

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF NURSING
FACULTY APPOINTMENT, PROMOTION AND TENURE GUIDELINES
Adopted in 1977

Amended March 19, 1979, May 11, 1979, April 26, 1982, September 28, 1983
Revised May 1986, March 1987, October 1992, December 1995, October 2001, January 2002; August
2003, November 2004, September 2005, September 8, 2008

Faculty appointments and reappointments and promotions in the School of Nursing are carried out in accordance with the trustee policies and regulations at the University of North Carolina at Chapel Hill. More specifically, appointments and promotions in the School of Nursing are governed by University regulations such as The Code, Board of Governors, The University of North Carolina, February 2008; The Faculty Code of University Government, March 2007; Trustee Policies and Regulations Governing Academic Tenure in The University of North Carolina at Chapel Hill, May 2004; and the Faculty Personnel Policies, Procedures and Guidelines posted on the Academic Personnel web site: <http://hr.unc.edu/EPA/?folderView=collapsed>, December 2006. This document provides guidelines and serves to clarify the requirements for faculty appointments, reappointments, and promotions at the School of Nursing.

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 that they receive and sign. The Department Chair or Division Head must also review with new faculty members the differences between the two tracks, explaining the criteria that they are expected to meet in order to qualify for reappointment or promotion. Although all faculty members are responsible for their own career successes, their Chair, Division Head, and/or another specifically designated senior faculty member will mentor them towards promotion.

Section 1 Guidelines for Tenure-track Appointments

I. Definitions

- A. **Appointment** as used in this document refers to the original designation of rank and subsequent appointment. Specific designation points are provided to allow an opportunity to change or continue the appointment at prescribed times.
- B. **Promotion** refers to an advancement to the next higher rank.
- C. **Tenure Track** appointments are those appointments to the regular teaching faculty designed to lead to tenure, either by original appointment, promotion, or reappointment. Tenure track ranks are:
 - 1. Professor
 - 2. Associate Professor
 - 3. Assistant Professor
 - 4. Instructor

II. Descriptions of Appointment at Each Rank

A. **Tenure Track Appointments**

- 1. **Professor:** Promotion or initial appointment at the rank of Professor confers permanent tenure from the effective date of the promotion or appointment.

2. **Associate Professor:** Initial appointment at the rank of Associate Professor is for a probationary term of five 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.
 3. **Assistant Professor:** Initial appointment or promotion to the rank of Assistant Professor is for a probationary period of four years. A reappointment may be made for an additional term of three years. A second reappointment at this rank confers permanent tenure.
 4. **Instructor:** This rank is appropriate for one appointed to the faculty with the reasonable expectation that in normal course s/he will progress to the professorial ranks in this or another institution. Initial appointment is for a probationary term of one year. Three one-year terms, for a total of four terms, are allowed without promotion.
- B. Visiting Appointments:** This appointment is appropriate for individuals of faculty rank who are waiting for their permanent faculty appointment to be reviewed by SON APT and HSAC university committees.
- C. Joint Appointments:** These appointments must have a single department designated as its base department and the base department is responsible for processing all personnel actions. Terms and conditions must be included in the appointing document.

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

In cases when timely notice not to reappoint has not been clearly communicated in writing to the faculty member, a terminal appointment of one academic year will be offered to the faculty member.

IV. Standards for Appointments and Promotions

- A. General:** There are three major criteria on which appointments and promotions are to be judged. These are 1) teaching competence, 2) research competence, and 3) service competence, including service to the School, State, Nation, International community and to the profession. In general, persons appointed to the "tenure track" ranks are expected to demonstrate satisfactory competence in all three areas and outstanding competence in at least one of the areas. The area of excellence is judged by criteria for appointment and promotion (Section V). Movement from local to national products should be the progression as the candidate moves through the ranks.

It is recognized that documenting some accomplishments is more difficult than documenting others. It is up to the candidate, however, to provide the evidence to document her or his accomplishments. Evidence of accomplishment should be documented by information on performance, impact or significance, and recognition in each of the three areas of competence. Suggestions are offered in this document but it is recognized some may not be appropriate for every individual.

- B. Demonstrated Competence** is expected to increase as rank increases. The following comments apply to tenure track appointments. Tenure may be withheld on any grounds other than those specifically stated to be impermissible in the Trustee Policies and Regulations document. Tenure is not 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 public service. Specific decision points are provided to allow an opportunity to change or terminate the appointment at prescribed times. In exceptional cases

comparable scholarship (i.e., outstanding achievements in research, service and/or teaching) may be considered in lieu of the doctoral degree.

1. **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 show potential for promotion to the Assistant Professor rank.
2. **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 or who have made significant progress toward the achievement of such a degree.
3. **Associate Professor** - Recommended appointment or promotion to this rank should be considered only for those who have acquired a doctoral degree in a field relevant to their teaching and research interests. Assistant professors who are proposed for promotion to associate professor with tenure, or persons newly recommended for appointment as associate professors must show evidence of satisfactory competence and accomplishment in all three areas (teaching, research, service). In addition, they must show outstanding competence and accomplishment (or excellence) in at least one area. Assessment of the School's needs and resources support the need for these contributions.
4. **Professor** - Recommended appointment or promotion to the highest rank should be reserved only for those who fulfill promise as professorial material by sustained achievement. The person should have national recognition by peers in the field in one of the three areas of competence noted above. Candidates for promotion to professor must have demonstrated competence and sustained accomplishment in all three areas (teaching, research, service). In addition, their accomplishments in one area must be outstanding. Assessment of the School's needs and resources support the need for these contributions.

V. **Specific Criteria for Appointments and Promotions**

Exemplars are included after the criteria. They are intended as a non-exclusive list of exemplars of outstanding achievement for selected criteria in the categories of teaching, research, and service. Exemplars represent a goal to be achieved. Faculty are evaluated on their growth toward such goals.

- A. **Teaching** - Teaching refers to classroom teaching and instruction of graduate and undergraduate students in non-classroom situations. This includes continuing education and advising and supervising students in research projects and clinical experiences. Teaching contributions may include publications concerning instructional techniques or curriculum development, development of teaching materials or new instructional methods and devices and/or contributions of books, chapters or journal articles contributing to the summation of present knowledge in nursing. Scholarly contribution is primarily the transmission of knowledge to the learner, generation of knowledge about learning and facilitation of the acquisition of knowledge.

1. **Performance**

- a. Courses, including continuing education, taught by the faculty member for the preceding three years, with numbers of students involved.
- b. Numbers of undergraduate, master's and doctoral students advised academically or supervised clinically.

- c. Scope of teaching activities, such as size and level of teaching load, and any exceptional responsibilities undertaken.
- d. Evaluations by students and/or colleagues.
- e. Activities in curriculum and program development. Leadership roles in curriculum development; innovator, responsive to national trends and national health initiatives.
- f. 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. Leadership roles in development of Continuing Education , outreach education including AHEC; development of evaluation systems. Contributions to educational theory through research in education such as program evaluation or research on teaching/learning styles or activities. Examples include special programs for special population and needs, cost effective approaches to teaching that maintain quality.
- g. Scholarly publications of teaching products. Publications of refereed articles, educational strategies, textbooks, results from educational research, computer assisted instruction.

2. Impact or Significance

- a. Scholarly reputations of journals and publishers of teaching publications.
- b. Independent judgment of recognized experts concerning the quality of the teaching products. Reviews of textbooks, citation indexes, use of education products.
- c. Positive teacher evaluations from students and/or colleagues.
- d. Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions.
- e. Evidence of impact on the professional careers of former students, colleagues, and junior faculty.

3. Recognition

- a. Awards and other indications of recognition of scholarly publications related to teaching and/or excellence in teaching.
- b. Grants to support instructional activities (where these can be construed as an individual faculty member's accomplishments). Participation and leadership in the development of program training grants.
- c. Recognition by professional organizations for leadership in educational endeavors. Training grant reviewer for state and federal agencies, leadership in regional accreditation reviews and educational reviews, NLN reviews, participation in writing presentations and workshops, consensus conferences for NIH, ONS, AHA, AWHONN, NONPF, APHA, etc.
- d. Editor or reviewer for educational publications.
- e. National leadership roles related to education.

- f. Invitations from other institutions to serve as lecturer or visiting professor.
- g. Invitations to serve as a consultant to educational programs.

B. Research - Research encompasses the conceptualization and design of investigations and the systematic collection, analysis and interpretation of information. Research is the scholarly contribution to the generation of knowledge. Included under research are studies which involve laboratory, field, clinic, library and other sources of information.

Competence and accomplishment in research is primarily documented by the presentation of publications based on original research.* If research is considered to be the area of outstanding accomplishment, evidence must be submitted which not only illustrates independence and leadership of research but also documents the impact or significance of the research and the recognition which the individual has achieved.

1. Performance

- a. Scholarly research publications, such as refereed journal articles, books, reports, monographs, etc. The candidate for appointment or promotion should appear as an author on a reasonable number of refereed publications.*
- b. Presentations of original research at conferences.
- c. Number of doctoral dissertations, master's theses, and master's research projects chaired.
- d. Number of doctoral dissertation, master's theses, and master's research project committee memberships.

2. Impact or Significance

- a. 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.
- b. Independent judgment of recognized experts concerning the quality of the research.**
- c. Published evaluation of the research (as in book reviews, responses in print, etc.).
- d. Evidence that research has stimulated the work of other researchers or provided new breakthroughs in the field.
- e. Evidence that other scholars are paying attention to the research including citation of the research in other publications.
- f. Impact of research on health practice, education or policy.

3. Recognition

- a. Awards received in recognition of outstanding research.

*See section XI. D. for "collaborative contributions."

** APT solicits this information.

- b. Election to membership or appointments to offices in scientific organizations as recognition of outstanding research accomplishments.
 - c. Selection as editor or reviewer for scientific publication or selection as grant evaluator.
 - d. Appointments to serve on scientific review or advisory committees which are based on research accomplishments.
 - e. Appointments to serve as research consultant.
 - f. Grants and contracts awarded to conduct research.
- C. **Service** - Scholarly contribution is primarily the integration, dissemination and application of knowledge for the profession and the wider communities. This category includes two components:

Administrative and leadership roles in the professional, academic and/or lay communities directed at improving the health of the public.

Clinical practice with responsibility for the care of people seeking health service; clinical consultation; participation in technical assistance programs for health; 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.

Continuing education is normally considered as a teaching activity, unless it is incidental to or part of service to an organization or group (for example if seminars for an organization's staff are conducted as an integral part of a technical assistance program).

1. **Performance** - Description of service activities in the role of scholar and practitioner in nursing or a related field over at least the preceding three years on behalf of school, university, community, state, nation or international organizations. This should include, for each organization served:
 - a. Nature of the service.
 - b. Duration of service and amount of time given.
 - c. Role played by faculty member, employment status in relation to the organization serviced, and other relevant information such as remuneration by that organization. A pattern of contributions increasing in both quality and scope. This pattern must be consistent and documentable.
 - d. Publications, for example, refereed journals describing innovative contributions to the profession, school or university. Publications that set an agenda for an area; identifying priorities, initiatives, policy implications, state of science or state of art. Reviews of the work in an area.
2. **Impact or Significance** - Evidence of significance and/or impact of the service, in that (for example):
 - a. Contributions have had important effects on the organization's policies and programs and/or have made contributions to the discipline of nursing in other ways. Leader of task forces at national level that produced a product. Contribution must be clear, such as name on product. Product can be technical reports used by agencies. Examples include state level reports such as those by the Breast and Cervical Cancer Coalition or at the national level by AHRQ on clinical guidelines for managing pain. Independent evaluation for documentation of contribution will be sought.

An evaluation could be solicited from other members of the committee, task force or practice for the contributions of the faculty member. Independent peer reviews of committee work could be used as a product.

- b. External evaluation of clinical or administrative outcomes. Evidence that the product has been used is documentable by agency implementation, requests for product, letters that the technical report was helpful. Use and impact of report should be documented by independent reviewers.
 - c. Activities involved or resulted in the creation or development of new systems for the improvement of health care delivery. Position paper resulting in a policy statement; legislative activity such as testimony, consultation, documentation preparation. International participation such as ICN, Sigma Theta Tau, WHO; State level such as role in developing Center for Nursing; membership on review panels for demonstration projects, special projects. Leaders of county health boards and Ad Hoc Task Forces such as the Task Force for Healthy Carolinians.
 - d. Service activities contributed to the research and teaching activities of the faculty member and/or the department.
 - e. New knowledge, methods, or policies derived from the service diffused to other organizations or communities.
- 3. Recognition** - Evidence of recognition of faculty member's accomplishments both by the professions, institutions, organizations and agencies served, and also by others, such as:
- a. Honors and awards received in recognition of outstanding service contributions.
 - b. Invitations extended by other institutions or organizations to help plan, organize or review similar activities.
 - c. Appointment to national committees related to the service activities.
 - d. Grants and contracts received to provide service.

D. Collaborative Contributions - The evaluation of collaborative contributions will include the importance of the contribution of the candidate relative to others' contributions to each product. Documentation must make clear the candidate's contribution to joint products. If at all possible, describe your contribution and/or estimate your percent of effort to the product.

E. Time in Rank - Seven years is the usual time to serve as Assistant Professor. In cases where other responsibilities have intervened between the time of the award of the final degree and the appointment to Assistant Professor, and where these other responsibilities are germane to the professorial role, the time spent in these other responsibilities may be credited toward the expected time in rank. Candidates for promotion at any time earlier than the ordinary time must present exceptionally strong credentials. The minimum qualifications for promotion therefore include service in rank for the usual length of time. It should be noted, however, that previous academic service of equivalent character may be considered as time in rank.

At least five years is the ordinary length of time to spend between appointment to the rank of Associate Professor and promotion to Professor. Candidates for promotion at an earlier time must present exceptionally strong credentials, as indicated above.

VI. Procedures

- A. Affirmative Action:** All appointments and promotions must comply completely with appropriate Affirmative Action rules and regulations. The details of this procedure are published elsewhere, but may be stated briefly as giving all minority candidates an opportunity to know of, apply for, and receive genuine consideration for any available position, and, further, that such employees receive equal treatment in salary increase decisions, and promotion consideration.
- B. Composition and Selection of the Appointments, Promotion and Tenure Committee:** APT is composed of all Full Professors in the School of Nursing and no more than four Full Non-tenure track Professors. APT reviews candidates for appointment, reappointment, promotion and tenure and makes recommendations to the Dean. APT develops criteria and processes for these reviews. Faculty of the School review and approve guidelines recommended by APT.
- C. 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.

D. Processing Steps

1. Review Channels

- a. Review and recommendation by:
 - SON APT - all ranks, except 1 year appointment/reappointments.
 - Dean - all ranks
 - b. Health Sciences Advisory Committee
 - c. APT Sub-Committee (Provost Office)
 - d. APT Committee (Provost Office)
 - e. University of North Carolina at Chapel Hill Board of Trustees'
- E. Frequency of Evaluation** - Evaluations will be scheduled according to the length of the faculty member's appointment as follows:

1. Tenure Track

- a. **Instructors** - yearly
- b. **Assistant Professor without tenure** - during the third year of the first probationary term and during the second year of the second probationary term.
- c. **Associate Professor without tenure** - no later than during the fourth year of the probationary term.
- d. **Assistant, Associate and Full Professors with tenure** – post-tenure review not less frequently than every fifth year.
- e. No recommendations for promotion or reappointment which will confer permanent tenure may be initiated until the faculty has been in active employment of the University for at least 18 months.

An evaluation for tenure track faculty can be carried out at other times than specified about at the request of either the Dean or the individual faculty member.

Although there are specified times at which faculty members are automatically considered for promotion, each review by APT takes into account the faculty member's credentials in relation to promotion possibilities.

F. Appeal Process

See "Trustees Policies and Regulations Governing Academic Tenure in the University of North Carolina," pages 12-15.

Grievance Procedure concerning negative recommendations for Reappointment: In addition to current practice (in which a faculty member receives immediate written notice of APT's recommendation and has a meeting with the Dean to discuss her recommendation), the faculty member may request a meeting with APT for:

- a. clarification of rationale for the recommendation and/or
- b. to present her or his interpretation of data in the file and/or add new data. APT then will have the prerogative to decide whether it should reconsider its recommendation.

G. Personnel Files

1. **Access** - Faculty members may review their personnel files by making a formal request for review through the Office of University Counsel. Access to personnel files is limited to Division Head, Dean's Office and Administrative Services personnel.
2. **Annual Updating:** Curriculum Vitae should be updated annually. It is the responsibility of the individual faculty member to do this. Each year the faculty member is responsible for getting the curriculum vitae updated and delivered to the EPA Coordinator for inclusion in the personnel file.
3. **APT Review File:** Members of APT will be allowed access to a APT Review File which will contain materials pertinent to the review process for consideration for promotion or reappointment. Materials assembled for the APT Review File will be included in the personnel file or returned to the faculty member as appropriate.
4. **Termination:** Faculty members are subject to the trustee policies and regulations governing academic tenure at UNC-CH. If a faculty member is planning to resign, the faculty member should provide the Dean with written notice of resignation at least 4-6 months prior to the date of expected termination if at all possible.

Section 2 Guidelines for Fixed-term Track Appointments

VII. Definitions

- A. **Appointment** as used in this document refers to the original designation of rank and subsequent appointment. Specific designation points are provided to allow an opportunity to change or continue the appointment at prescribed times.
- B. **Promotion** refers to advancement to the next higher rank.
- C. **Fixed-term track appointments** are those appointments to the faculty not leading to permanent tenure. Fixed-term track ranks include lecturer or the professorial ranks with the qualifier clinical, research or adjunct.

VIII. Descriptions of appointment at each rank

A. Fixed-term track appointments

1. **Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Instructor**: Initial appointment to these ranks may be made for a fixed term of one to five years. These titles are appropriate for individuals engaged in teaching and/or supervising students in a clinical setting or providing a service activity that serves as a framework for teaching. These titles are also appropriate to individuals engaged in service assignments related to administrative and leadership roles or to clinical practice. The individual may not acquire tenure within the classification, but may be promoted to a higher rank. Appointments are renewable for fixed terms of one to five years.
2. **Research Professor, Research Associate Professor, Research Assistant Professor, Research Instructor**: Initial appointment to these ranks may be made for a fixed term of one to five years. These titles are appropriate for individuals who will be engaged primarily in research activities. These individuals may be invited to teach classes or workshops as deemed appropriate. These individuals may not acquire tenure within this classification, but may be promoted to a higher rank. Appointments are renewable for fixed terms of one to five years.
3. **Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor, Adjunct Instructor**: Initial appointment to these ranks may be made for a fixed term of one to five years. These titles are appropriate for individuals employed outside the University or for individuals who have a primary appointment in a university unit different from that making the adjunct appointment. These individuals may not acquire tenure within this classification, but may be promoted to a higher rank. Appointments are renewable for fixed terms of one to five years.

The title "adjunct" typically refers to the part-time or volunteer nature of the commitment of the individual and that the individual's major activities are performed elsewhere. This individual has limited professional responsibilities to the School of Nursing or the partnering faculty member's unit. The individual may be engaged in teaching, research, service, supervising activities, or other scholarly endeavors. The individual does not receive a regular salary but may in some instances receive compensation for specific services or activities performed. In the case where an individual is employed full time by the university and receives a salary on that basis, the individual would not be eligible to receive additional compensation from the department making the adjunct appointment assignment.

4. **Lecturer**: Initial appointment to the Lecturer rank may be made for a fixed term of one to five years. The use of this title is appropriate for individuals who will be engaged in teaching activities of a more limited scope than is normally required for a regular appointment or for those involved in educational support. The individual may not acquire tenure within this classification. Appointment as Lecturer may be renewed for fixed terms of one to five years.
- B. **Temporary Appointments**: This appointment is appropriate for individuals of faculty rank who are hired for temporary periods directly by a Division Head (rather than a fixed-term search committee). Appointments shall be made for a term of not more than one year. Faculty with temporary appointments do not qualify for fringe benefits even if their assignment is 75% or above.
 - C. **Joint Appointments**: These appointments must have a single department designated as its base department and the base department is responsible for processing all personnel actions. Terms and conditions must be included in the appointing document.

IX. **Standards for Appointments and Promotions**

- A. **General**: There are three major criteria on which appointments and promotions are to be judged. These are teaching competence, research competence, and service competence. Persons appointed to clinical, research, or adjunct ranks are judged in their area of assignment according to workload percentage in each applicable area, and are expected to show movement toward excellence consistent with their area of assignment. As the candidate moves through the ranks, achievements will generally progress from local to regional, state, national, and or international levels.

Some accomplishments are more difficult to document than others. It is up to the candidate, however, to provide the evidence to document her or his accomplishments. The individual faculty contribution must be clear, such as name on product. In cases when a report is authored by a group or committee, the faculty member must be able to provide documentation of a significant contribution to the committee's work. Evidence of accomplishment should be documented by information on performance, impact or significance, and recognition in their area of competence. Suggestions are offered in this document but it is recognized some may not be appropriate for every individual. See Section X for exemplars of achievement to be considered when applying for promotion.

- B. **Demonstrated Competence** is expected to increase as rank increases, and candidates should show evidence of improvement and progression in their areas of assignment. Expectations for each rank include the criteria from the preceding rank. All faculty members are expected to demonstrate effectiveness in their assigned role prior to seeking promotion and/or a multi-year appointment. The applicant's contributions should be linked to the school's needs.

C. **Overall Criteria for Appointments and Promotions**

1. **Clinical or Research Instructor** - Persons appointed to the Instructor rank should hold at least a master's degree in nursing, or in a related discipline. An Instructor must show evidence of the required education and clinical or research background required for effective classroom and clinical teaching, research, or service (including practice and administration).
2. **Clinical or Research Assistant Professor** - Initial appointments or promotions to the rank of Assistant Professor should be made only to persons who hold at least a master's degree

in nursing or in a related discipline, and have relevant teaching, research, or service experience for the position to which they are being appointed. Applicants for promotion to Assistant Professor must participate actively as a member on relevant committee(s) or with service activities, demonstrate evidence of self-development activities related to one's role, and demonstrate progressive performance effectiveness (for example as evidenced by student and peer evaluations). These applicants must also provide evidence of beginning leadership activities and dissemination of the scholarship of teaching, research, or service (such as presentations, publications, and teaching materials which may take place through collaborative efforts).

3. **Clinical or Research Associate Professor** – Initial appointments or promotions to the rank of Associate Professor should be considered only for those who have acquired a doctoral degree in a field relevant to their teaching, research, or service interests or in exceptional circumstances, a substantial record of performance at a high level in teaching, research or service. Clinical or Research Associate Professors must show evidence of progression and outstanding accomplishment in their area(s) of assignment as well as the dissemination of scholarship of teaching, research, or service (such as presentations at regional, state and national conferences, publications, and teaching materials).
4. **Clinical or Research Professor** – Initial appointments or promotions to the rank of Professor should be reserved only for those who demonstrate sustained outstanding achievement and have received recognition as experts or leaders at the national level. Clinical or Research Professors must have a well-developed and disseminated program of scholarship in their area(s) of assignment related to teaching, research or service.

X. Specific Examples of Documentation to Support Appointments and Promotions

A list of examples under teaching, research, and service is provided to help guide the applicant in documenting performance. They are intended as a nonexclusive list of exemplars. Faculty are evaluated according to workload percentage in each applicable area.

- A. **Teaching** - Teaching refers to classroom teaching, including continuing education, and the instruction of graduate and undergraduate students in non-classroom situations. This includes clinical teaching, advising and supervising students in scholarly projects.

Competence and accomplishment in teaching is typically documented by publications related to instructional techniques or curriculum development, development of teaching materials or new instructional methods and devices, and/or contributions of books, chapters or journal articles contributing to nursing knowledge. The scholarship of teaching is primarily the transmission of knowledge to the learner, generation of knowledge about learning and facilitation of the acquisition of knowledge.

1. Performance

- a. Courses, including continuing education, taught by the faculty member since the prior review, with numbers of students involved.
- b. Numbers of undergraduate and master's students advised academically or supervised clinically, participation on graduate committees (projects, theses, dissertations), and mentorship of baccalaureate honors projects.
- c. Scope of teaching activities, such as size and programmatic level of courses taught.
- d. Evaluations by students.
- e. Evaluations by peers.

- f. Active participation in course, curriculum, grant, or program development.
- g. Evidence of innovation in teaching methods, course content, alternative learning experiences, curriculum development or revisions, or contributions to student learning. Innovation refers to new approaches to teaching and learning modalities as well as evaluation methods.
- h. Development and dissemination outside the SON of teaching materials or products related to one's area of expertise. This includes abstracts and proceedings, presentations, publications, monographs, development of protocols, policy documents, and teaching products such as audiovisual and online materials, media, etc.

2. Impact or Significance

- a. Positive course and teaching evaluations from students and peers.
- b. Judgment by recognized experts concerning the quality of the teaching products. Reviews of textbooks, citation indexes, and/or use of educational products.
- c. Evidence of impact on the professional careers of former students, colleagues, and junior faculty.
- d. Leadership roles in course, curriculum, grant, or program development that reflect innovation and/or are responsive to health needs and initiatives.
- e. Evidence that teaching materials or products have reached the intended audience appropriate to expectations for the rank.

3. Recognition

- a. Awards and other indications of recognition of products related to teaching and/or excellence in teaching.
- b. Grants to support instructional activities (where these can be construed as an individual faculty member's accomplishments). Participation and leadership in the development of program training grants.
- c. Recognition by professional organizations for contributions in educational endeavors. For example, serving as a training grant reviewer for state and federal agencies, being asked to serve on accreditation and educational review committees, etc.
- d. Editor or reviewer for professional products or other materials.
- e. Leadership roles related to one's area of expertise.
- f. Invitations to serve as a consultant or speaker.

B. Research - Research encompasses the conceptualization and design of investigations and the systematic collection, analysis and interpretation of information. Research is the scholarly contribution to the generation of knowledge. Included under research are studies which involve laboratory, field, clinic, library and other sources of information.

Competence and accomplishment in research is typically documented by publications based on research done collaboratively.* When research is the primary area of assignment, evidence must be submitted that the individual has contributed actively to the scientific aspects of the research and that the research had significant impact and recognition.

1. Performance

- a. Scholarly research publications such as refereed journal articles, books, reports, monographs, etc. The candidate for appointment or promotion should appear as an author on refereed publications or describe significant contributions made to published works on which the applicant is not an author.*
- b. Identifiable, unique contributions to collaborative research. Examples are: participation in proposals for funding through writing, production of key components such as statistical power studies and plans for analysis, providing liaison and coordination between project and support personnel, internal review and editing, and participation in the conduct of research through consultation regarding questions about sampling and data collection, design of systems for quality control of data, data analysis, interpretation of results, and dissemination.
- c. Resource to faculty for research scholarship or methods. Examples are one-on-one consultations, non-credit short courses, and collegial review of works in progress.
- d. Service on doctoral dissertation, master's theses, and master's research project committees.

2. Impact or Significance

- a. Scholarly reputation of the journals in which publications appear, including the reputation of publishers of books and monographs. Publications are expected to be refereed, and exceptions to this expectation should be justified by the applicant.
- b. Independent judgment of recognized experts concerning the quality of the research.**
- c. Published evaluation of the research (as in book reviews, responses in print, etc.).
- d. Evidence that research has stimulated the work of other researchers or provided new breakthroughs in the field.
- e. Evidence that other scholars are paying attention to the research including citation of the research in other publications.
- f. Impact of research on health practice, education or policy.

3. Recognition

- a. Recognition as a co-investigator on research projects.
- b. Grants and contracts awarded as a result of successful collaboration in research.

*See section X. D. for "Collaborative Contributions."

**Members of the Appointment and Promotion Review (APR) will solicit this information.

- c. Selection as reviewer, advisor, board member for scientific publication or selection as grant evaluator.
 - d. Appointments to serve on scientific review or advisory committees.
 - e. Appointments to serve as research consultant.
 - f. Awards received in recognition of successful collaboration in research.
 - g. Election to membership or appointments to offices in scientific organizations as recognition of outstanding research accomplishments.
- C. **Service** - Scholarly contribution is primarily the integration, dissemination and application of knowledge for the profession and the wider communities. This category includes two components:

Administrative and leadership roles in the professional, academic and/or lay communities directed at improving the health of the public.

Clinical practice with responsibility for the care of people seeking health service; clinical consultation; participation in technical assistance programs for health; development or implementation of new systems for the delivery of health service or improvement of the health of the public; professional workforce or health care initiatives; and effective advocacy of health causes.

Although continuing education is normally considered as a teaching activity, if it is incidental to or part of service to an organization or group (for example if seminars for an organization's staff are conducted as an integral part of a technical assistance program), it may be considered to be clinical practice.

Competence and accomplishment in service is typically documented by publications and presentations related to practice or service, honors and awards, and performance evaluations related to the specific service role. The pattern of service contributions should be consistent, documentable and should increase in quality and scope over time.

1. **Performance** - Description of service activities in the role of administrator or practitioner in nursing or a related field on behalf of school, university, community, regional, state, national or international organizations since the prior review. This should include, for each organization served:
 - a. Nature of the service.
 - b. Duration of service and amount of time given.
 - c. Role played by faculty member, employment status in relation to the organization where the service takes place, and other relevant information such as remuneration by that organization.
 - d. Service or practice outcomes (such as number of patient encounters, clinical outcome measures/improvements, client/patient satisfaction, policy/guidelines, clinical/practice standards or protocols, new practice models or initiatives, etc.).
 - e. Scholarly products and presentations that reflect innovative contributions to the public, profession, school or university. Scholarship or practice that set an agenda for an area such as identifying priorities, initiatives, policy implications, state of science or state of

art reviews, position papers. Book reviews or critiques of administrative, leadership, or practice models.

2. Impact or Significance - Evidence of significance and/or impact of the service. Some examples could include:

- a. Contributions that have had important effects on the organization's policies and programs and/or have made contributions to the discipline of nursing in other ways (i.e leader of a task force at the national level that produced a product). Examples include technical reports such as those by the state Breast and Cervical Cancer Coalition or nationally by AHRQ on clinical guidelines for managing pain.

An evaluation could be solicited from other members of the committee, task force or practice to document the contributions of the faculty member. Independent peer reviews of committee work could be used as a product.

- b. External evaluation of clinical or administrative outcomes. Evidence that the product has been used is documentable by agency implementation, requests for products, letters that the technical report was helpful. Use and impact of report should be documented by independent reviewers.
- c. Activities involved or that resulted in the creation or development of new systems for the improvement of health care delivery. Examples include position papers resulting in policy statements; legislative activity such as testimony, consultation, documentation preparation. International participation such as ICN, Sigma Theta Tau, WHO; State level such as role in developing Center for Nursing; membership on review panels for demonstration projects, special projects. Leaders of county health boards and Ad Hoc Task Forces such as the Task Force for Healthy Carolinians.
- d. New knowledge, methods, or policies derived from the service diffused to other organizations or communities.

3. Recognition - Evidence of recognition of faculty member's accomplishments by the professions, institutions, organizations and agencies served, and by others, such as:

- a. Honors and awards received in recognition of outstanding service contributions.
- b. Invitations extended by other institutions or organizations to help plan, organize or review similar activities.
- c. Appointment to state, regional, or national committees related to the service activities.
- d. Grants and contracts received to provide service.

D. Collaborative Contributions - The evaluation of collaborative contributions will include the importance of the contribution of the candidate relative to others' contributions to each product. Documentation must make clear the candidate's contribution to joint products. If at all possible, describe your contribution and/or estimate your percent of effort to the product.

E. Time in Rank – Initial appointments may be made for a fixed term of one to five years. Appointments are renewable for fixed terms of one to five years.

The School of Nursing has some fixed-term track appointments of varying lengths for each of the reasons designated by the Trustees:

- a. limited duration of the mission for which appointed
- b. concern for continued availability of special funding, and
- c. other valid institutional reasons

XI. Procedures

A. Implementation of Policies and Procedures

All fixed-term faculty appointments vary from one to five years. Appointments are initiated by the appropriate heads of the academic divisions, and the research and clinical divisions, and recommended to the Dean.

1. Initial appointments for one year or less are initiated by the Division head of unit concerned and recommended to the Dean, but are not reviewed by APR or APT.
2. Fixed-term faculty appointments of more than one year are initiated by the Division Head concerned and reviewed by APR who gives a recommendation to APT. Recommendations of the head and the committees are directed to the Dean.
3. Fixed-term faculty appointments which are for reappointment and include a promotion are reviewed by APR who gives a recommendation to APT even if the new appointment is only for one year.

B. APT Review Procedures

1. The Division Head concerned provides a description of the position which shows clear designation of the mission(s) and role contribution to the School and length of term necessary to complete this mission. The position is to address one or two of the three missions (teaching, research, service) of the School.
2. The Appointment, Promotion and Reappointment (APR) committee reviews the materials provided and makes recommendations to APT. APR provides peer review for fixed-term faculty.
3. APT members review the materials and APR recommendations provided and make a committee recommendation to the Dean.
4. The Dean submits her recommendation to the Office of the Provost.

C. Affirmative Action: All appointments and promotions must comply completely with appropriate Affirmative Action rules and regulations. The details of this procedure are published elsewhere, but may be stated briefly as giving all minority candidates an opportunity to know of, apply for, and receive genuine consideration for any available position, and, further, that such employees receive equal treatment in salary increase decisions, and promotion consideration.

D. Composition and Selection of the Appointment, Promotion and Tenure (APT) Committee: See section VI. B.

E. Composition and Selection of the Appointment, Promotion and Reappointment (APR) Committee: APR is preferably composed of 10 members: 6 fixed-term track faculty (with half time or greater appointments) elected by all fixed-term track faculty, 2 tenured APT members selected by APT, and 2 fixed-term track APT members selected by fixed-term track faculty. APR reviews candidates for appointment, reappointment and promotion and makes

recommendations to APT. APR develops criteria and processes for these reviews. APT reviews and approves recommendations from APR for changes in the guidelines.

- F. 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.

G. Processing Steps

1. Review Channels

- a. Review and recommendation by:
- SON APR - all ranks, except 1 year appointment/re-appointments
 - SON APT - all ranks, except 1 year appointment/re-appointments
 - Dean - all ranks

- H. Frequency of Evaluation** - Evaluations for reappointment will be scheduled according to the length of the faculty member's appointment.

Promotion review for fixed-term track faculty can be carried out at the request of either the Division Head or the individual faculty member.

I. Appeal Process

See "Trustees Policies and Regulations Governing Academic Tenure in the University of North Carolina," pages 12-15.

Grievance Procedure concerning negative recommendations for Reappointment or Promotion: In addition to current practice (in which a faculty member receives immediate written notice of APT's recommendation and has a meeting with the Dean to discuss her recommendation), the faculty member may request a meeting with APT for:

- a. clarification of rationale for the recommendation and/or
- b. to present her or his interpretation of data in the file and/or add new data. APT then will have the prerogative to decide whether it should reconsider its recommendation.

J. Personnel Files

- 1. Access** - Faculty members may review their personnel files by making a formal request for review through the Office of University Counsel. Access to personnel files is limited to the Division Head, and Dean's Office and Administrative Services personnel.
- 2. Annual Updating:** Curriculum Vitae should be updated annually. It is the responsibility of the individual faculty member to do this. Each year the faculty member is responsible for getting the curriculum vitae updated and submitted during the annual review process.
- 3. APT for Fixed-term Track Faculty Review File:** Members of APT and APR will be allowed access to a file which will contain materials pertinent to the review process for consideration for promotion or reappointment. Materials assembled for the Review File will be included in the personnel file or returned to the faculty member as appropriate.
- 4. Termination:** Faculty members are subject to the trustee policies and regulations governing academic tenure at UNC-CH. If a faculty member is planning to resign, the faculty member should provide the Dean with written notice of resignation at least 4-6 months prior to the date of expected termination if at all possible.

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