UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL SCHOOL OF NURSING
FACULTY APPOINTMENT, PROMOTION AND TENURE GUIDELINES

Faculty appointments, reappointments, and promotions at the University of North Carolina at Chapel Hill (UNC-CH) School of Nursing (SON) are carried out in accordance with the policies and regulations of the University of North Carolina at Chapel Hill. These actions are governed by: (a) *The Code of the Board of Governors of The University of North Carolina* (10/9/2009) at www.northcarolina.edu/policy/index.php; (b) *The Faculty Code of University Government* (3/23/2007) at www.unc.edu/faculty/faccoun/code/code2007.pdf; (c) *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill* (10/20/2009) at www.unc.edu/campus/policies/UNC-Chapel%20Hill%20Tenure%20Policies%20and%20Procedures.pdf; and (d) *Faculty Policies, Procedures and Guidelines* (2011) at http://facultypersonnel.unc.edu/faculty-policies-procedures/index.htm.

Faculty in the School of Nursing may be appointed, reappointed, and/or promoted in one of two separate tracks: the tenure track and the fixed-term track. The track to which new faculty members are recruited must be established and known at the time of their recruitment and must be clearly described in the offer letter they receive and sign. The Division Head must also review with new faculty members the differences between the two tracks, explaining the criteria that faculty members are expected to meet in order to qualify for reappointment and promotion and/or tenure.

Tenure-track faculty members are reviewed by the Appointment, Promotion, and Tenure Committee. Fixed-term faculty members are reviewed by the Appointment, Promotion, and Reappointment (APR) Committee. The APR Committee presents their recommendations to the APT Committee who vote on these recommendations.

This document provides guidelines and serves to clarify the requirements for tenure-track faculty appointments, reappointments, promotions, and tenure at the UNC-CH SON. Although all faculty members are responsible for their own career successes, the SON has in place a plan—the *University of North Carolina at Chapel Hill School of Nursing Faculty Mentorship Plan* (S/Sharedoc/APT info/Mentorship plan)—by which each tenure-track faculty member will be mentored toward academic advancement and continued scholarly achievement.

Section 1. Guidelines for Tenure-Track Appointments

I. Definitions

IA. *Appointment* refers to the original designation of rank.

IB. *Promotion* refers to advancement to the next higher rank.

IC. *Tenure-track* appointments are those appointments leading to tenure, either by original appointment, reappointment, or promotion. Tenure-track ranks are (a) Professor, (b) Associate Professor, (c) Assistant Professor, and (d) Instructor.

II. Descriptions of Appointment at Each Rank

IIA. Tenure-Track Appointments

IIA1. Professor: Promotion to or initial appointment at the rank of Professor confers permanent tenure from the effective date of the promotion or appointment.

IIA2. Associate Professor: Initial appointment at the rank of Associate Professor is for a probationary term of 5 years. Under special circumstances, an initial appointment to Associate Professor with permanent tenure may be made. Promotion to the rank of Associate Professor or reappointment as an Associate Professor confers permanent tenure.

IIA2a. Initial Appointments as a Newly Hired Associate Professor:

The typical trajectory for a newly hired Associate Professor is an initial probationary appointment to the rank of untenured Associate Professor for a term of 5 years. The probationary period provides an opportunity to evaluate the newly hired faculty member's professional competence, fit for the department or unit, as well as his/her ability and commitment to effective teaching, research and service. The Associate Professor is usually reviewed for reappointment with tenure prior to the end of the 4th year of the 5-year probationary appointment.

The *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill* allows for early consideration for reappointment with tenure provided that the probationary faculty member has been in active employment for at least 18 months.

New hires at the rank of Associate Professor will generally fall into one of three categories:

1. Applicant is **untenured** in current position. For these candidates the review process for tenure will not be initiated prior to the 18 month point in the probationary appointment.

2. Applicant is **tenured** in current position at a **peer** university. In these cases the University generally awards tenure with the new appointment if there is compelling evidence that the individual meets the University's expectations in terms of research, teaching and service.

3. Applicant is **tenured** in current position at a **non-peer** university. These appointments are to be made judiciously. For these candidates the review process for tenure will not be initiated prior to the 18 month point in the probationary appointment.

IIA3. Assistant Professor: Appointment to the rank of assistant professor, or promotion to the rank of assistant professor from the rank of instructor, is for a probationary term of four years. Reappointment is for a term of three years. A second reappointment at this rank confers tenure. Reappointment at the rank of assistant professor following expiration of the second probationary term should be made only in clearly exceptional circumstances.

IIA4. Instructor: This rank is appropriate for an individual appointed to the faculty with the reasonable expectation that in the normal course of events s/he will progress to the professorial ranks in this or another institution. Initial appointment is for a probationary term of 1 year; three additional 1-year terms, for a total of 4 terms, are allowed without promotion.

IIB. Visiting Appointments: This appointment is appropriate for individuals of faculty rank who are waiting for their permanent faculty appointment to be reviewed by the SON APT Committee, and the University Health Sciences Advisory and APT Committees.

IIC. Joint Appointments: Joint appointments are a primary mechanism of promoting interdisciplinary scholarship. These appointments must have a single department designated as its base department and the base department is responsible for processing all personnel actions.

IIC1. Joint appointments can be made between (a) two academic departments with promotion and tenure decisions requiring votes in the two departments; (b) an academic department and a Curriculum, Institute or Center that does not have faculty lines with promotion and tenure decisions requiring a vote only in the home department; and between (c) an academic department and a Curriculum, Institute or Center that has faculty lines with promotion and tenure decisions requiring votes in both units.

IIC2. There are two types of joint appointments, including a: (a) mutual-hiring joint appointment made at the hiring stage, typically in response to the availability of special funding for that purpose and (b) sequential joint appointment made at the request of a faculty member already holding an academic appointment.

IIC2a. Mutual-hiring joint appointments typically involve a memorandum of understanding (MOU) between the appointing units that specifies the expectations for teaching and service, the salary split between departments, and the method for constituting review committees at the time of consideration for tenure and for promotion.

IIC2b. Sequential joint appointments require completion of a "Recommendation of Joint Appointment" form signed by the heads of each appointing unit that accompanies other paperwork provided to the Office of the Provost.

IIC3. Academic units involved in joint appointments should develop an MOU, a copy of which is provided to the faculty member and filed in the Provost's Office, which includes expectations for teaching and service in each unit and how these needs will be met if the jointly appointed faculty member is no longer able or willing to meet them in one of the units; the salary split between units; procedures for making recommendations in salary adjustments; provision of space; provision of administrative support; administration of grants and contracts; split of F&A funds and patent/royalty income; description of the process that will be followed in promotion and tenure proceedings; if one unit is the primary tenure home, specification of the role of the

joint unit in the evaluation process; description of procedure to be followed if the joint appointment is dissolved at the end of its term, either because of denial of tenure in one unit or request of the head of one unit or faculty member.

IIC4. Grounds for dissolving a faculty member's joint appointment in a particular unit should be articulated (e.g., because that faculty member no longer contributes to the unit). Procedures to initiate the dissolution are articulated at the level of the Provost.

IIC5. Specific procedures established at the level of the Provost are established for situations in which one unit denies tenure and/or promotion and the second unit approves (or would approve if it could). For example, if the joint appointment is between units that both hold faculty lines, the joint appointment could be dissolved, leaving the candidate with promotion and tenure in the unit that made the affirmative decision.

III. Failure to Give Timely Notice of Non-Reappointment:

IIIA. If a decision not to reappoint is made but not communicated to probationary tenure-track faculty member in a timely manner, a 1-year terminal appointment commencing on the date of expiration of the current term of appointment shall be offered in writing. This offer shall serve as timely notice of non-reappointment upon expiration of the terminal-year appointment.

IV. Standards for Appointments and Promotions

IVA. Criteria: The three major criteria against which appointments and promotions are to be judged include teaching, research, and service competence (includes practice, service to the SON, state, nation, international community, and profession, and engaged scholarship and activities). Persons appointed to the tenure-track ranks are expected to demonstrate satisfactory competence in two of these domains and outstanding competence in at least one of these domains. Movement from local to national and international recognition for scholarship is expected as the faculty candidate moves up the ranks. Competence is expected to increase as rank increases.

IVB. Tenure may be withheld on grounds permissible in the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*. Tenure is not just earned; rather it is bestowed by the University following an assessment of institutional needs and resources and evidence of service to the academic community, potential for future contribution, commitment to the welfare of the University, and demonstrated professional competence, including consideration of commitment to effective teaching, research, or service.

IVC. Multidisciplinarity and Collaboration: In line with the *UNC Task Force Report on Future Promotion and Tenure Policies and Practices* (5/8/09), the School of Nursing faculty values and is therefore committed to encouraging and optimizing opportunities for collaboration within and across disciplinary lines in research, teaching, and service. The evaluation of collaborative contributions will include the importance of the specific contribution of the candidate relative to others' contributions to each product. Documentation must make clear the candidate's contribution to joint products (including multi-authored publications and media) and, as relevant, the per cent effort expended on the product and independent evidence and evaluation of performance, impact, and recognition.

IVD. Rank-Specific Criteria

IVD1. Instructor: Persons appointed to the Instructor rank should have a minimum of a master's degree in the specific field to be taught, teaching experience, and to show potential for promotion to the Assistant Professor rank.

IVD2. Assistant Professor: Persons may be promoted from Instructor to Assistant Professor upon satisfactory performance in the rank of Instructor. Initial appointments or promotions to the rank of Assistant Professor should be made only to persons who hold the doctoral degree in the particular field or in a related discipline.

Seven years is the usual time to serve as Assistant Professor, with interim review in the 3rd year and review for tenure and promotion in the 6th year. Candidates for early tenure and promotion must show exceptionally strong credentials. Equivalent previous academic service may be considered as time in rank.

IVD3. Associate Professor: Persons proposed for promotion to associate professor with tenure or newly recommended for appointment as associate professor with tenure must show evidence of satisfactory competence in two domains and outstanding competence in at least one domain (teaching, research, service).

IVD4. Professor: Appointment or promotion to the highest rank should be reserved only for those with a clear record of sustained achievement in all three areas (teaching, research, and service), evidence of national and international recognition in their fields of scholarship, and promise for sustained future accomplishment. Achievements in one designated area must be outstanding.

At least 5 years is the ordinary length of time between appointment to the rank of Associate Professor with tenure and promotion to Professor. Candidates for early promotion must show exceptionally strong credentials.

V. Specific Criteria for Appointments and Promotions

The following criteria with examples are intended to serve as a guide—not as an exhaustive list—for faculty candidates as they prepare their promotion documents and for APT Committee members who review faculty up for promotion. Individual faculty members are expected to use this guide in ways relevant to their scholarship. Although faculty candidates have leeway in deciding whether an activity (e.g., supervision of and collaborations with Honors, Master's, or doctoral students in research, editorial work for a peer-reviewed journal, consultant work, engaged scholarship) is to be viewed as teaching, research, or service, they may not use the same activity in more than one category. Faculty candidates are responsible for providing the evidence to document their accomplishments, including information on (a) performance, (b) impact or significance, and (c) recognition in each of the three areas of competence, as suggested below. Faculty candidates should present their work according to the *Suggestions for Writing Your APT Essay* at S/sharedoc/APT info/APT essay writing guidelines.

Meeting basic workload expectations on an annual basis does not necessarily mean that a faculty member will achieve tenure or promotion.

VA. Teaching. Teaching refers to classroom, clinical, research, online, and continuing education instruction, in addition to supervision and mentorship of undergraduate and graduate students, postdoctoral fellows, visiting scholars, and participants in continuing education programs. Teaching scholarship includes publications concerning instructional techniques or curriculum development, development of teaching materials or new instructional methods and devices, and/or books, chapters, or journal articles contributing to the integration of knowledge in nursing. Scholarly contribution is defined as the transmission of knowledge, generation of knowledge about learning, and facilitation of the acquisition of knowledge.

VA1. Performance

VA1a. Courses, including continuing education, taught by the faculty member for all years since the last review (or, for newly hired faculty, the preceding 3 years) with numbers of students involved.

VA1b. Numbers of undergraduate, master's, pre- and post-doctoral students, and visiting scholars advised academically or supervised clinically.

VA1c. Number, student names, and titles of doctoral dissertations, and master's and honors research projects supervised.

VA1d. Number of memberships on doctoral dissertation, and master's and honors research committees.

VA1e. Scope of teaching activities, such as size and level of teaching load, and any exceptional responsibilities undertaken.

VA1f. Evaluations by students and colleagues.

VA1g. Activities in curriculum and program development; leadership roles in curriculum development showing innovation and responsiveness to national educational trends and health initiatives.

VA1h. Evidence of innovation in teaching methods, course content, other learning experiences, curriculum development or revisions, or contributions to educational theory. Innovation refers to relevance, contemporary teaching modalities, responsiveness to new challenges (e.g., innovations in use of digital media).

VA1i. Evidence of leadership and scholarly engagement and activities in the development and delivery of continuing and outreach education (e.g., AHEC), development of evaluation systems, and of contributions to educational theory through research in education such as program evaluation or research on teaching/learning styles or activities (e.g., programs for special populations, cost-effective approaches to teaching that maintain quality).

VA1j. Publications of refereed articles, educational strategies, textbooks, results from educational research, computer-assisted instruction.

VA2. Impact or Significance

VA2a. Scholarly reputations of journals and publishers of teaching publications.

VA2b. Independent judgment of recognized experts concerning the quality of the teaching products (e.g., reviews of textbooks, citation indexes).

VA2c. Positive student and peer teacher evaluations.

VA2d. Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions or other end-users.

VA2e. Evidence of impact on the professional careers of others (e.g., former students, junior faculty, colleagues).

VA3. Recognition

VA3a. Awards and honors recognizing excellence in teaching.

V**A3b.** Grants to support instructional activities and programs. If collaborative, the faculty member's distinctive contribution is described.

VA3c. Recognition by professional organizations for leadership in educational endeavors (e.g., training grant reviewer for state and federal agencies, leadership in major educational bodies (e.g., NLN), invitation to serve and active participation in education-focused consensus conferences for state and national organizations.

VA3d. Editor or reviewer for educational publications.

VA3e. National leadership roles related to education.

VA3f. Invitations from other institutions to serve as lecturer, visiting professor, education consultant.

VB. Research. Research encompasses the conceptualization and design of investigations and the systematic collection, analysis, interpretation, and dissemination of information. Research is the scholarly contribution to the generation of knowledge. Included are studies that involve laboratory, field, clinic, library, archival, and other sources of information.

Competence in research is primarily documented by refereed publications based on original research. If research is the chosen area of outstanding competence, evidence must be submitted illustrating independence, collaboration, and leadership, refereed publications in top-tier nursing, social and behavioral science, and interdisciplinary venues, and the impact or significance of the research and the recognition achieved.

VB1. Performance

VB1a. Refereed publications, including journal articles, books, book chapters, and monographs. Refereed books, book chapters, and monographs are those undergoing peer

review, such as university-press books and anthologies. The candidate must clarify the nature (e.g., refereed, invited, invited & refereed) of each publication. The candidate should appear as first author on a reasonable number of refereed publications. The candidate's contribution to co-authored publications must be described.

VB1b. Presentations of research at local, regional, (inter)national conferences.

VB1c. Sustained effort to secure external funding.

VB1d. Engaged scholarship partnerships with relevant groups (e.g., practitioner, patient, community, policy groups, and organizations) to develop and conduct research and to disseminate and implement research findings.

VB1e. Use of digital media to collect research data and disseminate research findings.

VB2. Impact or Significance

VB2a. Scholarly reputation of the journals in which publications appear, including the reputation of publishers of books and monographs, as well as the refereed character of journals.

VB2b. Independent judgment of recognized experts concerning the quality of the research (solicited by the APT Committee).

VB2c. Published evaluations of research (e.g., in book reviews, responses in print).

VB2d. Evidence that research has stimulated the work of other researchers or provided new breakthroughs in the field.

VB2e. Evidence that other scholars are paying attention to the research including citation of the research in other publications.

VB2f. Evidence of impact of research on health practice, education, or policy.

VB2g. Evidence of scholarly engagement and activities with communities outside the university to improve the public health.

VB3. Recognition

VB3a. Awards received in recognition of outstanding research.

VB3b. Election to membership or appointments to offices in scientific organizations.

VB3c. Invitation to serve and service as editor or reviewer for scientific publication or grant agency.

VB3d. Appointments to serve on scientific review or advisory committees.

VB3e. Invitations to serve and service as research consultant, visiting scholar, keynote speaker.

VB3f. Grants and contracts awarded to conduct research.

VC. Service. Scholarly contribution in service is primarily the integration, dissemination, and application of knowledge for the profession and the general public. This category includes: (a) professional and academic leadership roles directed toward improving the health of the public; (b) clinical practice including responsibility for the care of people seeking health services, clinical consultation, active participation in technical assistance programs for health (may include continuing education efforts here if components of such programs), development or implementation of new systems for the delivery of health service or improvement of the health of the public, and effective advocacy of health causes; and (c) engaged scholarship and activities including creative, critical, scientific and humanistic work for the public good that influences, enriches, and improves the lives of people in communities outside UNC-CH.

VC1. Performance.

Description of service activities in the role of scholar and practitioner in nursing or a related field on behalf of the school, university, community, state, nation or international organizations. A consistent pattern of contributions increasing in both quality and scope should be demonstrated and documented. Include for each organization served:

VC1a. Nature and duration of the service and amount of time given.

VC1b. Role played by faculty member, employment status in relation to the organization served, and other relevant information such as remuneration by that organization.

VC1c. Include also all forms of public dissemination of innovative contributions to the profession, school or university, that set an agenda for an area, identify priorities, initiatives, policy implications, present state of science or art in a scholarly domain.

VC1d. Other examples of service include giving testimony before Congressional bodies or state agency committees and serving as expert witness in court cases in areas of scholarly expertise, writing technical reports for key agencies such as NINR; and engaged scholarship and activities to promote change in national and international nursing education programs in quality and patient safety, meetings and consultations with community groups (citizens, staff nurses, community leaders) to elicit their health needs and ideas about services needed, establishment of adult daycare centers in concert with county departments of aging, and offering educational programs to elders on evidence-based non-pharmacological interventions to improve sleep.

VC1e. Mentorship activities (e.g., formal and informal mentorship of students, colleagues, and community partners).

VC2. Impact or Significance.

VC2a. Evidence of contributions having important effects on organizational policies and programs and/or the discipline of nursing (e.g., technical reports used by agencies, reports of Breast and Cervical Cancer Coalition and AHRQ, national clinical guidelines for managing pain.

VC2b. Independent peer and end-user reviews of collaborative work.

VC2c. External evaluation of clinical or administrative outcomes.

VC2d. Evidence that work has been used (e.g., by agency implementation, requests for scholarly product, letters that the technical report was helpful).

VC2e. Evidence that activities resulted in the creation or development of new systems for the improvement of health care delivery; policy statement; legislative activity; international work (e.g., with ICN, Sigma Theta Tau, WHO).

VC3. Recognition.

VC3a. Honors and awards received in recognition of outstanding service contributions.

VC3b. Invitations to serve and service on key state, national, and international task forces, consensus panels, review boards, community boards, and the like.

VC3c. Grants and contracts received to provide service.

VI. Procedures

VIA. Affirmative Action: All appointments and promotions must comply with appropriate affirmative action and equal employment opportunity rules and regulations. The details of this procedure are published (UNC-CH policy statement on non-discrimination at http://www.unc.edu/campus/policies/nondiscrim.pdf), but may be stated briefly a commitment by the University to equality of opportunity and a pledge that it will not practice or permit discrimination in employment on the basis of race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression.

VIB. Composition and Selection of the Appointments, Promotion and Tenure Committee: The SON APT Committee is composed of all tenured Full Professors in the SON, 4 tenured Associate Professors elected by the faculty to serve for 3-year terms, and any Division Head at the rank of tenured Associate Professor. The APT Committee reviews all tenure-track faculty candidates for appointment, reappointment, promotion, and tenure and makes recommendations to the Dean. Following APR Committee review, the APT Committee reviews all fixed-term faculty candidates for multi-year appointment and reappointment, and promotion, and makes recommendations to the Dean. Following APR Committee review, the APT Committee reviews all at-will adjunct appointments and makes recommendations to the Dean. The APT Committee develops criteria and processes for these reviews that are then reviewed and voted on by the faculty.

VIC. Deadlines: Appropriate paperwork, complete in every detail, should be initiated in time to reach the EPA Coordinator's Office in accordance with the review schedule. This schedule will be released from the EPA Coordinator's Office in September of each academic year.

VID. Processing Steps:

1. SON APT: all actions except 1-year fixed-term appointments/reappointments.
2. Dean (all actions)
3. Health Sciences Advisory Committee
4. APT Subcommittee (Provost's Office)
5. UNC-CH APT Committee
6. UNC-CH Board of Trustees

VIE. Frequency of Evaluation: Evaluations will be scheduled according to the length of the faculty member's appointment as follows:

1. **Instructors:** annually
2. **Assistant Professor without tenure:** in the 3rd year of the first probationary term and 2nd year of the second probationary term.
3. **Associate Professor without tenure:** no later than the 4th year of the probationary term.
4. **Associate and Full Professors with tenure:** post-tenure review no less than every 5 years. (See S/Sharedoc/APT info/Post-tenure review policy.)

No recommendations for promotion or reappointment conferring permanent tenure may be initiated until the faculty has been employed by the University for at least 18 months.

VIF. Grievance & Appeal

In the event of a negative recommendation for reappointment, tenure, and/or promotion, faculty may request a meeting with the Dean to discuss her/his recommendation within fourteen (14) days after receiving written notice of nonreappointment. If faculty are not satisfied, they may then proceed as provided by (a) *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill* (10/20/2009) at www.unc.edu/campus/policies/UNC-Chapel%20Hill%20Tenure%20Policies%20and%20Procedures.pdf; (b) Faculty Code at **http://faccoun.unc.edu/wp-content/uploads/2010/07/FacultyCode2011Edition1.pdf**; (c) and Faculty Grievance and Hearings Committees at http://faccoun.unc.edu/committees-2/elected-committees/faculty-grievance-committee/ **&** http://faccoun.unc.edu/faculty-code-and-policies/faculty-code/article-4/ .

VIG. **Personnel Files**

VIG1. **Access:** Faculty members may review their personnel files by making a formal request through the Office of University Counsel. Access to personnel files is limited to Division Heads and to Dean's Office and Administrative Services personnel.

VIG2. Annual Updating: Faculty members are responsible for maintaining their own current and accurate curriculum vitaes and to submit them annually to their Division Head's office.

VIG3. APT Review Folder: Full Professors will have access to all review folders of faculty up for review uploaded to a secure drive. Associate Professors who are elected members of the APT Committee will have access to folders uploaded to the secure drive to be considered in APT Committee meetings except those of faculty applying for tenured Full Professor and of tenured Associate Professors and full Professors undergoing post-tenure review. Materials (all materials except scholarly products and teaching evaluations) assembled for the APT review folder will be included in the personnel file or returned to the faculty member as appropriate (i.e., scholarly products and teaching evaluations).