



THE ACADEMIC PROFESSIONAL TRACK

Policies, Guidelines and Procedures

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THE SCHOOL OF HEALTH AND HUMAN SCIENCES THE ACADEMIC PROFESSIONAL TRACK

I. PURPOSE AND RATIONALE

A. PURPOSE

Commentary in higher education for more than decades has underscored the importance of the diverse academic and professional contributions of faculty to the successful operation of the university (Krahenbuhl, 1998; Schon, 1995; Boyer, 1990). A companion theme has been the need to structure promotion and reward mechanisms that are sufficiently flexible to recognize performance in this broad spectrum of professional and academic work (Boyer, 1996). A recent shift in higher education has been the increasing employment of fulltime faculty not eligible for tenure. In 2007, within the UNC System, 49% of faculty were full and part-time non-tenure track faculty. At the same time, at UNCG, 53% of faculty were non-tenure track faculty (UNCG Factbook, 2009-10). Many of the faculty in these positions do not have sufficient job security, decent salaries and benefits, and guaranteed roles in decision-making (American Federation of Teachers, Higher Education, 2003, 2005; UNC Committee on Non-Tenure Track Faculty, 2002, UNCG Task Force on Non-Tenure Track (NTT) Faculty, 2011). Documents created in the School of Human Environmental Sciences (1998, revised 2002 and 2010) and the School of Health and Human Performance (2001, revised 2008) addressed some of these issues for non-tenure track faculty and provided for a hierarchy of ranks and a system for appointment and promotion to those ranks for non-tenure track faculty, based on the quality of teaching, service, and professional scholarship and productivity. With the realignment of seven departments from Human Environmental Sciences and Health and Human Performance and two programs from the Graduate School, this document replaces those previous documents.

B. RATIONALE

Fulfilling the mission of the School of HHS depends not only on tenure track faculty whose teaching, research and service conform to traditional prescriptions but also on non-tenure track faculty assigned to unique and indispensable roles. Most of these assignments are carried out in connection with the professional preparation of students in all of the disciplines represented in HHS where application of theory to practice is an integral ingredient of the curriculum. Implementation of these policies will improve the status of academic professionals to the institution as they have opportunities for advancement and are assigned longer range responsibilities. Established career tracks that provide rewards and incentives for long-term service, achievement and job stability can improve faculty morale. Because the disciplines represented in HHS are diverse, these academic assignments span a broad range of professional duties including, but not limited to, the following: classroom instruction; collaborative work with

health and social service agencies; coordination and supervision of student interns at on-campus and off-campus clinical settings; fitness evaluation and prescription; professional program supervision; and advanced skill instruction. Academic Professional faculty often serve in important administrative roles and participate in and lead ‘traditional’ research projects. Through Directed Professional Activity, some AP faculty direct programs and clinics.

Faculty members in the Academic Professional Track not only carry a significant amount of the overall workload of the School but also make valuable contributions to their departments and to their professions. Academic professionals assigned to these roles have developed reputations as excellent teachers and providers of important services, both to the university and to professional organizations. In addition, many have received regional, national and international recognition because of their highly specialized knowledge and skills, and professional contributions. Because their roles did not align with the expectations typically prescribed for tenure track faculty (e.g., conducting highly specialized research in formal disciplines, advanced graduate teaching and advising) or because they lacked the terminal degree, the Academic Professional Track (APT) was formulated in the School of HHS for non-tenure track faculty.

APT faculty participate in some governance responsibilities in the academic community. They have voting privileges in the Department, School, and on some University committees, except in matters of promotion, tenure, and post-tenure decisions of tenure track faculty, where stipulated by University guidelines. At present, they are not eligible to run for Faculty Senate.

This document details policies for appointment, re-appointment and promotion of APT faculty and strengthens departmental efforts to recruit highly qualified clinical and professional faculty who desire job stability and the opportunity for professional advancement. The APT reduces the uncertainty and instability surrounding non-tenure track positions in HHS by providing fixed term, multi-year appointments. Additionally, faculty holding long term contracts add stability to long term planning within departments and programs.

APT faculty titles in HHS are as follows:

1. Academic Professional Instructor
2. Academic Professional Assistant Professor
3. Academic Professional Associate Professor
4. Academic Professional Professor

(Note: At this time, promotions in the APT are not accompanied by salary increments from the Provost’s Office as they are for faculty in tenure track positions. Promotion-based salary increases for AP faculty are at the Dean’s discretion. A monetary incentive matching that awarded to tenure track faculty is integral to morale and motivation of these important faculty.)

References

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- The University of North Carolina Committee on Non-Tenure Track Faculty (March, 2002). *Report and recommendations*. Presented to the Personnel and Tenure Committee, UNC Board of *Governors*. Web site: <https://www.unc.edu/faculty/faccoun/reports/APTFinalReport.htm>
- UNCG Fact Book 2010-11, <http://ire.uncg.edu/pages/factbook/default.asp>.

II. DEFINITIONS AND GUIDELINES FOR EVALUATING TEACHING, SERVICE PROFESSIONAL SCHOLARSHIP AND PRODUCTIVITY AND DIRECTED PROFESSIONAL ACTIVITY.

A. TEACHING

1. Definition of Teaching

Teaching is the ‘most fundamental function of the University’ (UNCG Promotion and Tenure guidelines, <http://provost.uncg.edu/documents/personnel/evaluationPT.pdf>). Teaching can be broadly defined as “activities related to instruction and learning that occur both inside and outside of the classroom” (School of HHS Promotion and Tenure Policies, Section II.A.1) and help enhance a range of student skills, including critical thinking, reasoning and problem solving. “Faculty members should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching’ (UNCG P & T). Such teaching activities include, but are not limited to, the following:

- a. **Instructing:** Teaching students in laboratories, clinics, and field settings; teaching participants in workshops, retreats, seminars; facilitating faculty, student and staff learning
- b. **Advising and mentoring students:** Advising and mentoring students in laboratories, fieldwork, research projects, independent studies, theses and dissertations; directing collaborative research and capstone experiences; providing program/career advising
- c. **Supervising students:** Supervising clinical/practicum experiences, internships, student teaching, and assistantships
- d. **Developing learning activities:** Developing, reviewing, and redesigning courses, including interdisciplinary and interdepartmental offerings; developing and revising curricula; developing teaching materials, manuals, and software; developing computer-assisted instruction, courses, or programs; developing off-campus teaching activities such as correspondence courses, study abroad courses, and distance education courses; designing and implementing new processes or procedures that enhance the use of scholarly materials; enhancing the organization of material so that it can be more easily accessed and understood; and developing and using bibliographic and information systems to facilitate access to scholarly materials.
- e. **Participating in Community Engaged Teaching:** Developing and delivering community-based instruction, such as service-learning experiences, on-site courses, clinical experiences, professional internships, and collaborative programs; developing and delivering off-campus teaching activities such as study-abroad courses and experiences, international instruction, and distance education courses; and developing

and delivering instruction to communities and other constituencies

- f. Mentoring colleagues:** Serving as peer reviewer for colleagues and serving as a mentor for less experienced colleagues and/or teaching assistants.
- g. Improving teaching:** Conducting informal instructional research on teaching and participating in professional development activities intended to improve teaching.

2. Evaluation of Teaching

In most cases, teaching, in one or more of its forms, constitutes the primary work assignment of faculty in the APT. For this reason, special attention should be given to the level of teaching competence attained by faculty members when appointing, reappointing or promoting them within the APT.

Levels of competence: Judgments concerning the teaching competence of faculty members are the same as those described in Section A. 2. of the **HHS Guidelines on Promotion and Tenure** and are as follows:

- a. Satisfactory Teaching:** The successful candidate will demonstrate effectiveness and a record of contributions and achievements in some combination of these areas, consistent with departmentally defined criteria. One's scholarship will inform teaching. An outstanding record of teaching will reveal a strong connection between these teaching activities and the candidate's scholarship.

The following criteria relate to satisfactory teaching performance:

- The capacity and demonstrated ability to adequately communicate with students, as measured by student evaluations and peer reviews;
 - Establishment of regular and consistent student requirements related to the teaching/learning process and put forth clearly in course materials;
 - Establishment and maintenance of adequate academic standards and expectations;
 - Full and timely evaluation of students' work;
 - Meeting classes regularly and on time;
 - Consistent willingness to meet with students outside of class hours; and
 - Presence of well-defined instructional purposes in courses.
- b. Unsatisfactory Teaching:** Unacceptable teaching occurs in those circumstances in which the instructor regularly falls below minimum acceptable standards of teaching performance. The following criteria are examples of unsatisfactory performance:
 - Incapacity or inability to adequately communicate with students
 - Victimization of students through capricious evaluations
 - Demands on students unrelated to the teaching/learning process
 - Emphasis on subject matter that outdated or factually incorrect

- Failure to establish and maintain rigorous academic standards;
- Failure to fully and promptly evaluate students' work
- Failure to meet classes regularly (including failure to meet classes for the full class time)
- Consistent unwillingness to meet with students outside of class hours
- Absence of defined instructional purposes in courses
- Failure to maintain confidentiality in all student matters
- Failure to administer students' course evaluations as directed

The School embraces all strategies that enhance student learning, particularly critical thinking, higher-order reasoning, creative expression, and problem-solving skills. Undergraduate education should emphasize the traditional features of a liberal education, combine the strategies of instructional and learning models, and provide expertise in a major field of study. Graduate education should ensure student proficiency in the scholarly demands of advanced study in a discipline or profession and provide preparation and training for professional expertise in the respective area of employment. The principal objectives of the evaluation of teaching are to establish the nature and quality of teaching and to encourage high quality teaching through rewards.

Documentation of teaching: Consistent with guidelines for tenure track faculty, AP faculty will prepare a teaching portfolio, updated from year to year as the best way to document teaching accomplishments in the descriptive part of this section (There are many excellent references on preparation of teaching portfolios, including UNCG's Teaching and Learning Center website (<http://www.uncg.edu/tlc/instructional/resources/>)).

- a. Appropriate forms of documentation may include but are not limited to:
 - Descriptions of teaching activities
 - Documented outcomes
 - Evaluations of teaching including peer reviews
 - Copies of course syllabi
 - New course proposals
 - Evaluations from the Department Chair
 - Self-reflections and appraisal
 - Supervisor evaluations

(For examples of these types of documentation, see Section II A 3.b.in the HHS Guidelines on Promotions and Tenure)

B. SERVICE

1. Scope of Service

Service is essential to creating an environment that supports professional and scholarly excellence. Although all APT faculty will not participate in each type of service outlined, a significant characteristic of this faculty is the provision of service to their departments, communities, and disciplines. Such activities are essential to the service mission of the university and are legitimate extensions of teaching and professional scholarship and productivity. They help to support and enrich academic programs, and they help to prepare students for lives of service and leadership. Service on school and university committees is expected while service to the external community is encouraged. Service contributions may take the form of committee involvement, administrative duties, or other leadership roles (Note: the nature and extent of these duties will determine if they are categorized as Service or Directed Professional Activity. The latter is described later in this document).

- a. Service to the institution:** Service to the institution includes contributions made to the department, school and university that enable attainment of institutional goals. Examples may include but are not limited to:
 - Providing leadership in or making significant contributions to department/division, school or university committees or other appointed or elected groups
 - Developing and revising major policies
 - Participating in campus governance
 - Recruiting students
 - Assisting in the development of international programs
 - Mentoring students or student groups

- b. Service to external communities through engagement:** Service to the external community involves application of professional expertise to meet the needs of various constituencies such as government and health agencies, business and industry, non-profit agencies, neighborhood groups, school systems, coalitions. Examples may include, but are not limited to:
 - Providing leadership for community development
 - Conducting program, policy, and personnel evaluations
 - Consulting and providing technical assistance to public and private organizations
 - Conducting public policy analyses
 - Informing general audiences through seminars, conferences, lectures, workshops and publications
 - Interpreting technical information for a variety of audiences

- Serving as an expert witness
 - Testifying before the legislature and Congressional committees
 - Editing newsletters in one's field or discipline
 - Serving as an expert for the press and other media
 - Developing solutions to problems and inventions
 - Developing clinical procedures and practices
 - Collaborating with schools, industry, and civic agencies to develop policies
 - Developing and managing exhibits in other educational and cultural institutions
 - Providing leadership in or making significant contributions to economic and community development activities
 - Diagnosing and treating clients and patients
 - Organizing and managing conferences
 - Supervising staff
- c. **Other types of service activities:** Other types of service not strictly classified as benefiting the university or external community may be considered on a case by case basis. They may include but are not limited to involvement in professional organizations such as holding office of serving on committees.

2. Documentation of Service Activities

- a. **Documentation of service activity may include but are not limited to:**
- Summary of responsibilities and activities
 - Analyses of work accomplished
- b. **Documented outcomes may include but are not limited to:**
- Number of people served and the benefits received
 - Official documents and reports resulting from activity
 - Illustrations of ways in which the activity enhanced the department, school or University
 - Record of activities (e.g., recruiting, conducting workshops)
 - Visibility of the activity
 - Honors or awards recognizing service
 - Record of service on a community-based board or other office in a capacity related to one's professional expertise
 - Record of leadership and service to department, school, or university
 - Letters of commendation from faculty colleagues and other peers
- c. **Judgments about service may include but are not limited to:**
- Evaluations and letters from recipients of service
 - Evaluations from sponsoring organizations

- Evaluations from faculty colleagues and other peers
- Evaluations from the Department Chair

C. PROFESSIONAL SCHOLARSHIP AND PRODUCTIVITY

Although the scholarship and productivity of some APT faculty members in HHS may include traditional forms of scholarship (e.g., publishing articles in research journals, securing grants), most APT faculty members are practitioners whose work, while guided by scientific research, is grounded in applications of highly specialized knowledge. Professional scholarship and productivity of APT faculty are best evaluated with respect to contributions to the profession (rather than the scientific disciplines) in the ways that are listed below:

1. Scope of Professional Scholarship and Productivity

Professional scholarship and productivity includes the discovery, integration and/or application of knowledge. These activities may consist of accomplishments that have had a significant effect on the status of a profession and/or on a particular clientele at a local, regional or national level. These include, but are not limited to the following:

- Designing and delivering workshops, continuing education experiences and other professional development experiences.
- Conducting traditional academic or community-engaged research programs
- Developing manuals (e.g., training, operational, policies, or procedures) and other materials intended to facilitate the functioning of a professional endeavor
- Writing and editing columns and newsletters for professional groups
- Writing and editing grant proposals, books, monographs, book chapters, or technical reports for use by other professionals
- Designing, producing or adapting equipment or software intended to facilitate the functioning of professionals, professional societies, or programs that prepare professionals
- Presenting papers and symposia at professional meetings
- Disseminating community engaged research through public programs and events
- Conducting and reporting program evaluation research or public policy analyses for other institutions and agencies

2. Documentation of Professional Scholarship and Productivity

The significance of professional scholarship and productivity of APT faculty members may be documented as listed, but not limited to:

a. Descriptions of professional scholarship and productivity:

- Summary of responsibilities, activities and contributions
- Statement of significance of the professional activity including a description of the impact on the conduct of the profession or on the artistic community

b. Documented outcomes

- Copies of articles, books, book chapters, abstracts, manuals, reports, invited papers given to professional groups
- Outlines, brochures and other materials used in delivery of workshops to professional groups
- Programs or other documentation of public presentations
- Examples of educational materials, products and technical devices invented or adapted for use in the service of professionals and professional groups
- Honors and awards from professional groups or organizations
- Disclosures of innovation
- Granted patents
- Documented social changes (e.g. policies, programs, and procedures)
- Development of bills or laws based on evidence/research
- Funding acquired to support research, scholarship, creative activity, or community engagement projects approved by the department

3. Judgments about Professional Scholarship and Productivity

Judgments about professional scholarship and productivity of APT faculty members may include but are not limited to:

- Statements from other professionals, including faculty at UNCG and at other institutions, certifying the significance of work and estimating its contribution to the profession
- Evaluations from appropriate institutional review bodies
- Evaluations from the Department Chair

D. DIRECTED PROFESSIONAL ACTIVITY

AP track faculty members may have professional responsibilities which include administration. In some cases, these activities may be a significant part of the faculty member's contributions to the University and other communities beyond those typically considered Service. Since not all Departments will include this category for AP appointment or reappointment and promotion, directed professional activity must be well defined and its purpose and significance clearly stated in the documents of the Departments that choose to include the category. The faculty member, Department Chair, and Dean must discuss and agree upon the faculty member's involvement in directed professional activity. Furthermore, there must be agreement on the weight of this activity as it pertains to a faculty member's reappointment and promotion.

The category of “Directed Professional Activity” is defined in the University Promotions and Tenure Guidelines as “activities whose contribution is sufficiently distinctive that their significance is diminished if embedded within the traditional three-category model of faculty performance.” This category may be used in the evaluation of an AP faculty member candidate for appointment, reappointment or promotion if the activity is included as part of an approved work assignment. As such, it is part of the faculty member’s official file. Such an activity, while normally fitting under the teaching, research, or service category, goes beyond a normal expectation of time and resources. This Directed Professional Activity designation will ensure that a faculty member is recognized for citizenship that exceeds normal expectations.

The principal objective in the evaluation of directed professional activity is to assess the nature and quality of the contribution and its significance to, or impact on, the department, the School, or the University. Directed professional activity may include, but is not limited to, the following:

- Development of programs centers, or clinics
- Administration of programs, centers or clinics
- Preparation of significant university documents and resources, including accreditations or self-study documents
- Direction of or conducting activities that enhance/support the university’s effectiveness, including, but not limited to, designing and directing faculty development activities, providing statistical or methodological assistance to colleagues conducting research, and participating in student recruitment and retention activities.

III. CRITERIA FOR APPOINTMENT, REAPPOINTMENT OR PROMOTION TO RANKS WITHIN THE ACADEMIC PROFESSIONAL TRACK

The following criteria are presented as general guidelines for evaluating faculty at the time of appointment, reappointment or promotion. Not all APT faculty will be assigned work assignments that include duties from all the categories. For purposes of appointment, reappointment and promotion, APT faculty should be evaluated primarily on those categories in which they have major responsibilities, as determined by their job description and work plan.

For each APT faculty member, the specific areas of focus and their weightings may differ according to individual, disciplinary and programmatic circumstances reflected in individually assigned work plans. To facilitate the communication of expectations, and to provide for fair and equitable evaluation of APT faculty performance, the assignments and expectations of APT faculty will be embodied in an Annual Work plan, that specifies assignments and expectations within each of the four major evaluation categories: Teaching; Service; Professional Scholarship and Productivity; and Directed Professional Activity.

Some faculty hired in the APT will enter at the rank of Instructor because they have little or no prior experience at the university level but demonstrate the potential for developing competence in teaching, service and professional scholarship and productivity. In other instances, new faculty hired in the APT in HHS will arrive with extensive prior experience and accomplishments, warranting initial appointment at a rank higher than Instructor. The criteria below are intended to guide both initial appointments and promotion through the ranks of the APT.

There are occasions when an APT faculty member will have a full-time or part-time appointment outside of a department (e.g., Centers, Programs). In such circumstances, it is the Department Chair's, Program Chair's, or Office of the Dean's responsibility to establish a Memorandum of Understanding with the entity for which the individual's time and responsibility are allotted to clearly define responsibilities of the APT faculty member and a protocol for the individual's evaluation. Just as an Annual Work plan is developed for an APT faculty member's work within a department, an Annual Work plan should be developed for the outside appointment.

A. ACADEMIC PROFESSIONAL INSTRUCTOR

Depending on work assignments, faculty may be assigned only a subset of these activities.

1. Teaching

Faculty member demonstrates the ability, through education, credentials, and expertise, to teach courses in the area(s) assigned. Over time, the faculty member is expected to develop teaching competence and a commitment to teaching as defined in Section II A, 2a of this document. Teaching effectiveness will be reflected in peer reviews, student evaluations and other appropriate measures.

2. Service

Faculty member is expected to develop competence and a commitment to service as defined in Section II B in this document. Service may include, but is not limited to:

- Serving as a member on department, school, or university committees
- Participating in department, school, or university service activities
- Collaborating with the external community
- Conducting peer review of faculty colleagues

3. Professional Scholarship and Productivity

Demonstrates commitment to using scholarship in teaching

4. Directed Professional Activity

Faculty member is expected to demonstrate knowledge, skills, and abilities to perform the directed professional activity at a satisfactory or better level as outlined in Section IID of this document.

B. ACADEMIC PROFESSIONAL ASSISTANT PROFESSOR

1. Teaching

Faculty member demonstrates teaching competence and a commitment to teaching as defined in Sections II A of this document and shows promise of making significant contributions to teaching. Teaching effectiveness is reflected in peer reviews, student evaluations and other appropriate measures. Teaching competence is characterized as “**satisfactory.**”

2. Service

Faculty member consistently demonstrates competence and a commitment to service as defined in Section II B of this document, and documents involvement in service activities. Service may include but is not limited to:

- Assuming positions of responsibility in service activities of department, school, or university
- Continuing to collaborate with the external community
- Conducting peer review of faculty colleagues

3. Professional Scholarship and Productivity

Demonstration of professional scholarship and productivity as defined in Section II C of this document may include, but is not limited to:

- Facilitating the scholarly efforts of students and peers in professional settings
- Presenting work at local workshops or continuing education sessions

4. Directed Professional Activity

Based on documented evidence such as annual report, evaluations, or peer reviews, faculty member is expected to demonstrate knowledge, skills, and abilities to perform the directed professional activity at a satisfactory level as outlined in Section II.D of this document.

Candidates are likely to have increased levels of responsibility for Directed Professional Activity at higher ranks.

C. ACADEMIC PROFESSIONAL ASSOCIATE PROFESSOR

1. Teaching

Faculty member demonstrates teaching effectiveness and a commitment to teaching as defined in Sections II A of this document. Teaching effectiveness is reflected in peer reviews, student evaluations and other appropriate measures and is characterized by “satisfactory” teaching consistently and over the long term.

2. Service

Faculty member consistently demonstrates competence and a commitment to service as defined in Sections II B of this document, and documents involvement in service activities. Service may include, but is not limited to:

- Serving in leadership roles in service activities of the department, school, and university
- Entering leadership roles in collaborative activities with the external community
- Conducting peer review of faculty colleagues
- Serving on APT Promotion Review Committees as assigned

3. Professional Scholarship and Productivity

Faculty member demonstrates professional scholarship and productivity as defined in Section II C of this document and provides evidence of having attained a reputation for professional expertise. Professional scholarship and productivity may include but are not limited to:

- Publicly disseminating professional contributions
- Publishing or exhibiting contributions to regional or national professional audiences
- Presenting papers or posters at professional meetings

4. Directed Professional Activity

Based on documented evidence such as annual report, evaluations, or peer reviews, faculty member is expected to demonstrate knowledge, skills, and abilities to perform the directed professional activity at a satisfactory level as outlined in Section IID of this document.

Candidates are likely to have increased levels of responsibility for Directed Professional activity at higher ranks.

D. ACADEMIC PROFESSIONAL TRACK – PROFESSOR

1. Teaching

Faculty member demonstrates teaching effectiveness and a commitment to teaching as defined in Sections II A of this document. Teaching effectiveness is reflected in peer reviews, student evaluations and other appropriate measures and is characterized as “satisfactory”

2. Service

Faculty member demonstrates competence and a commitment to service as defined in Section II B of this document and documents a sustained record of outstanding service. Service may include but is not limited to:

- Demonstrating consistent leadership in department, school, and university service activities
- Demonstrating consistent leadership in collaborative activities with external community

- Contributing recognized expertise in the innovative design, implementation, and evaluation of collaborative programs with the external community
- Mentoring colleagues
- Conducting peer review of faculty colleagues on a consistent and ongoing basis
- Serving on and/or chairing AP Promotion Review Committees as assigned.

3. Professional Scholarship and Productivity

Demonstration of professional scholarship and productivity as defined in Section II C of this document. Professional scholarship and productivity may include but are not limited to:

- Publicly disseminating professional in area of expertise on a consistent and ongoing basis
- Publishing or presenting at regional, national or international professional audiences on a consistent and ongoing basis
- Attaining significant stature within the professional and academic communities

4. Directed Professional Activity

Based on documented evidence such as annual reports, evaluations, or peer reviews, faculty member is expected to demonstrate knowledge, skills, and abilities to perform the directed professional activity at a satisfactory level or above as outlined in Section IID of this document. Candidates are likely to have increased levels of responsibility for Directed Professional activity at higher ranks.

IV. REVIEW PROCEDURES FOR APPOINTMENT, REAPPOINTMENT AND PROMOTION OF ACADEMIC PROFESSIONAL TRACK FACULTY MEMBERS

Faculty will differ in the types of evidence they present based on their unique work assignments for teaching, service, scholarship, and directed professional activity based on the needs of the department. Since the duties of AP track faculty members may differ significantly among HHS departments and programs, criteria for appointment, reappointment, or promotion will reflect specific job requirements and performance expectations. For example, an AP track faculty member may be serving as director of internships and have a limited teaching assignment. In another department, an AP track faculty member may be teaching four courses per semester with no administrative duties. In another situation, a faculty member may have a full-time or part-time appointment outside of a department (e.g., in a Center, Program). As such, each department will need to interpret these general guidelines within the context of individual AP track faculty work assignment demands and performance expectations. At each level, review of an AP faculty member will be conducted within the context of the individual's position, work assignment and performance expectations.

Individuals may seek promotion within the following considerations:

1. Under usual circumstances, the promotion of an Instructor to AP Assistant Professor would be reviewed in their third year of appointment. Early reviews for the granting of promotion to AP Assistant Professor are granted in special circumstances and ideally will be discussed with and supported by the Department Chair or Program Director and Dean early in the process
2. Under usual circumstances, the promotion of an AP Assistant Professor to AP Associate Professor would be reviewed in their fifth year of appointment. Early reviews for the granting of promotion to AP Associate Professor are granted in special circumstances and ideally will be discussed with and supported by the Department Chair or Program Director and Dean early in the process
3. Promotion to the rank of AP Professor is based on achievement, distinction, and the impact of one's contributions, not duration of employment. Faculty considering promotion to Full AP Professor should consult with their Department Chair or Program Director and senior faculty in their department. While an AP Associate Professor may be recommended for promotion at any time, candidates generally require five or more years since their last promotion to demonstrate the level of achievement, recognition, and distinction expected of an AP Professor.

The rank for initial appointments is at the discretion of the Department Chair in consultation with the Dean based on the qualifications of the applicant.

1. Re-appointment to the same rank will be made at the discretion of the Department Chair in consultation with the Dean based on the AP faculty member's current work assignment and performance review as well as departmental needs and the availability of funding.
 2. Letters are not required for reappointment, but, may be recommended in consultation with the candidate's Department Chair.
 3. An AP faculty member who has not been re-appointed based on an unsatisfactory performance review may appeal this decision.
- A.** To be considered for promotion in the APT, or to appeal a non-reappointment decision based on an unsatisfactory performance review, the faculty member applies in writing to his or her Department Chair. Faculty requesting promotion will specify the rank for which they wish to be considered. Terms of appointments are as follows:
1. AP Instructor, one year
 2. AP Assistant Professor, three years
 3. AP Associate Professor, four years
 4. AP Professor, five years

- B.** AP candidates seeking promotion or appealing a non-reappointment decision will be provided with a learning management system site where their review materials will be housed. Candidate dossiers and any supporting letters or other materials will be deposited to the learning management system site for committee access.
1. The applicant will provide work assignment documents (work assignment plan and end of year evaluations from departmental faculty and Chair) for the period under consideration. Work assignment documents and end of year evaluations for faculty who have appointments outside of a department also should be included.
 2. The applicant will provide evidence of fulfillment of the criteria in those areas of responsibility at the APT rank for which application is being made. These include some or all of the following, based on the faculty member's assigned work: teaching, service, professional scholarship and productivity and directed professional service. The dossier should be concise, typically not exceeding 15 pages excluding Appendices.
 3. The Department Chair, Program Chair, or Office of the Dean shall solicit letters of evaluation of the candidate's performance relative to their work assignment. Names of persons familiar with the work of the candidate may be provided by both the candidate and senior members of the departmental faculty, and, if there is an appointment outside a department, the immediate supervisor of the candidate for that portion of their appointment. Letters of evaluation may be internal or external to the university. The number of letters to be solicited from the candidates' list and from the senior faculty members' list will be determined within each department. Great effort will be made to obtain a minimum of two letters within the time constraints of the review process. Once letters are received, the Chair or designee will be responsible for uploading these documents to the candidate's learning management system site.
 4. These materials are made available to the appointed review committee for review on the learning management system for the time period stipulated by the School tenure and promotion calendar.
- D.** For those candidates with full- or part-time appointments in a department or program, the Department Chair or Program Chair convenes a committee of at least two APT faculty and one TT faculty at or above the rank being sought by the candidate. Larger committees may be convened. Departments that do not have two APT and one TT ranking faculty members will recruit them from another department(s) within the School to serve on the committee. This review committee will review evidence, prepare a written critique of the applicant's teaching, service, scholarship and productivity and directed professional service, as delineated in the candidate's dossier, vote, and make a recommendation to the Department Chair or Program Chair. If the committee's recommendation is to deny promotion, the candidate will be provided time to address

concerns raised by the committee that led to this decision. If new material is presented by the candidate in response, the committee will reconvene to consider these materials and make a final recommendation to the dean.

- E. The Department Chair or Program Chair submits the completed dossier along with results of the committee vote to the Dean of the School of HHS. Additionally, the Chair will submit a letter indicating agreement or disagreement with the vote with accompanying rationale and a recommendation regarding acceptance or denial of the request.
 - 1. For candidates who do not have an appointment in a department or program, the individual's immediate supervisor will submit the dossier along with a letter providing a rationale regarding whether they accept or deny the applicant's request to the Dean of the School of HHS.

- F. No additional review will occur in the case of reappointment decisions. Notification of decisions not to reappoint an APT faculty member should be in accordance with university policy set forth in the **UNC Faculty Handbook, Section 604A (1)**. Where a decision has been made not to reappoint an APT faculty member, the Department Chair will discuss with the faculty member the reasons for the decision.

- G. The HHS APT Promotion and Evaluation Committee shall be composed of an APT Associate or Full Professors from each Department. TT faculty members who are at the Associate or Full level may serve when an APT representative is not available. Members of the HHS APT Promotion and Evaluation Committee will serve for three year terms with a possibility of consecutive terms. Terms of committee members will be staggered. A minimum of four members of the committee will be AP track faculty. A chair is elected by the committee.

- H. The Chair of the APT Promotion and Evaluation Committee shall assemble the committee members to establish a time schedule for the review process that is in accordance with the Promotion, Tenure, and Reappointment Review Calendar.

- I. The committee will review the recommendation of the department or program, the immediate supervisor and the dossier of the candidate. After due deliberation, the committee shall vote regarding the recommendation for promotion. All members can deliberate and vote on candidates for promotion to Assistant, Associate and Full Professor. The APT Promotion and Evaluation Committee will require a quorum (50% of APT Promotion and Evaluation Committee members plus one) for voting for each candidate (see I.3.).
 - 1. In some instances, there may be a need for a faculty member to serve on both the departmental review and HHS APT Promotion and Evaluation committees. In

such cases, the faculty member may vote only at the departmental level for the candidate's promotion and will excuse himself/herself from the vote at the HHS APT Promotion and Evaluation committee level. At the HHS level, the departmental representative may be present to answer questions about the discipline or case, but should not participate in the deliberations about the candidate or vote at that level.

2. After abstentions due to rank (I.1.) and prior departmental involvement in the review (I.2.) are accounted for, if a quorum does not exist, the APT Promotion and Evaluation Committee Chair may find it necessary to seek an additional faculty member from within the School who is eligible to vote to review and deliberate the candidate's materials with the committee.
- J.** The committee will submit a recommendation concerning promotion to the Dean. The committee shall offer a summary statement of strengths and weaknesses to justify their decision. The vote for and against shall also be recorded in the recommendation letter to the Dean.
- K.** The final decision concerning the APT rank rests with the Dean of HHS with concurrence of the Provost.
- L.** The Dean notifies the applicant and respective Department Chair of the final decision in writing.
- M.** When an application for promotion has been unsuccessful, the applicant may determine when to reapply in consultation with his or her Department Chair or immediate supervisor.