

Adopted by the JOMC Faculty, April, 2011

School of Journalism and Mass Communication Policies on Reappointment, Promotion and Tenure of Faculty Members

The *Trustee Policies Governing Academic Tenure in the University of North Carolina at Chapel Hill* define academic tenure as “the protection of a faculty member against involuntary suspension or discharge from, or termination of, the faculty member’s employment by the University except upon specified grounds and in accordance with specified procedures.” The tenure system is based on the understanding that tenure is a privilege bestowed by the University in keeping with its needs for outstanding achievement. A tenure decision represents an 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, and no set of detailed criteria can exist, the mere fulfillment of which will ensure tenure.

Also relevant in tenure decisions are institutional interests that extend beyond the domain of any individual department or school. To ensure that its intellectual quality is maintained and enhanced, the University insists on a standard of overall excellence. As a reflection of the relevance of institutional interests, candidates for reappointment and tenure are evaluated independently according to established criteria at several levels of University administration, including the level of the dean, executive vice chancellor for academic affairs (provost), chancellor, Board of Trustees and Board of Governors. Each level of administration may apply different or even higher standards of excellence from those applied at previous levels of review, consistent with school, division and University-wide interests that are represented by these different levels.

The *Trustee Policies* state that tenure is held with reference to the institution and with reference to institution-wide standards. Section 2.a. provides: “While academic tenure may be withheld on any grounds other than those specifically stated to be impermissible under Section 4 hereof, its conferral 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.”

All procedures and policies relating to tenure, promotion and reappointment of faculty members in the School of Journalism and Mass Communication conform to the statements set forth in the following University publications:

The Code of the Board of Governors, The University of North Carolina
Chapter VI — Academic Freedom and Tenure
http://intranet.northcarolina.edu/docs/legal/policymanual/100.1_The_Code.pdf

Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill
<http://www.unc.edu/faculty/faccoun/documents/tenure/tenure.shtml>

Equal Employment Procedures Manual for EPA Personnel, UNC-Chapel Hill
<http://www.unc.edu/depts/eooada/procedures.html>

The following criteria and guidelines do not repeat all the policies and procedures in the University documents; they are intended to conform to them. Each faculty member has a responsibility to become familiar with the foundational principles contained in the documents.

School of Journalism and Mass Communication Criteria

The School of Journalism and Mass Communication, classified as one of the six professional schools of the University of North Carolina at Chapel Hill, strives to excel in all three of its missions: teaching, research/creative activity and service. All faculty members in the School are expected to have a deep commitment to journalism and mass communication and to education.

The performance record of a person recommended for reappointment, promotion or tenure must be thoroughly documented, and the record is scrutinized. Because the School combines professional education of undergraduate and graduate students with a strong tradition of research and scholarship, the School has a dual-track system for classifying faculty members: the Journalism and Mass Communication Professional tenure track and the Journalism and Mass Communication Research tenure track. The dual-track system acknowledges that there are different expectations for the two groups of faculty members, both of which are vital to the School's mission of excellence in teaching, research/creative activity and service as well as engagement in all three areas.

A faculty member might well be strong in both tracks, but for purposes of classification and expectations for appointment, reappointment, promotion and tenure, each faculty member is in only one track. That decision is made at the initial appointment, and the faculty member must remain in that track. During the search for a new faculty member — in the job description that is circulated nationally, all advertisements and all other communications about the position — the expectations for the faculty member, including the tenure track, must be stated clearly. The terms for appointment and for possible promotion and tenure must be included in correspondence from the Dean to the faculty member.

The School also hires lecturers, senior lecturers and professors of the practice on fixed-term contracts and instructors on a per-course basis. They are evaluated through the School's review process described below prior to being reappointed or rehired.

Decisions on appointment, reappointment, promotion and tenure are made without regard to race, color, religion, sex, sexual preference, national origin or age. The School follows the Equal Employment Opportunity Plan, and the School's Equal Employment Opportunity Officer is active in all areas called for in the plan.

Basic Considerations for All Faculty Members

The dean and the chair of the School's Committee on Appointments, Promotion and Tenure meet each fall with the nontenured tenure track faculty to review the School's procedures regarding tenure and promotion. Both meet with individual nontenured faculty who have had third-year reviews to discuss the reports. The dean also schedules meetings as needed with individual nontenured faculty, both tenure-track and fixed-term, to discuss plans and progress.

Basic considerations for every faculty member include quality of teaching, service to the School, University and to the discipline, and time in rank, which are explained below, followed by the special considerations applicable to each tenure track. To be reappointed or promoted each faculty member must continue to contribute in the School and to the discipline in significant and appropriate ways.

Teaching. The School prides itself on excellent teaching and places a great priority on it. Faculty members are expected to be exceptional teachers and include innovation where appropriate and whenever possible. The basic documentation of teaching quality is the School's required course evaluation each semester. The results of the evaluation are quantifiable and are reported as part of a recommendation with an explanation of the person's teaching performance, evidence of improvement over time, stability or decline. Subjective evaluations obtained in interviews with students are included if appropriate. All nontenured tenure-track faculty members, lecturers and graduate teaching assistants are observed in the classroom by a tenured faculty member at least once a year. A written report of that observation is given to the senior associate dean and placed in the teacher's file. These reports are reviewed as part of the evaluation process for reappointment, tenure and/or promotion.

Service. Service is highly valued and part of the School's core mission. Service includes performance in areas such as international and national offices and work in appropriate scholarly, professional and academic organizations and associations; University and School positions and committee work; workshops, speeches, etc.; and appropriate professional activity.

Time in rank. It is customary for assistant professors to be in rank for six years before promotion and tenure. Associate professors typically are in rank five years or longer before being considered for promotion to full professor. Lecturers must have a minimum of six consecutive years in rank to be considered for promotion to senior lecturer.

If a faculty member held a tenure-track appointment at another institution of similar quality before joining the UNC-CH School of Journalism and Mass Communication, some or all of the time spent in rank at the other school(s) may be counted as time in rank in the School.

Engagement. The School has a long history of engagement with the mass communication professions and external communities. Faculty "engagement" refers to scholarly, creative or pedagogical activities for the public good, directed toward persons and groups outside the University of North Carolina at Chapel Hill. The University has declared its commitment to encouraging, recognizing and rewarding engaged scholarship, creative activity,

teaching and service. Such activities (in the form of research/creative activities, teaching, and/or service) develop as collaborative interactions that respond to short and long-term professional or societal needs. Engagement can serve the media professions, as well as people in our state, nation or the world through a continuum of academically informed activities.

The University is clear that engaged work is not a prerequisite for promotion and tenure but will be acknowledged and rewarded if done well. Faculty who want recognition for engaged activities should describe in their statements how the work meets the definition of engagement. Faculty who present engaged scholarship and/or activities as part of their record should also suggest metrics by which the work can be evaluated for significance and impact.

New forms of scholarship and creative activities. Faculty may have new forms of scholarship and creative work. That work can come in the form of databases, blogs, web sites and other forms that do not resemble traditional journal articles or monographs. Digitally published work is not always peer-reviewed prior to publication and dissemination. Faculty often must devote considerable amounts of time to mastering new technologies and methods.

The faculty member him- or herself must accept some of the burden of (a) deciding which work should be evaluated in a tenure or promotion case (most likely in consultation with the dean), and (b) providing a clear account in the research statement of the goals and significance of such work in terms of audience and contribution to the faculty member's overall career.

For example, the faculty member should discuss:

- the frequency and depth of collaboration;
- if the activity is ongoing, such as one that is open to constant revision—and even revision by multiple users;
- presentation of results in multiple forms (audio, video, blogs); and
- the creation of enabling software or databases, web site templates, work processes, etc., that require skill and time but are more oriented to facilitating the work of others than producing finished conclusions of one's own.

Interdisciplinary work. The field of journalism and mass communication has a long tradition of encouraging and valuing interdisciplinary scholarship, creative activity, teaching and service. The University has declared that nurturing and rewarding interdisciplinarity is one of its key priorities. Interdisciplinary work allows both faculty and students to cross traditional departmental boundaries to bring together multiple perspectives and a variety of expertise to address issues and solve problems, often leading to cutting-edge scholarship and teaching.

While participating in interdisciplinary collaborations is not a requirement for promotion and tenure, such activity will be recognized in the School's promotion, tenure and post-tenure review processes. Questions often arise, however, about how to evaluate interdisciplinary work and the contributions of individual participants. It is the responsibility of the faculty member to identify interdisciplinary activities listed on his or her CV; to discuss such activities in the research or creative activity, teaching and/or services statements; and to provide sufficient information and explanation to enable both internal and external reviewers to evaluate the faculty member's contribution to the interdisciplinary activities and the products that may result.

Research Tenure Track

This is the traditional academic track. Faculty members with a Ph.D. are in this track unless they have been hired specifically to be in the professional track by definition; others may be in it because of their superior research records. Most have some mass media experience. A faculty member with a Ph.D. could opt for the Professional Tenure Track but may not move from one track to the other after the initial appointment.

Typically, in this track, a faculty member teaches four classes each academic year, conducts a significant amount of research, engages in service and participates actively in the graduate program. Faculty members in this track should be serving regularly as chairs and members of master's and doctoral committees, an integral part of faculty members' responsibilities in this track.

Initial rank is assistant professor, associate professor or professor, depending on qualifications, and evaluation for reappointment, promotion and tenure follows University standards regarding teaching, service and time in rank, and the following criteria regarding research and publication:

- Faculty members in this track are expected to be productive scholars. Promotion to associate professor with tenure requires evidence that the individual has begun to build a nationwide reputation as a scholar in his or her field. Promotion to full professor requires evidence that the individual has established a national, and in some instances international, reputation in his or her field.
- No set number of publications is required. Both quality and quantity are important. The reputation and quality of the journals in which refereed articles are published are considered. Reappointment, promotion and tenure require evidence of continuous scholarly productivity. Thus, a gap on a CV — a year or more during which little or no work is published or presented at academic conferences — requires explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility).
- The relative weight given to various types of publications is generally reflected in the order in which they are to be listed on the CV.
- Published research is more important than papers presented at scholarly meetings. While conference presentations are valuable and serve to enhance a faculty member's national and international visibility, all faculty members should plan to convert their conference papers into publications as soon as possible after presentation.
- In the case of co-authored work, evaluators often have trouble sorting out the extent of the individual's contribution. For co-authored works, the faculty member must explain the relative roles of the authors, especially when multiple works have the same authors, and indicate the significance of author order.
- In appropriate circumstances, research published in a foreign language will be considered if qualified reviewers fluent in that language can be enlisted to evaluate the research. Foreign publications must be balanced by English-language publications.

The committee, tenured full and associate professors, and external reviewers will consider the candidate's total scholarly record with these questions as guidelines:

- Has the scholarly work been regular, continuous and focused, or sporadic and diffused?
- Has the work been perceived as significant in the field? (Evidence of significance might consist of, among other things, publication in top journals; citation by others; awards; invitations to publish in anthologies, collections and/or books; use by others in classes; appointment to editorial boards and editor positions.)

- Is the work, as a whole, theoretically based and appropriately grounded in existing literature? Is the methodology consistently sound? Are studies well executed? Are conclusions appropriate? Is the writing appropriate for the intended audience?
- Is the work innovative? Does it have the potential to significantly move the field in new directions? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary?

Professional Tenure Track

Faculty members in this track must have significant professional experience and significant teaching experience or the promise of excellence in teaching. Each faculty member in this track usually teaches five classes in an academic year, engages in significant creative/professional activity, engages in service and actively participates in the professional track of the master's program by serving on and chairing master's project committees. A faculty member in this track normally holds at least a master's degree, but on rare occasion may hold a Ph.D. Occasionally a faculty member holding a Ph.D. may have had primarily a professional, rather than an academic, career, and may be considered for the professional track. The academic tenure track is decided when the position is advertised. A faculty member may not move from one track to the other after the initial appointment.

Initial rank is assistant professor, associate professor or professor, depending on qualifications, and evaluation for reappointment, promotion and tenure follows University standards regarding teaching, service and time in rank, and the following criteria regarding creative and/or professional activity:

- Faculty members in this track are expected to regularly engage in creative/professional activity or engaged scholarship appropriate to their areas of expertise and interests. The nature of such work will vary widely depending on the faculty member's field of practice. For example, professional faculty members may publish their work in traditional scholarly journals, publications aimed at educators, trade publications and/or general circulation publications. They may write textbooks or books targeting particular professional audiences or the general public. Or, they may write policy documents or create projects with media organizations that help to advance the industry/academic dialogue. Likewise, audio, visual and multimedia works may be publicly presented and disseminated in whatever manner and to whatever audience is most appropriate for the work.
- Promotion to full professor within the professional track requires an outstanding record as a teacher and at least one of the following: (1) a national and/or international reputation within his or her field based on creative/professional works or (2) outstanding service to the School, University or profession.
- No set number of publications or projects is required. Both quantity and quality are important. The reputation and quality of the venues in which the faculty member's work appears are considered. Quality of published material and creative works may also be evaluated by their ability to win national awards or be accepted by juries for major exhibits. In the case of new or emerging forms of publication or presentation, faculty should provide the metrics by which the work can be evaluated.
- Reappointment, promotion and tenure require evidence of continuous creative/professional productivity. Thus, gaps on a CV — a year or more during which little or no work is published or presented — require explanation and justification (e.g., the faculty member was working on a book or had undertaken a major administrative or service responsibility.)

- The relative weight given to various types of publications and creative works is generally reflected in the order in which they are to be listed on the CV. It is recognized, though, that the CV bibliography categories listed below may require some modification for professional-track faculty members, especially those whose work is not print-based.
- While faculty members in this track may present refereed research papers at academic conferences, playing a major role in a national workshop, professional panel or seminar can be considered the equivalent of presenting a refereed conference paper.
- Published works are more important than oral presentations at scholarly, professional or educational meetings and workshops. Works reaching a national or international audience carry more weight than those for regional, state or local audiences. Local or regional material may, however, be upgraded to national stature by the winning of national awards or recognition.
- Consideration is given to whether a work is co-authored or co-created. Evaluators have trouble sorting out the extent of the individual's contribution in such cases, and single-authored works provide a clearer picture of the individual's creative contribution. In the case of co-authored works, the faculty member must explain the relative roles of the authors, especially when multiple works have the same authors, and indicate the significance of author order.
- Faculty members who supervise or coordinate student projects, whether part of course requirements, student group advising or a specially funded program, must clearly explain their role in the final product if they want to list this work under creative activity. In most cases, this work would be listed under teaching or service.
- In appropriate circumstances, works published in a foreign language will be considered if qualified reviewers fluent in that language can be enlisted to evaluate the work. Foreign works must be balanced by English-language works.

The School's Committee on Appointments, Promotion and Tenure, the tenured full professors and associate professors, and external reviewers will consider the candidate's total professional/creative record with these questions as guidelines:

- Has the work been regular, continuous and focused, or sporadic and diffused?
- Has the work been perceived as significant in the field? (Evidence of significance might consist of, among other things, publication in prestigious venues; awards; citation by others; invitations to participate in professional panels or programs and/or to publish in anthologies, collections and/or books; use by others in classes; appointment to editorial boards and editor positions.)
- Does the work, as a whole, demonstrate high standards, innovative approaches, professional excellence and/or creativity? Does the work break new ground and advance concepts, ideas or approaches that transcend the ordinary? Is the writing or other mode of expression appropriate for the intended audience?

Faculty members hired in this track because of their distinguished professional records must continue to make significant creative and/or professional contributions to their fields.

Curriculum Vitae

A candidate's cv must include the following items in the order listed. Within each subcategory, items must be in reverse chronological order. (See examples in Appendices A & B.). Date the CV so that reviewers know they have the most recent revisions. CVs should **not** include age, date of birth, marital status or Social Security number.

- Personal contact information
- Education
- Experience
 - This is a list of positions held, and academic positions should be separated from professional positions. (Descriptions of the positions and/or lists of responsibilities should not be included.)
- Honors.
- Bibliography (showing author order on all items)
 - Books, including pages;
 - Book chapters, including pages;
 - Monographs and law review articles, including page numbers or number of pages;
 - Refereed articles and published papers (e.g., papers published in conference proceedings), including pages;
 - Refereed unpublished conference papers, oral presentations and abstracts
 - Unrefereed works, including book reviews;
 - New forms of scholarship (blogs, websites, databases, etc.)
- Teaching record (This should consist of a list of courses taught — course titles and numbers from lowest number to highest. If a faculty member has taught at schools other than UNC, courses should be listed by school. Teaching philosophy, goals and style should be discussed in the separate teaching statement. Teaching that engages students in problem-solving with communities outside the university should be noted in the teaching statement as “engaged teaching.”)
- Grants received (These should include the name of the project, funding agency, amount of the grant and duration.)
- Grant applications (These should include the name of the project, funding agency, amount of the grant request and submission date.)
- Doctoral dissertations and master's and undergraduate honors theses chaired. (These should be listed in reverse chronological order and should include the student's name and title of the dissertation or thesis. Dissertations should be listed first, then M.A. theses, then undergraduate honors theses.)
- Professional service.
 - To the Discipline;
 - To the School;
 - To the University;
 - To the Profession;

In addition to the CV, three statements should be included (research/creative activity; teaching; service). Statements should have focus and brevity. Each should be no more than two single-spaced pages. Include a paragraph or two about plans in each statement. (See examples in Appendices B and C.)

General Procedures for Promotion and Tenure

The dean makes decisions about promotion and tenure after consultation with the tenured associate professors and/or tenured professors in the School. (Hereafter, references to professors and associate professors mean those holding tenure, and references to “the School” mean the Dean acting in consultation with the tenured professors and associate professors.) Tenured associate professors are qualified to consult on the appointment or promotion of a candidate to the rank of associate professor with tenure, but are not included in decisions about full professors.

The dean appoints seven full professors and two associate professors representing both tenure tracks to serve as the School’s Committee on Appointments, Promotion and Tenure (hereafter referred to as “the committee”). They serve three-year staggered terms. One of the full professors is named chair of the committee. The committee examines the record of faculty members being considered for reappointment, promotion and tenure and makes recommendations for the appropriate action to the tenured associate professors and/or professors in the School. The associate professor members of the committee do not participate in the evaluation of or vote on initial appointments of or promotions to full professor.

Six members of the committee constitute a quorum, and actions are by secret ballot vote of those present and voting. A majority of the tenured professors and associate professors constitutes a quorum of that body, and actions are by a secret ballot vote of those present and voting. Aggregate vote tallies of the committee and the tenured associate professors and/or professors become part of the record and recommendation. Actions by the tenured professors and associate professors are advisory to the dean. The dean may request that ballots submitted indicate rank.

Each year, the dean asks all assistant and associate professors to submit current curriculum vitae and informs the committee which faculty members must be reviewed that year in accordance with the rules described below. Assistant professors must be reviewed in their third year of their initial four-year contract to be reappointed. Tenured faculty are reviewed every five years. Procedures for both reviews are outlined below.

Faculty members who wish to be reviewed earlier than their mandatory date must first consult with the dean, who may convey that request to the committee. Faculty in the tenure track can request to have the tenure process lengthened in cases such as parental or maternity leave or for other reasons that fall within the University’s policies for stopping the tenure clock (see Section 2.c.6.iii in *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*).

The committee's review process

Faculty members under review must give the committee a current curriculum vitae (CV), including separate reflective statements about their teaching, research or creative activity, and service activities. For mandatory promotion and tenure reviews, the committee chair asks the faculty members for copies of his or her publications, and the dean arranges to have external reviewers read the materials and write letters of evaluation. The committee chair appoints subcommittees to conduct thorough reviews of the CVs, publications and reflective statements. The investigation of the faculty member's teaching often involves classroom visits by one or more committee members or review of teaching observations that have already been conducted.

The committee does not take any action until it has received external letters and the reports of its subcommittees. The committee forwards its recommendation and vote to the tenured associate professors and/or professors for their recommendation.

When a faculty member requests "early" consideration and the dean concurs, the committee examines the CV and votes on whether that record warrants further review. If the committee decides a full review is warranted, the chair will ask the faculty member for reflective statements and copies of publications and ask the dean to seek external letters of evaluation. This action does not signify that the committee has decided to recommend the faculty member for promotion or tenure. The committee then proceeds as described above.

External letters of evaluation

Letters of evaluation from evaluators outside the University are an important part of the review process and are required for all promotion and tenure decisions. The purpose of these letters is to provide an independent and unbiased assessment of the individual's national and international reputation. No recommendations will be made until after the external review letters have been received and considered by the committee.

A minimum of four letters is required, and all must be from outside UNC-Chapel Hill and from individuals independent of the candidate. They must not be from individuals who have been directly involved with the candidate, including, but not limited to, collaborator or co-author, mentor, previous co-worker or dissertation chair. Letters may be from individuals who know the candidate through coincidental national interactions. Two must come from a list of names provided by the candidate and two from individuals selected by the dean. Ideally, all of the letters should come from peer institutions. In addition to the minimum of four, any number of additional letters from any source may be submitted. These may be from individuals within UNC-CH and from former colleagues, collaborators and mentors.

All letters that are received—not a subset—must be made part of any appointment, promotion or tenure package and must be part of the evaluation process. External evaluation letters should be identified in the upper right hand corner as to their source (selected by dean or from the list provided by the candidate).

The section below on "Procedures Regarding Dossiers for Promotion and Tenure Decisions" in this policy explains the requirements and procedures regarding materials that candidates must submit for review by the committee and external reviewers.

Assistant professor — appointment and reappointment

Initial appointment to the rank of assistant professor is for a probationary period of four years. No less than 12 months before the end of that term — during the assistant professor's third year of service — the School must decide and communicate in writing to the assistant professor whether he or she will be reappointed upon expiration of the current term.

The assistant professor being reviewed must submit an up-to-date CV, including research or creative activity, teaching and service reflective statements. The committee chair will appoint a subcommittee to conduct a thorough review, which may include classroom visits and review of publications or creative products. The subcommittee will write a brief report on the faculty member's performance in all three areas of endeavor (research or creative activity, teaching and service). The full committee will review and approve the report, which will then be forwarded to the dean and the assistant professor being reviewed.

The dean, who makes the decision about reappointment, and chair of the committee will then meet with the assistant professor to discuss the report. The review should serve as a guide to the nontenured faculty member as to areas of strengths and weaknesses, but the report is not to be construed as an indication that tenure will be granted. The reappointment is at the rank of assistant professor (without tenure) for a second probationary period of three years—commencing at the end of the initial, four-year term.

In the event that the third-year review is negative and the dean decides not to reappoint the faculty member, the dean can request a vote by the tenured faculty members. When reappointment is not granted, the faculty member's employment with the university terminates at the end of the initial four-year appointment. The faculty member has recourse to question the nonreappointment according to Section 4 of the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*.

Promotion to associate professor

No less than 12 months before the end of the second probationary term—during the faculty member's sixth year of service—the School must decide and communicate in writing to the assistant professor whether he or she will be promoted to associate professor upon expiration of that term. The committee will conduct a thorough review of the assistant professor in the manner described above. If the faculty member is not promoted, his or her employment with the University ends at the end of the second probationary term. When a faculty member is promoted to the rank of associate professor, he or she is granted permanent tenure from the effective date of the promotion. The faculty member has recourse to question the nonreappointment according to Section 4 of the *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*.

Promotion to full professor

After a faculty member has completed five years as an associate professor with tenure (that is, during the associate professor's sixth year in that rank), the committee must conduct a review to determine whether he or she is ready for promotion to full professor. The committee conducts its initial review on the basis of the faculty member's current CV. If the committee decides that the faculty member's record merits consideration for promotion to full professor, it will conduct a full review in the manner described in the section on the committee's review process. That action does not signify that the committee has decided to recommend the faculty member for promotion but simply that it feels a full review is warranted.

If as a result of the five-year review, the faculty member is not promoted to full professor, the committee will review his or her record at least every three years thereafter to determine his or her qualifications for promotion. Tenured associate professors are expected to continue to make significant contributions to their fields in anticipation of being promoted to full professor.

Initial appointment as full professor

On rare occasions, usually in the case of persons hired and appointed to chaired professorships, the initial appointment is to the rank of professor, which confers permanent tenure from the effective date of the appointment. That decision will be on the basis of a thorough review conducted in the manner described above, including external letters of evaluation and a vote by the full professors.

In the University, a full professor is often, but not always, someone who conducts traditional scholarly research and advises doctoral students, which usually makes it necessary that a full professor hold the Ph.D. Occasionally a distinguished professional career may justify initial appointment as a full professor with tenure.

Initial appointment as associate professor

It is possible — although unusual — for a new faculty member to be given an initial, five-year appointment as associate professor. An initial appointment as associate professor rarely confers tenure at the time of appointment, but the dean— after consultation with the tenured full and associate professors — may petition the executive vice chancellor for Academic Affairs (provost) for permission to grant tenure with the initial appointment. That decision will be on the basis of a thorough review conducted in the manner described above, including external letters of evaluation and a vote by the tenured associate and full professors.

In most cases, an initial appointment as associate professor is without tenure and for a probationary five-year term. No less than 12 months before the end of the five-year probationary appointment as associate professor, the School must decide and communicate in writing to the associate professor whether he or she will be reappointed. That decision will be on the basis of a thorough review conducted in the manner described above, including external letters of evaluation. A decision to reappoint at the rank of associate professor confers tenure.

Post-tenure review

Every five years after being awarded tenure, each faculty member must undergo post-tenure review. The goal of the review is to enhance faculty performance. If the faculty member is being considered for promotion to the next rank in the same year of his or her mandated post-tenure review, then the review for promotion constitutes the post-tenure review. For post-tenure review, faculty members must submit an updated CV; updated teaching, service and research statements; and copies of all publications or creative/scholarly work completed since the last review.

A subcommittee of the Committee on Appointments, Promotion and Tenure will review the materials and produce a report to the committee and to the dean on the faculty member's accomplishments and plans. The dean and the chair of the Committee on Appointments, Promotion and Tenure review the reports with the faculty member and make the report part of the permanent employee record. If the committee and dean find that the faculty member's progress is not adequate, the dean may propose a plan of action. Failure to complete a plan of action successfully and continued deficiencies could result in disciplinary action or dismissal per University policy as found at <http://www.unc.edu/faculty/faccoun/reports/PostTenureReviewDec98.pdf>.

Appointment as instructor in the research tenure track

While this designation is usually applied to someone hired to teach one course, this rank is also appropriate for someone appointed to the faculty with the expectation that he or she will progress to the rank of assistant professor. That is the case with a person appointed to the research tenure track (described earlier in this document) before completing the Ph.D. The initial appointment is for a probationary one-year term, and the Dean may reappoint the faculty member for one additional one-year term. The Dean may deny reappointment to an instructor who does not meet the deadline. The Dean normally does not consult with the tenured professors about actions regarding instructors.

Review beyond the School

The dean's recommendation to promote to a higher rank or grant tenure to a faculty member is made to the University's elected faculty Committee on Appointments, Promotions and Tenure, which advises the executive vice chancellor for Academic Affairs (provost) on the recommendation. Affirmative decisions by the provost are forwarded to the chancellor and UNC-Chapel Hill's Board of Trustees for approval. The UNC System's Board of Governors and president must also approve decisions conferring permanent tenure.

From beginning to end, the process of review and decision can take from several months to a year. The Dean keeps the candidate apprised of decisions at the various levels as he or she learns of them.

Procedures Regarding Dossiers For Promotion and Tenure Decisions

The following procedures govern materials needed for dossiers and external evaluations required for tenure and promotion decisions. They are designed to implement the procedures outlined in the “Policies on Reappointment, Promotion and Tenure of Faculty Members.” It is the responsibility of the candidate to collect and submit materials needed for the dossier.

For the committee

The School’s Committee on Appointments, Promotion and Tenure requires the following materials to be submitted to the chair of the committee in electronic pdf form.

- c.v.
See list above or link to the University’s guidelines on how to prepare your C.V.:
http://facultypersonnel.unc.edu/faculty-policies-procedures/faculty-appointments/tenure-appts/CCM1_017202. It’s important to have the categories in the correct order.
- Teaching statement;
- Research/Creative activity statement;
- Service statement;
- Teaching materials
 1. Most recent syllabus for each course taught.
 2. Summary course evaluation pages for all courses taught in the relevant time period (for third-year reviews, since initial appointment; for promotion and tenure, since the initial appointment; and for post-tenure review since the last review). These summaries are available online at the end of each semester and copies may be in the teaching record files kept by the senior associate dean.
 3. Sample student comments from the course evaluations.
 4. All peer teaching observation reports (available from the senior associate dean).
 5. Anything else the faculty member thinks is relevant – for example, copies of notes from students, list of awards students have won for work done for class, number of student papers accepted at conferences or nominations for teaching awards. For external letters
- Research/Creative Portfolio. This should be delivered electronically if feasible.

The dean requires electronic pdfs of the following:

- Curriculum vitae that complies with University requirements.
- Reflective and analytical statement about **research or creative activity**, teaching and service.
- Copies of representative publications or creative works. The candidate should select at least five works that the candidate thinks are his or her best. The candidate should submit five copies of any works that cannot be submitted electronically.

Timeline

This is the usual sequence of steps in the process.

- Faculty members who wish to be considered for tenure or promotion earlier than general practice or as indicated by the terms of their contract should notify the dean in writing by Aug. 25. If the dean endorses an early review, he or she conveys that to the Committee on Appointments, Promotion and Tenure at its first meeting in the fall semester.
- By Sept. 1, the dean tells the committee chair the names of faculty members who require mandatory review that academic year.
- The candidate submits materials needed for the committee and external reviewers within two weeks of the committee's request.
- The committee will decide whether to conduct an early review.
- All candidates being reviewed for promotion or tenure must give the dean a list of possible external reviewers within 10 days of the request. External reviews are not required for reappointment reviews.
- The dean contacts external reviewers to ask them to review the materials within two weeks of the committee's request.
- The dean sends the materials to external reviewers as soon as they agree to the request. They will be asked to return letters within six weeks.
- The committee will take a vote after consideration of all the materials including the external letters and will report its recommendation to the dean.
- The dean will bring the committee's recommendation to the full professors in the case of promotion to full professor and to the associate and full professors in the case of promotion to associate professor with tenure. Those groups also will vote.
- After reviewing the actions and recommendations of the committee and the appropriate tenured professors, the dean makes the decision and forwards materials about a positive decision to the University's Appointments, Promotions and Tenure Committee.
- In the event that a faculty member is not reappointed or granted tenure, his or her employment ends at the end of the current contract.

Fixed-term Faculty

Fixed-term faculty are essential to the instructional mission of the School as well as to the University. The School has adopted a merit-based career track for fixed-term faculty that allows recognition and reward for excellence in teaching and service and overall achievement. The University has established the fixed-term positions of lecturer, senior lecturer and professor of the practice. A similar structure has been established in the College of Arts & Sciences.

Definitions

When teaching appointments are made in the School, the title lecturer applies to all fixed-term faculty members. However, the term lecturer in this document applies only to fixed-term faculty with appointments at .75 or higher.

Senior lecturer applies to a fixed-term faculty member who has been promoted from the rank of lecturer after six or more years of service as a lecturer at UNC-CH or at a peer institution. The appointment shall be one to three years at .75 FTE or higher.

Professor of the practice is a title conferred to an individual with an exceptional and distinguished professional career who would make substantial contributions primarily in the practice area by virtue of his or her experience and because of his or her continued engagement with the media industries. The University defines professor of the practice as “a senior field-specific expert whose contribution to teaching, research, or service upon joining the University community has its foundation in a prior career of distinguished non-academic achievement. It is not appropriate to employ the rank distinctions ‘associate’ or ‘assistant’ with this appointment.”

Committee on Fixed-Term Faculty

A Committee on Fixed-Term Faculty is appointed by the dean to consider appointments, reappointments and promotions to the rank of senior lecturer. The committee advises the dean on appointments, reappointments and other matters related to fixed-term faculty and makes recommendations on promotions to the faculty.

The committee shall comprise one fixed-term faculty member, the chair of the School’s Committee on Appointments, Promotion and Tenure, and one additional tenured faculty member. The chair will be the tenured faculty member. The committee will meet on an as-needed basis, depending on the number of appointments, reappointments and promotions in any year.

Initial Appointment as Lecturer or Senior Lecturer

For an initial appointment, a candidate must have a minimum of a bachelor’s degree with significant, relevant experience. A master’s or doctoral degree is preferred. The candidate also must provide:

- a current CV;
- teaching evaluations if available from previous teaching assignments;
- two outside letters of recommendation.

For an initial appointment as Senior lecturer, the individual shall also provide evidence of excellent teaching and service at UNC-Chapel Hill or at a peer institution. The individual should have taught for a minimum of six years at UNC-Chapel Hill or the other institution.

The Committee on Fixed-Term Faculty will review the materials and make a recommendation to the dean, who will make the final decision. An initial appointment can be

one to five years. Normally, initial appointments will be for three years. One-year appointments normally will be used for visiting senior lecturers, while five-year appointments may be made by the dean if he or she determines it is important to do so in order to recruit a senior lecturer.

Reappointment as Lecturer or Senior Lecturer

Individuals are reviewed as outlined below no later than four months prior to the end of their initial appointment. They should provide to the chair of the Committee on Fixed-Term Faculty:

- an updated CV;
- statements on teaching and service;
- documentation of teaching and service activities;
- student course evaluations and classroom teaching observations;
- additional materials, such as publications or professional work.

The Committee on Fixed-Term Faculty will review the dossier submitted and recommend to the dean on reappointment. The dean will determine the length of the reappointment from one to five years and make the final decision.

Promotion to Senior Lecturer

For promotion to senior lecturer, an individual must have been at the rank of lecturer for a minimum of six consecutive years. The candidate should provide to the chair of the Committee on Fixed-Term Faculty:

- an updated CV;
- statements on teaching and service;
- documentation of excellent teaching and service activities;
- student and peer course evaluations;
- two external letters attesting to the individual's qualifications for promotion;
- additional materials, such as publications or professional work, nominations for teaching awards or grant applications.

The Committee on Fixed-Term Faculty will review the dossier and make a report to the tenured faculty members, seniors lecturers and professors of practice. These faculty members will vote, recorded by rank, and report the votes to the dean, who will make the final decision. The dean will determine the length of the appointment up to three years.

Professor of the Practice

Initial appointment. To be appointed as a professor of the practice in the School of Journalism and Mass Communication, an individual must hold a master's degree or a terminal degree (e.g., J.D., M.D., MBA, Pharm.D., etc.) with significant, relevant professional experience. A person holding only a bachelor's degree will be considered only in exceptional circumstances. The individual can be reappointed at that rank.

For an initial appointment, the candidate must provide:

- a current CV;
- evidence of a distinguished career in the profession appropriate to the appointment;
- teaching evaluations if available from previous teaching assignments.

The Committee on Fixed-Term Faculty will review the dossier and make a report to the faculty as to the candidate's qualifications for appointment as professor of the practice. These faculty members will vote, recorded by rank, and report the votes to the dean, who will make the final decision. The dean will determine the length of the appointment up to five years. A one-year appointment will be used for a distinguished visiting professor of the practice.

Reappointment. No later than four months prior to the end of the initial appointment, the professor of the practice shall provide to the chair of the Committee on Fixed-Term Faculty:

- an updated CV;
- statements on teaching and service;
- documentation of teaching and service activities;
- student course evaluations and classroom teaching observations;
- additional materials that demonstrate continuing professional work.

For reappointment, the individual must have evidence of excellent teaching and continued professional service.

The Committee on Fixed-Term Faculty will review the dossier submitted and recommend to the dean on reappointment. The dean will determine the length of the reappointment from one to five years.

Mentoring

Mentoring is central to both individual and institutional success. Good mentorship is a hallmark of successful academic units. The department chair or school dean is responsible for ensuring mentoring is available and for establishing an environment conducive to and supportive of mentorship. Senior faculty members have a responsibility to support and advise their junior colleagues. Junior faculty should be proactive in developing mentoring relationships and are responsible for taking advantage of the mentorship opportunities available to them.

Report of the UNC Task Force on Future Promotion
and Tenure Policies and Practices, May 2009

The School of Journalism and Mass Communication hires new faculty members with the expectation that all will succeed and achieve tenure and/or promotion. The School takes seriously its responsibility to support faculty, especially junior faculty, to assist them in their professional growth and development. Providing opportunities for the development of effective mentoring relationships is a crucial element of that support.

Mentoring Coordinator. The dean appoints a mentoring coordinator from among the full professors to operate the School's mentoring program. In consultation with the senior associate dean, the mentoring coordinator matches mentors and mentees at the start of each academic year. Each spring the coordinator solicits from each mentor and mentee an evaluation of the mentoring relationship, which serves as the basis for any changes in mentoring pairs the following year. The mentoring coordinator also facilitates mentorship training within the School, notifies faculty of mentorship workshops and resources on campus, and reports annually to the dean on the mentoring program.

Assignment of Mentors

The mentoring coordinator, working with the senior associate dean, identifies and appoints mid-career and/or senior faculty members to serve as temporary mentors to all new faculty members, both tenure-track or tenured and fixed-term.

- Each new assistant professor or associate professor without tenure is assigned two mentors, at least one of whom should be from the assistant or associate professor's own field or a closely related field. Both mentors must be tenured faculty members and, if possible, one should be a full professor. If the new faculty member is in the School's professional track, at least one of the mentors must be in the professional track also. For new faculty members in the research track, both mentors should be from that track whenever possible.
- Each newly hired associate with tenure or full professor should be assigned at least one peer mentor to assist him or her in the transition to UNC-CH. The mentoring coordinator should consult with the new associate or full professor to identify the most appropriate peer mentor.
- Each newly promoted associate professor may request a mentor to provide advice and guidance about the process of promotion to full professor.
- Each new lecturer is assigned one mentor. The mentor for a new lecturer should be a senior lecturer or experienced lecturer.
- New senior lecturers and professors of the practice should be assigned peer mentors to assist them in the transition to academia and/or UNC-CH. The mentoring coordinator

should consult with the new faculty member to identify the most appropriate peer mentor.

It is important that both new faculty members and mentors understand that initial mentoring assignments are temporary, designed to provide new faculty members with experienced colleagues to whom they can turn for advice and information until the new faculty members get to know the entire faculty and are able to establish their own mentoring relationships. (See other mentoring tips in Appendix A).

Appendices

- A. Mentoring tips
- B. Research Track CV example, with statements (Francesca Carpentier)
- C. Professional Track CV example, with statements (Laura Ruel)

APPENDIX A

Mentoring Tips

Tips for Mentors

- Be in contact (in person, email, phone) at least once a month with your mentee. Meet in person two or three times per semester.
- At your first meeting, discuss what each of you expects from the mentoring relationship. Remember your mentee may have more than one mentor, so he or she may want you to focus on particular aspects of his or her professional development.
- Exchange CVs with your mentee to stimulate discussion about career paths and possibilities.
- Assist your mentee to develop short- and long-range professional plans, *e.g.*, a research or creative activity agenda or teaching development plan.
- Ask about and celebrate accomplishments. Encourage your mentee to inform the dean about major accomplishments (*e.g.*, publications, awards, invitations) or do it for your mentee.
- Offer to read your mentee's manuscript drafts, syllabi, etc. Provide positive and constructive criticism and feedback.
- Use your knowledge and experience to help your mentee understand how the School and University operate.
- Help your mentee network in the School, on campus and in the discipline. Introduce him or her to colleagues.
- Discuss annual performance reviews, third-year reviews, promotion and/or tenure reviews with the junior faculty member, *e.g.*, how to prepare, what to expect. Volunteer to review drafts of the documents your mentee must submit for reviews.
- Assist the junior faculty in exploring the institutional and school culture, *e.g.*, What is valued? What is rewarded?
- Share knowledge of important University and professional events that your mentee should or might want to attend.
- Improve your skills as a mentor by attending mentoring workshops, reading about mentoring and discussing mentorship with colleagues.
- Let the mentoring coordinator know as soon as possible if you have any concerns about the mentoring relationship.
- Review the mentee's vitae at least once each year.

Tips for Mentees

- Be proactive. Initiate contact with your mentor(s).
- Give copies of your CV to your mentors and ask for copies of theirs. (Remember that your mentors often have been in academia for many years, so their CVs will be longer than yours. Be careful about comparisons.)
- Be willing to ask for help and advice. Recognize that your success is important not only to you but also to the School and University.
- Be sure to share accomplishments with your mentors. Mentors are there to help you deal with problems and concerns but also want to share in your joys.
- Write down questions as they occur to you and bring the list along to your meeting with your mentor.
- Get to know your junior colleagues in the School and across campus. Remember the value of peer mentoring. Those who have been at UNC-CH a few years longer than you can provide you invaluable information and advice.
- Take advantage of opportunities to speak about and present your work. That lets other people know what you are interested in and can help create partnerships and other opportunities.
- Take advantage of the many faculty support services the University offers, including but not limited to the programs and resources of the UNC Center for Faculty Excellence (cfe.unc.edu).
- Show initiative in planning your own career. Set short- and long-range goals for your teaching, research and service. Share those goals with your mentors.
- Be respectful of your mentor's time and other responsibilities. Do not expect overnight turnaround on materials you ask your mentor to review.
- Let the mentoring coordinator know as soon as possible if you have any concerns about the mentoring relationship.