

Law School Post Tenure Review Policy FY2015-16.pdf

UNC School of Law
Faculty Reference Manual: Policies & Procedures for
The University of North Carolina School of Law

Changes to Post-Tenure Review Policies
April 13, 2015
(changes are in italics)

VIII. Major Law School Policies
F. Post-Tenure Review Policy
4. Process

e. Information to be considered during review process

1. Brief Personal Statement by faculty member.

The faculty member being reviewed will prepare a written brief personal statement indicating his or her accomplishments during the past five years (and, in the case of the initial review, his or her accomplishments during the period since tenure); . . . and his or her thoughts on ways in which the school could assist in his or her professional development. *Faculty should develop five year goal(s) or plans which include milestones that are aligned with annual performance evaluations and can be modified annually in consultation with the dean.* Where appropriate, this may be accomplished by cross reference to the faculty member's curriculum vitae.

g. Determination regarding overall performance

(1) The Post-Tenure Review Committee will provide a written summary of its conclusions to the faculty member being reviewed and to the Dean. The summary will include a statement as to whether the committee concludes that the faculty member being reviewed is performing at a satisfactory level or has substantial deficiencies in performance that need to be addressed through creation of a development plan. *The summary will include an assessment reflecting whether a faculty member exceeds expectations, meets expectations, or does not meet expectations with regard to teaching, scholarship, and service. Such assessment shall be based on the following standards:*

(A) *Teaching*

Exceeds expectations in teaching

“Exceptional teacher”: *An exceptional teacher is a committed and effective teacher who, in addition, makes a significant further contribution to the law school's educational mission. That contribution can be made in a variety of ways, including by inspiring a high level of student enthusiasm for his or her subjects and classes; by communicating with particular effectiveness, especially in the most difficult contexts; by significant innovation, whether in course design or teaching methods; by producing significant pedagogical scholarship; or by successfully taking on unusual burdens, whether in classroom teaching or working with students outside of the classroom.*

Meets expectations in teaching

“Committed and effective teacher”: This term has two components. “Committed” refers to the continuing, career-long effort to maintain one’s teaching at the highest possible level. This effort should include keeping abreast of relevant developments in law and scholarship; adjusting course content as appropriate to take account of such developments; continually reassessing the effectiveness of one’s teaching methods, making adjustments if needed; and responding to students’ reasonable requests for assistance outside of class. An “effective” teacher is one who develops and implements coherent plans for courses and individual classes; prepares thoroughly; uses teaching methods that are appropriate to particular contexts; communicates well with students, whether the teacher is lecturing, questioning students, or responding to student questions; manages class discussion well and at an appropriate intellectual level; and grades student work fairly, with reasonable promptness, and in a manner that is appropriate to the nature of the work. This definition is not intended to state a preference for any particular method or style of teaching. On the contrary, it is intended to recognize that a great range of methods and styles—for example, Socratic questioning, lecture, making extensive use of technology, etc.—can be highly effective, depending on the teacher and the context.

Does not meet expectations in teaching

Fails to meet the criteria for committed and effective teacher.

(B) Scholarship

Exceeds expectations in scholarship

“Scholarly excellence”: To achieve scholarly excellence, a faculty member under review must meet the standard of significant scholarly accomplishment and, beyond that, produce scholarship that makes a significant contribution to important scholarly debates; embodies a high level of creativity, research, analysis, and communicative skill; and reflects the development of a coherent scholarly agenda. To achieve the designation of scholarly excellence, a faculty member should produce the equivalent of two articles since the grant of tenure or the most recent subsequent post-tenure review or otherwise meet the standards set out for “exceptional engagement” through scholarly endeavors.

Meets expectations in scholarship

“Significant scholarly accomplishment with the promise of continued future achievement”: “Significant scholarly accomplishment” means the production of scholarship that reflects the ability to identify significant issues; creativity; the ability to carry out research appropriate to a particular topic, and to use that research effectively to support one’s assertions and conclusions; analytical skill; and the ability to communicate one’s positions effectively. Scholarship at this level is worthy of serious consideration in important scholarly debates. “The promise of continued future achievement” is demonstrated by the quality of a faculty member’s current work; the commitment to scholarship that it reflects; and the development, at least at a preliminary level, of a coherent longer-term scholarly agenda, or otherwise meet the standards set out for “engagement” through scholarly endeavors. To achieve the designation of meets expectations in scholarship, a faculty member should produce the equivalent of two articles since the grant of tenure or the most recent subsequent post-tenure review.

Does not meet expectations in scholarship

Fails to meet the criteria for significant scholarly accomplishment with the promise of continued future achievement.

(C) Service

Exceeds expectation in service

“Exceptional service”: A faculty member who performs exceptional service shows a demonstrated commitment to service and, in addition, makes a significant further contribution to the law school’s service mission. That contribution can be made in a variety of ways, including through a high level of faculty engagement; an unusual level of service to students, the law school, the university, or the legal profession; or the significant commitment of time to pro bono legal activities.

Meets expectation in service

“Demonstrated commitment to service”: This means seeking and accepting opportunities for engagement and other forms of service at a level reasonably commensurate with one’s other duties.

Does not meet expectations in service

Fails to meet the criteria for demonstrated commitment to service.

(2) The Dean will provide an evaluation review in addition to the review conducted by the Post-Tenure Review Committee and must consult with the review committee in rendering his/her evaluation.