

The University of North Carolina at Chapel Hill

Department of Exercise and Sport Science

Mentoring Program Handbook



COLLEGE OF ARTS AND SCIENCES

Exercise and Sport Science

Updated July, 2022

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APPENDICES:

Documents to be completed by mentee and mentor:

Appendix A. Initial Mentoring Agreement

(completed by mentee and mentor at start of academic year)

Appendix B. Annual Scholarship Plan Narrative (Tenure Track & Teaching Track Faculty)

(completed by mentee at start of academic year)

Documents for review by mentee:

Appendix C. EXSS Faculty Handbook (see link below)

<https://exss.unc.edu/faculty-staff/faculty-and-staff-resources/>

Appendix D. Tenure Track Faculty Personnel Guidelines

Appendix E. Dossier Format Guidelines for Tenure Track Faculty Reviews (see link below)

<https://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/tenure-track-appointments/dossier-format-for-tenure-track-or-tenured-faculty-review/>

Appendix F. Standard Order Table for Tenure Track Faculty

Appendix G. Teaching Track Faculty Guidelines for Promotion

Team Mentoring

Create a mentoring team devised of the junior faculty member (the mentee) and two senior advisers (the mentors) from within EXSS, one from within the mentee's specialization (primary mentor) and the other from a different EXSS specialization or possibly outside the EXSS Department (secondary mentor). This **mentoring team** will assist the mentee's development and achievement of scholarly excellence.

Mentoring Agreement: At the heart of the mentoring program is the mentoring agreement. The **Initial Mentoring Agreement** is a formal document signed by all members of a mentoring team that spells out the expectations and responsibilities of everyone involved. The mentoring agreement should be discussed and agreed upon between the mentee and mentors at the first meeting. Separate mentoring agreements should be created between the mentee and their primary and secondary mentors.

A signed copy of a initial mentoring agreement established between the mentor and mentee should be turned in to the Department Chair within 1 week after the first meeting. For example, the mentoring agreement can outline semester goals and an action plan for achieving these goals. The semester goals may relate to teaching, research, service, or developing interdisciplinary collaborations with other faculty across campus. Any updates or changes to the mentoring agreement should be noted and a copy submitted to the Department Chair.

Expectations

The mentoring team will help guide the mentee in developing a program consistent with the expectations of the mentee's department chair for scholarly, teaching, and service activities; and assist the mentee in meeting these career development goals in a timely fashion.

The mentoring team, along with the mentee's chair, will guide the mentee toward scholarly independence and/or teaching excellence. The team will assist the mentee with the scientific and methodological expertise for the mentee's scholarly studies and provide feedback and advice for growing as an instructor and future mentor to others.

The mentors and the mentee will develop a specific work plan and help the mentee achieve it. This work plan can include items such as publication of dissertation or postdoctoral research, preparation of manuscripts on new research, drafting and submission of research proposals for extramural support, identification of potential research collaborators, and development of coursework materials for teaching responsibilities. Specific goals to be achieved as part of the work plan should be outlined in the **Annual Scholarship Plan Narrative and Timeline** document.

The Annual Research Plan Narrative and Timeline document should be completed by the mentee and reviewed with mentors. The purpose document is to help provide both the mentee and mentor with clear goals for the academic year. Both the mentee and mentor

should keep a copy of the completed document for review at the last meeting of the academic year. Note that there are separate documents for tenure-track and non-tenure track faculty members. Be sure to utilize the appropriate document.

The mentoring team will assist the mentee's development of both hypotheses and research protocols; provide the initial peer review of the mentee's proposals, scholarly works, and presentations; and help the mentee obtain appropriate interdisciplinary consultations to achieve those goals outlined in the Annual Research Plan Narrative and Timeline document.

Mentoring Meetings. Meetings between the mentee and mentors are expected to be frequent, substantive, and wide ranging. Because these regular meetings are essential for successful mentoring, the mentee is expected to meet informally with each mentor separately at least once at the start of each semester, but we recommend meeting as frequently as needed. A log of the meetings is maintained by the mentee where specific objectives and timelines are recorded. The first mentoring meetings should be completed within the first 3-4 weeks of the semester. An end of year meeting should also be arranged to occur in April / May.

The initial meeting between the mentee and the primary mentor should be scheduled by the mentor. The mentee is expected to schedule the initial meeting with the secondary mentor.

Prior to the first meeting the mentee should provide the mentors with the following documents: updated CV, completed Annual Scholarship Plan Narrative and Timeline document. The mentors will review these materials and use them as a starting point for discussing future goals to be outlined in the mentoring agreement.

It is expected the faculty members will maintain involvement with the mentoring program when on leave. When the mentee is on leave it is expected that they will meet with their mentors 1-2 times that semester to receive feedback on their progress.

It is the responsibility of all new faculty to schedule a joint meeting with the Chair and Associate Chair of the Department during their first semester to review tenure and promotion policies (tenure track faculty) or reappointment policies (fixed term faculty). A description for presenting an effective dossier for Reappointment, Promotion, and Tenure are provided in the appendices.

End of Year Review

During the final month of the academic year the mentee should complete the **Annual Report of Scholarly Productivity** document and submit to their mentors for review prior to the final mentor-mentee meeting of the year. This document should be reviewed and discussed during the final meeting. Attention should be paid towards progress made towards those goals outlined in the Annual Research Plan Narrative and Timeline document.

Mentors will complete the **Annual Review of Scholarly Productivity** document after the final mentor-mentee meeting and submit to the Department Chair for review. This information will be reviewed with the mentee during the end of year meeting with the Department Chair.

Department of Exercise and Sport Science Expectations of Senior Faculty Mentors

- Be consistent in communicating departmental expectations of research, teaching, service and collegiality
- Provide opportunities for junior faculty to establish research independence and collaboration
- Encourage junior faculty to engage with senior faculty
- Have an open door policy for junior faculty to ask for feedback or assistance
- Actively work to gain trust of junior faculty
- Facilitate junior faculty's efforts in achieving promotion and tenure
- Be open to feedback from faculty colleagues

Department of Exercise and Sport Science's Success Strategies for Junior Faculty Members

Research

- History has shown that 2-3 first author publications each year
 - Achieve a balance in journal quality / impact
 - Not all publications are expected to be in top tier journals
 - Publications should not all be in lower tier journals
- History has shown that 2-3 secondary author publications each year
 - Achieve a balance in journal quality / impact
 - Not all publications are expected to be in top tier journals
 - Publications should not all be in lower tier journals
- Actively pursuing internal and external funding to support research agenda
- Develop an independent and focused line of research
- Research collaboration with faculty both in and outside the department is encouraged, but these should be collaborations that make sense in helping the junior faculty member develop a line of research.

Teaching

- Perform at or near departmental averages on student evaluations
 - Include student evaluations as part of annual review materials
- Consistent rating of "good" based on peer evaluations
 - Include peer evaluations as part of annual review materials, when appropriate

Service

- Actively engaged in assigned departmental committee work
- Actively engaged in mentoring undergraduate and masters students in Exercise and Sport Science programs
 - Mentoring of PhD students in Human Movement Science is also encouraged, but not expected

Collegiality

- Take advantage of opportunities for collaboration
 - Facilitates open communication amongst faculty
 - Informs senior faculty of potential ways they can help facilitate junior faculty's research agenda
- Don't hesitate to ask for feedback or assistance. It is a mission of the senior faculty to help junior faculty succeed in their professional goals.
- Be prompt in replying to departmental correspondence / requests (email and otherwise)
- Be open to feedback from faculty colleagues

Tips for Mentors

Adapted from Rachel Thomas's "[Exemplary Junior Faculty Mentoring Programs](#)"

- Exchange CVs with your mentee to stimulate discussion about career paths and possibilities
- Ask about and encourage accomplishments and provide constructive criticism, praise, and impromptu feedback
- Use your knowledge and experience to help junior faculty members identify and build on their own strengths.
- Attend mentoring events
- Try to be in contact twice monthly to discuss the junior faculty member's career and activities. Commit to making one contact per month with the entire mentoring team.
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the chair.
- Aid the junior faculty in exploring the institutional, college, and department culture (i.e., What is valued? What is rewarded?)
- Check-in with the chair of the faculty mentoring program to share any concerns or problems. Respond to occasional calls from the chair of the program to see how the team is progressing.
- Encourage and demonstrate University citizenship.
- Tell junior faculty members about important university and professional events they should be attended. Invite and participate with the mentee in important university events.

Tips for Mentees

Adapted from Rachel Thomas's "[Exemplary Junior Faculty Mentoring Programs](#)"

- Show initiative in planning your career. Write a personal statement about your educational philosophy and amend it as needed. Exchange CVs with your mentor for discussion.
- Learn about how the University and your field operates. Write down questions as they occur to you and then begin finding the answers.
- Realize that your success is important not just to you but also to your department, the College and the University. Consider that "going it alone" doesn't work that well for anyone.
- Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
- Be willing to ask for help.
- Let the chair of the EXSS mentoring program know if you have questions or concerns about the program.
- Begin assembling your advisory board of supporters and advisers (other than your mentoring team) in the University community.
- Make and maintain contacts with other junior faculty within your department and the College, as well as in other departments, departments, institutes, and colleges.
- Become familiar with the resources available to support and strengthen your teaching and research.
- Assemble a library of information about your institution, college, and department. Include the latest strategic plan for the College of Arts and Sciences and your department.
- Set a meeting with your chair to discuss the department's expectations for tenure and promotion.
- Read academic plans provided by the [Offices of the Chancellor](#) and the [Provost](#) and the mission and vision statements of the [UNC College of Arts and Sciences](#).

Suggested Topics of Discussion for the Mentoring Team

Adapted from Rachel Thomas's "[Exemplary Junior Faculty Mentoring Programs](#)"

General

- How is the junior faculty member's department and committees organized? How are decisions made? What are the opportunities for junior faculty involvement?
- Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by your department and by the College? Are there other resources available to cover expenses related to teaching and research?

Research and Resources

- What conferences should the junior faculty attend? How much travel is allowed/expected/supported? How do you choose between large conferences and smaller events? What can you do at professional gatherings to gain the type of exposure that can lead to good contacts, and potential names of tenure-file reviewers?
- Authorship etiquette: On collaborative efforts, how are the authors listed? Where do graduate student names go? How important is first authorship? How is alphabetical listing of authors viewed?
- Where should you publish? What should you publish? How much/how often? What are your department's/College's expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare? How much "new" work is necessary to make something a "new" publication? Where should your publishing energy go: is a single-author book always preferable to an edited collection? May material published be submitted elsewhere? When is it time to worry if you haven't published?
- Is it worthwhile to send published reports to colleagues here, and elsewhere? What's the line between sharing news of your accomplishments and appearing self-congratulatory?

Research and Resources in a "soft money" and/or laboratory environment

- What research resources are available to you as a faculty member?
- How important are grants? How do you get hooked into the grant-writing process? How much effort should you be investing in capturing research funding? How can you find people to assist you in writing the best possible proposal, to draw up the budget? What are departmental expectations of percent of your salary to be supported by external grant funding?
- What is the expected percent of indirect cost funding on grants you received? Are there funding agencies to which you should not apply for grants because of inadequate indirect cost recovery? For laboratory space, what is the expectation of the amount of indirect funds recovery per square foot of laboratory space you

occupy? How does the department assess shared cost for use of common equipment and its service contracts?

- What do you see as your research "niche" in your department, in your area of research? What does your chair see your area of research contributing to the department, eventually to the College?
- For clinicians, what is the expected level of clinical duty while trying to write and acquire external funding? Is clinical research funding equivalent to basic research funding?

Presentations on Research

- Should you give presentations within your department? How often? How are colloquia in your department organized? What are the opportunities for your graduate students to present their work?
- Should you give presentations about your work at other universities/institutions/public settings? How often? How important is this? If it is important, how do you get invited to give these talks?

Collaborative Research

- Is collaborative work encouraged or discouraged in your department/College/fields; with other members of your department; with international colleagues; with colleagues who are senior/more established; with other junior faculty/graduate students? If yes, are you encouraged to have long-standing collaborations, or single efforts? How important is it to have some (or all) single-author papers to your credit or papers with multiple authors where you are first author or senior author?
- Should you form a research group? What sort of activities should the group do, as opposed to work you should undertake individually?

Teaching

- Will you be expected to assemble a teaching portfolio for your tenure review? What goes into such a portfolio?
- What are you expected to teach? Are the classes at the graduate, undergraduate, seminar, lecture, practicum, recitation, special topic, service course level? Are some types of teaching more valued? How much flexibility is there in teaching schedules? Who controls the schedule?
- Which are the "good" subjects to teach? Is it good to teach the same course semester after semester, stay with a single area? Or should you "teach around"?
- Is it good to develop new courses, and specialized courses in your research area?
- How can you use a special topics course to get a new research project off the ground?
- How much time should you spend on your course preparation? Where's the line between sufficient preparation and over-preparation?

- Will you have a teaching assistant? Who will select him/her? What can you expect of a teaching assistant, and what are your responsibilities for evaluation of his or her performance?
- Are there department/College standards for grading? What degree of freedom do you have in determining course content? Does your department expect comprehensive final exams?
- How are you evaluated on teaching? What importance is placed on peer observation of your teaching, and on student evaluations? If senior faculty observe your classes, who has asked them to come? To whom do they report, and in what way? What resources are there for improving your teaching?
- If a classroom problem arises you aren't sure how to handle, what are your options for seeking advice, help?
- What documentation related to teaching should you keep, for example: syllabi, exams, and abstracts?
- How should you develop a teaching portfolio? What form should it take? What should it include?

Student Supervision

- How important is your work with graduate students? How many should you expect to supervise? How many is too many? How much advising should you expect to do? How do you set limits on the amount of time/effort you invest in graduate students?
- How do you identify "good" graduate students? What qualities should you look for? How aggressive should you be in recruiting them to work with you? What should you expect from your graduate students? How do you identify a research (scholarly) problem for your graduate student?
- How important is it to the department that you are a PhD student adviser, and on PhD student committees? Is it important to be a mentor for a professional school thesis, or a mentor for an independent honors thesis? What should you keep in files on your students? Remember that you have to write reviews and recommendations for them.
- Should you hire postdoctoral associates? What are the advantages/disadvantages?
- How are the pay scales set for the graduate students and doctoral students? Should you be involved in writing training grants?

Service

- How much committee work should you expect to perform within your department, College, UNC, and the state of North Carolina? At what stage in your career should service be given to these units? What committees should you push to serve on? Are there any you should avoid pre-tenure? How much time should you expect to devote to committees and other forms of service as a junior faculty member?

- How important is professional service outside of the university? How much paper and proposal reviewing is reasonable, in participating in review boards, or in journal assistant editorships?
- How do you weigh the prestige of organizing a national event in your field versus the time commitment?

Review Process

- How long is your appointment? When will you come up for review? What sort of reviews? How is a fourth-year review, for example, different from the tenure review? What is the process? (What do you submit for review? When? How do you hear the results? How are the reviewers selected when appropriate? Do you have a role in that process?)
- What do you include in your annual report? How do you assess the chair's review? How do you discuss the annual review with your chair?
- What are the standards for tenure and promotion?
- If you are responsible for submitting your own list of potential outside reviewers, how do you go about assembling such a list? What kind of reviewers should you try for? Are international and domestic reviewers regarded equally? How is the reviewer's own eminence evaluated? How much prior contact with a potential reviewer makes them unsuitable for your list? (Is having been on a panel together acceptable, but not a professional friendship?) What is an "arms-length" reviewer?
- What information is important in your vita? Is there any activity too trivial to include? Should you send copies of congratulatory letters to your department chair, or simply retain them for your dossier? What should be included in your reflective teaching and research statements?
- How are raises determined in the College? How will you find out about your raise? What's the process for discussing your raise in a given year?
- How can you get feedback on how you're doing at any point in your pre-tenure career?

Personal Issues

- What policies does UNC-Chapel Hill have for family and personal leave? How do you go about asking for such leave? Do you begin at the department level? Is there an appeals process if your request is turned down?
- What programs/assistance does the university provide for childcare?
- How visible must one be in the department and College? Is it expected that you'll show your face every day? Is it acceptable to work at home?
- What problems does the UNC's employee assistance program deal with? What are the university's sexual harassment policies?
- If you're involved in a controversy or dispute, where do you go for help?

Web Site Resources

- Stanford University School of Medicine [Faculty Mentoring Program](#)
- Online [article](#) about mentoring in university settings
- University of California, San Diego [Faculty Mentoring Program](#)
- University of Wisconsin System Women's Studies Librarian's Office, "[Mentoring women in higher education: an annotated bibliography.](#)"
- CTE Occasional Paper: [Mentoring Faculty](#)
- APA Monitor Online: "[Mentoring Program Helps Young Faculty Feel at Home.](#)"
- <http://facultymentoring.stanford.edu/>
- <http://www.pharmacy.unc.edu/labs/mentoring-program>
- <http://womenst.library.wisc.edu/bibliogs/mentor.html>

**EXSS Mentoring Program
Initial Mentoring Agreement**

Mentor: _____

Mentee: _____

We are entering into formal mentoring partnership for the 20__ - 20__ academic year, which we expect to benefit EXSS, UNC and us. This agreement outlines the goals and expectations that have been agreed upon for the mentoring partnership between the above mentoring pair.

Mentoring partnership objectives: As a result of working with a mentor I would like to accomplish the following:

Specific role of the mentor: I will support my mentee's developmental process by:

Meeting Arrangements:

When: _____

Where: _____

How Long: _____

Frequency: _____

Who is responsible for initiating: _____

Signatures:

MENTEE

DATE

MENTOR

DATE

Department of Exercise & Sport Science
Annual Scholarship Plan Narrative & Timeline for Teaching Track Faculty

Name _____ Date _____

The annual scholarship narrative is to be reviewed by the Department Chair and the faculty member's mentors. This document should then be reviewed the following year.

Short Term Scholarship Agenda

Provide a brief description of your short-term (next 1-2 years) agenda for establishing a distinguished record of teaching and service. Evidence of distinguished teaching and service may include the following or other forms of scholarship:

- Teaching activities (e.g. courses to be taught, instructional techniques to be incorporated, steps to evaluate and improve course delivery, etc.)
- Administrative oversight (e.g. academic programs, Department/College/University level, personnel, etc.)
- Mentoring (e.g. thesis committee work, directed research, training of teaching assistants, etc.)
- Service activities (e.g. leadership roles or committee work at the Department/College/University levels or professional organization level, special projects, etc.)
- Professional advancement (e.g. advisory board of professional journal, invitations for speaking engagements, professional consulting, etc.)
- Writing and/or administering grants that improve teaching or advance DEI initiatives
- Community engagement related to the mission of EXSS

Note that the above are a limited listing of different forms of scholarship to describe. There is no expectation that faculty be actively engaged in all the above forms of scholarship or that these represent the only forms of scholarship that are valued.

Provide a brief description of any short-term research plans.

College of Arts and Sciences
Department of Exercise and Sport Science
Policies on Faculty Personnel Actions

Approved by Department, Spring 2013
Approved by the College of Arts and Sciences, August 2013
Effective July 1, 2013

PART I. Policies for tenure-track and tenured faculty

I. Introduction

The principal aims of the Department of Exercise and Sport Science are to preserve, increase, and transmit knowledge and understanding of Exercise and Sport Science. These aims are furthered by the scholarly activity of the faculty and by their teaching and training of undergraduate and graduate students. In hiring and promoting faculty, the Department seeks to maintain its high standards of scholarship and teaching. It also encourages service to the Department, the University, the professional community, the state, the nation and the world; as appropriate, it also encourages engagement with groups outside academia. The Department of Exercise and Sport Science seeks to be objective, fair, and honest in matters of hiring and promotion. It reaffirms at this time its goal of quality combined with diversity. All hiring and promotion take place within the context of departmental needs and resources. The Department subscribes wholeheartedly to the guidelines of Affirmative Action and commits itself to make personnel decisions with all possible justice to both the University and the individuals concerned.

The Department's policies are subject to those set forth in the following University publications. The most recent edition of each document takes precedence.

- A. The Code, Board of Governors, UNC (October 9, 2009 edition http://www.northcarolina.edu/policy/index.php?pg=dl&id=10866&inline=1&return_url=%2Fpolicy%2Findex.php%3Fpg%3Dvb%26tag%3Dtoc%7CThe%2BCode).
- B. Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill (October 20, 2009 edition http://academicpersonnel.unc.edu/ccm/groups/public/@hr/@facultypl/documents/policy/ccm1_017546.pdf).
- C. The Faculty Code of University Government, the University of North Carolina at Chapel Hill (July 1, 2010 edition <http://www.unc.edu/faculty/faccoun/code/code2010.shtml>).
- D. Affirmative Action Plan, University of North Carolina at Chapel Hill (October 1, 2011 – September 30, 2012 <http://equalopportunity-ada.unc.edu/files/2013/03/2012-Final-Plan-Web-Version.pdf>).

- E. Personnel Policies for Academic Personnel, Office of the Executive Vice Chancellor & Provost (<http://academicpersonnel.unc.edu/index.htm>)
- F. College of Arts & Sciences Chair's Manual (<http://college.unc.edu/>)
- G. Memorandum from the Dean on Peer Faculty Teaching Observations for Tenure, Promotion and Post-Tenure Review, August 21, 2012.

This departmental document is supplemental to, and subject to, the policies found in the above publications. Each faculty member has the responsibility to become familiar with their provisions.

II. Standards

The Department, College and University continually aspire to enhance their academic stature. Such stature is achieved primarily through the continual recruitment, development, and retention of outstanding faculty.

The standards that this Department applies to the evaluation of candidates are both qualitative and quantitative and cannot be expressed as one carrying more weight than the other. Therefore, the departmental standards inescapably entail subjective judgment. As a result, it is not possible to reduce the evaluation of academic personnel to a purely objective enumeration of expected accomplishments within a specific period of time.

The Department may recommend a candidate for promotion and/or permanent tenure before the expiration of his or her probationary term if the quality of the candidate's record meets the standards and makes a compelling case for an early recommendation. A candidate's prior record in a tenure track or equivalent position at another institution of higher education may form part of a compelling case for an early recommendation.

Prerequisite to the appointment or reappointment of any candidate is the continuing need by the Department, College and University for the services that he or she, as a scholar-teacher in a particular field, is qualified to carry out. An appointment of an individual to a tenure-track position is based on the belief that the appointment meets a continuing need of the Department. However, where this need is found not to exist, or has disappeared or may disappear, or where program change or curtailment of funding obliges the University to discontinue support, appointment or reappointment is precluded.

Quality research, teaching excellence and a commitment to service are important areas of evaluation of faculty by the Department of Exercise and Sport Science. In addition to long-standing criteria for such evaluation, innovative faculty work in these areas should also be considered when germane. Thus, tenure and promotion guidelines must balance the need for precedent and consistency with openness to new approaches and ideas for which establishing criteria for evaluation may be difficult, at least at first. Candidates for promotion and their departments share the responsibility for effectively evaluating innovative contributions. Candidates should help articulate the nature and value of their new

work. Departments should continually educate themselves on the changing landscape of the profession, and they should consider when to seek evaluations of the candidate's work that inform and can help explain particular innovations. Some of the prominent areas in which innovation occurs include engagement, digital technologies, and interdisciplinarity.

As a public university, we recognize the importance of faculty engagement. Engagement may be embedded in one or more aspects of a faculty member's research, teaching, and service activities. Faculty engagement refers to scholarly, creative, pedagogical, and service activities directed toward persons and groups outside UNC Chapel Hill and outside the usual spheres of professional academic work. Such activities typically take the form of collaborative interactions, include partners outside the University, and seek to enhance the "public good" or "public life" of the state, nation, or wider world.

When present, engagement should be recognized as a significant component of a faculty member's professional achievements. Engagement may play a more prominent role at different phases of a faculty member's career, and it should be supported at any phase if it is consistent with our Department's practices and priorities. However, faculty whose work does not include engaged activities should not be penalized or denied tenure or promotion on those grounds.

Digital technologies are reshaping every profession. Digital technologies shape not only how we communicate new knowledge, but also how we perceive and develop knowledge in the first place. Since digital technologies influence every aspect of professional life, including research, teaching, and service, the Department of Exercise and Sport Science should, therefore, regularly evaluate this changing landscape. Candidates for promotion or tenure should help articulate the nature and reception of their digital work.

Interdisciplinary work provides opportunities for creating knowledge in new and unanticipated ways, often representing cutting-edge scholarship and teaching. Since many challenges and problems require skills and perspectives from multiple academic and professional disciplines, evidence of innovative inter- and cross-disciplinary research, teaching, and service should therefore be valued in a candidate's promotion and tenure dossier.

General Standards. The following standards will be employed in evaluations for reappointment, promotion, and tenure:

- a) A demonstrated commitment to, and achievement of, research excellence is required for consideration for tenure and/or promotions in rank.
- b) A demonstrated commitment to, and achievement of, teaching excellence is required for consideration of tenure decisions and/or promotions in rank, and while its presence without the other two general standards also being met will not bring tenure or promotion, its absence is sufficient to deny tenure or promotion.

- c) Service to the Department, University, community, state, nation and world and to one's academic profession is a further, additional consideration in the overall assessment of a faculty colleague. Service is not a substitute for excellence in research and excellence in teaching.

A. Standards of Research

The Department of Exercise and Sport Science expects its faculty to be actively involved throughout their careers in achieving scholarly research excellence. The Department defines scholarship as the application of systematic and rigorous approaches to the acquisition of knowledge through accepted methods of inquiry and consists primarily of original research or interpretation that is part of a coherent project. The central result of scholarship is publication. The Department of Exercise and Sport Science requires such publication as an obvious way of extending knowledge and of sharing the fruits of scholarly thought and investigation with a wider audience that can be both critical and appreciative. The Department of Exercise and Sport Science considers both quality as well as quantity of publications.

The Department routinely attempts to provide the essential core materials that are needed to get a research program underway following an initial appointment. Thereafter, Department financial support is only minimal. It is expected that faculty members of the Department will make every effort to generate funds needed to support their research and graduate programs from external sources. The ability to succeed in peer-reviewed grant programs will be a consideration in making judgments affecting advancement.

Engaged scholarship refers to research on projects that include collaborative interactions with partners outside the University and outside the usual spheres of professional academic work. In order to satisfy the criterion for engaged scholarship, the faculty member's work must meet rigorous standards. In our Department, the criteria for evaluating the quality of engaged scholarship may include, but are not limited to: peer reviewed journal publications and books or book chapters; external funding, citations of one's scholarly work; recognition via state, national or international interviews/broadcasts; patents, intellectual property.

The Department of Exercise and Sport Science recognizes faculty who conduct or publish their research digitally for their innovation and for moving beyond traditional formats. The standard for excellence is the same for digital and non-digital work and may include: influence on a scholarly field and rigorous peer reviews or other evaluation by experts in the area.

The overall quality and contribution of the work must be measured against the University's long-standing high standards, which should be independent of the mode or medium of publication.

The research of faculty engaged in innovative interdisciplinary research shall be given formal consideration and due credit, although the overall quality and contribution of the interdisciplinary work should be measured through appropriate means against the University's well-established high standards. For faculty with interdisciplinary interests hired within the Department of Exercise and Sport Science, the main criteria for review and judgment lie

within, rather than outside, our disciplines broadly defined. In the case of joint appointments, reviews must include multi-departmental evaluations. For faculty hired as joint appointees, the main criteria for review and judgment of a faculty member's scholarly work shall encompass work across the units of appointment and related interdisciplinary work, assessed by appropriate high standards.

B. Standards of Teaching

The Department of Exercise and Sport Science expects and encourages teaching of the highest quality. Although it is not possible to enumerate here all criteria of highly effective teaching, such teachers prepare their courses with discrimination and skill. They responsibly formulate the objectives of the courses and use imaginative pedagogical methods to achieve their goals. Effective teachers engage their students, stimulate their interests, broaden their perspectives and improve their thinking. To the extent that it is possible, they also make their students active rather than passive participants in the learning process. Excellent teachers demand substantial accomplishment and high standards of work, grade all work fairly, and base what they teach on evidence and sound method. They are articulate, resourceful, and reflective. In addition, where appropriate, such teachers conscientiously provide advice and guidance to both graduate and undergraduate students on an individual basis, direct theses and dissertations, and serve on committees that critically examine and evaluate such research projects. In short, the Department expects colleagues to be generously involved in teaching and training.

Engaged teaching refers to pedagogical practices that typically take students outside the traditional classroom. Such teaching may include courses that help students engage with non-academic communities, participate in service learning programs, or interact with public schools and government policymakers. To satisfy the criterion for "engaged teaching" and for engaged teaching to be considered in evaluations for reappointment, promotion and tenure, the faculty member's courses should include analytical and reflective components and carry academic credit. Such teaching should be evaluated by students, by academic peers, and also by individuals who participate in these courses from a position outside the University.

One of the most prominent areas of recent pedagogical innovation is the integration of digital technologies within the traditional classroom as well as online. When faculty members employ new technologies to enhance teaching and learning, evaluation of teaching excellence should include assessments of this use.

Evaluation of teaching excellence should also consider faculty contributions to different forms of interdisciplinary teaching. Such endeavors greatly enhance the intellectual life of the University and provide a sense of common purpose and community among students and faculty. All levels and forms of interdisciplinary teaching should therefore be considered, including: interdisciplinary teaching within one's home unit; participation in team-taught, multidisciplinary courses that transcend the Department and unit boundaries; undergraduate, graduate and post-doctoral mentoring; and involvement in cross-disciplinary learning experiences outside the University. As with all forms of teaching, rigorous standards of evaluation should be applied.

C. Standards of Service

A service assignment should be pursued diligently, imaginatively, and responsibly, with concern for deadlines and appropriate results. Conscientious and efficient performance, combined with collegiality, tact, and resourcefulness, bring credit to the individual and the Department and should be recognized.

Assistant and associate professors without permanent tenure are expected to undertake those service functions the Department Chair may assign. Although they should focus primarily on teaching and research, untenured members of the Department will be called upon to perform a number of service activities such as work on: departmental or appropriate University committees; participation in professional association activities.

Associate professors with tenure and professors may be expected to undertake a wider range of service functions, including departmental, College, or University administrative leadership roles.

Engaged service refers to activities that are informed by the faculty member's scholarly expertise and include interactions with groups and projects outside the professional and scholarly organizations of academia. In the Department of Exercise and Sport Science, we value engaged service related to the faculty member's professional expertise, such as demonstrated engagement with the public with the goal of advancing the public good within areas related to the individual's scholarly expertise and to mission of the University.

Groups and communities increasingly connect and identify themselves through online resources, electronic networks, virtual spaces and social media. Therefore, in the Department of Exercise and Sport Science, faculty service involving digital technologies may be recognized as an important contribution to academic life and to communities outside the University. Candidates for promotion or tenure should help articulate the nature of their contribution in this area.

Faculty may be involved in interdisciplinary service in one, two or more units, depending on the nature of their appointment(s) or interdisciplinary approach. In cases of interdisciplinary service, the Department of Exercise and Sport Science, the other units involved and the faculty member will establish standards and expectations clarifying the extent of service expected from the faculty member for the Department and the other unit(s). These standards and expectations shall be reviewed, evaluated and, if necessary, modified on a regular basis. The same general standards of evaluation shall be employed for interdisciplinary service as for service within a single unit.

III. Criteria for Specific Personnel Actions

The projected needs and resources of the Department, the College and the University shall be considered in recommending initial appointments, reappointments, promotions to associate professor with tenure, and promotion to full professor.

A. Instructor with Special Provision

The candidate approved by the Department to be recommended for an appointment as an Assistant Professor but who, when approved, is still completing a doctoral dissertation, will be recommended for an appointment as instructor for one year with the special provision that upon conferral of the doctorate he or she will be reappointed at the rank of assistant professor, and with the further provision that the effective date of his or her appointment at the rank of assistant professor will be retroactive to the effective date of his or her current appointment as instructor, or to the July 1 or January 1 immediately preceding the date of conferral. Such an appointment will carry the title "instructor with special provision."

B. Assistant Professor

The rank of assistant professor denotes a tenure-track position, with an initial appointment for four years, the possibility of reappointment for three additional years, and a review for the conferral of tenure and promotion to the rank of associate professor.

1. Standards for initial appointment

Clear promise of excellence in teaching and scholarship, and completion of all requirements for the doctorate or other terminal degree and the degree's conferral are required.

2. Reappointment for a second probationary term

The initial review and recommendation for reappointment occur by the end of the third year of the initial probationary appointment. For an assistant professor already serving in the Department, reappointment is based on evidence of (a) a demonstrated commitment to, and promise of or achievement of, research excellence, (b) a demonstrated commitment to, and promise of or achievement of, teaching excellence, and (c) appropriate service to the Department.

C. Associate Professor

Initial appointment to a rank of associate professor may be with or without tenure. Promotion to associate professor always confers tenure. Except as otherwise provided under University policy, tenure is a permanent commitment by the Department, the College and the University.

Recommendation for tenure requires a judgment not only about the past and present achievements of the candidate but also about his or her potential for future achievements. While emphasizing proven excellence in research and teaching, the Department remains very much concerned, in questions of tenure, that a person show promise of continuing achievement in all three areas: research, teaching, and service. A recommendation for promotion and/or tenure by the Department Chair requires a careful assessment informed by outside references about the qualifications of the candidate and the professional judgment of the assembled full professors; the professional judgment of the tenured associate professors is also considered.

In evaluating past performance, present achievements, and promise for the future, the following factors will be considered:

- a) The candidate must have demonstrated achievement of research excellence, through scholarly contribution(s) of demonstrable value to the Department of Exercise and Sport Science. The candidate must also have demonstrated commitment to continued research excellence. The evidence to support this achievement may include, but is not limited to:
 - Peer reviewed journal publications
 - Consideration of authorship order (e.g. percentage of publications as primary author, secondary author, senior author)
 - Consideration of subjective and/or objective journal rankings (e.g. Impact Factor, Journal Citation Reports, Eigenfactor, RedJasper) and acceptance rates
 - External funding
 - Consideration of the quality of grant proposals, the number of grants submitted and/or secured, the agencies to which proposals are submitted, the actual ordered authorship of those proposals, the role played by the candidate in writing each proposal, and the amount secured
 - Citations of one's scholarly work (e.g. ISI Citation Analysis using the Web of Knowledge, Ebsco databases, Science direct database)
 - Author of books and/or book chapters in one's area of expertise
 - Invited and/or peer reviewed scholarly presentations
 - Professional commendations/awards
 - Quality mentorship of students in research
 - Collegiality in research
 - Recognition via state, national or international interviews/broadcasts
 - Patents, intellectual property

- b) The candidate must have demonstrated commitment to teaching excellence and must have achieved excellence in one or more types of teaching. The evidence to support this achievement may include, but is not limited to:
 - Peer and student evaluations
 - Teaching portfolio and CV
 - Teaching awards, commendations, invited consultations and presentations
 - Development of innovative instructional materials, technologies and/or aids
 - Development of and/or participation in training/education grants
 - Development of new coursework/curricula/educational programs
 - Academic/career advising
 - Collegiality in teaching
 - Educational contributions to other professionals (e.g. continuing education, invited presentations / workshops)

- c) The candidate's service to the Department, University, community, state, nation and world, and to his or her academic profession is a further, additional consideration in the overall assessment. The candidate must be recognized as a helpful and valued colleague. Service is

not a substitute for excellence in research and excellence in teaching. The evidence to support this achievement may include, but is not limited to:

- It is expected that the candidate should demonstrate the ability to function within the Department with integrity and a true spirit of collegiality.
- Participation in professional association activities
 - Grant review panels
 - Editor / reviewer for journals and/or books
 - Participation in committees, task forces, boards, governance bodies
- Work on departmental or University committees
- Collegiality in service
- Demonstrated engagement with public for the good of the public within area of individual's professional expertise and mission of the University
 - Presentations/workshops
 - Consultancy
 - Committee or advisory board membership

The Department will decide whether to recommend tenure following an initial appointment as an associate professor on the basis of the criteria outlined above for promotion to associate professor. With written advance approval of the Dean, an associate professor appointed from outside the Department may be recommended for an initial appointment with tenure if the quality of the candidate's record meets the standards.

D. Full Professor

Appointment to the rank of full professor confers tenure. A candidate for full professor should have made significant contributions in the field beyond those expected of an associate professor with tenure.

Recommendation for promotion to the rank of full professor requires a judgment not only about the past and present achievements of the candidate but about his or her potential for future achievements. A recommendation for promotion to full professor by the Department Chair requires a careful assessment informed by outside references about the qualifications of the candidate and the professional judgment of the full professors.

In evaluating past performance, present achievements, and promise for the future, the following factors will be considered:

- a) The candidate must have a record of sustained research and high quality publication and distinctive achievements to have gained significant recognition in the field nationally, and if appropriate, internationally. The evidence to support this achievement may include, but is not limited to:
 - Record of external funding as PI or multi-PI that supports the candidate's research or scholarly projects
 - Quality mentorship of faculty, staff and students in research

- Sustained record of publications in peer reviewed journals
 - Consideration of authorship order (e.g. percentage of publications as primary author, secondary author, senior author)
 - Consideration of journal rankings (e.g. Impact Factor, Journal Citation Reports, Eigenfactor, RedJasper) and acceptance rates
 - Author of books and/or book chapters in one's area of expertise
 - Citations of one's scholarly work (e.g. ISI Citation Analysis using the Web of Knowledge, Ebsco databases, Science direct database)
 - Invited and/or peer reviewed presentations at national and/or international professional conferences
 - Record of collaborations at national and/or international level
 - Professional commendations/awards
 - Grant review panel
 - Editor/Reviewer for journals and/or books
 - Recognition via state, national or international interviews/broadcasts
 - Patents, intellectual property
- b) The candidate must have demonstrated commitment to, and achievement of, teaching excellence. The evidence to support this achievement may include, but is not limited to:
- Peer and student evaluations
 - Teaching portfolio and CV
 - Awards, commendations, invited consultations and presentations
 - Quality mentorship of faculty, staff and students in teaching
 - Recognized teaching contributions in programs outside of primary appointment (interdisciplinary contributions)
 - Recognized educational contributions to other professionals (e.g. continuing education, invited presentations / workshops, etc.)
 - Development of innovative instructional materials, technologies and/or aids
 - PI, multi-PI or significant role in development of and/or participation in training/education grants
 - Major role in substantial curriculum revision or development of new coursework/curricula/educational programs/initiatives
- c) The candidate must have a record of service that demonstrates the capacity for constructive contributions to the Department and the University; a similar demonstration of capacity for such contributions to the community, state, nation and world is also valued. The evidence to support this achievement may include, but is not limited to:
- Participation and/or leadership roles in professional association activities, such as:
 - Grant review panels
 - Editor / reviewer for journals and/or books
 - Participation in committees, task forces, boards, governance bodies
 - Administrative leadership role at the University

- Participation on departmental or appropriate University committees
 - Leadership in role in educational mission (e.g. program director, center director, admissions director, curriculum coordinator, accreditation self-study director, etc.)
 - Significant participation in accreditation activities related to own program or to the profession (e.g. accreditation site visitor, appointment to review of accreditation standards, self-study reviewer, etc.)
- Demonstrated engagement with public for the good of the public within area of individual's professional expertise and mission of the University
 - Presentations/workshops
 - Consultancy
 - Committee or advisory board membership

E. Full Joint Tenure-Track and Tenured Appointments

In order to be recommended for a joint tenure-track or tenured appointment in the Department of Exercise and Sport Science, a faculty member must meet the standards for the rank for which he or she is being considered and must simultaneously meet the standards for the same rank in another department, so that he or she may hold the same rank in both departments. A joint tenure-track or tenured appointment in the Department of Exercise and Sport Science is an honor and not a right or extended as a courtesy. The projected needs and resources of the departments and the University shall be considered in initiating or approving joint tenure-track or tenured appointments. Policies pertaining to these appointments differ from those for appointments across departments or units in which the faculty member holds a tenure-track or tenured appointment in one of the departments or units and holds a fixed term (i.e., adjunct) appointment in another.

F. General Recruiting Procedures

The Department of Exercise and Sport Science follows University and College recruiting policies and procedures. For further details, see the Provost's website and the College of Arts & Sciences Chair's Manual.

IV. Summary of Procedural Steps in Appointments, Reappointments and Promotion (not applicable for fixed-term appointments)

Policies identified here are supplemental to, and subject to, the policies found in the most recent versions of the publications listed in the Introduction.

Letters of recommendation. Outside letters of evaluation constitute an important part of the appointment, promotion and tenure packet. A minimum of four letters of evaluation is required.

For appointments of assistant professors and instructors with special provision, these letters should be preferably from outside the institution, and also preferably from research universities with very high research activity (RU/VH institutions). They may include letters from mentors and other individuals more closely connected to the candidate.

In the case of promotion and tenure packets, it is required that all four of the outside letters of evaluation be from outside the institution, and that all be from individuals independent of the candidate. Two of the four letters must be from a list of names provided by the candidate and two of the four from individuals selected by the Department Chair. Ideally, all of the letters should come from individuals at research universities with very high research activity (RU/VH institutions). If, in the Chair's view, the most appropriate reviewer is from a university or other institution that is not a research university with very high research activity (RU/VH institutions), the Chair's letter should provide an explanation for the choice of reviewer. The goal is to obtain a letter from the person who will give the most discriminating review and unbiased assessment of the individual's national and international reputation. Therefore, the request from the Department Chair to prospective writers of outside letters of evaluation should be phrased neutrally and should not solicit an affirmative response or recommendation.

The letters may not be from individuals who have worked directly with the candidate, e.g., as a collaborator, mentor, previous coworker, or former dissertation chair, but may be from individuals who know the candidate through professional interactions, e.g., having reviewed the candidate's publications or served on review committees together.

In addition to the minimum four required independent letters, any number of additional letters from any responsible source may also be submitted. These may be from individuals within the institution with whom the candidate has collaborated or from former colleagues, collaborators, mentors, or other individuals connected with the candidate.

All letters of evaluation that are received must be made an official part of any appointment, promotion, and tenure package and must be part of the evaluation process of the candidate under consideration. In the appointment/promotion packet, each outside letter should have a designation in its upper right hand corner indicating whether the writer of the letter was suggested by the candidate or was chosen by the Department Chair.

The dossier. The Department of Exercise and Sport Science will employ the guide provided by the Appointments, Promotion and Tenure Committee of the University in completing the candidate's dossier for review for faculty reappointments, promotions and tenure.

Notification. Untenured assistant and associate professors should be notified in writing at least three months prior to the start of the scheduled review. Tenured associate professors should be notified in writing at least six months prior to the start of the scheduled review because that scheduled review also constitutes the University's post tenure review which requires six months' notice. The notification should include the requirements for the dossier the faculty member must submit for evaluation.

Timing of review. No recommendation for a promotion or reappointment which under the provisions of the Tenure Regulations will confer permanent tenure may be initiated until the faculty member has been in the active employment of the University for at least 18 months. No such recommendation may be initiated which would have an effective date later than 18 months after its initiation.

Review and consultation. Proceedings for promotion to associate professor with tenure or to full professor are initiated by recommendation of the Department Chair “after consultation with the assembled full professors of that department” (Trustees’ Policies and Regulations Governing Academic Tenure, May, 2004, p. 5). Any department charged with evaluating a candidate and making a recommendation regarding reappointment of an assistant professor, conferral of tenure and promotion to associate professor or promotion to full professor may utilize an *ad hoc* or special committee to review the candidate and present a report to the assembled voting faculty. If this committee prepares a written evaluation of the candidate, that report must be included in the candidate’s dossier. The Department’s assembled voting faculty must include at least four full professors. If a department has fewer than four full professors, a standing advisory committee including additional full professors shall be named by the Dean of the College in consultation with the Chair to advise the Chair in personnel matters.

In the Department of Exercise and Sport Science, all full professors and tenured associate professors constitute the assembled voting faculty for promotion of a candidate to associate professor with tenure or for reappointment to a second term as assistant professor. All full professors constitute the assembled voting faculty for promotion of a candidate to full professor. The faculty meeting is chaired by the Department Chair or his/her designee.

The departmental vote must be recorded and reported by rank, and must list the number of votes in support and opposition, as well as any abstentions. No faculty member may vote on the question of reappointment, tenure and/or promotion for another faculty member of the same or higher rank. Tenured associate professors, therefore, may not vote for conferral of tenure or promotion for another associate professor.

Voting on Personnel Decisions: Further specification of who may vote in different personnel matters is specified in the Department of Exercise and Sport Science document, “Faculty Voting Policies,” (Revised May 2013). Voting on personnel actions addressed by this document will be further governed by the following guidelines:

1. Only the assembled voting faculty or voting faculty assembled by ranks may vote on personnel actions.
2. All votes must be preceded by one or more meetings of the assembled voting faculty or voting faculty assembled by ranks for the purpose of discussion of the specific personnel action case.

A. Assistant Professor

Tenure Track Assistant Professors (Third-Year Reviews). Initial appointment to the rank of assistant professor is for a probationary term of four years. No less than 12 months before the end of this term, the assistant professor must be notified in writing whether he or she will be recommended for a second probationary term of three years or not reappointed.

The Department’s assembled voting faculty shall review the assistant professor’s scholarship, teaching, and service. Outside letters of evaluation are not required for reappointment. It is a

University requirement that the Chair consult the “assembled full professors” of the unit before acting upon a recommendation. In the Department of Exercise and Sport Science that discussion is followed by a vote of the assembled full professors and tenured associate professors regarding the proposed reappointment. The faculty’s vote is advisory to the Chair, who either recommends reappointment or decides against reappointment.

If the Chair decides against reappointment at the end of the initial probationary term, the assistant professor shall be notified in writing of the Chair’s decision no less than 12 months before his or her current term ends. A faculty member has the right to an administrative conference with the Chair and, if necessary, with the Dean of the College, along with such other appeal rights as are afforded under the “Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill.”

Review for Promotion to Associate Professor with Tenure

Assistant professors are reviewed during their sixth year for promotion to associate professor with tenure, non-reappointment, or (under exceptional circumstances) reappointment at the rank of assistant professor with permanent tenure.

If the assistant professor receives permanent tenure at that same rank, he or she must be reviewed every five years to meet the post-tenure review requirement of the University, and is eligible to be reviewed for promotion on the same schedule.

The Department’s assembled voting faculty shall review the assistant professor’s scholarship, teaching, and service. Outside letters of evaluation are required for promotion to associate professor with tenure. It is a University requirement that the “assembled full professors” of the unit meet to discuss and vote upon a recommendation. In the Department of Exercise and Sport Science, that discussion is followed by a vote of the assembled full professors and tenured associate professors regarding the proposed promotion to associate professor with tenure. The faculty’s vote is advisory to the Chair, who either recommends promotion to associate professor with tenure or decides against reappointment.

If the Chair decides against reappointment at the end of the second probationary term, the assistant professor shall be notified in writing of the Chair’s decision no less than 12 months before his or her current term ends. A faculty member has the right to an administrative conference with the Chair and, if necessary, with the Dean of the College, along with such other appeal rights as are afforded under the “Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill.”

B. Associate Professor, Full Professor, and Post-Tenure Review

Untenured Associate Professor. Initial appointment to the rank of untenured associate professor is for the probationary term of five years. An untenured associate professor is reviewed no later than the fourth year of this probationary term since no less than 12 months before the end of this term, the associate professor must be notified in writing whether he or she will be reappointed with tenure, promoted to professor, or recommended for non-reappointment.

The Department's assembled voting faculty shall review the untenured associate professor's scholarship, teaching, and service. Outside letters of evaluation are required for appointment as an associate professor with tenure, or for an appointment as full professor, which confers tenure. It is a University requirement that the Chair consult with the "assembled full professors" of the unit before acting upon a recommendation. The faculty's vote is advisory to the Chair, who either recommends tenure (and, if also being considered, promotion to full professor) or decides against tenure (and, if also being considered, promotion to full professor).

Full Professor. An associate professor who has completed five years and has been reappointed at the same rank with tenure must be reviewed every five years to meet the post-tenure review requirement of the University, and is eligible to be reviewed for possible promotion to full professor on the same schedule. Since the University's Tenure Regulations were revised, effective July 1, 2004, it has been possible for reviews for promotion to full professor and post-tenure reviews for tenured associate professors to take place simultaneously.

Every five years, associate professors with tenure must have an internal review that constitutes their required post-tenure review. If the faculty member wishes to be considered for promotion to full professor at that time, then recommendation letters from outside the institution are solicited as part of that review. If the faculty member does not wish to be reviewed for possible promotion at that time, only the internal review is carried out.

The Department's assembled voting faculty shall review the tenured associate professor's scholarship, teaching, and service. Outside letters of evaluation are required for promotion to full professor. It is a University requirement that the Chair consult with the "assembled full professors" of the unit before acting upon a recommendation. The faculty's vote is advisory to the Chair, who either recommends promotion to full professor or decides against promotion.

Out of cycle reviews. If a tenured associate professor, with the concurrence of the Department, wishes to be considered for review for early promotion before his/her scheduled five-year review, an out-of-cycle review may take place. If the faculty member requests a full out-of-cycle review and the full professors believe that not enough has been done to warrant consideration for promotion, the Chair has the right to recommend denying the request on the advice of the full professors. The Chair must give the reasons for recommending denial and communicate these reasons to the faculty member in writing.

Post-Tenure Review. Since 1997, post-tenure review has been mandated by UNC General Administration on orders from the Board of Governors in response to a directive of the NC General Assembly that a system of periodic review of the performance of tenured faculty be implemented. Post-tenure review applies to all tenured faculty, except as otherwise specified by University or College policy with regard to its timing for faculty who are department chairs, senior associate deans, and deans.

C. Untenured Faculty Annual Review

The Department Chair must perform evaluations of untenured assistant and associate professors every year. These evaluations are especially important for setting goals, clarifying expectations, and providing mentoring. After meeting with the untenured faculty member, the Chair must write a report of the evaluation, provide a copy to the faculty member in question, and place one in his or her personnel file.

The evaluation should provide a clear assessment of the faculty member's work that year in research, teaching and service. It should be clear about goals on which the untenured professor and the Chair agree. It should not explicitly comment on or venture a prediction regarding any later decision to grant tenure to the faculty member. On the contrary, the evaluation should include a disclaimer: "This evaluation is not an indication of the likelihood of a positive or negative recommendation regarding tenure but rather summarizes and assesses the activities in which you have been engaged for the past year." The Dean's Office should be notified when these reviews are completed.

Part II. Policies on Fixed-Term Faculty

Instructions regarding completion of this Part II will be provided at a later date.

EXSS Faculty Voting Policies
College of Arts & Sciences

rev 5-30-13

***FACULTY POSITIONS**

VOTING ISSUE / ACTION	Tenure Track - Tenured Ranks				Fixed-Term Ranks		
	Full Professor	Associate Professor with tenure	Associate Prof w/out tenure	Assistant Professor	Master Lecturer	Senior Lecturer	Lecturer
Promotion:							
Associate Professor to Full Professor	X						
Associate Prof to Assoc Prof w/tenure	X	^d					
Assistant Prof to Assoc Prof w/tenure	X	X					
Master Lecturer	X	X	X	X ^a	X		
Senior Lecturer	X	X	X	X ^a	X	X	
Lecturer	X	X	X	X ^a	X	X	
Reappointment to:							
Assistant Professor	X	X					
Master Lecturer	X	X		X ^a	X		
Senior Lecturer	X	X		X ^a	X	X	
Lecturer	X	X		X	X	X	
Other Personnel:							
Faculty Position Requests	X	X		X	X	X	X ^b
Faculty Position Announcements	X	X		X	X	X	X ^b
Search Committee Recommendations	X	X		X	X	X	X ^b
New Department Chair	X	X		X	X	X	X ^b
COURSE, CURRICULUM, DEGREE							
Undergraduate Program:							
Course (inc. Prerequisites)	X	X		X	X	X	X ^b
Curriculum (inc. Tracks)	X	X		X	X	X	X ^b
Degree Programs	X	X		X	X	X	X ^b
Graduate Program:							
Course (inc. Prerequisites)	X	X		X	X ^c	X ^c	
Curriculum (inc. Areas of Spec.)	X	X		X	X ^c	X ^c	
Degree Programs	X	X		X	X ^c	X ^c	
Graduate Admissions	X	X		X	X ^c	X ^c	

*Only full-time faculty (> 75% full work load) may vote on matters before the Department.

^aAssistant Professors may vote only during their second appointed term.

^bLecturers may vote on departmental matters following their probationary year.

^cMaster Lecturers & Senior Lecturers may vote on graduate program matters only if they hold a Regular Membership Graduate School appointment.

^dAssociate Professor with Tenure cannot vote on conferring tenure on Associate Professors

Requirements Not Part of the Standard Order (include with Originals)									
9. Copy of Action (or ATF Form)	◆	◆	◆	◆	◆	◆	◆	◆	◆
10. AP-2a	◆	◆	◆						
11. EEO Approval	◆	◆	◆						
12. I-9 Form <i>with approved EEV verification # (to EEV Coordinators in HR Workforce Planning & Compensation)</i>	◆	◆	◆						
13. Tax Cards & Payroll Direct Deposit (<i>to Payroll</i>)	◆	◆	◆						
14. Criminal Conviction Check Authorization <i>[Appointee should send form in sealed envelope marked "confidential" to the appropriate Dean's Office.]</i>	◆	◆	◆						
15. Recommendation for Joint Appointment (<i>if applicable</i>)									◆
16. OP-1 (<i>keep in dept office</i>)	◆	◆	◆						

Due to APT paperless process, units are required to submit only the Original dossier to the Director of Faculty Personnel for approval. [PLEASE BE SURE ORIGINAL IS A SINGLE-SIDED, CLEAN DOCUMENT]. Units will be required to continue submitting to their respective School's personnel committee the appropriate # of copies.

College of Arts & Sciences Teaching Track Promotion Guidelines Fixed Term Teaching Track Faculty Reviews

Policies and procedures on promotion of eligible teaching assistant professors to teaching associate professor are predicated on the following criteria:

Teaching Associate Professor is defined as follows:

- A 1.0 FTE appointment as teaching assistant professor, with benefits, for one to five years, subject to renewal
- A doctorate or terminal master's degree or documented evidence of competency according to established University credentialing requirements.
- Teaching for and service to the appointing unit, as stipulated by their policy on Promotions to Teaching Professor (most recent version)

Teaching Associate Professor has the following rights and responsibilities:

- A salary increase in the amount as determined by the Dean of the College
- Continued eligibility for annual raises subject to current guidelines and availability of funds
- Voting rights in those areas of departmental decision-making accorded fixed-term faculty, consistent with a stated unit policy on faculty voting rights
- Office space
- Eligibility to apply for college travel grants and course development grants
- Eligibility for a CCI computer according to established schedules of delivery

Procedures governing the promotion of a teaching assistant professor to teaching associate professor in College of Arts and Sciences departments and curricula.

- The candidate must have a minimum of six consecutive years' full-time (i.e., 1 FTE) service as a teaching assistant professor in the same College department, or, if the candidate is from another institution, six consecutive years of full-time (1 FTE) service as a teaching assistant professor or faculty equivalent rank.
- The candidate must provide demonstrable evidence of distinguished teaching and service to the appointing department, beyond that which is expected of a teaching assistant professor, in accordance with standards of distinguished teaching and service defined by the unit in which the candidate is appointed.

In the College, evidence of distinguished teaching may include: a university teaching award, consistently strong teaching evaluations, regular service on undergraduate honors theses committees, exceptionally high peer teaching reviews, success in writing and/or administering grants that improve teaching in a unit, administrative oversight, and training of teaching assistants and/or other fixed-term faculty in a unit.

In the College, evidence of distinguished service may include: a university service award, service as departmental undergraduate advising coordinator, service on the UNC Faculty Council and/or its subcommittees, service on university committees (such as Teaching Award Committee, Staff Award Committee, university search committees), chairing unit committees or task forces, membership on the advisory board of a professional journal, invitations for speaking engagements at other institutions of higher learning, service through Carolina Speakers Bureau.

Procedure for unit review of candidates for teaching associate professor

Only a teaching assistant professor who has completed a minimum of six consecutive years of full-time (1 FTE) service in the Department is eligible to be considered for promotion to teaching associate professor. Teaching assistant professors who meet this minimum eligibility requirement must be provided a copy of these guidelines and should be notified in writing at least three months prior to the scheduled department review.

A candidate eligible for promotion to teaching associate professor will be reviewed by a unit committee appointed by the Chair. *[If the department prefers this to be a standing committee of the department, please stipulate accordingly.]* This review committee must be composed of at least three faculty members, with at least one being a tenured faculty member and at least one being in the fixed term teaching track above the rank of the candidate being reviewed. The other member(s) may be tenured/tenure track or fixed term teaching track faculty above rank of candidate being reviewed. A teaching professor may serve as committee chair. If the department faculty contains no teaching associate professors or teaching professors, a teaching associate professor or teaching professor from another department should be included on the review committee, with the approval of the Dean's Office. This committee is responsible for reviewing any eligible candidate's dossier and submitting a report on each candidate under consideration.

To be reviewed by the department's review committee, eligible candidates for teaching associate professor must submit a dossier containing the following:

1. the candidate's current curriculum vitae;
2. the candidate's statement of teaching and service, and if applicable, a statement of research
3. documentation of the candidate's teaching and service activities, and if applicable, research activities;
4. List of courses taught by year for the past five years;
5. evidence of distinguished teaching and service;
6. the names of two individuals (external to the candidate's base department who may serve as referees). The individuals may be from within UNC or external to UNC. *Referees from within the University must be able to observe at least one class taught by the candidate and substantiate the candidate's qualifications for the rank of teaching associate professor.* This review may count toward the required two peer teaching reviews. If part of the promotion determination is based on research, then one (or both) of the letters will need to address this in addition to teaching and service.
7. Additional materials such as student recommendations, nominations for teaching awards, grant applications, and other materials relevant to the case.

These records should cover the prior five-year period, or the period of service at UNC if less than five years.

Upon receipt of a complete dossier, the Chair or the review committee chair will solicit letters from two referees external to the candidate's base department, one from a list provided by the candidate and one from a list developed by the Chair or committee, as to the candidate's qualifications for promotion to the rank of teaching associate professor. Upon receipt of the two letters, the Chair will include them in the candidate's dossier.

At least two faculty members must each observe at least one full class session. It is recommended they observe class sessions in different courses or for a different section of the same course. The observation must be carried out by either a tenured associate professor, full professor, teaching associate professor, or a teaching professor. Class observations carried out as part of a personnel decision are normally carried out in the 12-month period prior to the department meeting regarding the decision; they should preferably be carried out in the same semester as the department decision. Each faculty member participating in a peer faculty teaching observation is required to write a report for each class session observed, employing the peer teaching review template.

After reviewing each dossier, the unit review committee will submit to the Chair a written report concerning each candidate for promotion to teaching associate professor. The Chair will make this report available to the assembled eligible faculty of the department, whom the Chair will consult in a manner analogous to the process whereby the unit Chair consults the unit's faculty on the promotion of faculty members on the tenure track. For cases involving promotion to teaching associate professor, this consultation must include the tenured faculty and any teaching associate professors/teaching professors in the department. The consultation process will result in a vote of the eligible faculty of the department, recorded by rank, on each case for promotion to teaching associate professor.

The Chair of the department may decide to accept or reject the advice given by the eligible faculty. In either case, the candidate's complete dossier must be forwarded to the Dean with a letter from the Chair either recommending or denying promotion. Besides reporting the vote of the faculty, the Chair's letter should highlight factors concerning teaching and service, and if applicable, research that most influenced the recommendation. Regardless of the Chair's recommendation, the Chair must communicate that decision in writing to the candidate.

The dossier for the candidate forwarded to the Dean will contain the following:

- the chair's letter, noting the review committee's role and vote, and the vote of the eligible faculty, recorded by rank;
- the report of the unit review committee on the candidate;
- the candidate's current curriculum vitae;
- the candidate's statement of teaching and service, and if applicable, statement of research;
- documentation of the candidate's teaching and service activities, and if applicable, research;
- student course evaluations for the past five years including summarized data;
- a minimum of two peer teaching evaluations carried out by either a tenured associate professor, full professor, teaching associate professor or teaching professor;
- a minimum of two letters from referees (external to the candidate's base department and are at the rank of tenured associate professor, full professor, teaching associate professor or teaching professor) that address the candidate's qualifications for the rank of teaching associate professor;
- additional materials, [*please specify*] required by the department.

A teaching assistant professor whose case for promotion is denied is eligible for reconsideration three years after the decision against promotion; earlier consideration by the unit requires permission from the Senior Associate Dean.

Policies and procedures on promotion of eligible teaching associate professors to teaching professor are predicated on the following criteria:

Teaching Professor is defined as follows:

- A 1.0 FTE appointment as teaching associate professor, with benefits, for one to five years, subject to renewal
- A doctorate or terminal master's degree or documented evidence of competency according to established University credentialing requirements.
- Teaching for and service to the appointing unit, as stipulated by their policy on Promotions to Teaching Professor (most recent version)

Teaching Professor has the following rights and responsibilities:

- A salary increase in the amount as determined by the Dean of the College
- Continued eligibility for annual raises subject to current guidelines and availability of funds
- Voting rights in those areas of departmental decision-making accorded fixed-term faculty, consistent with a stated unit policy on faculty voting rights
- Eligibility to apply for college travel grants and course development grants
- Upon appointment to Teaching Professor, a one-time \$5,000 professional development fund will automatically be granted, to be expended within five years
- Upon appointment to Teaching Professor and based on a written project proposed by the Teaching Professor and approved by her or his unit chair, a one course release and/or a reduction in administrative responsibilities for one semester. A copy of the proposal and approval by the chair must be sent to the Dean's Office to be placed in the faculty member's personnel file
- Office
- Eligibility for a CCI computer according to established schedules of delivery

Procedures governing the promotion of a teaching associate professor to teaching professor in College of Arts and Sciences departments and curricula.

- The candidate must have a minimum of six consecutive years' full-time (i.e., 1 FTE) service as a teaching associate professor, or, if the candidate is hired at the teaching associate professor level from another institution, six consecutive years of full-time (1 FTE) as an equivalent rank.
- The candidate must provide demonstrable evidence of distinguished teaching and service to the appointing department, beyond that which is expected of a teaching associate professor, in accordance with standards of distinguished teaching and service defined by the unit in which the candidate is appointed.

In the College, evidence of distinguished teaching may include: a university teaching award, consistently strong teaching evaluations, outstanding peer teaching reviews, leadership roles on unit committees concerned with teaching, success in writing and/or administering grants that improve teaching in a unit, administrative oversight, and training of teaching assistants and/or other fixed-term faculty in a unit.

In the College, evidence of distinguished service may include: a university service award; leadership on committees and task forces at the unit, College, or University levels (such as educational policy, teaching award, staff award, or search committees); service as unit undergraduate advising coordinator or director of undergraduate studies; outstanding service on the UNC Faculty Council and/or its subcommittees; leadership in national or regional professional organizations; membership on the advisory board of a professional journal; invitations for speaking engagements at other institutions of higher learning; professional consulting.

Procedure for unit review of candidates for teaching professor

Only a teaching associate professor who has completed a minimum of six consecutive years of full-time (1 FTE) service in a single unit, or, if the candidate hired at rank of teaching associate professor is from another institution, six consecutive years of full-time (1 FTE) service as a teaching associate professor or faculty equivalent is eligible to be considered for promotion to teaching professor.

A candidate eligible for promotion to teaching professor will be reviewed by a unit committee appointed by the Chair. *[If the department prefers this to be a standing committee of the department, please stipulate accordingly.]* This review committee must be composed of at least three faculty members, with at least one being a tenured faculty member and at least one being in the fixed term teaching track above the rank of the candidate being reviewed. The other member(s) may be tenured/tenure track or fixed term teaching track faculty above rank of candidate being reviewed. A teaching professor may serve as committee chair. If the departmental faculty contains no teaching professors, a teaching professor from another department may be included on a review committee, with the approval of the Dean's office. This committee is responsible for reviewing any eligible candidate's dossier and submitting a report on each candidate under consideration.

To be reviewed by the department's review committee, eligible candidates for teaching professor must submit a dossier including the following. These records should cover the prior five-year period, or the period of service at UNC if less than five years.

1. the candidate's current curriculum vitae;
2. the candidate's statement of teaching and service, and if applicable, a statement of research
3. documentation of the candidate's teaching and service activities, and if applicable, research activities;
4. List of courses taught by year for the past five years;
5. evidence of distinguished teaching and service;
6. the names of two individuals (external to the candidate's base department who may serve as referees). The individuals may be from within UNC or external to UNC. *Referees from within the University must be able to observe at least one class taught by the candidate and substantiate the candidate's qualifications for the rank of teaching associate professor.* This review may count toward the required two peer teaching reviews. If part of the promotion determination is based on research, then one (or both) of the letters will need to address this in addition to teaching and service.
7. Additional materials such as student recommendations, nominations for teaching awards, grant applications, and other materials relevant to the case.

Upon receipt of a complete dossier, the Chair or the review committee chair will solicit letters from two referees external to the candidate's base department, one from a list provided by the candidate and one from a list developed by the Chair or committee, as to the candidate's qualifications for promotion to the rank of teaching professor. Upon receipt of the two letters, the Chair will include them in the candidate's dossier.

At least two faculty members must each observe at least one full class session. It is recommended they observe class sessions in different courses or for a different section of the same course. The observation must be carried out by either a tenured associate professor, full professor, or a teaching professor. Class observations carried out as part of a personnel decision are normally carried out in the 12-month period prior to the department meeting regarding the decision; they should preferably be carried out in the same semester as the department decision. Each faculty member participating in a peer faculty teaching observation is required to write a report for each class session observed, employing the peer teaching review template.

After reviewing each dossier, the unit review committee will submit to the Chair a written report concerning each candidate for promotion to teaching professor. The Chair will make this report available to the assembled eligible faculty of the department, whom the Chair will consult in a manner analogous to the process whereby the unit Chair consults the unit's faculty on the promotion of faculty members on the tenure track. For cases involving promotion to teaching professor, this consultation must include the tenured faculty and any teaching professors in the department. The consultation process will result in a vote of the eligible faculty of the department, recorded by rank, on each case for promotion to teaching professor.

The Chair of the department may decide to accept or reject the advice given by the eligible faculty. In either case, the candidate's complete dossier must be forwarded to the Dean with a letter from the Chair either recommending or denying promotion. Besides reporting the vote of the faculty, the Chair's letter should highlight factors concerning teaching and service, and if applicable, research that most influenced the recommendation. Regardless of the Chair's recommendation, the Chair must communicate that decision in writing to the candidate.

The dossier for the candidate forwarded to the Dean will contain the following:

- the chair's letter, noting the review committee's role and vote, and the vote of the eligible faculty, recorded by rank;
- the report of the unit review committee on the candidate;
- the candidate's current curriculum vitae;
- the candidate's statement of teaching and service, and if applicable, statement of research;
- documentation of the candidate's teaching and service activities, and if applicable, research;
- student course evaluations for the past five years including summarized data;
- a minimum of two peer teaching evaluations carried out by either a tenured associate professor, full professor, or a teaching professor;
- a minimum of two letters from referees (external to the candidate's base department and at the rank of tenured associate professor, full professor, or teaching professor) that address the candidate's qualifications for the rank of teaching professor;
- additional materials, [*please specify*] required by the department.

A teaching professor whose case for promotion is denied is eligible for reconsideration three years after the decision against promotion; earlier consideration by the unit requires permission from the Senior Associate Dean.