initiating APT reviews at appropriate points in the faculty member's career, consistent with the timeframe specified above. (In the case of Division Directors, the Chair will initiate a department level review.) For each APT review, the Division Director (or Chair) will appoint a review committee of three or more faculty members, with one individual designated as the committee chair. The review committee is charged with soliciting all required documentation and preparing a written review and recommendation for the Division Director (or the Chair, in the case of a Division Director review).

The candidate will meet with the Division Director and the Review Committee Chair early in the process. This will be an opportunity for the Review Committee Chair to outline the process to the candidate, and for the candidate to provide any additional information he/she wishes.

Candidates for promotion and multiyear appointments are responsible for compiling all documentation required for their review, and should consult with the review committee chair and the DAHS departmental Human Resources Specialist who will serve as an advisor to the Review Committee. Refer to APPENDIX C for a complete checklist of required documentation.

General Guidelines for Reappointment/Promotion Review Committee Selection and Review Procedures for Non-Tenure Track Faculty:

1. The Chair of the DAHS Review Committee is selected by the Division Director and the Chair of DAHS.
2. The Review Committee members are selected by the Division Director and the Chair of the Department, with input from the candidate.
3. The candidate will meet with the Division Director and the Review Committee Chair early in the process. This will be an opportunity for the Review Committee Chair to outline the process to the candidate, and for the candidate for provide any additional information he/she wishes.
4. External Letters of review:
 - a. Letters of evaluation from outside reviewers are not required for reappointment or for promotion to Assistant Professor. Letters of reference/support from persons outside of DAHS may be solicited at the request of the Review Committee. The Committee Chair solicits the letters. Although not required, the committee may request an external review for reappointment reviews.

- b. Two external review letters are required for promotion to Associate Professor or Full Professor. Outside reviewers are selected by the internal review committee, with input from the candidate and other members of the review committee. For non-tenure track faculty, outside reviewers must be external to the department, but do not need to be academics at or above the candidate's rank as is the case for Tenure-track faculty. Reviewers can be professionals in the community who are familiar with the faculty member and his/her contributions. It is recommended that at least one of these letters come from outside UNC.
 - c. The Review Committee Chair, not the candidate, makes the initial inquiry to outside reviewers to ascertain their willingness to participate in the process via letter. Once an individual agrees to participate, subsequent interactions are with the Review Committee Chair. The Review Committee determines what information about the candidate (vita, teaching summary, review portfolio) is sent to outside reviewers. The outside reviewer reviews the materials and makes a recommendation via letter to the Committee Chair.
5. The Division Director receives the review committee's report and makes a recommendation to the DAHS Appointments and Promotions Committee (DAHS A&P). See APPENDIX D
 6. The Division Director or Department Chair will meet with each candidate immediately following the DAHS A&P meeting to relay the recommendation of the committee—whether positive or negative.
 7. If the recommendation is for reappointment or promotion, Review Committee staff will send to the candidate a list of the next steps in the review process through the Medical School and the University, and the dates such steps will occur. If there is variation in those dates, the candidate will be notified.
 - a. For Promotion to Associate or Full professor, the DAHS A&P Committee's recommendation will be forwarded to the DAHS Chair and then to the Medical School Non-Tenure Track A&P Committee for final review.
 - b. For Promotion to Assistant Professor or multi-year reappointment, the DAHS A&P Committee's recommendation is given to the DAHS Chair for final review and decision. These actions do not require review by the Medical School Non-Tenure Track A&P Committee.
 8. Reviews for reappointment and promotion will be conducted in the same manner within Divisions and will follow the DAHS Non-Tenure Track Faculty Appointment and Promotion Policies.

Guidelines for Internal Review and Vote on Reappointments Over 1-Year for Adjunct or Non-Tenure Track Faculty

At a minimum, the documentation submitted to support a multi-year appointment/reappointment, or a promotion to Assistant Professor, must include:

1. Letter from the Division Director to the Chair
2. Updated CV from the Candidate
3. Vote of the assembled full professors committee

External review is not required for reappointment or for promotion to Assistant Professor. However, either the candidate or the review committee may request external evaluation for any appointment, reappointment, or promotion review. In such cases, the policies described below will apply.

CRITERIA FOR REAPPOINTMENT, AND PROMOTION

Reappointment

Faculty members who demonstrate excellence in the area(s) for which they were recruited to the Department may be considered for reappointment if more than one year of available funding is determined to exist.

Promotion

To be promoted in the non-tenure track, faculty members will be expected to exhibit excellence and scholarly productivity in one or more academic missions such as teaching, research, clinical activities, and/or administration. (Refer to “Examples of Excellence”) To be promoted from Assistant Professor to Associate Professor in the DAHS, the faculty member must publish and/or present his /her scholarly work. The type of publication will vary based on the faculty member’s primary area (e.g. journal articles, book chapters, clinical procedures, web-based courses). Promotion to Full Professor in the DAHS will require documentation of a national or international reputation, in addition to a record of scholarly publication and/or presentation. Promotion in the non-tenure track may be considered if more than one year of available funding is determined to exist.

Examples of activities that are consistent with DAHS non-tenure track faculty members at the Instructor, Assistant Professor, Associate Professor and Full Professor levels are provided in Appendix A. These examples are grouped into four categories, teaching, research, clinical activities and administration. It is recognized that many DAHS faculty serve in positions that blend several of these academic missions. The activities listed in Appendix A are not inclusive and are provided as examples rather than as checklists of required activities.

REQUIREMENTS FOR PROMOTION ON THE NON-TENURE TRACK

Faculty promotion decisions are complex and are 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 Division, Department and University shall be considered in the overall evaluation; however, race, age, sex, religion, national origin or any ethnically related characteristic may not be considered.(III)

Peer review for promotion will be performed by colleagues who have been closely associated with the candidate and by those who can evaluate the individual from reports of others and from the material provided during the review process. Thus, the importance of ongoing written documentation of excellence is critical for reappointment and promotion decisions.

Evidence of meeting criteria for promotion shall be gathered from all available resources. Perhaps the most important document for evaluating an individual's overall academic performance is the curriculum vita. The curriculum vita is important because it provides an overview and summary of the individual's interests, activities, and career development. It is the responsibility of each faculty member to keep a current curriculum vita, and to provide one to the Division Director. A standardized format for the curriculum vita must be used by all faculty members in the department. The Digital Measures faculty reporting tool for DAHS faculty produces C.V.s in this format.

Contributions to Teaching

Every faculty member in the DAHS is expected to contribute to the Department's teaching mission and to provide documentation, as described above, of their teaching contributions. The nature of the teaching activity will vary from individual to individual (e.g. classroom teaching, clinical teaching, research direction, mentoring).

Types of Scholarship Recognized in the Non-tenure Track

To be promoted in the non-tenure track, faculty members will be expected to exhibit excellence and scholarly productivity in one of the four types of faculty scholarship identified by Ernest Boyer in 1990¹: scholarship of discovery; scholarship of integration; scholarship of application; and scholarship of teaching. A fifth area of excellence and scholarship recognized for non-tenure track faculty is scholarship of administration and service. Each of these five areas is described below, and Appendix A provides examples of the types of activity and scholarship that would be appropriate for each area at different ranks.

The Scholarship of Discovery: Research

Excellence in the scholarship of discovery will be judged by the currently accepted criteria. 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 research demonstrate focused activity?
2. Is the candidate's scholarship and research predictive of continuing activity?
3. Is the candidate's scholarship and research a significant contribution to the field?

Evidence of excellence in the scholarship of discovery 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:

¹ Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. New York: The Carnegie Foundation for the Advancement of Teaching.

- 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, scientific panels. Particular weight is attached to conference papers and other organized programs selected through open competition.
 - b) The development of new and/or expanded program(s) of quality research 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.

The Scholarship of Integration (Research)

Excellence in the scholarship of integration will be judged by the currently accepted criteria. 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 integration demonstrate focused activity?
2. Is the candidate's scholarship and integration predictive of continuing activity?
3. Is the candidate's scholarship and integration a significant contribution to more than one field?

Evidence of excellence in the scholarship of integration may include, but is not limited to:

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 generally given less weight than peer-reviewed publications, unless a textbook is widely recognized as making a major contribution to the field through innovative integration of data, information, or perspectives from multiple disciplines, 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 scholarly 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 interdisciplinary, integrative projects in progress and future plans.

The Scholarship of Application: Clinical Practice

"Scholarly endeavor in the area of clinical practice is interpreted to be 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)

Evidence of excellence in clinical practice may include, but is not limited to:

1. Documentation of time commitment and services provided in the clinical environment.
2. Development of educational materials for patients or the general public.
3. Production of materials related to clinical methodologies.
4. Peer review of clinical capability. Published case reports or other articles of a clinical nature.
5. Presentation of workshops with a clinical focus.
6. Funded grants to conduct clinical activities.
7. Clinical/student coordination of internships/externships.

The Scholarship of Teaching

If a faculty member is recommended for promotion on the basis of their excellence in the "scholarship of teaching" then the promotion packet should include a complete Teaching Portfolio. Directions for preparing a Teaching Portfolio are provided in Appendix B.

Consistent excellence in didactic, clinical teaching, or clinical supervision/coordination is evidenced by one or more of the following:

1. Peer evaluations based on class observations, mentoring, cooperative teaching, or other comparable experiences, such as clinical supervision and/or coordination.
2. Evidence of achievement on the part of students, including entrance and success in graduate schools, the achievement of honors, clinical expertise, participating in conferences and programs, having papers accepted for professional conventions, research projects, and recognition of clinical expertise.
3. Development of innovative syllabi that demonstrate a well-planned course of study. Such syllabi may include the following:
 - a) Handouts customarily distributed to students;
 - b) Clearly-defined statement of course objectives;
 - c) A description of grading procedures for the course;
 - d) Bibliographies for each unit of study.
4. Student evaluations, including those designed and administered by the Division and the DAHS, the particular faculty member, or other groups; receipt of prestigious teaching awards
5. Development of new courses, clinical presentations, or laboratory experiences.
6. Evidence of seeking and receiving funding for education and clinical projects.
7. Program content and participant evaluations from continuing education offerings including AHEC.
8. Availability of the faculty member for conferring with and counseling students, numbers of advisees or number of times acting as class or student group adviser.
9. Service as curriculum consultant to faculty outside the individual's own division or department, or to outside institutions.

The Scholarship of Administration and Service

Excellence in the scholarship of administration and service 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)

Evidence of excellence in administration may include, but is not limited to:

1. Participation in committee work at Divisional, Departmental, and (when appropriate) at School or University level.

2. Attendance at 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 the faculty member's area of professional competence, including consultantships, directing and/or teaching in workshops, and other creative activities that enhance the professor's experience, competence or reputation--provided that the degree of commitment does not interfere with teaching and research.
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 concise 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.
6. Coordination/scheduling of clinical and/or teaching activity related to other faculty and/or students.

These guidelines cannot be comprehensive. Promotion judgments are qualitative and must be made on the basis of the degree to which the contribution 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 and the Chair of the DAHS.

APPENDIX A

Examples of activities that are consistent with DAHS non-tenure track faculty members at the Instructor, Assistant Professor, Associate Professor and Full Professor levels for each of the five possible areas of scholarship are provided below. These descriptions of different types of faculty scholarship are based on Boyer's *Scholarship Reconsidered: Priorities of the Professoriate* (1990). It is recognized that many DAHS faculty serve in positions that blend several of these academic missions. The basic criteria for promotion to each rank are presented earlier in the body of these Policies. This appendix is intended to provide only examples of the types of activity and productivity that might be used to support promotion or appointment at each rank for the five areas of scholarship recognized on the NTT (discovery, integration, application, teaching, and service/administration). As such, these lists are not all inclusive and should not be used as checklists of required activities.

Scholarship of Discovery

Instructor

- Demonstrates an understanding of the research process
- Conducts research studies in collaboration with other faculty members
- Works with other faculty and staff members to develop grant proposals
- Synthesizes and integrates research findings
- Serves on research committees in the Division or Department
- Maintains competence in area of expertise through continuing education

Assistant Professor

- Independently develops and conducts new research projects
- Successfully completes research studies
- Enhances professional knowledge in areas important to the research agenda
- Learns and applies new research methods
- Is invited to present research methods or findings at local, state, or national meetings
- Promotes and models collegiality and interdisciplinary approaches to research

Associate Professor

- Publishes articles related to research in peer-reviewed journals or books
- Receives funding for research
- Serves as the principal investigator on a grant proposal
- Works effectively with graduate students and research assistants on projects
- Is invited to speak at local or state meetings on research methods or findings
- Assumes a leadership position in the Division or Department in research
- Directs research dissertations
- Serves as a research mentor to students and new faculty
- Has a plan for future research projects and funding

Full Professor

- Publishes articles in peer-reviewed journals that make a significant and lasting contribution to the profession.
- Is invited to speak at national meetings on research methods and findings
- Serves as a research consultant outside of the institution
- Serves as a research mentor to students and faculty
- Establishes a consistent record of external funding for research projects
- Is recognized as an effective research mentor to students and faculty
- Has a plan for continued research productivity
- Serves on Departmental, SOM, or University research committees (e.g. IRB)
- Receives national recognition for research contributions

Scholarship of Integration

Instructor

- Demonstrates an understanding of the research process.
- Interprets research findings in the context of evidence based service delivery.
- Works with interdisciplinary faculty and staff members to develop grant proposals or funded projects.
- Synthesizes and interprets scholarly literature.
- Serves on interdisciplinary committees in the Division or Department.
- Maintains competence in area of expertise through continuing education.

Assistant Professor

- Develops educational and scholarly materials that serve to advance evidence-based practice using research findings.
- Serves as a key faculty member on a grant proposal
- Works effectively with graduate students and/or research assistants on projects
- Enhances professional knowledge in areas important to scholarly agenda of the Division and Department. This knowledge extends into diverse fields, such as anthropology, political science or human genomics.
- Learns new research methodologies in order to interpret current literature.
- Is invited to present integrative topics that span disciplines and audiences (eg. Lay persons, researchers, clinicians) at local and state meetings.
- Promotes and models collegiality and interdisciplinary approaches to research and service.

Associate Professor

- Successfully completes major interdisciplinary projects that may be education or research based.
- Gives meaning to isolated facts by development of new concepts or theoretical models that connect interdisciplinary concerns.
- Is invited to present integrative topics that span disciplines and audiences (eg. Lay persons, researchers, clinicians) at state and national meetings.
- Initiates or participates in interdisciplinary scholarly projects or research.
- Assumes a liaison position in the Division or Department to other departments, the university and the broader community.
- Serves as a mentor to students and new faculty in critical analysis and interpretation of scholarly literature.
- Serves as a guide to students and new faculty in order to connect them to the broader university and community.
- Forms cooperative alliances with other departments, government agencies, foundations or community partners to design scholarly or humanitarian projects that are funded.
- Publishes articles in peer-reviewed journals or books that place specialties in a larger context or offers new insight to original research.

Full Professor

- Publishes articles in peer-reviewed journals that make a significant and lasting contribution to interdisciplinary collaboration and scholarship.
- Is invited to present integrative topics that span disciplines and audiences (eg. Lay persons, researchers, clinicians) at national and/or international meetings.
- Serves in consultative or editorial capacity to advance the scholarship of integration outside of the institution.
- Serves as a mentor to students and faculty on the scholarship of integration.
- Establishes a consistent record of funding for projects.
- Is recognized as an effective mentor to students and faculty.
- Has a plan for continued productivity and creative discovery.
- Serves on Departmental, SOM, or University research committees (e.g. IRB)
- Receives national recognition for contributions to integration of one's own research and the research or others into larger intellectual patterns.

Clinical Practice (Boyer: Scholarship of Application)

Instructor

- Demonstrates mastery of clinical skills
- Documents patient satisfaction with professional service
- Works effectively with other faculty and clinical staff members to provide excellent patient care
- Supervises students in clinical teaching settings
- Serves on committees related to clinical practice in the Division or Department
- Maintains competence in area of expertise through continuing education

Assistant Professor

- Documents excellent clinical skills through peer and patient evaluations
- Applies current research to clinical practice
- Initiates improvements in clinical services
- Enhances professional knowledge in areas important to clinical practice
- Promotes and models collegiality and interdisciplinary approaches to clinical practice
- Is invited to speak at local, state, or national meetings on clinical practice
- Effectively demonstrates clinical skills and supervises students in practice settings
- Develops innovative approaches to clinical practice

Associate Professor

- Is recognized as an expert clinician by peers
- Documents patient satisfaction with clinical services provided
- Is invited to speak at local, state, or national meetings on clinical practice
- Assumes a leadership position in the Division or Department in clinical practice
- Serves as a mentor for students and faculty in clinical practice
- Conducts workshops on innovative clinical practice methods
- Publishes articles on innovations in clinical practice or case studies in peer-reviewed journals or books
- Receives funding to support innovative clinical activities

Full Professor

- Publishes articles in peer-reviewed journals on clinical practice that make a significant and lasting contribution to the profession
- Is invited to speak at state or national meetings on clinical practice
- Serves as a clinical consultant outside of the institution
- Serves as a mentor for students and faculty in clinical practice
- Is recognized as an effective clinical mentor to students and faculty
- Serves on Departmental, SOM or University committees related to clinical practice
- Establishes a consistent record of excellence in clinical practice
- Receives national recognition for contributions to clinical practice

The Scholarship of Teaching

Instructor

- Serves as primary instructor for a lecture, laboratory, or clinical course
- Participates in curriculum planning, course development, teaching, and evaluation
- Effectively supervises and evaluates students in clinical settings
- Develops or revises teaching materials to enhance the instructional process
- Serves on committees in the Division or Department when his/her expertise is needed
- Works collaboratively with other faculty members in teaching activities
- Maintains competence in area of expertise through continuing education

Assistant Professor

- Improves teaching methods and materials based on self, student, and peer evaluations
- Develops new and effective teaching methods or materials
- Implements new courses or components of courses to better prepare students for professional competence
- Identifies, develops, and monitors new clinical sites
- Enhances professional knowledge in areas important to the curriculum
- Is invited to speak at local, state, or national meetings on teaching methods or educational issues
- Effectively advises and counsels students

Associate Professor

- Assumes a leadership position in the Division or Department in teaching, clinical site coordination, or curriculum development
- Is invited to speak at local, state, or national meetings on teaching methods or educational issues
- Serves as a mentor to students and graduates
- Serves as a teaching mentor to new faculty
- Develops and publishes teaching materials (e.g. web-based courses, videotapes)
- Publishes articles related to teaching in peer-reviewed journals or books
- Receives funding for educational projects or studies

Full Professor

- Receives national recognition for instructional materials or innovative teaching methods
- Serves as a teaching / curriculum consultant outside of the institution
- Is invited to speak at state or national meetings on educational issues
- Serves as a leader in educational issues in professional organizations
- Publishes articles or teaching materials that make a significant and lasting contribution to the profession.
- Serves as a teaching mentor to new faculty
- Receives teaching awards

Administration and Service (Boyer: Scholarship of Service)

Instructor

- Works collaboratively with students, faculty, and staff to accomplish the goals of a program or grant project
- Serves on Divisional or Department committees
- Serves on committee in professional organizations or boards of health care organizations
- Documents satisfaction with administrative activities by peer or supervisor evaluations.
- Maintains competence in area of expertise through continuing education

Assistant Professor

- Documents excellent administrative skills through peer and supervisor evaluations
- Enhances professional knowledge in areas important to administration and service
- Promotes and models collegiality and interdisciplinary approaches to administration and service
- Serves on Divisional, Department, SOM, or University Committees
- Is invited to speak at local, state, or national meetings on professional issues
- Effectively demonstrates and communicates administrative skills to students
- Develops innovative approaches to solving administrative and professional problems

Associate Professor

- Documents excellence in administrative services through self, peer, and supervisor evaluations.
- Serves as an officer or committee chair in a local or state professional organization
- Is invited to speak at local, state or national meetings on issues related to administration and/or professional service
- Assumes a leadership position in the Division or Department in administration
- Serves as a mentor for students in professional service and administration
- Conducts workshops on professional leadership and administration
- Publishes articles on innovative approaches to administration or on important professional issues in peer-reviewed journals or books
- Receives funding to support innovative administrative or service projects

Full Professor

- Publishes articles in peer-reviewed journals that make a significant and lasting contribution to the profession.
- Is invited to speak at national meetings on professional leadership, service or administration
- Serves in a leadership role in national professional organizations
- Serves as a consultant outside of the institution
- Is recognized as an effective mentor to students and faculty
- Serves in a leadership role on Departmental, SOM or University committees related to administration
- Establishes a consistent record of excellence in professional leadership and administration

- Receives national recognition for administrative or service contributions

APPENDIX B

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. Teaching evaluations: Summaries should be provided showing quantitative data which evaluates the teaching effectiveness. (Do not include individual student evaluations or grade sheets.) and qualitative remarks of students.
4. Peer evaluations: Summaries should be provided of annual peer reviews from the past three years, including name of peer reviewer, date, class/course reviewed, and summary comments. (Note that faculty in DAHS are expected to solicit at least one written peer evaluation of their classroom teaching each year. Typically, these are conducted by colleagues within the same division, but may come from faculty in other parts of the university, or the Center for Faculty Excellence. At a minimum, this peer evaluation process should include observation of one class session, and review of course syllabus and related materials.)

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

APPENDIX C:

Checklist for Promotions to Associate of Full Professor: recommended for or higher

- **Committee Report**
- **Division Director Recommendation letter.** The Division Director receives the Review Committee’s report and makes a recommendation to the Chair. The Division Director’s recommendation to the Chair should include:
 - Cite one specific area of excellence upon which the promotion is being based
 - Current rank and faculty title modifier of the candidate “Research” or “Clinical”
 - Rank and Modified of the proposed position
 - Teaching Summary to address the effectiveness of teaching (courses taught, strengths and weaknesses)
- **CV in SOM Format:** CV should preferably use the CSE/CBE citation style. Examples of citations in this format are available through the UNC Libraries here for your reference: www.lib.unc.edu/instruct/citations/cse/index.html

CV’s should not include age, DOB, Marital Status or SSN
- **Letters of Recommendation:** Each promotion packet must include a minimum of 2 letters. For non-tenure track faculty, outside reviewers must be external to the department, but do not need to be academics at or above the candidate’s rank as is the case for Tenure-track faculty. Reviewers can be professionals in the community who are familiar with the faculty member and his/her contributions. It is recommended that at least one of these letters come from outside UNC.

Solicitation letters should include faculty title modifier of the candidate “Research” or “Clinical”
- **Reflective Statement**
- **Teaching Summary:** Annual Teaching Summary prepared and signed off by Senior Department Leader (Division Director or Committee Chair); Summarizes and evaluates the teaching activities of the faculty member; Summarizes student evaluations (quantitative ratings/and or narrative comments) and peer evaluations when these are available and includes suggestions for improvement of identified weaknesses
- **Teaching Documentation:** 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.

Evaluations

Promotion Packets: Promotion Packet Documents will be kept in the Department of Allied Health Sciences Documents will be kept up to 10 years