



School of Government
University of North Carolina
at Chapel Hill

Policies and Procedures on Faculty Appointment, Promotion, and Tenure

October, 2007



UNC
SCHOOL OF GOVERNMENT

Publication Note

The School's *Policies and Procedures on Faculty Appointment, Promotion, and Tenure* is intended to provide guidance internally for School faculty members (both those being reviewed and those conducting reviews) and externally for the University's Advisory Committee on Appointments, Promotion, and Tenure. It explains who we are and what we do, and it describes how we evaluate the contributions of faculty members in advancing the School's mission. It also places our work in the context of other faculty in higher education—it tries to highlight what is different and distinctive about the School, and to describe how we translate those differences into evaluating ourselves.

How should a faculty member use this policy?

This document should be the touchstone for how faculty are evaluated for appointment, promotion, and tenure. Advisory committees and faculty under evaluation should make themselves familiar with the policy.

While the policy itself will change infrequently, University requirement for process and paperwork change periodically. A separate document, *Internal Guidelines for the Faculty Appointment, Tenure and Promotion Process* provides more detailed information about the paperwork and deadlines for promotion packages and will be updated regularly. A faculty member should consult this document, which is available on the employee intranet, and with the Director of Human Resources or the Associate Dean for Programs for up-to-date information on these details.

Background on creation of the policy

The document was produced by a committee of: Dean Mike Smith, Greg Allison, David Ammons, Bob Joyce, Janet Mason, Jill Moore, Jessie Smith, Tom Thornburg, Aimee Wall, and Richard Whisnant. Mike Smith chaired the group, and he was the primary drafter. The committee met several times between January and June, 2005 to discuss content and review drafts.

Faculty discussed a draft of the policy at the July 11, 2005 faculty meeting, and revisions were made in light of that discussion. Dean Smith then shared the document with the Chair of the University Advisory Committee on Appointments, Promotion, and Tenure at the time (Janne Cannon); the Chair of Faculty Council (Judith Wegner); and the Provost's Office (Steve Allred). The School's committee continued to review and comment on revisions to the document. Executive Vice Chancellor and Provost Robert Shelton approved the document in this form on April 17, 2006.

Minor revisions were made in October, 2007, mainly to remove the appendices, which were incorporated into the *Internal Guidelines* document referred to above.

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June 5, 2006

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November 6, 2007

POLICIES AND PROCEDURES ON FACULTY APPOINTMENT, PROMOTION, AND TENURE

SCHOOL OF GOVERNMENT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

**APPROVED BY THE OFFICE OF THE PROVOST ON APRIL 17, 2006
REVISED OCTOBER, 2007***

This document sets forth the School's policies and procedures governing the appointment, reappointment, and promotion of its faculty members.

Section 1 University Policies and Procedures

The School must comply with the most recent editions of the following policies and procedures adopted by the UNC-Chapel Hill Board of Trustees and by the UNC Board of Governors.

1. *The Code of the Board of Governors*, The University of North Carolina, July 1, 2001.
http://intranet.northcarolina.edu/docs/legal/policymanual/100.1_The_Code.pdf.
2. *Trustee Policies and Regulations Governing Academic Tenure*, The University of North Carolina at Chapel Hill, July 1, 1994.
<http://www.unc.edu/faculty/faccoun/tenure/index.html>.
3. *EPA Equal Opportunity Plan*, The University of North Carolina at Chapel Hill. The most current version is available at
<http://www.unc.edu/depts/eoada/univreports.html>.

The criteria and guidelines contained in this document conform to the above policies without repeating all of them. In particular, the School's policy emphasizes the substantive performance standards for faculty that will reinforce our distinctive mission. Faculty members and others should consult the preceding documents as necessary to address questions about their appointment, reappointment, and promotion.

* The October, 2007 revisions removed the appendices and made other technical changes. The appendices have been modified and are now part of a separate document called *Internal Guidelines for the Faculty Appointment, Tenure and Promotion Process*. No substantive aspects of the policy were affected by these revisions.

Section 2

Mission of the School of Government

General. The mission of the University explicitly includes the extension of “knowledge-based services and other resources . . . to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state. . . .”¹ Carolina’s genuine commitment to serving its own state has distinguished it from other major public research universities. This did not happen by accident. In 1915, President Edward Kidder Graham declared that University service is “the radiating power of a new passion” that goes beyond “thinly stretching out its resources” to the state.² According to Graham, “[t]he State of North Carolina is the constituency of the University of North Carolina; therefore, its needs and aspirations are that University’s chief concern.”³ This passion for service influenced the work of Frank Porter Graham, Albert Coates, Bill Friday, John Sanders and many others throughout Carolina’s history, and the University’s mission continues to emphasize public engagement with North Carolina. Chancellor James Moeser has reaffirmed that “[s]ervice and engagement must be an integral part of a university’s life, not something we practice if we have extra time or if the mood strikes us or if our schedule permits or if it happens to be convenient. We must consider it an obligation and a responsibility, something that we owe society.”⁴ The University’s current academic plan builds on this tradition, stating “[t]o lead public higher education in America, engagement must remain one of Carolina’s highest priorities.”⁵ Carolina is a research university with a mission that has always included and rewarded public service and engagement.

The School of Government’s mission flows from this rich history of engagement with the people of North Carolina. Pursuit of its mission directly advances the greater mission of the University. The School’s **mission is to improve the lives of North Carolinians through engaged scholarship that helps public officials understand and improve state and local government.**⁶ The School of Government is unique both within

¹ Institutional Self-Study Report. (1995). *All Useful Learning—Initiating a Third Century of Distinction* 167. The University of North Carolina at Chapel Hill.

² Graham, E.K. (1919). *Education and Citizenship and Other Papers* 15. New York: G.P. Putnam’s Sons.

³ Odum, H.W. Editor (1925). *Southern Pioneers in Social Interpretation* 209. Chapel Hill: The University of North Carolina Press.

⁴ Address by Chancellor James Moeser, 10th Anniversary of the Friday Center (March 27, 2001). Chancellor Moeser also declared that “[w]e must very clearly send the message far and wide to all parts of our campus and all corners of our state that we take public service just as seriously and value it just as highly as we do teaching and research. That it is equally important and equally necessary for us to fulfill our obligation to North Carolina citizens. So as we look at tenure and post-tenure review, we must consider how public service and engagement fit into the formula. We must send a message loudly and clearly from the highest levels of the University that service is valued, just as teaching and research are.”

⁵ The University of North Carolina at Chapel Hill. (2003) *Academic Plan* 27.

⁶ The School uses the term “public officials” in its broad sense to include elected and appointed North Carolina government officials. Faculty members also help citizens whose activities relate closely to government. For example, nonprofit organizations partner with governments in a variety of ways, including the delivery of important government services. School faculty members work with nonprofits

Carolina and nationally because its mission of statewide public engagement is carried out through the work of tenure-track and other faculty members. A commitment to North Carolina government enables the School's faculty members to understand deeply the special challenges facing state and local officials, and encourages them to work closely with officials over time in addressing those challenges. In addition to possessing expertise in their academic disciplines, the School's faculty members must have the ability to make complicated subjects understandable without sacrificing subtlety and complexity.

The University created the School of Government in 2001 to recognize the quality and impact of the faculty's scholarship at the Institute of Government.⁷ Creation of the School was not intended to change the longstanding mission of service to North Carolina exemplified by the Institute. Rather, the intent was to enhance the standing of the faculty by "building upon the Institute's reputation as a premier public service institution focused on the concerns of state and local government."⁸ The charter creating the School recognized that its mission "differs from other professional schools" and acknowledged "that its criteria for reappointment and promotion also will be different."⁹ To avoid any possible future misunderstanding about those criteria, the charter further provided that "[t]he University has recognized these differences for the Institute of Government and it will continue to recognize them for the School."¹⁰

The School's highly specialized and valued academic role at the convergence of scholarship and practice will continue only if promotion criteria and practices continue to reinforce its unique mission.¹¹ Its charter recognizes the School's ongoing value by providing that its faculty will continue to be reappointed and promoted on the basis of excellence in engaged scholarship for North Carolina public officials. In accepting the University's invitation to become the School of Government, the faculty renewed its commitment to the Institute of Government's original mission and promised vigilance to ensure its continued strength.

and other individuals and organizations when doing so advances the work of state and local government. Faculty members also help the media and other citizens understand North Carolina government and the actions of government officials.

⁷ The Institute of Government was established in 1931 to provide educational, advisory, and research services for state and local governments. It has a long history of serving North Carolina. The Institute's historic mission was adopted as the School's mission in 2001.

⁸ A Proposal to Create the School of Government 1 (March 28, 2001). The cited document became the School's charter when it was adopted and signed by Chancellor James Moeser and Executive Vice Chancellor and Provost Robert Shelton.

⁹ Proposal at 3.

¹⁰ Proposal at 4.

¹¹ The School has worked over many years to align its promotion criteria and practices with its distinctive mission, and that mission is aligned closely with the University's mission. It is well understood that "[t]he closer the match between the mission of an institution and the priorities described in the tenure and promotion system, the more productive the faculty will be in helping the institution reach the goals that have been identified." Diamond, R.M. (1999). *Aligning Faculty Rewards with Institutional Mission* 1. Bolton, Massachusetts: Anker Publishing Company, Inc.

Core Faculty Work for North Carolina Public Officials. Each faculty member specializes in areas of public law or public administration and management. More than two-thirds of the School's faculty have law degrees, and many of these lawyers have other advanced degrees related to their fields of work. This emphasis on law as a core discipline is a distinctive feature of the School—no other school of government is built upon a foundation of public law. The School has expanded and complemented its public law expertise for state and local officials over the years by appointing faculty members in the academic disciplines of public administration and management. The result is a multidisciplinary faculty that works in a comprehensive way to improve North Carolina government.

The School's faculty are experts in their academic fields—whether law, public administration, or related fields—and they apply their scholarship to help North Carolina public officials. Faculty must convey knowledge from a complex academic field in ways that are practical without being superficial. Furthermore, because public officials may serve for an extended period of time—perhaps an entire career—the School's faculty members must work with them in ways that become more sophisticated over time to remain helpful. The School of Government's faculty work very effectively at this convergence of scholarship and practice.

Faculty members carry out the School's mission for North Carolina public officials by working in three basic scholarly dimensions—teaching, advising, and research and publication. Responsiveness to the needs of North Carolina public officials is an important core value of the School, and it applies to all dimensions of faculty work in advancing the School's mission. In deciding which courses to offer or which publications to create, for example, faculty members choose those that will be the most helpful to public officials. The School's faculty can make those choices wisely because they are in regular contact with officials through advising and teaching. For instance, multiple telephone and email inquiries from across North Carolina on a difficult topic may prompt a faculty member to write a monograph or offer a special seminar on that subject. Or a faculty member may anticipate an emerging issue for public officials and address it through teaching or a publication before it becomes a day-to-day challenge. The School's faculty members choose their work because it responds to the needs of North Carolina public officials.

Teaching. The School of Government's faculty members annually offer more than 200 courses for over 14,000 North Carolina public officials, and teach in hundreds of programs sponsored by professional associations. Courses for public officials range in length from one day to several weeks. Some courses prepare newly-elected and appointed officials to assume their upcoming responsibilities, but most address the continuing need of public officials for developing knowledge in their professional fields. In addition to classroom teaching, faculty members reach their students through videoconferencing, computer-based training, and other multimedia formats.

Advising. Faculty members advise North Carolina public officials and others who are interested in government. A faculty member may work closely with a legislative

study commission, for example, or work with an agency committee developing model policies. This dimension of the School's work might include drafting legislation or working with a governing board over time to improve its effectiveness. In addition to longer-term advising, the School's faculty members provide immediate assistance by answering more than 100,000 telephone and email inquiries from state and local officials each year. This daily contact insures that faculty members are responsive to the officials' needs and also keenly aware of the practical issues facing the officials in their fields of expertise.

Research and Publication. Faculty members produce a variety of written products that share original research findings, offer insights on pressing issues in government, and inform public officials. Faculty members produce books, articles, and monographs. Sometimes their writing involves work that is not formally attributed to the faculty member. Examples include bench books for judges, committee or commission reports, model policies and procedures, state legislation and local ordinances. On-line publications share equal standing with print publications.

For all faculty, the School places great value on publications focused on North Carolina practitioner audiences. Such publications directly advance the School's mission because of their targeted audience. Thus, the School publishes *Popular Government*, a magazine addressing topics of interest to state and local officials. It also produces many specialized publications, such as the *Administration of Justice Bulletin* that reaches public officials in the court system. Faculty in public law fields are experts on North Carolina and federal law and its implication for public officials, governments, and government agencies in this state. Their work integrates federal and North Carolina law and emphasizes its impact on North Carolina officials through publications that reach these officials. For faculty in public administration and allied fields, peer-reviewed public administration journals often serve audiences that include academics and practitioners.

Faculty Participation in the Master of Public Administration Program. The School assumed responsibility for the Master of Public Administration (MPA) Program in 1997.¹² Most faculty members do not teach in the MPA Program because they work in specialty areas that are not core or elective subjects for public administration students. Those who do teach in the Program combine scholarship and practice in carrying out the School's mission for North Carolina public officials, which makes them ideally suited to offer professional education for MPA students. Faculty members work with public officials every day on real-world issues, and then draw on that practical experience to enrich the teaching in their MPA classrooms.

The School has worked hard to avoid creating two rigid categories of faculty—faculty working exclusively with MPA students and faculty dedicated exclusively to North Carolina public officials. The concern is that creating a separate category of MPA faculty would introduce and institutionalize a false dichotomy between

¹² Accreditation is by the National Association of Schools of Public Affairs and Administration (NASPAA). The MPA Program was most recently reaccredited in 2004.

scholarship only for the academy and engaged scholarship for state and local officials. The School is strongly committed to continuing the combination of scholarship and practice that has made it successful, and as a result its approach to participation in the MPA Program is consistent with the School's larger mission.

No faculty members teach in the MPA Program full time. A small number of faculty members at the School are appointed with the understanding that they will have a significantly greater responsibility for the MPA Program than most of their colleagues. They typically teach two MPA courses each year rather than the normal full load of four courses per year for nine-month faculty in other academic units. Like all of their colleagues at the School, these faculty members also are expected to work with North Carolina officials in their area of public administration expertise. In collaboration with colleagues and in consultation with the Dean, faculty members who regularly teach two MPA courses will develop their own combination of activities that likely will include more teaching and advising for MPA students than for public officials. They also will write for refereed public administration journals. Publication in these journals and by leading book publishers is important for the MPA Program's standing as a national leader. There is no required number of refereed publications, however, and these faculty members also are expected to write for practitioners in their field. Because of these multiple demands on their time—working with practitioners and MPA students—the School anticipates that these public administration faculty members will produce fewer publications than faculty members in other academic departments.

Some other faculty members work primarily with North Carolina officials in an academic discipline that is directly relevant to public administration students—such as budgeting, public leadership or local government law—and they may teach one course in the MPA Program. They may do it every year or only occasionally—and some never teach a course (though they may serve on student capstone paper committees). Faculty members who teach one MPA course focus most of their attention on the School's core mission for North Carolina officials. There is no expectation that these faculty members will necessarily publish in refereed public administration journals, and the absence of such publications is not considered a deficiency for purposes of reappointment and promotion. They may contribute occasionally to law reviews, public administration journals, or journals in a related discipline, however, and it counts for reappointment and tenure even though it is not required. (See “Scholarly Research and Publication” in Section 6 for specific criteria.)

Section 3 The Scholarship of Engagement—A Broader Context for Understanding the School

After World War II “*scholarship* came to be viewed as synonymous with basic research and publication.”¹³ Ernest Boyer’s classic report *Scholarship Reconsidered*¹⁴ challenged universities to embrace a more expansive and flexible definition of scholarship. Collectively faculty members offer a wonderful “mosaic of talent” and counting more of their diverse contributions as scholarship could bring “renewed vitality to higher learning and the nation.” Boyer encouraged institutions of higher education “to support and reward not only those scholars uniquely gifted in research, but also those who excel in the integration and application of knowledge”¹⁵ School of Government faculty members are involved in both kinds of work—original research and its application. This view of faculty work has become known as the scholarship of engagement, which broadly means connecting “the intellectual resources of the academy to make the world a better place for all of us.”¹⁶ It also has been called “public scholarship” and “scholarship for the common good.”¹⁷ The engaged faculty member is one who “draws on the expertise of the discipline, makes connections with audiences beyond the campus, and connects the faculty career to the community.”¹⁸

Like all University faculty members, the School’s faculty members conduct original research. Teaching and advising by School faculty members involves the subtle and complex application of their research to practical issues confronting public officials. “To be considered *scholarship*,” writes Boyer, “service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity.”¹⁹ This definition of service as scholarship includes “serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research.”²⁰ Scholarship involves asking “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions? And further, ‘Can social problems *themselves* define an agenda for scholarly investigation?’”²¹ In discussing possible forms of scholarly publications, Boyer noted that “[w]riting for nonspecialists . . . also should be recognized as a legitimate scholarly endeavor.”²² “To make complex ideas understandable to a large audience can be a difficult, demanding task, one that requires not only a deep and thorough knowledge of one’s field, but keen literary skills, as well.”²³ These descriptions of engaged scholarship describe the work of faculty at the School of Government.

¹³ Ward, K. (2003). *Faculty Service Roles and the Scholarship of Engagement*. ASHE-ERIC Higher Education Report, Vol. 28, No. 5. San Francisco: Jossey-Bass.

¹⁴ Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

¹⁵ *Ibid.*, p. 27.

¹⁶ Ward at 115.

¹⁷ *Ibid.*, p. 112.

¹⁸ *Ibid.*

¹⁹ Boyer at 22.

²⁰ *Ibid.*, p. 19.

²¹ *Ibid.*, p. 21.

²² *Ibid.*, p. 35.

²³ *Ibid.*

The School's long and successful experience with faculty engagement foreshadowed the national engagement movement.²⁴ Faculty members have been leaders in engaged scholarship for many years without necessarily describing their work as engagement—even though it is clear that the School's values and practices reflect the philosophy underlying the scholarship of engagement. According to the Institute of Government's founder, Professor Albert Coates, “[t]he officials can bring badly needed practical insight to students and teachers who in turn can bring just as badly needed theoretical backgrounds to practical officials. The book-men need the practice; the practice-men need the books; and the college campus needs the interlocking relationships of both in order to do its duty by the state in which it lives and moves and has its being.”²⁵ Albert Coates relied on plain language to describe his vision for the Institute, though today he would include women in his description, and he brilliantly anticipated the philosophy behind the scholarship of engagement.²⁶

²⁴ Different terminology is used to describe public service and its many variations. This document will use the term “engaged scholarship” because it has been the School's practice, and because it applies to virtually all aspects of faculty work at the School. In fact, the charter of the School of Government indicates that it “will be organized and operated in ways that best serve its fundamental mission of outreach and engagement.” *A Proposal to Create the School of Government 2* (March 2001). The charter also adopted the key characteristics of engagement identified by the Kellogg Commission on the Future of State and Land-Grant Universities in its report *Returning to Our Roots: The Engaged Institution*. It further indicated that “[t]he School will be guided by those characteristics, all of which have been central in the work of the Institute [of Government], and its teaching, research, and service will be ‘sympathetically and productively involved with [its] communities, however community may be defined.’” Kellogg Commission on the Future of State and Land-Grant Universities, *Returning to Our Roots: The Engaged Institution vii* (February 1999) Washington, DC: National Association of State Universities and Land Grant Colleges.

²⁵ Coates, A. (1944). *The Story of the Institute of Government*. Bloomington, Indiana: The National University Extension Association, Studies in University Extension Education.

²⁶ This appreciation of practical scholarship is not surprising given that Albert Coates was deeply influenced by Edward Kidder Graham, who became President of the University of North Carolina in 1914. Graham believed in “the interpretation of scholarship in terms of service.” Connor, R.D.W., *Edward Kidder Graham—Apostle of Culture and Democracy* in Odum, H.W. Editor (1925). *Southern Pioneers in Social Interpretation* 214. Chapel Hill: The University of North Carolina Press. Graham “saw no indignity to scholarship in making it serviceable, and he was convinced that democracy in all its various social and economic phases had much to gain from contact with the spirit and methods of scholarship.” Odum at 214. This focus on practical scholarship also is not surprising given the influence on Coates of his professor at Harvard Law School, Dean Roscoe Pound, whose “sociological jurisprudence” was closely tied to the methods of John Dewey at Columbia and to the innovations of the American pragmatists such as Charles S. Pierce and William James. Wrote Pound: “The sociological movement in jurisprudence is a movement for pragmatism as a philosophy of law; for the adjustment of principles and doctrines to the human conditions they are to govern rather than to assumed first principles; for putting the human factor in the central place and relegating logic to its true position as an instrument.” Pound, “The Scope and Purpose of Sociological Jurisprudence,” 25 Harv. L. Rev. 489 (1912) (Part II). “What is law depends not merely upon the facts of the past and of the present but also upon the will of those who prescribe and those who administer rules of conduct by the authority of the state; and this will is determined not a little by their theory of what they do and why they do it.” Pound, “The Scope and Purpose of Sociological Jurisprudence,” 24 Harv. L. Rev. 591 (1911) (Part I). Coates noted with obvious pride that he shared his early ideas for the Institute with Dean Pound, who paid his own way to come to Chapel Hill at the Institute's inception and expressed his enthusiasm for Coates' early work. Coates at 32-33.

Universities are experimenting with how to assess the engaged scholarship of their faculty members because traditional ways of evaluating academic work—refereed publications and teaching evaluations—are not especially helpful indicia of engagement.²⁷ What counts as engaged scholarship? How is it documented? How is it evaluated? What motivates faculty members to become involved in engaged scholarship? How do you measure their impact? In trying to identify standards for evaluating engaged scholarship, some have focused on universal dimensions of *the scholarly process*—clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.²⁸ Engaged scholarship will have credibility only if faculty can demonstrate that their work meets the highest performance standards. In other words, “[e]xcellence is the yardstick by which all scholarship must be measured.”²⁹

Explicitly recognizing the School of Government’s work as engaged scholarship places the School’s mission in the larger context of modern academic life. Performance satisfying the standards contained in this document must also satisfy the University’s standards for scholarly accomplishment, even if the particular criteria vary from those of other campus units with different missions. In other words, School faculty members do not confront two separate standards—School standards for work with North Carolina public officials and different University standards. There is one standard for scholarship at the University—excellence—and it can be satisfied in different ways depending on the mission of each academic unit. The policies and procedures in this document have evolved over time to ensure that the School’s faculty members are recognized for their excellent engaged scholarship in ways that continue to advance the School’s mission for North Carolina.

Section 4 **Faculty Appointments**

General. For any appointment there must be evidence that a person understands and embraces the School’s unique mission, its definition of scholarship, and its culture of responsive engagement with North Carolina public officials. This personal commitment to the strong service culture of the School is necessary for all appointments, including faculty who are expected to have significant responsibility in the Master of Public Administration Program. All School faculty members have twelve-month appointments to carry out this mission.

²⁷ The Committee on Institutional Cooperation (CIC) (Big Ten universities and the University of Chicago) created a special committee to define and benchmark engagement, including the identification of strategies for building engagement into the faculty reward system. A draft report offers tentative recommendations for “generating benchmarks to allow CIC institutions to monitor their effectiveness in achieving the goals of engaged universities” *Resource Guide and Recommendations for Defining and Benchmarking Engagement*, CIC Committee on Engagement (Revised October 22, 2004).

²⁸ Glassick, C.E., Huber, M.T., and Maeroff, G.I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.

²⁹ Boyer at 28.

Tenure Track Appointments

Professor. This rank always confers tenure and in most cases the person will have been promoted from Associate Professor. An initial appointment as Professor will be rare because it requires evidence that a person has all of the same qualifications and qualities as a person in the School who has been promoted from Associate Professor.

Associate Professor. This rank confers permanent tenure if a person is promoted from the rank of assistant professor. A person may be appointed to a five-year probationary term as an associate professor without tenure if the person has significant professional experience and there is a reasonable expectation that he or she will meet the requirements for tenure by the end of the fourth year. The typical profile for an initial appointment at this rank is a person who has advanced expertise in a field based on many years of practical experience, and has demonstrated the potential to meet all the requirements for tenure. An initial appointment may be made with tenure at the rank of associate professor only if a person meets all of the requirements for tenure. This might occur, for example, when someone already is tenured at another university but does not meet the requirements for full professor.

Assistant Professor. This rank is for a less experienced person who has demonstrated the potential to meet all of the requirements for tenure. The initial appointment is for a four-year probationary term with a possible reappointment for a three-year term. A person usually will hold a doctoral degree or its equivalent at the time of appointment.

Instructor. This rank is for a person who is expected to progress to the rank of Assistant Professor. It is used mainly as an interim designation for a new faculty member who meets all criteria for appointment as an Assistant Professor except the completion of doctoral degree requirements. The appointment as Assistant Professor becomes effective automatically upon completion of the degree requirements. The term of appointment is one year with a maximum of four terms.

Fixed-Term Appointments

Lecturer. This appointment is for a person who will be engaged primarily in teaching and advising activities. There is no expectation that a lecturer will meet the needs of public officials through research and publication. A person may produce publications in his or her field, but it is not required. The initial fixed-term appointment and succeeding terms may be made for a period of one to five years. A person must hold at least a bachelors degree at the time of appointment. The Dean, after seeking the advice of the assembled Full Professors, may designate a person Senior Lecturer following ten years of distinguished service as a Lecturer.

Professor of the Practice. This appointment is reserved for a person who has been a distinguished practitioner in higher education administration or outside of higher education. It typically will be reserved for people with many years of experience. It is

not an appropriate appointment for someone who might reasonably be considered for a tenure-track appointment. The initial fixed-term appointment and succeeding terms may be made for periods of one to five years.

Adjunct Faculty. This part-time appointment is for a person who is employed outside the University, or who has a primary appointment in another academic unit within the University. The person will have limited responsibilities in the areas of teaching, advising, and research and publication that are of special benefit to the School. This appointment is not honorary and it will not be extended simply as a courtesy. In many cases a person will be compensated for specific activities performed for the School, but in other cases the adjunct faculty member will serve without compensation. The initial fixed-term appointment and succeeding terms may be made for periods of one to five years.

Section 5 Standard for Reappointment and Promotion

University Standards. The *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*³⁰ provide that tenure “requires 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 public service.”³¹ The *Trustee Policies* provide further that reappointment and tenure decisions may take into account “any factors deemed relevant to total institutional interests”³² For these reasons it has been said that tenure is a privilege and not a right, and that there is no precise series of steps that will guarantee tenure.³³ The conferral of tenure represents a judgment by one’s peers, as well as the institution, that a person has demonstrated a level of competence consistent with the best traditions of the University. It is an invitation to continue participating as a valued colleague in the ongoing advancement of the University and its mission.

³⁰ *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*, The University of North Carolina at Chapel Hill, July 1, 1994, <http://www.unc.edu/faculty/faccoun/tenure/index.html>.

³¹ *Trustee Policies*, Section 2.a.

³² *Trustee Policies*, Section 4.a.

³³ “The tenure system is based upon the understanding that tenure is a privilege bestowed by the institution in keeping with its needs for outstanding achievement. It represents a fundamental institutional judgment of an individual’s actual and potential contributions to the professional life of teaching, scholarship and service. Thus not everyone will obtain tenure; no set of detailed criteria can exist, the mere fulfillment of which will ensure tenure; and there will occasionally be differences of opinion about evaluations of an individual’s contributions. Also relevant in the tenure decision are institutional interests that necessarily extend beyond the domain of any individual department or school. To insure that its intellectual quality is maintained and enhanced, the University insists on a standard of overall excellence.” Personnel Procedures 10-11, School of Social Work, University of North Carolina at Chapel Hill (Revised February 23, 1994).

The qualitative standard mentioned explicitly in the *Trustee Policies* is “demonstrated professional competence,” but the policies are silent on the meaning of that critically important standard. It frequently has been interpreted to mean that “the University insists on a standard of overall excellence.”³⁴ A decision about reappointment or tenure by the School and subsequent University reviewers necessarily includes a mix of objective and subjective judgments. The specific requirements for tenure can never be described with precision. Ultimately a group of decision-makers guided by clear criteria makes its best consensus judgment about whether a person’s work is of the highest quality.

Each academic unit is responsible for establishing faculty performance criteria that advance its particular mission within the University. After becoming familiar with the written criteria for each academic unit (including the ones in this document), the University’s Advisory Committee on Appointments, Promotion, and Tenure reviews each appointment, promotion, and tenure recommendation to determine whether a unit has followed its own procedures and rigorously applied its own criteria.

School of Government. The standard for reappointment, promotion, and tenure at the School of Government is excellence in meeting the needs of North Carolina public officials and (if applicable) MPA students.³⁵ All tenure-track faculty members carry out the School’s mission of engaged scholarship through teaching, research and publication, and advising. Many different combinations of activities can provide a successful path within the School. Each faculty member, in consultation with the Dean and in collaboration with colleagues, determines the best way to meet the varied needs of public officials in his or her field and decides upon the appropriate mix of teaching, research and publication, and advising. Thus, not every faculty member produces the same amount of work for public officials in each dimension. While the School expects and supports differences in the *quantity* of teaching, writing, and advising from its faculty members, it demands excellence in the *quality* of all faculty work.

A faculty member must show clear evidence of regular, continuous, focused, and significant work to satisfy the standard for reappointment, promotion, and tenure. The decision will be based on a consideration of work completed rather than unrealized potential. The faculty member also must show promise of continuing achievement at a very high level. This is the expectation for faculty members in tenure track and fixed-term appointments, and at every rank. The School also expects all faculty members to demonstrate progressively greater accomplishment and effectiveness with experience and at each successive academic rank. Promotion to any higher rank is reserved for those faculty members who have satisfied the School’s standard without close supervision. Promotion is a high faculty honor and it signifies that its recipient has demonstrated

³⁴ Personnel Procedures 11, School of Social Work, University of North Carolina, Chapel Hill (Revised February 23, 1994).

³⁵ The standard is the same whether a faculty member is supported by a continuing state appropriation or has been appointed contingent on the availability of funds from another source.

sustained achievement and is likely to continue meeting an exemplary standard of professional ability and service.

Section 6 Specific Criteria for Reappointment and Promotion

General. Many factors bear on the School's evaluation of whether a faculty member is doing an excellent job of meeting the needs of public officials and (if applicable) MPA students. This section addresses a wide range of relevant performance categories and offers guidance for documenting performance. To the extent possible, this policy uses criteria that can be objectively measured. But reappointment and promotion determinations also involve subjective assessments of relative contributions in different aspects of the School's work. The approach taken by this policy is to provide the decision-makers at all levels with the best information to make those decisions in as rational and objective a manner as possible.

The School encourages collaboration and partnerships, and thus collaborative contributions by faculty members are valued as much as individual contributions. Because collaborative works are not necessarily proportionally attributable, a faculty member will be asked to describe the nature of his or her contribution.

The effort to emphasize objective measures does not minimize the importance of assessing the extent to which faculty members promote a positive organizational culture in which all of these activities occur. The culture of the School of Government values and promotes:

- High ethical standards
- Intellectual integrity
- Responsiveness to the needs of audiences served
- Reliability, punctuality and responsibility in approaching one's work
- Good judgment that avoids situations that reflect adversely on the School or the University
- Commitment to the common good of the School, as reflected in a willingness to assist colleagues, teach in colleagues' classes, work on pan-School projects—all in a manner that promotes collegiality
- Good humor
- A demonstrated commitment to professional development, including mentoring colleagues.

While these characteristics cannot easily be quantified, they are important to the successful operation of the School, and the absence of any of these qualities is considered in reappointment and promotion recommendations.

Impact. The School considers evidence of the impact of the faculty member's work on the professional conduct of the public officials served. For example, has a faculty member's work resulted in the creation or development of new systems for the improvement of government in North Carolina? Have the activities affected government policies and programs? Has work in one government organization resulted in invitations from other organizations to help plan, organize, or conduct similar activities? In making these assessments, it is important to determine the extent to which the particular circumstances of a faculty member's relationship to public officials makes that kind of evidence likely to be available. As discussed in more detail in Section 7 below, the School asks officials for evaluation letters because they are in a good position to assess the impact of a faculty member's work.

The School recognizes that assessing the impact of a faculty member's work is very difficult, since exposure to School training, advising, and research and publication is only one factor in shaping the behavior of public officials and MPA students. Impact reasonably may be inferred from evidence that a faculty member is meaningfully engaged with state or local officials. This evidence of engagement with officials may take many forms—such as telephone and email inquiries, visits to a faculty member's website, strong attendance at programs offered by a faculty member, and requests for other kinds of assistance. The assessment of impact is complicated further by the School's fundamental principle of nonadvocacy. The role of a School faculty member usually is not to suggest that a particular course of action be taken, but to provide an improved basis for the public official to make his or her own judgment.

The fact that assessing impact is difficult, and that the information to do so is not always available, does not diminish its value as an important indicator of the effectiveness of School work. As a faculty member is evaluated along the dimensions of teaching, advising, and research and publication, impact will be an important consideration.

Reputation. The School of Government enjoys a national reputation for effective scholarly engagement with public officials in North Carolina. To be effectively engaged, the School expects its faculty members to develop over time a stronger and more extensive reputation in North Carolina with state and local officials in their field. Consideration of state reputation is required for reappointment or promotion. Because the School's mission focuses on North Carolina officials rather than a national audience, most School faculty members appropriately strive for a state reputation rather than a national reputation. Nevertheless, some faculty members develop national reputations because their work is relevant to public officials in other states. The law affecting government varies from state to state, and the work of lawyer faculty members emphasizes law that impacts North Carolina officials. If faculty members made their legal work more broadly and generically relevant to officials in other states, it would be correspondingly less helpful to North Carolina officials. Faculty members in the field of public administration, on the other hand, have the opportunity to reach a national

audience without reducing their effectiveness for North Carolina officials. In fact, faculty members who have significant responsibilities in the MPA Program (in general those who regularly teach two courses in the Program) are expected to publish in national refereed journals. There is a corresponding expectation that those faculty members develop a national reputation, but it may happen more slowly than for faculty in other academic departments because they also are expected to write for and advise North Carolina public officials.

Faculty members carry out the School of Government's mission through their work in the following areas. The order carries no implication of priority—each activity is important and the precise mix will vary over the course of a faculty member's career.

Teaching³⁶ The School's commitment to excellent teaching has been a significant factor in its success with North Carolina public officials and MPA students. The evaluation for reappointment and promotion therefore includes a thorough review of a faculty member's teaching materials and peer observations of classroom teaching by the Advisory Committee (see discussion of the Advisory Committee on page 20 and in the School's *Internal Guidelines for the Faculty Appointment, Tenure and Promotion Process*).³⁷ The evaluation also includes a careful review of student teaching evaluations covering at least the past three years, as well as a faculty member's teaching portfolio.³⁸

In addition to providing direct instruction, faculty members also are responsible for organizing schools and conferences that include topics outside of their fields and require other instructors from inside and outside the School. Effective programs for public officials depend on careful planning and administration—identifying the instructional needs of officials, providing clear guidance to instructors, developing logical connections between sessions, and relating individual programs to long-term curriculum planning. Faculty members spend a significant amount of time on this important work. The review of teaching includes an evaluation of the quality of a faculty member's course planning and administration.

The critical question is whether the person is doing an excellent job through teaching to meet the needs of North Carolina officials and (if applicable) MPA students in his or her field of expertise. The quantity of teaching varies among faculty members based on the varied needs of public officials and students in their fields. The School expects excellence in the quality of a faculty member's teaching—regardless of the amount. The Advisory Committee, the qualified faculty, and the Dean consider all relevant information about a faculty member's teaching, including the following measures:

- Accuracy, analytical precision and comprehensiveness of teaching materials

³⁶ See the description of teaching on page four.

³⁷ See the School's *Internal Guidelines for the Faculty Appointment, Tenure and Promotion Process* for a description of the review and evaluation of teaching.

³⁸ See the School's *Internal Guidelines for the Faculty Appointment, Tenure and Promotion Process* for the elements of a faculty member's teaching statement and teaching portfolio.

- Responsiveness of the oral presentation and written classroom materials to the needs of audiences served
- Coherence of the oral presentation and written classroom materials
- Incorporation of the latest information and developments in a field
- Quantity of teaching
- Evaluation by students
- Number and percentage of students in the target audience who choose to participate in class offerings, reviewed over a substantial period of time
- Development of new courses
- Service as a mentor or other contributions to the teaching of other faculty
- Effective use of audiovisual aids
- Use of innovative teaching methods, including distance education and other instructional technology
- Extent to which students are engaged by the teacher
- Extent to which the teacher fosters a respectful learning environment
- Peer observations of classroom teaching
- Nomination for or receipt of teaching awards
- Implementation of accepted adult education principles
- Participation in teaching development activities
- Ability to manage the class
- Grants awarded to carry out teaching
- Emulation of the faculty member's courses or use of the teaching materials by others
- Development and administration of successful programs, including the integration of topics outside the faculty member's area of expertise

Advising.³⁹ Advising is one of the most meaningful and distinctive ways that faculty members fulfill the School's mission of improving government in North Carolina. Unlike faculty elsewhere in the University, School of Government faculty members are expected to respond to requests for assistance by public officials as part of their regular work—and do so in a timely, thorough and helpful manner. Faculty members also help the media and other citizens understand North Carolina government and the actions of public officials. This work often involves original research and innovative analysis as faculty members confront novel questions in their field. Advising is evaluated carefully in making recommendations for reappointment and promotion. The critical question is whether the person is doing an excellent job through advising to meet the needs of North Carolina officials and (if applicable) MPA students in his or her field of expertise. The

³⁹ See the description of advising on pages four and five.

quantity of advising will vary among faculty members based on the varied needs of public officials and students. The School expects excellence in the quality of a faculty member's advising—regardless of the amount. The Advisory Committee, the qualified faculty, and the Dean consider all relevant information about a faculty member's advising, including the following measures:

- Accuracy, analytical precision and comprehensiveness
- Coherence and clarity
- Feedback from public officials, MPA students, and colleagues
- Responsiveness to the needs of audiences served and timeliness
- Accessibility for advising
- Efficient time management with respect to advising
- Quantity of the activity or activities, in terms of the scope of projects undertaken, as well as the overall number
- Tangible work products produced as a result of advising efforts
- Grants and contracts awarded to carry out advising projects
- Emulation by others of the methods, materials, or approaches taken in consultations
- Special innovations in the manner or approach taken to providing advising services
- Extent to which the clients served return to the faculty member for future advice, measured over a substantial period of time
- Any awards or other recognition received for advising or by a project as a result of the faculty member's advising

Scholarly Research and Publication.⁴⁰ After considering a faculty member's publications and his or her research statement,⁴¹ the critical question is whether the person is doing an excellent job through scholarly research and publication to meet the needs of North Carolina officials and (if applicable) other public administration practitioners and scholars in his or her field of expertise. The reappointment and promotion decision will be made on the basis of completed works, including published works and works that have been accepted for publication.

The School has a long tradition of faculty publications that combine a depth of scholarly understanding with clear and thoughtful writing. Because the School's intended audience is so different from that of a traditional academic unit, the type of publications most faculty members produce necessarily will be quite different from traditional academic publications. Original research and careful analysis are necessary, however, and so is the ability to make complicated subjects accessible without sacrificing

⁴⁰ See the description of research and publication on page five.

⁴¹ See the School's *Internal Guidelines for the Faculty Appointment, Tenure and Promotion Process* for the elements of a faculty member's research statement.

complexity and subtlety. This combination of qualities is the essence of engaged scholarship.

The quantity of publications will vary among faculty members based on the varied needs of public officials in their fields and their involvement in the MPA Program. Each faculty member is expected to be productive; however, there is no prescribed number of publications. Because of their workloads of teaching and advising, the School's faculty members will rarely produce the quantity of publications typical of a faculty member in another academic unit. The School expects excellence in the quality of a faculty member's publications—regardless of the amount or category.

Faculty members create publications that will advance the School's mission of engaged scholarship, but their responsibilities are not uniform. The School's expectations for faculty members therefore differ from faculty member to faculty member, depending on the nature of each individual's work, academic discipline, and degree of involvement with the MPA Program.

All faculty members publish for North Carolina public officials, whether their discipline is law, public administration or a closely related discipline. In addition, many faculty members, but by no means all, have responsibilities within the MPA Program. For some, the MPA responsibility is a main focus of their work. For many, it is a secondary focus.

(1) Faculty members with significantly greater responsibility within the MPA Program (that is, those appointed to teach two MPA classes each year or more) are expected to write not only for North Carolina officials but also for refereed public administration journals, many of which have practitioner and academic audiences.

(2) Other faculty members who work in an academic discipline that is relevant to public administration students may have lesser responsibility within the MPA Program. They may, for example, teach one course. These faculty members are not required to publish in refereed public administration journals for reappointment and promotion. They may contribute occasionally to law reviews, public administration journals, or journals in a related discipline, however, which counts for reappointment and promotion even though it is not required.

(3) A large proportion of faculty members, including most in public law, do not have direct responsibilities within the MPA Program. Of course, these faculty members are not required to publish in refereed public administration journals for reappointment and promotion. They may contribute occasionally to law reviews, public administration journals, or journals in a related discipline, however, which counts for reappointment and promotion even though it is not required.

The form of the publication is not as important to the School as the quality of the work. "Publication" is conceived broadly to include conveying important ideas for improving government in any form (print, hypertexts, websites or other digital media) that communicates effectively with the School's primary audiences. Electronic publications and instructional multimedia, for example, may serve North Carolina officials as well as print publications, and in the future they may turn out to be even more important. High-quality, high-impact works, regardless of the choice of medium, count the same for purposes of reappointment and promotion. A book does not count more than a series of bulletins that demonstrates the same overall quality and impact, for example, and a high quality video representing comparable expertise may count as much as a book or a series of bulletins. There is no categorical criterion and there is no book requirement. The School's faculty members are encouraged to experiment with new and innovative ways of reaching public officials. The same measures that apply to traditional print publications apply to electronic publications.

In assessing a faculty member's contribution to the scholarly research and publication function of the School, the Advisory Committee, the qualified faculty, and the Dean will consider measures such as:

- Extent to which the written material reflects a careful, accurate and systematic analysis of the subject matter field in which the faculty member is writing
- Coherence and clarity
- Extent to which the written material reflects original research and creative approaches to issues
- Appropriateness and effectiveness of the form selected for reaching the intended audience
- Responsiveness to the needs of audiences served
- Number and scope of publications and other writings produced
- Published evaluations of written work
- Extent to which the written work is reproduced or cited in other published works or other public records
- Works in which the faculty member serves as editor
- Awards and recognition of the quality of the work by entities other than the School
- Special innovations in the presentation of material in published form

Service to the School, the University and the Profession. Faculty members must share in the work necessary to maintain and improve the School, the University, and their profession. These types of service generally are not related to a faculty member's substantive fields of work. However, a faculty member's effectiveness in carrying out the School's mission ultimately depends on the strength of these institutions. Not every

person will have the same opportunity or ability to provide this kind of service, and the opportunities to do so tend to increase with experience. The key question is whether a faculty member willingly has served the School, the University, and the profession consistent with those opportunities.

Service to the School. In assessing the degree to which an individual has provided service to the School, the Advisory Committee, the qualified faculty, and the Dean will consider the extent to which the individual participates in the following kinds of activities and the extent to which that participation contributes to the School:

- Editing a regular publication of interest to readers beyond the faculty member's substantive fields—such as *Popular Government* or *The Daily Bulletin* of the Legislative Reporting Service
- Serving on the Legislative Reporting Service (for lawyer faculty members only)
- Assuming administrative responsibility for the MPA Program—such as serving as director, working as a member of the admissions committee, or conducting an internship site visit
- Administering or assisting with the administration of a program for traditional students—such as the Summer Law Clerk Program
- Assuming responsibility for a major course that is outside a faculty member's usual area of responsibility—such as the Municipal and County Administration course
- Chairing or serving on a committee
- Assuming responsibility for multi-author publications that serve several different groups of public officials
- Advising graduate and professional students
- Assuming responsibility for other administrative projects or assuming general management responsibility within the School
- Any other similar service to the School

Service to the University or to the Profession. In assessing the degree to which a faculty member has provided service to the University or his or her profession, the Advisory Committee, the qualified faculty, and the Dean will consider the extent to which the person participates in the following kinds of activities and the extent to which that participation contributes to the improvement of the institutions served.

- Serving as chair or a member of a committee on this campus or within one's professional organizations
- Serving on editorial boards of journals
- Working on projects sponsored by the University administration, either on this campus or through the Office of the President
- Serving in a leadership role in a professional organization

- Any other service that is relevant to the work of the University or to one’s profession

Section 7 **Review Process for Reappointment, Tenure, and Promotion**⁴²

Faculty Advisory Committees.⁴³ Each nontenured new faculty member is appointed a three-person faculty advisory committee to offer guidance on overall professional development. These committees are a resource for new faculty members as they plan their work and develop their fields of expertise. One member of the committee serves as the new faculty member’s teaching mentor. Advisory committees meet at least twice each year, and the committee prepares a written report after each meeting that addresses teaching, advising, and research and publication, along with an overall summary of the faculty member’s progress. The advisory committee also serves as the review committee in recommending whether a faculty member has satisfied the School’s standard for reappointment and tenure.

Review and Evaluation.

Faculty Advisory Committee. The advisory committee meets with the faculty member under review for reappointment, tenure, and promotion to describe the process and answer any questions or concerns.⁴⁴ The faculty member is responsible for submitting all of the documentation required for the review.⁴⁵ The advisory committee conducts an independent quality review of the faculty member’s work—after reviewing its own past reports on a person’s progress, the committee examines a faculty member’s publications, observes his or her teaching, and evaluates the person’s advising. It also considers the faculty member’s summary assessments submitted as a part of the annual faculty reporting process.⁴⁶ The committee evaluates whether a faculty member’s work is both intellectually rigorous and practical, both of which are important in advancing the School’s unique mission at the convergence of scholarship and practice. Committee

⁴² This review process applies to the reappointment of assistant professors, the promotion of assistant professors to associate professor with tenure, the reappointment with tenure of probationary term associate professors, and the reappointment of lecturers. The same process also applies to the promotion of full professors and senior lecturers, except the review is conducted by an *ad hoc* committee appointed by the Dean rather than an existing advisory committee.

⁴³ See the School’s *Internal Guidelines for the Faculty Appointment, Tenure and Promotion Process* for the complete advisory committee guidelines.

⁴⁴ The advisory committee is responsible for insuring that the faculty member has been notified about the schedule of required actions (internal review, internal decisions, and external decisions) for reappointment and tenure. The Director of Human Resources annually will prepare a schedule of promotions and reappointments and distribute it to the faculty. The Associate Dean for Programs will be responsible for insuring that the advisory committees and their faculty advisees are aware of upcoming promotion and reappointment decisions.

⁴⁵ See the School’s *Internal Guidelines for the Faculty Appointment, Tenure and Promotion Process* for the documentation requirements for reappointments and promotions and for a description of the timelines for the review process.

⁴⁶ The summary assessments do not become part of a faculty member’s portfolio. They remain internal personnel documents in order to encourage candid self-appraisals by faculty members.

members understand that a poorly performing colleague undermines the reputation of the School and jeopardizes its effectiveness with North Carolina public officials.

In reviews for tenure, promotion to full professor, or promotion to senior lecturer, the committee also considers outside evaluation letters, discussed in more detail below. The advisory committee in any review may seek further information from anyone who has had the opportunity to observe and assess the candidate's professional performance—including other faculty members at the School, public officials and others outside the University, and other faculty members at Carolina or other universities. The information may be obtained orally or in writing. In gathering information and making its recommendation to the Dean, the advisory committee will be guided by the School's standard for reappointment, promotion, and tenure and the specific criteria outlined in the preceding sections.

Outside Evaluation Letters. The School depends on outside evaluation letters to help assess whether a faculty member's publications, advising, and teaching are effective in meeting the School's applied goals. A faculty member must have a minimum of four outside letters of evaluation for promotion and tenure. The committee will consider and forward all of the evaluation letters. Outside evaluators may include public officials and other distinguished professionals—they need not all be faculty members. A required element for all outside letters—regardless of an evaluator's background—is an impartial and objective assessment.

Typically, North Carolina officials are the most informed and best qualified people to offer guidance on whether a faculty member has satisfied the School's goals. Experience has shown that these officials provide a conscientious and critical evaluation of faculty work because they have a long-term interest in receiving the highest quality teaching, advising, and publications from School faculty members. The School asks North Carolina officials to assess all dimensions of a faculty member's professional performance, rather than focusing almost exclusively on a person's written scholarship. The assessment typically is based on the evaluator's direct experience with the faculty member's teaching, advising, and publications. Publications are important to advancing the School's mission with North Carolina public officials, but this facet of performance is not as central to tenure and promotion decisions (and thus to the outside review) as it is in other academic departments. In assessing a faculty member's publications, the School asks North Carolina public officials about the practical value of that research and writing in their experience. There is no substitute for the kind of rigorous scrutiny that comes from public officials who rely on a publication to address the issues that arise in the course of their work.

The University's Appointment, Promotion, and Tenure Committee believes that an impartial assessment from someone who is not a North Carolina public official will help it determine whether a faculty member's publications are effective in meeting the applied goals of the School. Accordingly, the advisory committee, in consultation with the faculty member, will ask at least one outside evaluator other than a North Carolina public

official to provide a letter. The source of the letter will depend on the responsibilities of each faculty member. The School has worked hard to avoid creating two rigid categories of faculty—faculty working exclusively with MPA students and faculty dedicated exclusively to North Carolina public officials. The responsibilities of School faculty are not uniform. The School’s expectations for faculty members therefore differ from faculty member to faculty member, depending on the nature of each individual’s work, academic discipline, and degree of involvement with the MPA Program, and the expectations in each particular case will be communicated to the Appointment, Promotion, and Tenure Committee in the Dean’s letter.

All faculty members work with North Carolina public officials, whether their discipline is law, public administration or a closely related discipline. In addition, many faculty members, but by no means all, have responsibilities within the MPA Program. For some, the MPA responsibility is a main focus of their work. For many, it is a secondary focus.

(1) Faculty members with significantly greater responsibility within the MPA Program (that is, those appointed to teach two MPA classes each year or more) are expected to write not only for North Carolina officials but also for refereed public administration journals, many of which have practitioner and academic audiences. These faculty members are required to have an evaluation letter from a peer in another university doing similar work.

(2) Other faculty members who work in an academic discipline that is relevant to public administration students may have lesser responsibility within the MPA Program. They may, for example, teach one course. These faculty members are not required to publish in refereed public administration journals for reappointment and promotion. They may contribute occasionally to law reviews, public administration journals, or journals in a related discipline, however, which counts for reappointment and promotion even though it is not required. These faculty members thus are not required to have a letter from an academic peer—they are required to have a letter from an outstanding practitioner in their field (not a North Carolina public official), and they may choose to have a letter from an academic peer.

(3) A large proportion of faculty members, including most in public law, do not have direct responsibilities within the MPA Program. Of course, these faculty members are not required to publish in refereed public administration journals for reappointment and promotion, and there is no expectation that they will have a letter from an academic peer. The School’s faculty members working in public law fields do not have peers in other universities doing similar work. Rather, they will typically have a letter from a practitioner with an outstanding reputation in the field (not a North Carolina public official). These faculty members may contribute occasionally to law reviews, public administration journals, or journals in a related discipline, however, which counts for

reappointment and promotion even though it is not required. They may choose to have a letter from a faculty member in another department or institution, but they will do so only if they believe the person is in a good position to independently and fairly evaluate their work.

It will be especially important that all outside *faculty* evaluators understand that the School's publications are tailored to its mission, which will likely be significantly different from the mission of the evaluator's academic unit. All evaluators must understand and appreciate the School's mission of serving North Carolina officials through engaged scholarship, and be able to assess the faculty member's performance in excelling at that mission.

The faculty member's advisory committee asks the candidate for a list of at least six people who are qualified to offer a candid evaluation. The committee, with the faculty member's knowledge, may solicit evaluations from other people who are not on the list. The evaluators may include other faculty at the University of North Carolina at Chapel Hill who are outside of the School of Government. None of the four evaluation letters may come from anyone with a relationship that might raise questions about the person's impartiality, such as someone who has co-authored a publication with the faculty member.⁴⁷ In evaluating a faculty member's advising it is appropriate to include letters from people who have received the advising services—they may be in the best position to assess the impact and quality of the work, as well as provide details about the nature of the work.

The final selection of outside evaluators rests with the advisory committee in consultation with the Senior Associate Dean and the Associate Dean for Programs. Letters to evaluators are prepared by the Director of Human Resources and signed by the Dean. The people from whom written evaluations are requested are told that their letters routinely will be read by people outside the School, and under state law will be available to the faculty member. Outside reviewers send their letters to the Director of Human Resources, who provides copies to the committee chair when they are received. The committee forwards all of the evaluation letters with its final report to the Dean and to the faculty member.

Committee Recommendation, Advice of the Qualified Faculty, and the Dean's Decision. Once the advisory committee has submitted its written recommendation, the Dean schedules a meeting of the faculty members who are qualified to consult on the action in question.⁴⁸ All tenured faculty members are qualified to consult in cases that

⁴⁷ These people may be a good source of information about a candidate and advisory committee members and others may contact them informally for advice and input, but they may not be used as one of the four required from formal external evaluators.

⁴⁸ Any member of a faculty advisory committee will be invited to attend the meeting and participate fully in the discussion, but only faculty members qualified to consult will be allowed to vote. Retired faculty

would confer permanent tenure (except for initial appointments with tenure at the rank of full professor), and only professors are qualified in cases involving appointment or promotion to the rank of professor.⁴⁹ Only full professors will be consulted in cases involving the reappointment of assistant professors. The faculty member under review will be notified of the date and time of the meeting. The committee's recommendation is distributed to the qualified faculty before the meeting for consideration, and copies of the faculty member's writing and teaching materials are displayed for review. The Dean will give the faculty member a copy of the advisory committee's recommendation before the meeting, and the faculty member may respond in writing to the committee's report before the meeting. A copy of the faculty member's response will be provided to the faculty qualified to consult before the meeting.

At the meeting, the chair of the advisory committee and its members will have the opportunity to elaborate on the reasons for their recommendation, and the Dean will encourage a full and active discussion in order to gain the best possible advice. In order to encourage a candid assessment, the discussion and deliberations must be kept confidential. The open vote of the faculty qualified to consult is advisory to the Dean, and it must be reported to the Provost and the University's Advisory Committee on Appointments, Promotion, and Tenure. The Dean also may seek advice on a faculty member's qualification for reappointment, promotion or tenure from anyone who has had the opportunity to observe and evaluate the candidate's professional performance. The Dean will make a final decision based on all available relevant information. The Dean will prepare and submit a final recommendation letter to the Provost along with the faculty member's portfolio. The Dean will meet with the faculty member to inform him or her of the final recommendation, and will also provide the faculty member and the advisory committee with a copy of the recommendation letter. The Dean also will inform the faculty member about the next steps in the campus review process after the recommendation leaves the School.

members with active part-time appointments may vote. Other retired faculty members may give advice to the Dean, but they may not vote.

⁴⁹ Faculty Code, Art. 5, Sec. 5.3.

